

# Annual Report

2021



**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 2021 there were 2,034 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 was founded on a Presbyterian vision of vocation and scholarship to educate students and leaders who will contribute to the common good. We want to graduate young men of integrity and principle, who demonstrate respect, compassion and a commitment to service.*

Our Christian education programs promote an examination of the person of Christ and the nature of His world, as well as a deeper appreciation of our place within it. Such understanding builds connectedness to others, the conviction that we are part of something bigger than self, and a sense of responsibility to work cooperatively with and to exercise care for others. During 2021, several programs focused upon the accomplishment of these ends.

A number of initiatives helped to strengthen our connection to other communities. We provided various kinds of support for Allowah Presbyterian Children's Hospital and Disability Support Services in Dundas Valley, Riverina Youth Justice Centre in Wagga Wagga, and the Tata Presbyterian School in Vanuatu.

The qualities of the Graduate Profile – including attributes such as truth, honour, loyalty, commitment, service and compassion – were explicitly taught through the College's 'fine Scots boy' lessons, tutor group meetings, Chapel services, weekly Assemblies, as well as Academic programs.

The challenges of 2021 – particularly during periods of working from home – served to further emphasise the importance of relationships and the need for a sense of community. There was a strong focus on maintaining connections,

encouraging those who may have been struggling, and seeking to look outwardly to the needs of the wider College community and communities beyond our own. The College continued striving to provide boys with the finest preparation for life, and with an education that will help them foster relationships built upon respect and a strong sense of responsibility.

# Message from the Chairman



*According to the Canadian philosopher, Charles Taylor, our Western world is living in the 'age of authenticity'. In our age, being authentic – being true to yourself – is assumed to be the highest calling in life. This philosophy pervades all our cultural texts – our movies and songs have catchlines like "you be you", "follow your heart" and "let it go". While this type of thinking may sound inspiring when things go well, it does not cope well in times of suffering, like what we experienced during the height of COVID-19.*

We are grateful that the College's foundational document, the Bible, has a countercultural message reminding us to:

"Consider it pure joy, my brothers and sisters, whenever you face trials of many kinds, because you know that the testing of your faith produces perseverance. Let perseverance finish its work so that you may be mature and complete, not lacking anything." (James 1:2-4).

Our faith reminds us that God repurposes the suffering of His people to build them up and prepare them for something greater.

The College Council therefore wishes to express its deepest appreciation to The Scots College Principal, Executive Leadership Team and staff for embracing the challenges of this past year to not simply survive and keep the wheels turning. But rather,

used the fresh challenges to develop and adapt so that the College can better serve our community, in times of uncertainty.

The beginning of the year marked a new phase in the construction to upgrade the former Senior School Library. The John Cunningham Student Centre is not simply intended to be a beautiful, functional building. The vision behind its construction is to be the home of the College's Character and Care Patribus Initiative. The product of the College is not buildings in themselves, but rather the development of boys so that they may flourish and thrive in the years to come.

At first, 2021 was expected to mark the year out of COVID-19, however the Delta variant quickly put an end to that expectation. The Council thanks the whole College community, most especially parents and carers, for their patience in understanding the College's challenge to navigating health advice and various lockdown orders. Classes, sport, co-curricular and extracurricular activities, and a host of other events, had to be altered or cancelled. We all share in the disappointment of not being able to celebrate significant milestones in the usual way.

Just like how the skeleton, even though unseen, provides structural support to the body, the Council is grateful to all who work behind the scenes to ensure that the school functions well. Under the governance of the Council, the College has coped well with the ambiguity of the past year to ensure that the finances are healthy. Governance policies are constantly updated to deal with new requirements, and risk plans are drafted for scenarios that are unseen to most people. The Council is grateful to all staff who often serve in unseen ways, and who are self-motivated to strive for excellence together because they want to see boys learn, lead and

serve well. The challenge when dealing with adversity, is that the problem at hand can become all consuming. However, the Council has been blessed that much of our thought, debate and discussion this year were not taken up with overseeing problems, but rather on thinking and planning.

The strategic intent of the College was approved, which among other things, integrates faith and learning across the curriculum. It focuses on the achievement of excellence relevant to the diverse needs of the boys and a balance of individualisation and innovation. Plans for the reimagined Early Learning Centre play area were completed to provide a stimulating area for boys to have fun playing in an interactive environment. An innovative Bannockburn master plan was crafted to take the College's outdoor experiential learning to an even higher level.

The Council expresses its gratitude to Old Boys, parents and donors and all who make such ambitious plans possible. The Council is privileged to have a Principal, leadership team and staff who relentlessly seek innovative improvement.

We are not sure what the future has in store for us. It will most likely be filled with opportunities, challenges and, to some degree, suffering. However, the grand narrative of humanity is that suffering comes before glory. God the Son, chose to humble Himself by becoming human, then further humbled Himself to suffering and death, so that we might be challenged today to follow Him our suffering to His resurrection and glory.

**Rev Glen Pather**  
Chairman  
College Council



# Message from the Principal



*The year 2021 presented The Scots College with a number of challenges, particularly with an extended lockdown and changing COVID-19 restrictions. I am proud of the resilience and attitude of all Scots boys who, when challenged, have pushed through and risen to new heights.*

Character formation is one of the many distinctives of a Scots education and if 2021 has taught us anything, it is that there are things in life that we simply cannot control. How we respond to ambiguity, who we call on for help and what we do when faced with pressure, holds a mirror up to our character and ultimately strengthens it.

The Scots story is one that exists not just over the course of our lifetime, or through a students' enrolment at the College. It is a story, that in many ways, started well before 1893 when the College was formally established by Reverend Arthur Aspinall.

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 our students, and to provide the right experiences and environments for students to grow. Scots' families trust us to do this in partnership with them. Last year this partnership has been more evident with lessons taking place in the family home.

Over recent years, Scots leadership teams have been thinking, observing, researching and analysing trends and their impact on educational provision. Reinventing education requires educational practitioners, structures, programs and systems that are a 21st century fit for our purpose. We do not seek to model ourselves on existing structures of schooling that perpetuate older paradigms of learning. Rather, we look to model education around boys' aspirations and their areas of giftedness. 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 inaugural Adventure Academy was held in Term 3. This pilot program involved 19 students who chose to partake in this extension of the Glengarry experience. The Adventure Academy is a carefully designed program to inspire boys to take responsibility for their learning, achieving their goals and engaging with others meaningfully in a new, adult world. Despite many changes to the intended program, the students

and staff were able to demonstrate the strength of this new program. We look forward to its further development in 2022 and beyond.

