

# School Performance Information Report for 2017

Scotch College Adelaide receives grant funding both recurrent and capital to assist with the operation of the College. Under our funding agreement with the Australian Government we are required to provide specified information to the community about the College's performance.

Information for the College community is provided on a regular basis throughout the year in enews, Scotch Reports and the Cluaran.

Although much of the information summarised below has already been communicated to the community we have consolidated below the nine school performance measures that we are required to publish under the *Australian Education Regulation 2013*. This summary will provide more detail regarding the College and our performance than will be provided on the Government's My School website.

The Australian Education Regulation 2013 requires the following information to be published:

1. [contextual information about the school, including the characteristics of the student body;](#)
2. [teacher standards and qualifications \(as mandated in the relevant jurisdiction\);](#)
3. [workforce composition, including Indigenous composition;](#)
4. [student attendance at school;](#)
5. [senior secondary outcomes, including the percentage of year 12 students;](#)
6. [student outcomes in standardised national literacy and numeracy testing;](#)
7. [parent, student and teacher satisfaction with the school;](#)
8. [post-school destinations;](#)
9. [school income broken down by funding source.](#)

## 1 Contextual information about the school, including characteristics of the student body

Scotch College is an independent, co-educational day and boarding school offering an outstanding education from Early Learning Centre (including the three-year-old and four-year-old program) to Year 12. Students are valued as individuals and we are committed to providing a quality educational program that is diverse and enriched by opportunities for all students to develop their unique talents and meeting individual needs.

We have a culture of friendliness, respect and high expectations, underpinned by a strong student wellbeing focus. We encourage Scotch students to be empowered and adaptable lifelong learners, passionate in what they do, be calculated risk-takers who are curious and look at things differently, problem solvers and critical thinkers, and able to work independently and collaboratively. Our students care about and give back to the community. We engender the values of perseverance, integrity and moral courage, which enables students to truly enjoy their life and work. Our students work with and respect each other, irrespective of background or ability and this reflects our commitment to students to be world ready. Technology has been embedded in every curriculum area for more than 25 years, contributing to a highly successful and effective teaching and learning environment.

We are proud of our diverse and extensive curriculum, where differentiation is at the core, to extend the very able and assisting those who need support. Our co-curricular programs are diverse; rich in sport, performing arts and activities and our students are expected to develop their skills in a range of areas during their time at the College.

## Enrolments

At the end of Term 3 2017, the number of students in the College was as follows:

2017 at Term 3	Number of Students	Girls (%)	Boys (%)
<b>ELC</b>	110	39.1	60.9
<b>Junior School</b>	407	48.2	51.8
<b>Middle School</b>	304	47	53
<b>Senior School</b>	361	43.8	56.2
<b>TOTAL</b>	1182	45.7	54.3

These numbers are different to the numbers reported on the My School website as the table above includes students from the Early Learning Centre and an extra mid-year Reception class (Prep).

The numbers of students include: 8 Indigenous students (in Middle and Senior School), 56 International students (10 Junior School, 24 Middle School and 22 Senior School) and 105 Boarding students. The Indigenous students are part of the Yalari Program which is a not-for-profit organisation that allows Indigenous children from regional, rural and remote Australian communities the opportunity to have a first-class education at some of Australia's best secondary boarding schools.

## Programs which directly improve student outcomes

Co-curricular competitive and community sport activities that are offered include:

Athletics	Rowing	Cross Country
Badminton	Softball	NetSetGo
Basketball (boys and girls)	Swimming	Milo Cricket
Cricket (boys and girls)	Tennis	Cycling & Mountain Biking
Football (boys and girls)	Volleyball	Equestrian
Hockey (boys and girls)	SAPSASA events	Fencing
Netball	AusKick	Pedal Prix
Soccer (boys and girls)		

In most cases these sports are under the guidance of qualified coaches with staff providing either coaching or managerial support.

The College plays annual inter-collegiate sport (Intercol) against Pulteney Grammar; a school of a similar size and profile. Football, netball and cricket are supported through secondary school tours to New Zealand for the First XI and Melbourne for the First XVIII.

Year 6 students participate in an annual round robin sporting exchange with Kristin School in New Zealand. Students compete in Hockey, Soccer, Basketball and Netball.

