



SCOTCH
COLLEGE
ADELAIDE



SENIOR SCHOOL



Our engaging curriculum is coherent, relevant and inclusive.

'Whole of life' preparation requires great experiences and a Scotch College Senior School education does just that.

Our graduates not only develop the skills and values that will enable them to be world class scholars but also a love of learning and enthusiasm for life that will carry them through the next stages of their lives.

Throughout the Senior School journey there is a strong partnership between home and school, as together we enable students to realise their potential. Our focus on the whole person has unique, tried and tested approaches to adolescent growth and development.

The education opportunities at Scotch help students to excel by giving them the tools to explore their inner strengths, strive for their goals and achieve their best.

Scotch has an excellent reputation for academic results and, more importantly, developing students as fine young people ready for future challenges.

SERVICE LEADERSHIP

Through a comprehensive program across the three years of Senior School all students gain and improve their skills enabling them to develop responsibility to self, their school and the wider community.

Using an ethical framework based on the values of respect, integrity and compassion our golden thread in the Senior Years is to leave school knowing you can make a positive and sustainable impact in your community.

In Year 10, each student gives back to the Adelaide community (or their local community for boarders), through a structured volunteer service program.

Through the co-curricular Social Entrepreneurship and Oratory programs our students are provided with opportunities to understand the nature of service learning and advocacy around a range of issues whether this be developing a business for a local charity, or actively contributing to the conversation around international social issues including domestic violence, poverty, gender identity and refugees.

A comprehensive leadership program across all three year levels prepares students for their role as the Leadership Class in their final year.

Our students understand that effective leadership requires engagement, unity, teamwork and intrinsic motivation to succeed.

In addition, there are conventional leadership roles and structures including College Captains, Student Action Teams for Community, Wellbeing and Environment, House Captains, Specialist Captains for International, Boarding, Music & Theatre Arts and Sport.

Through the House system we have a range of roles for individuals including Peer to Peer Coaching, sport and service activities.



OUTDOOR EDUCATION

Goose Island is a unique experience for all Year 10 students with each class spending 5 days on the island.

The Goose Island Conservation Park lies to the north of Wardang Island in Spencer Gulf, 13km from Port Victoria.

As environmental custodians of the island Scotch students are involved in a variety of environmental activities including monitoring flora and fauna, as well as challenging physical activities including sailing, kayaking, swimming with sea life and snorkelling through shipwrecks.

Through these activities Year 10 students gain an appreciation of the environment of Goose Island and learn marine safety, sailing and other water-based skills.



THE TYPICAL LEARNING JOURNEY

YEAR 10

In Year 10, students begin to focus on the future, and our curriculum structure enables students to start their study towards accreditation SACE (South Australian Certificate of Education).

Students study the compulsory unit, Exploring Identities & Futures (EIF). This provides context for their focus on the future in both career and becoming global citizens.

At this year level the compulsory History program is taught in university lecture and seminar style, Sciences are taught as discrete subjects and Maths classes are organised around ability.

Scotch students hungry for extension and opportunity in their studies can now study Stage 1 subjects to meet their needs in a range of areas.

The seeds of intrinsic motivation are nurtured as students gain independence and are given the trust and respect to take responsibility for their learning.

YEAR 11

In Year 11 students have extensive subject choices as they start to make selections for their pathways either to University, TAFE or the workforce. Formal examinations are held at the end of each semester in preparation for Year 12.

As part of SACE, students undertake detailed self-directed study in an area of interest, called Activating Identities & Futures.

It's here that students can study a Stage 2 subject or a University course in readiness for the following year and beyond. This provides the student with flexibility for their future pathways.

The demands of Year 11 are well understood by staff and it is at this year level that our students hone their executive functioning skills in particular communication, planning and prioritisation, organisation, memory, self-monitoring and analytical and creative thinking.

YEAR 12

At Scotch, Year 12 students take further responsibility for their learning with scheduled study periods.

Many students opt to take an additional subject to keep their options broad. Using a strength based approach, we encourage students to challenge themselves in their studies and to pursue their areas of interest.

The Common Room provides the focus for students to study either individually or in groups.

Our Careers team work closely with the graduating class as they prepare for the next step.

We are aware that one of our key responsibilities is to create a successful transition from schooling into the next phase of their life and beyond.

A love of learning is only possible if emphasis is given to the importance of the journey and students can see beyond the end result.

Scotchies graduate not only proud of who they are but also knowing they have the keys to future success in their possession.

WELLBEING

Wellbeing is integral to our offering. It is an approach and an attitude that is embedded in the interactions in the classroom, the way students and staff greet each other in the yard and the opportunities for development provided throughout our co-curricular programs.

Our vision is to develop connected and engaged learners with the knowledge, passion and commitment to enhance their own and others' lives.

We believe that it is only when we are at our best, that we can help others to be theirs.

Targeted positive mental health programs in Years 10 to 12 ensure that strengths are acknowledged and that students develop the mindset and skills to enable success.

Each one of our staff is invested in creating positive student wellbeing outcomes, ensuring a safe and supportive environment is provided for all students to achieve their aspirations.

Our holistic focus on wellbeing ensures that preventative and positive psychological approaches are employed – permitting optimal psychological, physical, social and academic outcomes.

QUALITY RELATIONSHIPS

We know our students and we do this through a myriad of opportunities.

Developing independent learners is fostered through the time and guidance offered by our Mentors as part of the House system and specialist support staff including Careers, Psychologists and Curriculum leaders.

There is a strong partnership between home and school, as together we enable students to realise their potential.

The Morrisby Career Profile program which is also offered to all Senior School students.

Our focus on the whole person has unique, tried and tested approaches to adolescent growth and development.





www.scotch.sa.edu.au Carruth Road, Torrens Park South Australia 5062
Phone +61 8 8274 4333 Email enrolments@scotch.sa.edu.au

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In our Senior years,
Scotch distinguishes
itself by championing a
holistic and experiential
approach, prioritising
the unique needs of
each individual.

Our unwavering commitment to excellence in teaching and the cultivation of dynamic learning experiences remains at the core of our students' success. They display a genuine eagerness to seize their learning opportunities, both within and beyond the classroom.

We design assessments that not only challenge but also ensure the relevance of learning, bridging the gap between the classroom and the wider world. Our students thrive in a tech-savvy learning environment, with access to cutting-edge digital resources held to industry gold standards. As pioneers in one-to-one laptop learning, we empower our students with the confidence and skills necessary to excel on a global stage.

Our commitment to a holistic and experiential approach extends to co-curricular involvement, which we believe plays a pivotal role in a balanced education.

Opportunities to pursue excellence in the Performing Arts, Sciences, Mathematics, Design and Technology, Humanities, Languages, and Food and Hospitality are abundant, enriched by authentic, well-resourced and supportive learning environments. These fields are an integral part of our students' experiential journey.

Furthermore, we offer the flexibility to integrate Vocational Educational Training (VET) programmes and other external learning opportunities into our timetable, provided they align with the strengths and interests of the individual student.

This dedication to a holistic and experiential learning focus, coupled with co-curricular engagement, ensures our students are not only well-prepared for the world beyond our school gates but also equipped with a well-rounded and balanced education.