The Glengarry experience has become synonymous with The Scots College experience. Over these years, families have often talked to us about how their son/s grew as individuals and bonded together as a group at Glengarry. The strong outcomes for personal, social and spiritual development are tangible and supported by very positive student, parent and carer feedback.

Despite fewer opportunities for Sport and Co-Curricular Activities, there were still a number of highlights that showcased boys' abilities and creativity. From sporting achievements across Cross Country, Sailing and Tennis, to co-curricular events, including Pipes and Drums, Cadets and a Music showcase across both the Preparatory School and Senior School.

Construction has continued for the John Cunningham Student Centre; a building that will stand at the centre of the Senior School and provide all Scots boys access to services that develop world-leading character and care. The Scots College Auditorium has been restored to the Harry Triguboff Auditorium. It will provide a central place for students to gather and grow as they are inspired by Assembly messages and acknowledge and celebrate student success.

I want to particularly acknowledge the contribution of all staff, teachers and support staff across the College who have worked in different ways in

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The Adventure Academy is a carefully designed program to inspire boys to take responsibility for their learning, achieving their goals and engaging with others meaningfully in a new, adult world.



2021 to ensure that the Scots journey has been one of growth, support and enrichment for its students. From Glengarry, to boarding, to Zoom lessons, to working with 3 year olds, to those undertaking their HSC exams, staff have been stretched to embrace change and have done so with professionalism and an unwavering commitment to the students in their care.

Together with the Executive Leadership Team, who have been wise and trusted in their decision-making, exemplified a core value of Scots that leadership is best done through teams. The tremendous oversight, support and faithful encouragement of the College Council has been appreciated again in 2021. I wish to acknowledge the important contribution that Mr Wayne Richards has made to the College through his time as Chairman and

look forward to working alongside Reverend Glen Pather as Chairman of the College Council in ensuring that Scots has many more years of success in growing fine Scots boys.

**Dr Ian PM Lambert**  
Principal

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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 ...

# Message from the Head Prefect



*The Beatles classic, The Long and Winding Road, seems poignant in describing the 2021 journey for the Year 12 cohort, our school community, Australia and indeed, the world.*

We faced roadblocks, traffic jams and a change of route many, many, times. Is this a road we expected to be travelling on or will travel on ever again? The simple answer is – no. But the truth is, it is our road, our journey and it will find its way into the Modern History classroom in years to come. We have become living history for the boys in the Early Learning Centre – who through young, innocent eyes, fortunately do not truly understand the unusual year we all had.

Learning about who you are as an individual and as part of a community is one of the greatest life lessons, and is a lesson we definitely had in 2021. I am proud of the Year 12 cohort, their camaraderie, endurance, flexibility with change and their ever-present sense of humour describes who we are. A group of young men on the cusp of new opportunities, many on different roads, that will have twists and turns but will always point us back to our true north, The Scots College.

In years to come we will be Old Boys commiserating in our losses and celebrating each other's successes. The College will always be that special place where we forged lifelong friendships, we learnt the importance of hard work and teamwork, as well as what it means to be a man of strong integrity and good character. We will wear our school days as a badge of honour, as it has been such a strong part of shaping who we are.

It is not until you are in your Senior years that you understand and have more clarity about the team of people who support you on your school journey. Your parents and carers for making the decision on which school to send you to, the College Council, the Executive Leadership Team, the staff, coaches and students around you. The African proverb "It takes a village to raise a child." rings true in every aspect of College life.

Thank you Dr Lambert, for your leadership of the College. In our meetings I have gained insight into your passion for education and our school and have appreciated that your door is always open. Your vision for the College will ensure its future for many generations of Scots boys to come. Mrs Lambert thank you for your care, kindness and unwavering support.

The College Council is ever-present behind the scenes, managing the governance of the College and on behalf of the student body, thank you for your continued commitment to the Scots community.

Mr Crerar, on behalf of the Year 12 boys who came through the Preparatory School, and the Senior students who have had the honour of meeting you, thank you for your open heart and kindness towards all boys. I personally have so many treasured memories of your leadership in the Prep School. You are a true mentor of young men.

Mr Potter your sense of humour and commitment to the boys may not always be appreciated, but I am sure as we reflect on our time at Scots, we will remember the important part you have played in our lives. You have encouraged us to be the best version of ourselves and reminded us to shave, cut our hair and basically got us through our Senior years. Thank you!

Reverend Nixon thank you for your Christian leadership, wise counsel and unwavering support of all boys at the College. One of my greatest memories will be seeing Reverend Nixon on the sidelines, every Saturday, cheering on the boys.

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I am proud of the Year 12 cohort, their camaraderie, endurance, flexibility with change and their ever-present sense of humour describes who we are.

Mr Bowles, Mr Brennan, Ms van den Bol, Mr Cooney and our amazing Year Coordinator, Mrs Braun, what can I say. It has been an extraordinary year. Each of you have tirelessly worked to ensure that the boys in your care are supported, focused and mentally okay. A massive thank you from the Year 12 cohort.

As the American poet, Maya Angelou said "... people will forget what you said, people will forget what you did, but people will never forget how you made them feel", and our teachers at Scots have always made us feel heard and understood – we thank you all, from the bottom of our hearts.





Due to Term 3 being in lockdown, our parents have spent more time with us than they had planned on. They have supported us, managed us and helped keep us motivated during these unprecedented times. If we are honest, we have not always been the best version of ourselves and our mums, dads, siblings and carers have shown us unconditional love. If there is a silver lining to lockdown, it is the quality family time we have had. On behalf of the student body, thank you to all the parents and carers for your patience and support.

I am envious of the Years 7 and 8 boys – they have such a special time ahead as they grasp the opportunities coming their way. The experience of Glengarry is unique and life-changing. One that is shared by each and every Scots boy. Friendships will grow and change, and memories will be shaped throughout their time at Scots. Day boys, embrace the boarders, you will make very special lifelong friends. Always remember, to be a student at The Scots College is a privilege, but most importantly, a great honour.

Scots is a school rich in culture and diversity, surrounded by musicians, artists, actors, debaters, sportsmen and scholars. It is an inclusive community where boys can have new experiences and forge an individual path to follow their passions. Excellence is celebrated, commitment is expected, and character education is the foundation of every program. As students, we are fortunate to be immersed in this culture.

To Jack Hawthorne, the 2022 Prefects and the 2022 Year 12 cohort, we wish you all the best for your final year at the College. We know you will do the College proud.