Other co-curricular activities offered in 2017 were:

Art Club	Mathematics Enrichment	Oratory
Apex Fashion Show	Oliphant Science Awards	Robotics
AMEB Speech and Drama	Da Vinci Decathlon	Science Club
AMEB Music	Debating	Scotch Traders
Ballet, Jazz, Tap, Classical,	Drama Troupe	Sewing Studio
Modern and Hip Hop	Duke of Edinburgh	Social Entrepreneurship
Caledonian and Highland Dancing	Future Problem Solving	Challenge
Chess	Green Team	STEM Club
Chinese Lion Dancing	iChampions	World Scholar's Cup
Choirs		

- Caledonian Corps – Celidh, Credit Union Christmas Pageant, ANZAC Day parade, and providing support for many of the College functions, Virginia International Tattoo (USA) biannually
- Dance Productions – FLY! - Annual Showcase
- Drama Productions – The Big Meal
- Music Productions – Dear Edwina Jr., The Addams Family, Generations in Jazz, Sounds of Scotch, Grandparents Day, Nativity Play, Twilight concerts, A Taste of Christmas, City of Adelaide Elder Park Carols, Mitcham Council's Carols by the Creek, Choral Eisteddfod, SA School Bands,

Students from Year 9 – 11 travel to Japan and France as part of their studies and Year 7 students to the Coorong.

NSW International Competitions and Assessments for Schools (ICAS) – Mitcham Campus compete annually in Writing, Spelling, English, Mathematics and Digital Technologies. Students received Gold Medals, High Distinctions, Distinctions, Credits and Merits for their achievements. Torrens Park and Mitcham compete in Science competitions.

Young Writer's Competition, Australian Mathematics Competition, Mathematics Olympiad and Big Science are all events in which students can participate.

The College's core curriculum is a predetermined body of skills, knowledge and abilities, which all students experience, aligning with the Australian Curriculum Learning Areas, General Capabilities and Cross Curriculum priorities. In addition, we have significant learning experiences outside of the core curriculum.

These include:

- Information Communication Technology (ICT)/Digital Technologies – embedded into the learning for all students. A laptop program has been operating at Scotch College from 1992 for students from Year 7 – 12. iPad technology is used extensively from Reception to Year 6 with 1:1 devices at Year 5 and 6, interactive whiteboards are in all classrooms for student use and a laboratory of robotics devices, green screen, 3D printers and desktop computers support the development of coding and computational thinking.
- Mindlab program in Years 6 and 7 – Mindlab involves strategy thinking games and thought-based challenges that stimulate students to search for solutions in dealing with problems. These challenges to thinking create an environment with appropriate conditions for developing orderly and clearly defined habits of thought.
- A Signature Learning Experience focus exists for each year level from Prep to Year 12. These focuses are embedded into the program each year. For example, Leadership and Collaboration at Year Six and Courage and Challenges at Year Four.
- Outdoor Education – provided for all students from Year 1 to 10. Students learn environmental understanding and conservation, map reading, survival skills, sailing, surfing, snorkelling, abseiling and teamwork. This is important in developing students who are adaptable and resilient with a respect for the natural environment.
- Health and wellbeing – The Health program forms part of Physical Education. The College's wellbeing program is delivered as part of the Mentor system on the Torrens Park Campus and the Home Group system at Mitcham Campus. Year 5, 6 and 7 students have Wellbeing and Values Education (WAVE) taught as a specialist subject as well with Home Group teachers taking responsibility.

- Art, Dance, Drama, Film and Music programs – students have the opportunity to engage with industry professionals
- Sporting Program - Students learn to value maintaining physical fitness and team commitment with a formal program introduced from Year 2 onwards. It is expected that students will play sport for the College.
- Values education – an integral part of education at Scotch College. Our Service Learning and Youth Pastor is an important member of staff contributing to the values education program through curriculum development and pastoral care. Junior Campus Assemblies is a further avenue for developing the College's core values.
- A counselling team made up of two Psychologists provides students and families with social and emotional support and are a valuable resource for Mentors and Home Group teachers to access, to further this support.
- Special learning needs are catered through our special programs. We offer Cross Curriculum support for students with diagnosed learning needs. A Curriculum Enrichment program is offered for students who have been identified as requiring additional extension activities to what is available in the classroom.
- English as an Additional Language Support is offered for students from Year 7 to 12. An English as an Additional Language or Dialect teacher oversees the support of Reception to Year 6 students within the context of their Home Groups. Further support is offered on a needs basis.
- Cultural Language and Immersion Program (CLIP) offered to students for intensive language and transition into mainstream classes on Torrens Park Campus.
- A very broad curriculum – this enables students to experience a wide range of options. These include: Film Making, Agriculture, Fashion Design, Philosophy, Psychology, Music Technology and Outdoor Education.
- Specialist teachers – to provide for students from ELC through to Year 12 offering individual support and extension when necessary.
- Leadership skills – taught with an abundance of opportunities for students to practise these skills as House Captains, student representatives, sport and co-curricular activities leaders. Student Representative Council and Green Team and i-champions operate in the Junior School, Student Leadership Teams in the Middle and Senior School. Leadership week in Year 11 invites students to develop goals for future years.
- College owned/leased properties – Kangaroo Island (Kyre Campus) and Goose Island facilities add value to the Outdoor Education and Agriculture programs.
- College Farm – ensures our Agriculture programs are 'hands on' rather than just theoretical. Agriculture is a subject offered from Year 8 – 12.
- Excursions – a wide variety of experiences for all of our students that help extend the students' learning experiences beyond the classroom

### Early Learning Centre

Scotch College Early Learning Centre (ELC) is an Approved Long Day Care Centre situated in the leafy grounds of the Mitcham campus of Scotch College. The Centre is open from 7.30am – 6.00pm weekdays all year, except for public holidays and four weeks over the Christmas/New Year period.

The ELC is licensed to educate children from three years of age until school age, with a maximum of 75 children onsite at any time and approximately 100 children enrolled. We provide two Educational Programs:

- Fraser – children from approximately 3 – 4 years of age (children attend for a minimum of 2 days per week)
- Hamilton and Buchanan – children from approximately 4 – school age (children attend for a minimum of 3 days per week)

We also provide three Extended Care Programs:

Before School Care – 7.30am – 8.30am

After School Care – 3.30pm – 6.00pm

School Holiday Program – 7.30am – 6.00pm, weekdays during school holidays, except Public Holidays and Christmas/New Year break.

Scotch College Early Learning Centre has achieved a rating of 'Exceeding' in all seven areas of the National Quality Standards, as assessed by the Australian Children's Education and Care Quality Authority (ACECQA).

Scotch College ELC has 14 highly skilled staff members of whom:

- One has a Master Early Childhood Education;
- One has Bachelor Early Childhood Education;
- One has Bachelor Education;
- Two have Bachelor Education (Early Childhood Education);
- One has Bachelor Management (HR);
- One has Graduate Diploma Mediation & Conflict Resolution;
- Two staff have Adv. Diploma Community Sector Management;
- One has Diploma Teaching (Secondary);
- One has Diploma Teaching (JP);
- One has Diploma Teaching (Primary);
- One has Graduate Certificate Early Childhood Education;
- Six staff have a Diploma Children's Services;
- One has Certificate IV Workplace Health & Safety;
- One has Certificate IV Business Administration;
- One has Certificate III Children's Services.

As a centre that is authentically reflective, this year we have three main areas of focus: STEM (Science, Technology, Engineering & Maths), Sustainable Practices and further embedding the Reggio Emilia philosophy into all that we do. We are one of only eleven pilot preschools in South Australia for the Federal Government's Early Learning STEM Australia project. Not only will our involvement in this project expose our children to a rich and appropriate introduction to the STEM subjects but it will also provide targeted professional learning for all of our staff in this important area of learning.

### Wellbeing

We believe that the education of the whole child involves a mix of traditional and innovative academic instruction for lifelong learning and the nurturing of the physical, social, psychological and academic domains. Through a blend of preventative and positive psychology, all learners in the College community are prepared, guided and ultimately equipped to enhance their own and others' lives.

The College definition for Wellbeing is:

*"In essence, stable **wellbeing** is when individuals have the psychological, social and physical resources they need to meet a particular psychological, social and/or physical challenge. When individuals have more challenges than resources, the see-saw dips, along with their wellbeing, and vice-versa."* (Dodge, 2012)

This definition identifies that wellbeing is a constant ebb and flow between the amount of resources we possess and the challenges we face.

Our intentions for student wellbeing are characterised by the vision statement:

*"To develop engaged & connected learners who possess the knowledge, commitment and passion to enhance their own and others' lives"*

We believe that Wellbeing begins with, though certainly extends beyond the self. Comprehensive wellbeing requires individuals to support, and meaningfully contribute towards, the lives of others.

This vision is developed through enacting the four core pillars of the ScotchFIT Framework – namely Psychological, Social, Physical and Academic Wellbeing.

### Physically FIT:

The link between wellbeing and physical activity is well established. Regular participation in exercise enhances our health, focus and relationships. In addition to exercise, the way we fuel our body is critical, with food production and nutrition playing key role to short and long-term wellbeing outcomes. Time in outdoor environments additionally contributes to our sense of wellbeing.

#### Socially FIT:

Our relationships and connections with others are central to self-definition, positive life outcomes and holistic wellbeing. From leveraging individual character strengths, learning how to effectively form and maintain relationships and participating in online environments to our social responsibility to participate in service learning, develop an ethical decision-making framework and managing risk are all encompassed in this domain.

#### Psychologically FIT:

Our feelings and thoughts dictate our behaviours. Understanding how we can promote accurate and positive thinking is critical to a healthy mind and body. Concepts such as Cognitive Behaviour Therapy, Neurology, Resilience, Mindfulness all contribute to our psychological fitness.