Finally, to the Year 12 boys ... as we loosen our ties, and hang up our school blazers one last time, I say thank you. Thank you for the friendship, the laughs and joy you have brought to all our lives. We have grown together and are strong as a cohort and as individuals, who will go out into the world with skills and determination to be leaders in our chosen fields. I have enjoyed

every moment of the journey with you all, the many bumps in the road, the mountains we have climbed and the valleys we have navigated. The Scots College will hold a very special place in our brave hearts.

As we bid the College farewell, we will become 'Old Boys' and walk shoulder to shoulder with men who have paved the way for so many. We begin a new journey where we continue to honour our forefathers with brave hearts and bold minds as we learn, lead and serve our community.

It has been a great honour being Head Prefect for 2021 and a privilege to walk alongside a group of such fine Scotsmen.

Scots to the fore!

**Max McCathie**  
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 and 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 am extremely impressed with everything the school has offered to both my boys." Parent*

*"The College, as a whole, has been very responsible and takes their duties seriously and diligently. The staff are very caring and helpful in educating my son." Parent*

*"Scots have been incredibly supportive during the COVID-19 period and I could not have asked for any safer place to send my son during the lockdown period. Thank you." Parent*

*"The Scots College has been a wonderful choice of school for both my sons. They are very different boys and Scots has offered them a wonderful pathway to pursue their interests and develop lifelong friendships." Parent*

In 2021, student feedback were not gathered for inclusion in this report.

## Teacher Satisfaction

The College is committed to the ongoing support and care of its teachers. The year 2021, was a difficult year in Sydney, with an extended COVID-19 lockdown which meant teachers were engaged in long periods of online learning. Staff continued to work together on professional learning projects, embedding the Graduate Profile into teaching and learning programs. Consultative surveys for teachers were also put in place throughout 2021 to gather feedback and ensure needs were responded to with regards to COVID-19 restrictions.



# 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. Students at The Scots College undertook this testing in the online environment, for the first time, in 2021.*

The NAPLAN results for the Preparatory School are extremely pleasing. Over 90 percent of students in Year 3 were placed in the top three bands for Grammar and Punctuation, Spelling, Writing and Numeracy. Further to this, we saw the impact of the significant writing improvement strategy implemented throughout the last few years with over 80 percent of Year 3 students placed in the top two bands for Writing, and Grammar and Punctuation.

Over 80 percent of students in Year 5 were placed in the top three bands for all assessment areas, where Reading, Grammar and Punctuation, and Numeracy saw over 90 percent of students in the top three bands.

The percentage of students in the top two bands for Spelling, Writing, and Numeracy are the strongest they have been since 2017.

In the Senior School, we are pleased in 2021 to see growth in most year groups across both Literacy and Numeracy domains. Boys across the College are generally performing above the state and above other NSW Independent Schools in all areas except Year 9 Spelling. In Years 7 and 9, our Numeracy results continue to be pleasing. Grammar and Punctuation, and Reading have both improved greatly for the fourth year in a row. The Writing results in Year 7 are the best since 2017, and our Year 7 Spelling results remain consistent and well above state rankings.

With our reinvigorated focus on lifting the performance of the boys' Grammar and Punctuation, Spelling, and Writing, in particular, it is encouraging to see strong improvements across the College in these areas with more boys achieving in the highest bands.

It was noted that in the Spelling component for Year 9, there was a

decline in achievement recorded within the top two bands (Bands 9 and 10) for 2021. Having consulted with the Head of English and the Head of Curriculum, we look to integrate several new strategies across Years 7 to 10. Commencing from Term 1 2022, departments across the College will be investigating strategies designed to embed the skills of discourse and analysis within the curriculum.

Despite this dip in the highest two bands of Year 9 Spelling, the College's Literacy results still remain high with an average of 55 percent of Year 7 students and 59 percent of Year 9 students scoring at or above their expected growth across all Literacy domains since the last testing in 2019.

Years 7 and 9 Numeracy results are pleasing yet again, with 67.8 percent of Year 7 students achieving in the top three bands and 15.1 percent of students scoring in the top band. Likewise in Year 9, 86.1 percent of boys achieved in the top three bands with 26.2 percent scoring in the top band.





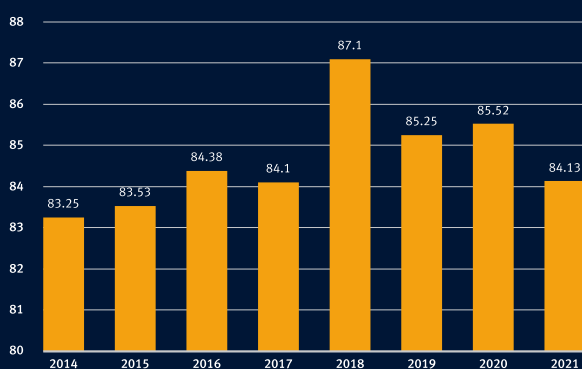
## Record of School Achievement

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 were awarded by the College in 2021.

### ATAR Median

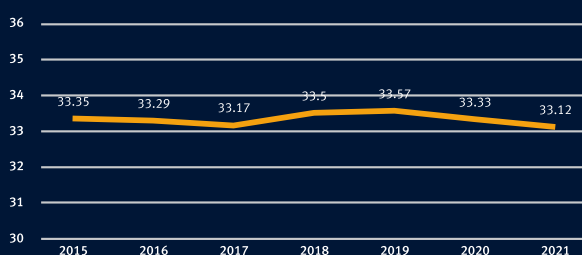
The College's ATAR average has decreased slightly from 85.52 to 84.13 in 2021.

- 15 percent of students received an ATAR of over 95 (20.3 per cent in 2020).
- 31.5 percent of students received an ATAR of over 90 (34.9 percent in 2020).



### 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 2021 the GSA decreased slightly to 33.12 as compared to the 33.33 in 2020. This average has remained very steady with a narrow range of 0.4 over the past five years.

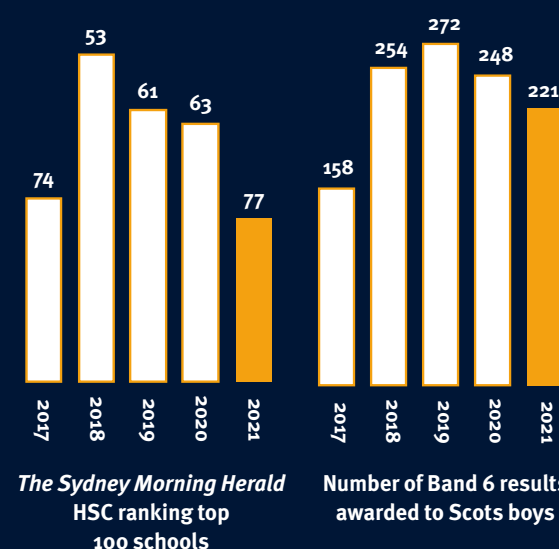


## Year on Year Comparison

The Scots College had a decrease of 14 places in *The Sydney Morning Herald* schools lead table compared to 2020. A total of 221 Band 6s were awarded to Scots' boys.