#### Academically FIT:

We know what strategies can be employed to enhance engagement in learning. From our teaching pedagogy to a focus on individualised learning, a focus on academic fitness ensures students develop the necessary skills to achieve their potential. Metacognitive and reflective processes, growth mindsets, goal setting, short and long-term memory are core tenets to this domain.

#### [The House System](#)

Students on the Torrens Park campus are allocated to a House. There are six Houses, namely Cameron, Campbell, Douglas, Gordon, McGregor and Stewart. The Houses are vertically grouped from Years 7 – 12, each with approximately 110 students. Teaching staff are allocated as Mentors to either a Middle School Mentor group (Years 8 and 9) or as Senior Mentors to (Years 10, 11 and 12). Mentor groups are also vertically structured across the year levels with an average Mentor group size of 16 - 20 students. Year 7 students are incorporated into the House system though remaining with their Year 7 Home Group teachers for Mentor.

The Head of House is informed on each student's academic, emotional, physical, and social wellbeing. The Head of House, with the assistance of the Mentors, maintains close communication with the student's teachers. The valuable teacher-student-parent partnership is fostered by the close communications encouraged by Scotch.

For students, the House system provides:

- Guidance, care and support
- A vehicle for communication with the school (House notices/discussions with the Head of House or House Mentor)
- Opportunities for organisational and leadership roles
- An identity and opportunity to belong to a smaller community within the larger community of the College.

The Houses also provide a forum for a range of competitive sporting events and for social interactions. House competitions are held in Swimming, Athletics, Cross Country and Singing. Leadership is based on student's contribution to House as well as to the community.

There are four Houses in the Junior School (Mitcham Campus): Montrose, Kyre, Lovat and Bruce. Students belong to a House throughout their seven years on Mitcham Campus. House competitions are held throughout the year where students compete in Swimming, Athletics, Cross Country, Chess, Tug of War, Soccer and Music competitions. The House system is one aspect of culture building and an opportunity for students to connect with children across multiple age groups. House lunches promote a sense of House community and individual student achievements are recognized with House stars. Fortnightly Assemblies are led by House groups.

#### [Global Alliance for Innovative Learning](#)

The Global Alliance for Innovative Learning (GAIL) is a progressive confederation of seven schools that are geographically dispersed, who espouse and practise comparable educational principles and ideals. All members of the GAIL are forward thinking, independent, co-educational schools. Each school is committed to developing informed, globally active learning communities, that encourage contemporary solutions to international issues through collaboration, inquiry and service learning initiatives. The alliance is committed to building genuine connections based on authentic engagement, meaningful relationships, cooperation and trust. Implicit in this alliance is the belief that the whole is greater than the sum of the parts.

The GAIL is an international framework that encourages student exchanges, staff research fellowships and the opportunity to collaborate through the undertaking of purposeful service learning projects on a global scale. The creation of intellectual property through interaction will permit all members of the alliance to enhance their own practice, whilst providing a forum to inform and influence the practice of others. It is when we rub shoulders and engage authentically with those from other countries, cultures and backgrounds that we truly learn and discover the common humanity that transcends our differences.

Member Schools include: Scotch College Adelaide, Woodstock School India, Prestige College South Africa, Robert Gordon's College Scotland, Kimbal Union Academy USA, Kristin School New Zealand, and Western International School of Shanghai China.

[9@Scotch](#)

9@Scotch is a signature learning experience for our students allowing them to explore each of the following topics for one Term, on a rotational basis throughout the year.

- Creative and Critical Thinking
- Intercultural Understanding
- Personal and Social Capability & Sustainability (including a residential experience)
- Entrepreneurship

These four themes are what differentiates 9@Scotch from other specialised year 9 programs as they are linked explicitly to the Australian Curriculum.

A key component of this course is a residential experience that will see students live in small groups with a responsibility for a shared living environment. This nine-night experience will lead directly into an Outdoor Education expedition for an additional four nights, which in 2016 took place on Kangaroo Island. 9@Scotch is a timetabled lesson that students attend as part of the weekly timetable throughout the year. They engage with four different teachers over the year, who between them will cover the four key topics underpinning the program.

#### Programs which indirectly improve student outcomes

There is strong support for school initiatives including the newly introduced Principal's Scotch Presents lecture series which are well attended by students, staff, current and former parents. This year has seen members of the Economic Development Board and the Vice Chancellors from Adelaide University, Flinders University and Torrens University attend the school and offer viewpoints and perspectives.

Service Learning forms an important part of what we do with our students, the following are organisations that our students are involved in:

Year 12	Year 10 and 11	Year 7 - 9	Year 6	Reception – Year 5
Red Shield Appeal Student 2 Student Reading Walk A Mile in My Boots Blanket Blessing Mary Potter Southern Cross Red 25 Legacy Collection Laying of the Flags Laying of the Crosses Royal Flying Doctor Collection 40 Hour Famine Homeless Shelter Australian Refugee Association Op Shop White Ribbon Pink Ribbon Breakfast	Red Shield Appeal Student 2 Student Reading Walk A Mile in My Boots Blanket Blessing Mary Potter Southern Cross Red 25 Legacy Collection Laying of the Flags Laying of the Crosses Royal Flying Doctor Collection 40 Hour Famine Homeless Shelter Australian Refugee Association Op Shop Kick Start for Kids	Red Shield Appeal Student 2 Student Reading Walk A Mile in My Boots Maintenance of the Crosses 40 Hour Famine The Leukaemia Foundation	Student 2 Student Reading The Leukaemia Foundation Soup Club House Service Learning Project The Green Team Projects Clean Up Australia Day	Soup Kitchen House Service Learning Project The Green Team Projects Clean Up Australia Day

In addition, to the above organisations our students in Year 3 – 6 are involved with Service Learning with involvement with Friends of Brownhill Creek in science activities, 9@Scotch provides opportunities, as does the Personal Learning Program at Year 10. Our Boarders are part of a project called 108 Days of service.

Students, staff and old Collegians volunteer their time to travel to Laos in and make a great contribution to the ongoing work on projects being coordinated by Rustic Pathways. They work at local primary schools to help complete fences, teach the children and work with the local elders.

Our Parents and Friends supporter groups on both the Mitcham and Torrens Park campuses contribute wholeheartedly to the ethos of the College. Parent support groups in Sport - Rowing, Football, Tennis, Netball and Cricket, and the Boarding community provide volunteer support and guidance.

Community Dinners are held throughout the year – Eyre Peninsula, South East and Blinman. Our Old Collegians network is very strong with links to sporting organisations and a week of celebrations in August culminating with the Old Collegians' dinner. The College Council meets monthly to ensure that Scotch is professionally and energetically managed and organised. Members of the Council bring innovation and ideas, which in turn add value to the College.

Our facilities are used extensively by the community: Old Collegians, Education Authorities, Performing Arts groups, Parents and Friends and the Fencing Association regularly use the sporting fields, Chapel, Barr Smith Theatre, Drawing Room and McBean Centre. The RU Brown Annual Piping Competition, Code Camp, Circobats, Golf SA and Fencing SA use our facilities.

Throughout the year Scotch has been visited by interstate and overseas schools in order to see our students at work in classrooms using ICT and History. Our staff are regularly invited to attend conferences and present papers e.g. Physical Education, Geography, History, Home Economics, ICT and Positive Education symposiums. Scotch College staff are well represented on professional associations, SACE curriculum committees, moderation and examination panels. As part of the Australian Curriculum review, Scotch has had staff invited to attend consultation forums. This ensures that our staff are up-to-date with recent curriculum changes.

## 2 Teacher Standards and Qualifications

A complete list of teacher qualifications is available on pages 173 – 174 of the 2017 annual magazine called the Cluaran. The teaching staff at Scotch College are highly qualified with the list of qualifications including Doctorate, Master and Bachelor's Degrees, Graduate Diplomas, Diplomas and Certificates.

- 51% of the teaching staff have two professional qualifications (this has changed in recent years due to Universities requiring teachers to have one 4-year degree)
- 22% have three or more professional qualifications
- 5% have four or more professional qualifications

In addition, Scotch College teaching staff all have current Child Safe Training, Basic Emergency Life Support Course Certificates with updates for CPR training conducted in December 2017 and Asthma First Aid Training Certificates. 19 staff including PE, Boarding and co-curricular all have current Bronze Medallion Training. Camp leaders have Senior First Aid Certificates and two staff their Wilderness Certificates. Seizure management and anaphylaxis information sessions were conducted for staff throughout the year.

### Staff Attendance

Teaching and non-teaching staff are reported on separately and the calculations have been formulated from the actual number of staff, rather than from full time equivalents. Staff engaged on a short-term basis, such as volunteers, sport coaches, music tutors and boarding tutors have not been included in this calculation. For teaching staff, only school term time was used for the calculation. Non-teaching staff absences were calculated using the standard 48-week working year.

The absences were mainly from carer's leave, sickness or bereavement.

- **Teaching Staff**, the average daily attendance rate for teaching staff in 2017 was 95.5%.
- **Non-Teaching Staff**, the average daily attendance rate for non-teaching staff in 2017 was 94.5%.