In 2021, 29 subjects were top performing courses with their combined Band 5 and 6 results being above the NSW state average.

Fourteen of the courses on offer saw significant improvements in the combined number of Bands 5 and 6 awarded to Scots students compared to 2020. In five courses offered at The Scots College, 100 percent of the boys were awarded a Band 5 or 6.



## Higher School Certificate Results

The Class of 2021 showed resilience, determination and, above all, a sense of camaraderie that meant they were able to navigate the significant challenges of their final two years.

Eight students reached the Premier's List (achieved Band 6 in at least ten units of study). Three students received an ATAR over 99 and two state rankings were awarded in Indonesian Extension and Mathematics.

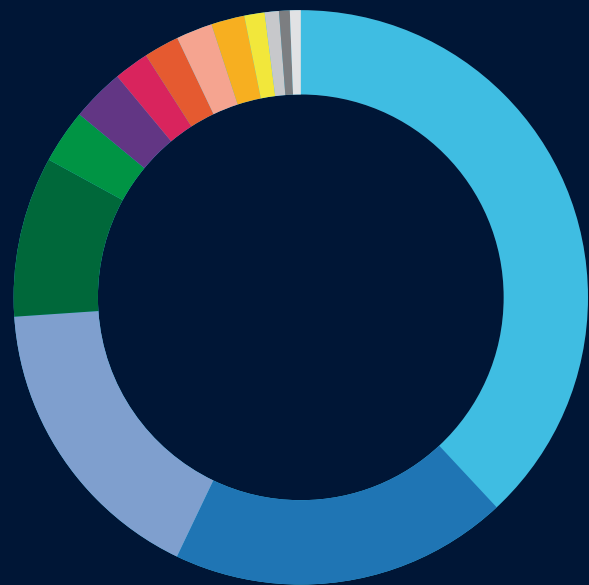
In 2021, NSW Education Standards Authority permitted only one student from each school to be submitted for nomination to the ARTEXPRESS. The Scots College acknowledges two additional students' major works that would have been submitted for consideration, had the submission criteria been the same as in years past. OnSTAGE is a presentation and exhibition of group and individual performances and projects by HSC Drama students. Two students' works were submitted to OnSTAGE for consideration.















Shape is an exhibition of exemplary bodies of work created by students for the HSC in Design and Technology. In 2021, all Design and Technology major works were internally marked. The Scots College acknowledged three students' major bodies of work that would have been submitted for consideration to Shape 2021. The number of Distinctions and High Distinctions at the Australian Science Olympiads increased from 12 in 2020, to an incredible 21 in 2021.

The College's success in Mathematics continues to grow with two boys winning International Competitions and Assessments for Schools medals and two boys were invited to participate in the Australian Mathematical Olympiad selection school.

## Post School Destinations

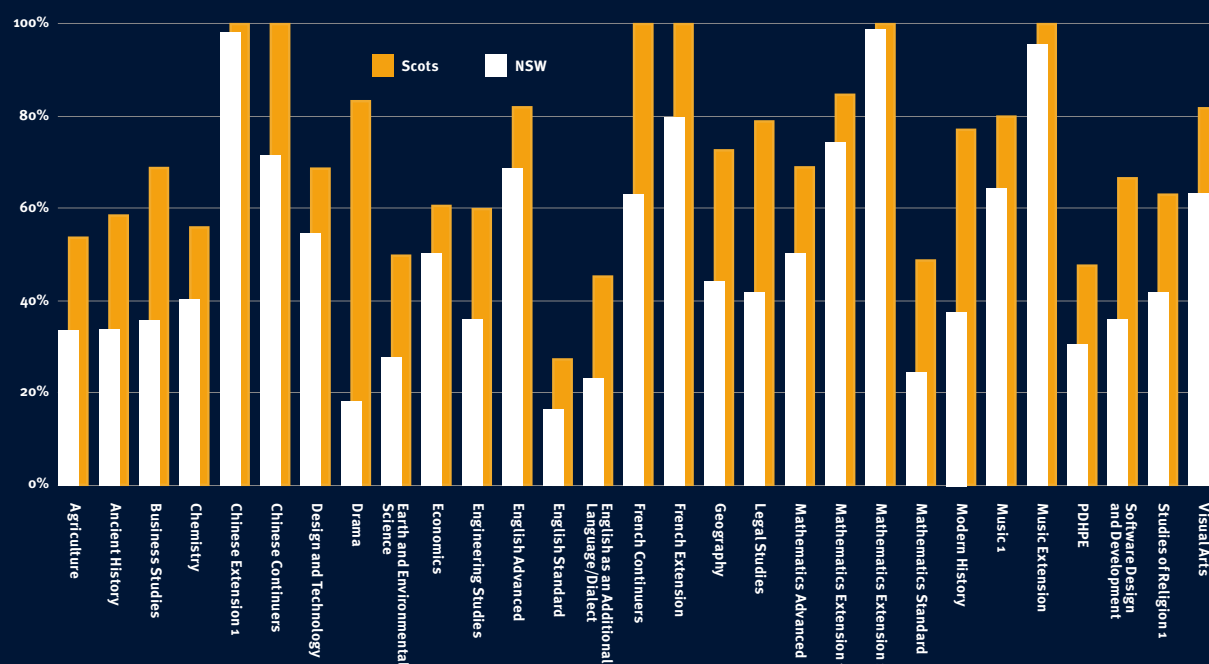
The Scots College does not receive formal notifications of Universities Admissions Centre (UAC) offers to students, but there is a tradition of boys sharing their successes with the College. The Class of 2021 cohort who completed Year 12, received the following university placements and offers from tertiary study pathways.