Both of these attendance figures are high and contribute to the College being able to deliver consistent teaching programs and service to the College community.

## Teaching Staff Retention

Scotch College continues to be an employer of choice and teaching staff retention is very high. The College is able to attract high quality teachers and when a vacancy occurs, our staff continue to win promotional positions, which is reflective of a highly capable staff.

At the time of the Census in 2017 Scotch employed the full-time equivalent of 101.3 teachers. At the end of the 2017 academic year 95% of the teaching staff were retained for the following academic year.

Five permanent teaching staff left at the 2017, three retired and two left for promotional opportunities.

## Expenditure and Teacher Participation in Professional Learning

Action in Learning was a strategic priority for our staff in 2017 based on the results of School Improvement Program that was conducted in 2014. Action in Learning supports the College wide teaching and learning goals for continuous improvement. The focus for 2017 was Assessment for Learning, where staff formed interest groups with an elected leader who helped to form a question with the group based on reading current research, asking survey questions and analyzing teaching practices. The process lasted for two terms and then at the end all groups shared what they had found by presentations on both campuses.

A wide array of topics were looked at by staff and questions covered were as follows:

- How might we make the peer assessment process more authentic for all parties involved?
- How can OneNote be used to improve an existing film study enabling teachers to assess where students have reached in their learning?
- How can we ensure that student note-taking enhances their learning of a shared text?  
Create a routine-based system for CCS students to establish their own goals at the start of the week, and a self-assessment at the end of the week.
- In what ways can peer assessment enhance student learning in the Year 10 Business classroom?
- Can customised Clickview data sources be used as an effective method for delivering course content remotely to support classroom learning?
- Are student blogs an effective technique for consolidating understanding in a topic?
- Provide more timely and beneficial formative feedback on progress
- Does providing students with an opportunity to refine assessment criteria, and use that criteria to mark previous work before they do their own, improve their engagement with/understanding of the task?
- Will studying animal anatomy (poultry) by experiential learning engage and provide enhanced cognitive recognition by Year 9 pupils?
- How can we better document verbal feedback in Drama?
- Can the use of knowledge tracking and learning buddies enhance the learning in co-curricular programs?
- What are student perspectives with regard to using purpose designed audio learning tracks for singing groups
- How can the VAA faculty facilitate peer and individual feedback of student work using OneNote as a tool for online assessment?
- How can incorporation of One Note into a Year 8 Home Economics class assessment task maximise the potential for Assessment for Learning?
- How can One Note Classrooms be used to optimise AfL in PLP?
- What innovative formative assessments for learning techniques can be used in a 21<sup>st</sup> Century Mathematics classroom?
- How does peer assessment in Physical Education improve student outcomes?
- How could feedback be provided more effectively throughout an extended stay experience to increase the long-term outcomes of the program
- How can I better support senior students to write accurately in Japanese?
- How can One Note be used to optimise AfL (specifically feedback on formative tasks to improve accuracy of written expression) in French?
- Are student outcomes better when they have contributed to the assessment success criteria?

As part of the College's professional learning program for staff we offer a Middle Leaders program to develop the capacity and ownership of the day to day operations of the College. This has been well received and supported by all leaders.

### Professional Learning Activities for Teachers

Professional Learning for the teaching staff at Scotch College is an ongoing high priority. In 2017 an average of \$1 809 was spent per teacher, with the school being able to access further professional learning services through AISSA, the SACE Board and professional member institutions.