	<b>The University of Sydney</b>	<b>38%</b>
	<b>University of New South Wales</b>	<b>19%</b>
	<b>University of Technology Sydney</b>	<b>17%</b>
	<b>Macquarie University</b>	<b>9%</b>
	<b>University of New England</b>	<b>3%</b>
	<b>University of Newcastle</b>	<b>3%</b>
	<b>Australian Catholic University</b>	<b>2%</b>
	<b>Australian National University</b>	<b>2%</b>
	<b>University of Canberra</b>	<b>2%</b>
	<b>University of Wollongong</b>	<b>2%</b>
	<b>The University of Notre Dame</b>	<b>1%</b>
	<b>Western Sydney University</b>	<b>1%</b>
	<b>International College of Management, Sydney</b>	<b>0.5%</b>
	<b>Southern Cross University</b>	<b>0.5%</b>

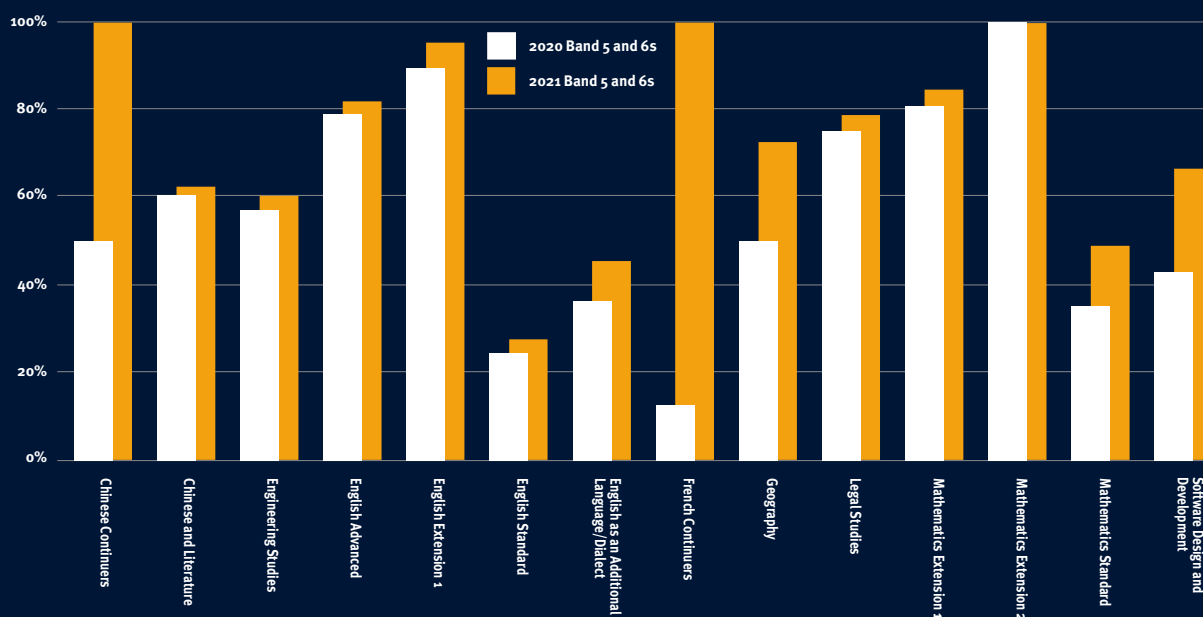
## Top Performing Courses 2021

State Versus Scots Bands 5 and 6 Combined



## Most Improved Scots Courses from 2020 to 2021

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





## Attendance Policies and Procedures

### Attendance Requirements

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

### Monitoring the Daily Attendance/Absence of Students

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

### Identifying Absences from School and/or Classes

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

### Follow-up of Unexplained Absences

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

If parents or carers have not provided an explanation within seven days of the occurrence of an absence or if the Principal, Head of the Preparatory School – 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

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The Class of 2021 showed resilience, determination and, above all, a sense of camaraderie that meant they were able to navigate the significant challenges of their final two years.



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 2021 the retention rate of students who completed Year 10 and went through to complete Year 12 was 97 percent. The College commenced Year 10, 2019 with 203 students and finished Year 12, 2021 with 197.

## Student Attendance

Below is the student attendance data for 2021 and covers the period from 1 January 2021 to 31 December 2021 inclusive.

Campus	Year	Students	Percentage Attendance
Early Learning Centre	Transition Cubs – 2 Days	6	97.08%
Early Learning Centre	Transition Cubs – 3 Days	12	93.26%
Early Learning Centre	Transition Cubs – 5 Days	10	93.63%
Early Learning Centre	Transition Lions – 5 Days	46	93.72%
Brighton Preparatory	Kindergarten	18	97.11%
Early Learning Centre	Kindergarten	56	93.70%
Brighton Preparatory	Year 1	19	97.34%
Early Learning Centre	Year 1	71	96.26%
Brighton Preparatory	Year 2	17	96.48%
Junior Preparatory	Year 2	81	96.20%
Brighton Preparatory	Year 3	24	95.83%
Junior Preparatory	Year 3	95	97.38%
Brighton Preparatory	Year 4	11	96.42%
Junior Preparatory	Year 4	100	96.77%
Brighton Preparatory	Year 5	10	95.10%
Senior Preparatory	Year 5	129	96.92%
Brighton Preparatory	Year 6	9	96.18%
Senior Preparatory	Year 6	129	95.85%
Senior School	Year 7	211	94.37%
Senior School	Year 8	216	93.43%
Senior School	Year 9	103	97.32%
Senior School	Year 10	235	93.81%
Senior School	Year 11	227	95.07%
Senior School	Year 12	199	96.19%
<b>Total</b>		<b>2,034</b>	<b>95.64%</b>



# Staff and Professional Learning and Growth



## Overview of the Professional Learning Program

*The Scots College continues to be committed to a culture of excellence in professional learning. Our strategic intent, The Strategic Intent of The Scots College 2016-2025, provides a vision of aligning staff growth and performance to the Brave Hearts Bold Minds philosophy of education; our 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.*

The core professional learning activities in 2021 continued to centre on the six annual professional learning days, which aim to align and deepen staff immersion in the College's vision, culture and strategy. Our focus in 2021 was on the fourth year of embedding our Brave Hearts, Bold Minds Framework for Education, exploring how best to develop in boys the 'civic character' qualities of Leadership Through Teams in a spirit

of service, compassion, humour and community.

Term 1 launched the theme #weleadweserve, on our 2021 Staff Culture Day. Teams from across the teaching and support staff engaged in experiences of service, compassion, humour and community. It included hearing from a number of partner charities including the Presbyterian Church's social ministries, and a virtual reality team challenge, designed with XVenture. The next day featured an update on plans for 2021, including key skill development for teaching and support staff.

The professional learning day in Term 2 continued to centre on providing a deeper understanding of the civic character qualities, through 'deep dive' online workshops with The University of Notre Dame's Assistant Director and Associate Dean Research, Dr Annette Pierdziwol and Research Associate and Lecturer, Mr Tim Smartt; and CEO of

Relationships Foundation, Dr Rob Loe. Concurrently, the teacher learning communities model, which began in 2017, continued through the Teaching for Character program developed by the Scots Research Office.

All teaching staff worked in department teams to take on one or more action research projects across the year, aiming to redesign an aspect of their teaching and learning to deepen boys' engagement in one of the civic character qualities. Supported by extensive training for team leaders using the new Scots Design Cycle, these groups met at least monthly to discuss and design their intervention, building up towards a presentation at the Term 4 professional learning day. Despite the disruptions of COVID-19 and an extended lockdown, the 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 the new syllabi, innovative teaching methods, and character development.

The Term 3 and Term 4 professional learning days were disrupted by the extended COVID-19 lockdown in Sydney. The Term 3 day focused on refreshing staff on key online and blended learning technologies and methods, with eight workshops run by staff on such topics as 'How to use an electronic whiteboard in a Zoom classroom'. The Term 4 day featured online presentations of Teaching for Character projects, as well as a workshop on 'Resilience for Educators' with noted clinical psychologist Mr Andrew Fuller. 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:

- **Master Teacher Fellowships:** A two-year fellowship awarded to pedagogical leaders in the Senior School and Preparatory School, involving a program of mentoring, research and public engagement.
- **The Scots College Leadership Program:** A 12-month experience for 12 to 16 aspiring leaders from the staff team, featuring a mix of formal teaching, independent learning, mentoring and team-based strategic innovation projects, as well as a capstone service learning experience.
- **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 ScotsIdeas program and leadership summits were the main settings that had visiting experts. Guests in 2021 included clinical psychologist, Ms Jocelyn Brewer; well-known psychologist, Mr Andrew Fuller; Relationships Foundation CEO, Dr Rob Loe; former NSW Police Commissioner Mr Andrew Scipione AO APM; Compassion Australia CEO, Ms Clare Steele; and Wellington College (UK) Deputy Head, Mr David Walker.
- **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 as well as optional seminars in mental health, bullying prevention and other aspects of student care.

Along with these formal activities, Scots staff continued to demonstrate a passion for professional learning by attending and presenting at a range of online 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	10
Provisional	10
Proficient	204
<b>Total number of teachers*</b>	<b>224</b>

\* Total teacher numbers as reported on the My School website: [myschool.edu.au](https://myschool.edu.au).

## 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.*	224 **
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](https://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.*

### COVID-19

The negative impact of the COVID-19 global pandemic has continued in 2021, with lockdown throughout all of Term 3. Mental health, in particular, was well documented and concerns for student welfare were at the forefront of our practice during times of blended learning. Professional development sessions that focused on maintaining community were held at the start of Term 3, and Housemasters and Year Coordinators across all campuses sought to maintain a sense of connectedness. The Counselling Department was on hand to support students, both in Sydney and at Glengarry.

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The College is committed to the objectives of fostering independence in learning and sensible, responsible, 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. This plan reflects the day-to-day practice at the College and provides guidance for staff and clarification for students and parents. The plan is designed to complement the Preparatory School's aims and encourage students to be caring, responsible, cooperative and motivated.*

The College is committed to the objectives of fostering independence in learning and sensible, responsible, respectful behaviour in its students. It aims to provide meaningful opportunities and worthwhile challenges for their development.

## Fine Scots Boy Poster

In 2021, we saw some refinements to the *A Fine Scots Boy! The Positive Behavioural Plan*. This included changes to the 'A Fine Scots Boy' posters displayed around the College aligning them with our Brave Hearts Bold Minds Graduate Profile. The qualities and values are depicted in the outline of the College's much beloved symbol of The Lion Rampant. The core/heart of the of the lion depicting Our Faith and Tradition; the mind of the lion depicting The Quest for Excellence; the front legs and paws of the lion depicting Leadership Through Teams; the feet of the lion depicting campus relevant qualities.

## Character Reports

There were also changes made to semester reports in 2021. In the newly designed sections on the Kindergarten to Year 6 reports, class teachers reported on each student's character development incorporating Graduate Profile attributes. Such character attributes included The Quest for Excellence (adventure, curiosity, creativity and personal growth), Our Faith and Tradition (truth, honour, loyalty and commitment) and Leadership Through Teams (service, compassion, humour and community).

## Prefect Commendation

In 2021, we also saw the introduction of a Prefect's Commendation award for students who display fine Scots boy attributes. These awards get presented by a Senior School Prefect each week at Assembly. The students draw inspiration from the Prefect's weekly speeches and fine example they set, as they award the Prefect's Commendation.

## Respectful Relationships

This year, experienced Relationships Educator, Mrs Rowena Thomas, presented a series of seminars for students and parents on the importance of respectful relationships. Age-appropriate and including all students, the lessons were well received and assist in developing stronger and appropriate relationships between boys and boys, and boys and girls.

## Training of House Leaders

Since its inception, the training of House Leaders has evolved well and includes the annual attendance of House Leaders at the Leadership Camp.

## Service Learning

The Thistle Award and Ceannard Program has 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. It is our hope that the program inspires students to make a positive difference in the College, their families and ultimately the wider world as they learn, lead and serve.

## Student Learning and Wellbeing Team

The Preparatory Student Learning and Wellbeing Team oversee pastoral and learning issues in the Preparatory School and meets once a week. It consists of the Head of the Preparatory School – Deputy Principal, Head of Early Learning, Assistant Head of the Junior Preparatory School, Assistant Head of the Senior Preparatory School, Preparatory School Counsellor, Coordinator of Learning Enrichment and Coordinator of Honours. During the course of the meeting, the Preparatory Student Learning and Wellbeing Team discuss and action initiatives to assist students 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 2021 the key pastoral leaders in the Senior School were:*

- Head of Students (7-12) – Mr James Bowles
- Head of Counselling Services – Dr Tom Cerni
- Senior Master – Mr Phil Cooney
- Head of Learning Enrichment – Ms Carleen Arnold
- Director of Glengarry – Mr Terry Myers
- Housemasters and members of the Chaplaincy team

The disruption of College community through 2021 presented significant challenges with 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 with their teachers were felt keenly. Tutor periods, House Meetings and year group meetings became increasingly important ways of drawing the community together and providing students and teachers an opportunity to touch base.

### Tutor Period

In 2021, the rollout of our integration of student wellbeing check-ins through the Skodel platform took place. These 30-second touch points

allow pupils to build self-awareness and emotional regulation by giving them a safe and familiar way to express how they are feeling at that time. The data generated allows us to track the wellbeing of individual boys and each year group at certain times, for example, times of heightened academic pressure.