2017 IEA Assessment conference	Geography Stage 2 Clarifying Forum	SACE Nutrition Clarifying Forum
2017 Psychology Summer Conference	Growing with Gratitude	SACE Stage 1 Science Workshop
2017 Textiles Conference	Healthy Minds Teacher In-service	SACE Stage 2 Geography Implementation
2018 SACE Implementation	How Language works	SACE Stage 2 History
A Team Approach - Supporting students	IEA - The Power of Assessment Conference	SACE Stage 2 workshop - Essential Math
Access-It Roadshow Training	Improving writing across curriculum	SACE Yr 12 Chinese Clarifying workshop
ACHPER Conference SA	Jolly Phonics Sessions 1 & 2	SAETA Refresher course
ACT for Adolescents	Lab Managers Meeting	SASTA Open Source Teaching Psychology
Adelaide Show - Led Steers	Le Cordon Bleu's Gastronomic life in a Day	School Learning Space Design
Alcohol and other Drug: What to know	Learning through discussion and disagreement	School Psychology, Ethic and the Law
Assessing the Science Inquiry skills	Life Success Lessons and Conversations	SEQTA - Collaboration & Pathways
Association of Secondary Research Teachers	MacQuilt	SEQTA - Integration with SEQTA Engage
ATASA 2017 State Conference	MASA Annual Conference	SEQTA - Marks book & Assessments
ATASA Curriculum Focus Day	MASA Year 12 Maths Conference	SEQTA - System administration
BETA Conference	Mathematics Planning and Assessment	SEQTA Change Makers 2017
BETA Annual Conference	Mentoring	Skills Based Training Part 2 Psychology
Beyond the fact - Year 9/10 History	Microsoft Education Breakfast	Southern Hub Group Meeting
C2C Induction workshop - Drones	MiniLit	SPELD Tutor Register
C2C Induction Workshop - Cars	Moderation Physics	Stage 2 Implementation workshop - Chemistry
Casio - Math Methods in 2017	Moderation Physics	Stage 2 Implementation Workshop - Physics
ChallenGE Project	Most Likely to Succeed	Taking Effective Observations
CEDA	PASCO Professional Learning Workshop	Teachers New to SACE: Quality Assessment
Chemwatch training	PESA 2017 National Conference	Teaching Students with Learning Difficulties
Choralfest 2017	Phil Peadle - Improving writing	Term 4 EAL Hub
Cluster Meeting	Questioning and Inquiry Series	Thermomix in Schools
Critical, Creative and Collaborative thinking	RACI Chemistry Teachers Workshop	WHS Lab Managers
EAL Hub meeting	Reach Boarding Management Workshop	Workshop: Attention Deficit Hyperactivity
Ed Leaders Forum	Resourcing for Success	World Home Economics Day
Education Changers	Revitalising English: Planning for Year 7 & 8	
Geography SACE Clarifying forum	RISE Conference	
	SA Health & PE conference 2016	
	SA International Students	
	SA State Seminar (ABSA) Boarding	
	SACE Clarifying Forum (Design & Technology)	
	SACE Drama Clarifying forum	
	SACE History afternoon	

At Scotch the Professional Learning of non-teaching staff is valued and supported by the College. In 2017 an average of \$606 was spent per person.

### 3 Workforce Composition, including Indigenous Composition

Torrens Park teachers (FTE)	67.3
Mitcham Campus teachers (FTE)	34.5
Specialist Support (includes Boarding)	21
Administrative and Clerical	34.8
Building Operations Maintenance & other staff	34
<b>Total Staff</b>	<b>191.6</b>

The above table represents the number of employees (full time and part-time) at the College. There is currently one Indigenous full-time member of staff.

Specialist support services are offered with two College Psychologists and a Nurse. There are also 15 casual boarding staff and 11 casual staff employed in the kitchen, ELC and Boarding.

## 4 Student Attendance at School

The attendance rate is generated from the aggregate number of actual days in attendance over the number of days possible for the entire year. The actual attendance rate is 94.2% for the school year, which is less than the attendance rate on the My School website of 95% for all students across the campus (this figure is based on audits in Term 1 and 2 2017). The My School website also lists a Term 3 attendance rate of 93%. The rates of overall attendance at each year level are reported below:

Reception	92.7%
Year 1	92.5%
Year 2	94.3%
Year 3	94.3%
Year 4	94.2%
Year 5	94.8%
Year 6	94.7%
Year 7	94.7%
Year 8	93.5%
Year 9	95.3%
Year 10	94.3%
Year 11	95.3%
Year 12	94.5%
Average	<b>94.2%</b>

Parents contact the College to explain absences. A phone call is made to parents if contact has not occurred. Parents of Torrens Park students (Year 7 – 12) receive an automatic SMS when they are absent.

If for any reason a student has a prolonged absence, then a discussion occurs between Heads of Schools to work out an arrangement to help the student meet learning outcomes. If a return to school cannot occur, then a report is made to the Government's School Truancy Officer.

## 5 Senior Secondary Outcomes

### The Cohort

Of all the students completing the year we had a 100% SACE completion rate. 120 students were enrolled in a Year 12 equivalent course in 2017. 116 students were eligible for SACE completion combined with an ATAR (students completed at least 4 subjects and the Research Project) and 100% achieved this goal.

Fifty-five students joined the Scotch90 club, this is 47% of the group. 27% of the cohort achieved an ATAR over 95 with an almost even split of female and male. The median ATAR for the group was 89.15.

These results are the strongest achieved at Scotch since the Australian Tertiary Admission Rank (ATAR) was introduced in 2011. Perfect study scores (Merits) were attained by eighteen students and there was a total of twenty-three.

### Year 11 Results

The achievement of our Year 11 students was a highlight with 89% percent completing a SACE Stage 2 subject other than the Research Project. Of those there were 14 awarded merits.