The articulation of boys' feelings facilitates help-seeking and the development of action plans for support, when required.

### Senior Wellbeing Action Team

The Senior Wellbeing Action Team draws together the Pastoral Care programs in the boarding community, the day school and Glengarry. Weekly meetings provide Senior leaders the opportunity to ensure that the College Clinics, Learning Enrichment and the Counselling Departments have an open dialogue, to discuss any students identified who need additional social, academic and emotional support, and action initiatives raised to assist them.

### You Can Sit With Me

In 2021 we launched 'You Can Sit With Me' as a direct intervention to tackle boys feeling lonely at school. The idea

came from Senior School students who were keen to see greater support put in place for younger students. Volunteers from Years 9 to 12 received training as active 'upstanders' and the students wear a highly visible wristband that has the words YOU CAN SIT WITH ME printed on them. The idea is that students who are feeling uncomfortable about any aspect of their time at school can be assured of a friendly ear and practical advice.

### Student Voice

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



# 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 2021.

Refer to the Student Welfare and Pastoral Care Policy Initiatives section from page 21 within this Annual Report for further information about the 2021 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 2021.

Refer to the Student Welfare and Pastoral Care Policy Initiatives section from page 21 within this Annual Report for further information about the 2021 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 2021.

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 2021.

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 2021, 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 2021.

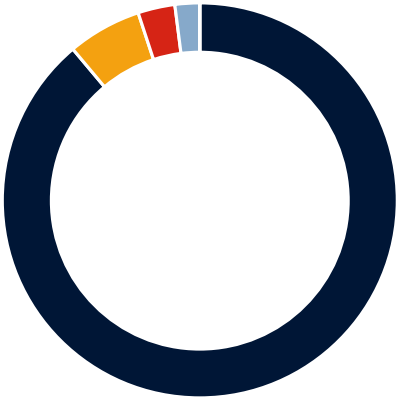
Area from Strategic Plan	Goals	Achievements in 2020
Our Faith and Values	Educate our students, staff and community in the Christian heritage, beliefs, faith and worldview that underpin the College's vocation in serving God, our society and the world.	<ul style="list-style-type: none"> <li>• Implementation of new scope and sequence for the Christian Studies curriculum in Years 7 to 12.</li> <li>• Preparation and planning toward 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.</li> <li>• Formulation of professional learning programs for teaching staff to develop deep understanding of Our Faith and Tradition which inspires truth, honour, loyalty and commitment.</li> <li>• Completion of research project to evaluate progress toward a whole College pastoral curriculum and subsequent establishment of working streams to implement recommendations.</li> </ul>
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"> <li>• Implementation of moderation process across the Senior School curriculum, providing increased support and accountability for the development of teaching programs and delivery.</li> <li>• Development of a High-Performance Learning model to facilitate the integration of successful sport and co-curricular practices into the classroom, further promoting academic rigour, particularly in the Senior years.</li> <li>• Realising application of the College's design process to learning design, providing all teachers with a framework to heighten the intentionality of learning design for both academic and character outcomes.</li> </ul>




Area from Strategic Plan	Goals	Achievements in 2020
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"> <li>Establishment 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.</li> <li>Enacted recommendations from the 2020 Glengarry review, including the establishment of credentialled leadership pathways alongside strengthened academic programs.</li> <li>Continued online experiences include virtual reality technologies allowing experiential opportunities within COVID-19 restrictions for the boys.</li> <li>Learnings from pilot programs in each of the five Patribus Initiatives were used to inform and influence educational practice across the curriculum, through professional learning provision and intentional learning design.</li> </ul>
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"> <li>Continued involvement in the Association of Independent Schools of NSW Waratah Project, providing a framework for the College to further improve outcomes for Aboriginal and Torres Strait Islander students.</li> <li>Operational leadership team review and recommendations provided, to optimise the work of this key leadership team in supporting all areas of College operations.</li> <li>Continued ongoing policy review and update procedures at an executive level, in response to the successful NSW Education Standards Authority school registration in 2019.</li> </ul>
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"> <li>Ongoing educational provision and organisational stability maintained through careful management of resources and clarity of communication throughout the COVID-19 restrictions and ongoing impact of the pandemic.</li> <li>Establishment of parent and community feedback project to review and update practices related to feedback and relational engagement.</li> <li>Updated People and Culture staff team and practices to support staff and the strategy of the College.</li> <li>Successfully managed the completion of the Auditorium upgrade, through to receiving certificate of occupancy.</li> <li>Continued fundraising and works for the John Cunningham Student Centre on time and on budget.</li> </ul>

# Financial Strength – Building for the Future

## The Scots College Audited Financial Results




Recurrent/Capital Income 2021



	Fees and private income	89%
	Commonwealth recurrent grants	6%
	Capital income (Building Fund)	3%
	State recurrent grants	2%
	Government capital grants	0%

Recurrent/Capital Expenditure 2021



	Salaries, allowance and related expenses	53%
	Non-salary expenses	30%
	Capital expenses	17%



# Appendix

## The Scots College Enrolment Policy

### 1. Introduction

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

The Scots College enrolls boys who may gain benefit from the broad and balanced education offered by the College and who may contribute to the life of the College by participating as fully as possible in the range of activities available.

Intake years are Transition Cubs, Transition Lions, Kindergarten, Year 3, Year 5 and Year 7. Vacancies occasionally arise in non-intake years.

### 2. Key Definitions

Throughout this policy, unless the context requires otherwise:

- 'parents' include legal guardians who have applied to have a student placed on the Enrolment Register or enrolled at the College and, where the student has only one parent, means that parent
- 'disability', in relation to a student, is that as defined by the *Disability Discrimination Act 1992* (Cth).

### 3. Outcomes

The policy will provide guidance to all staff involved in the College's enrolment process to ensure their practice leads to compliance with all relevant College policies and government legislation.

### 4. Policy Assessment

This policy and its procedures will be assessed at regular review to determine its effectiveness. This will be determined in part by solicited feedback from random parents on a periodic basis and from any unsolicited feedback from parents.

### 5. The Policy

This policy gives guidance to those within the College community and to those who would join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, all decisions will be made by the Principal and at his discretion.

The College has two types of enrolments:

- As a domestic student.
- As an overseas student.

The College allocates a range of resources for students with special needs. This allocation considers the capacity of the College to ensure appropriate resources are available for all enrolled students. Parents should study the Prospectus carefully to understand what the College can offer and to assess whether we can provide a suitable academic program to meet each student's needs.

### Relevant Legislation

- *Disability Discrimination Act 1992* (Cth)
- *Disability Standards for Education 2005* (Cth)
- *Race Discrimination Act 1975* (Cth)
- *Anti-Discrimination Act 1997* (NSW)

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

### 5.1 Enrolment Eligibility

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

#### 5.1.1 Domestic Student

A domestic student is any student who does not hold a Student Visa (subclass 500) and is not eligible to enrol as an overseas student. These students may include students on other types of visas as well as Australian citizens. Domestic students applying for enrolment whose first language is other than English, may be required to be enrolled in an intensive English college prior to entry and/or may be required to receive extra English tuition once enrolled at the College at a cost to the parents.



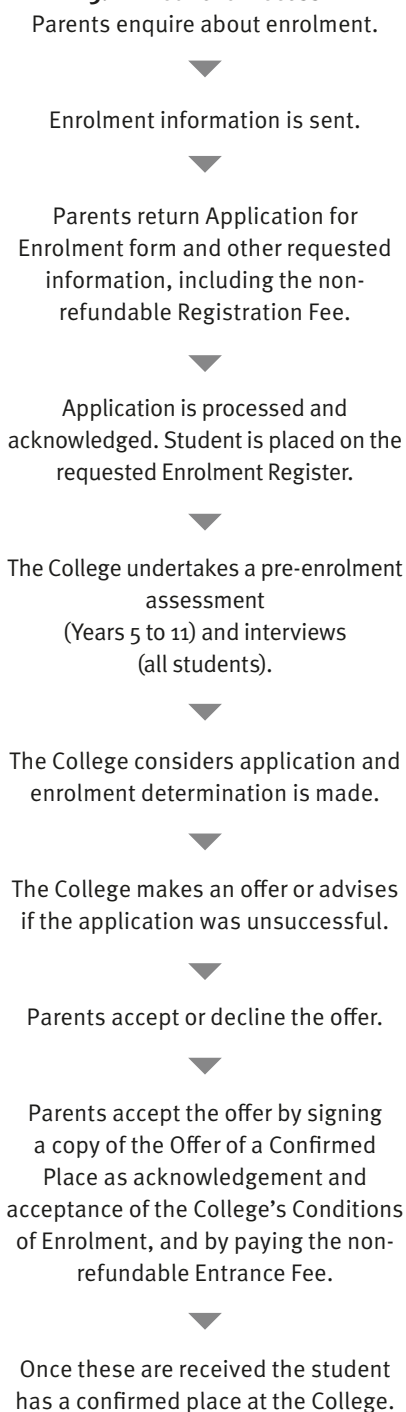
### 5.1.2 Overseas Student

An overseas student is any student not an Australian resident. If an overseas student is studying overseas in non-English speaking countries, in a school where the medium of instruction is not English, to be eligible to apply for enrolment at The Scots College the student must demonstrate competency in the Australian Education Assessment Services (AEAS) test, including the written section. The College will determine the student's English level suitability for enrolment to the College.

An overseas student's enrolment is made conditional upon them having achieved the required English level for enrolment in their chosen academic year in a given time period.

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

### 5.2 Enrolment Process



### 5.2.1 Enrolment Registers

Students can only be placed on one Enrolment Register.

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

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

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

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

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

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

Failure to disclose an educational need on the initial Application for Enrolment

form may lead to the cancellation of the application and/or enrolment.

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

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

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

### 5.3 Enquiries

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

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

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

### 5.4 Assessment Review

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

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

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

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

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

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

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

Where information obtained by the College suggests:

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

#### 5.4.1 Disability

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

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

The Principal may:

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

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

comply with the standards outlined in the *Disability Standards for Education 2005* (Cth).

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

#### 5.5 Interview

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

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

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

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

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



## 5.6 Determination

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

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

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

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

The College will also take the following into consideration:

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

## 5.7 Offer

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

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

### 5.7.1 Offer – Overseas Students

1. Overseas students receive a Letter of Offer and Written Agreement (conditional upon them reaching the required ESL level required for entry into their requested academic year, in a given period of time).
2. Full CRICOS course details.
3. Statement of Fees.
4. The Scots College Default Policy.
5. The Scots College Refund Policy.
6. Acceptance of Place form – Conditions of Enrolment (also contained in the original Application for Enrolment form).  
Please note, where there is only one signature on the Acceptance of Place – Conditions of Enrolment, unless Family Court Orders, or overseas equivalent, are provided stating sole custody or otherwise, the enrolment of the student cannot be confirmed.
7. Data Collection Form – it is a government requirement that this is completed and returned.
8. The Scots College Privacy Policy – for parent information and retention (also available on the website).
9. Overseas Students Complaints and Handling Policy and Procedures.
10. Families are directed to the website for an online copy of the Overseas Student Handbook and are given a hard copy once enrolled.

## 5.8 Acceptance of Place

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

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

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

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

### 5.8.1 Discounts

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

### 5.8.2 Offers of Conditional or Provisional Enrolment

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

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

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

### 5.8.3 Continued Enrolment

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

### 5.9 The Scots College Deferral and Withdrawal Policy

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

### 5.10 Overseas Students Handbook

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

## 6. Confidentiality

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

## 7. Record Keeping

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

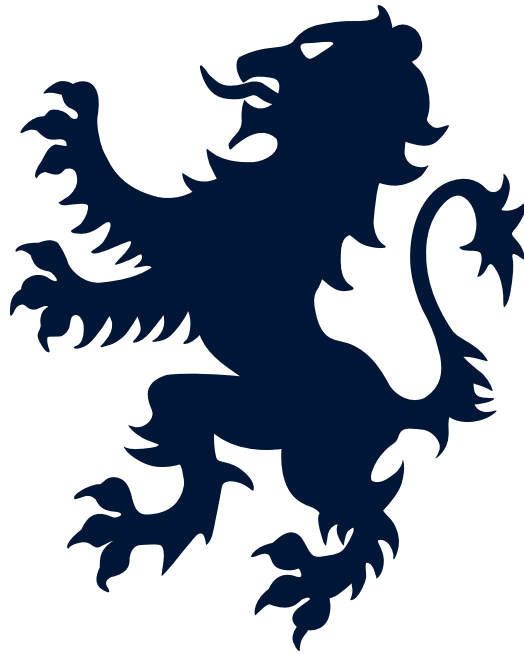
## 8. Communicating the Policy

This Policy will be available on The Scots College website and on the College's intranet, Schoolbox, and in printed form with the 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](http://www.scots.college)