Some other highlights are:

- Research Project 34.2% of our students achieved in the A grade band.
- 52 (56%) of Year 11 students studying a Stage 2 subject (excluding the Research Project) were in the A range grade.
- 95 students in Year 11 sat for at least one Year 12 subject as part of the "Plus One Concept", excluding the Research Project. Students chose from the following subjects: Agriculture, Business & Enterprise, Biology, Chemistry, Chinese Beginners, Creative Arts – Film Making, Dance, Design & Technology, Ensemble Performance, Mathematical Methods, Nutrition, Performance Special Study, Physical Education, Physics, Psychology, Visual Art – Design & Art and Workplace Practices.

These results demonstrate strong value-added performance from one of the country's leading coeducational independent schools. By any measure Scotch is an exceptional academic school. The 2017 results further add to this reputation. Our students will go on to study in South Australia, interstate and around the globe. The SACE affords them this opportunity.

## Subjects

Scotch students studied 38 different subjects at Year 12 level. This included some external subjects – Workplace Practices (Football). Also, some subjects at Year 12 that offer two classes in one e.g. Visual Art and Design. Philosophy was offered for the first time as a Stage 2 subject.

Eight students started either Certificate II or III courses. These students will either miss a day of school or study after school to complete these certificates. To support these students with their study, they are offered an extra private study classes. Two students used the Certificate III qualification for their ATAR.

Certificate II in Retail Cosmetics – two students  
Certificate III in Make-Up  
Certificate III in Rural Operations – two students  
Certificate III in Fitness – three students

## Overall Achievement

116 students achieved their SACE with an ATAR score and the range of ATAR results were from 99.95 to 32.85. In 2017 students received 23 merits i.e. a score of 20 out of 20.

52.7% of our students received an A grade for their subjects studied. This compares with a state average for 2017 of 24.95% for the total number of A grades. Scotch College students were 27.75% better than the state average.

47.4% of our students had an ATAR over 90, whereas the state average is 10%. The median ATAR was 89.15 - i.e. 50% of students scored higher than this figure.

## 6 Student Outcomes in Standardised National Literacy and Numeracy Testing (NAPLAN)

This data shows the average achievement of a child's peer group at the school against achievement bands compared to the national average and the percentage of students who achieved at or above the national literacy and numeracy minimum standard, compared with their peers throughout South Australia.

YEAR 3	Average Achievement of Peer Group	National Average	% of Scotch Students Band 2 and Above
Reading	Band 6	Band 4	100
Writing	Band 5	Band 4	100
Spelling	Band 5	Band 4	100
Grammar and Punctuation	Band 6	Band 5	100
Numeracy	Band 5	Band 4	100

The national minimum standard for Year 3 is Band 2  
100% of Scotch students achieved the national minimum standard.

YEAR 5	Average Achievement of Peer Group	National Average	% of Scotch Students Band 4 and Above
Reading	Band 7	Band 6	99
Writing	Band 6	Band 5	97
Spelling	Band 6	Band 6	100
Grammar and Punctuation	Band 7	Band 6	100
Numeracy	Band 6	Band 6	100

The national minimum standard for Year 5 is Band 4  
99.2% of Scotch students achieved the national minimum standard.

YEAR 7	Average Achievement of Peer Group	National Average	% of Scotch Students Band 5 and Above
Reading	Band 8	Band 7	91
Writing	Band 7	Band 6	93
Spelling	Band 7	Band 7	96
Grammar and Punctuation	Band 8	Band 7	93
Numeracy	Band 8	Band 7	95

The national minimum standard for Year 7 is Band 5  
93.6% of Scotch students achieved the national minimum standard.

YEAR 9	Average Achievement of Peer Group	National Average	% of Scotch Students Band 6 and Above
Reading	Band 8	Band 7	95
Writing	Band 7	Band 7	88
Spelling	Band 7	Band 7	92
Grammar and Punctuation	Band 8	Band 7	92
Numeracy	Band 8	Band 7	98

The national minimum standard for Year 9 is Band 6.  
93% of Scotch students achieved the national minimum standard.

Note: It must be noted that any children who are withdrawn from the testing by parents or are absent are not included in the class percentage. Students who do not meet the national standards receive literacy and numeracy support.

## 7 Parent, Student and Teacher Satisfaction with the School

### Parents

Parent engagement is high in the College and we have developed systems and processes to leverage the excellent skills sets our parents are able to share with us in the development of many areas across the school including arts and sports support groups, boarding, various working committees including Parents and Friends and Council sub committees.

A community survey was sent to parents in August 2017 and the results from this survey are favourable with both positives and opportunities identified for each campus. The Senior leadership team have been working with their teams to address the matters of note and feedback has been given via campus newsletters.

#### Mitcham Campus Positives:

- Breadth of what we offer
- Quality of delivery
- Preparation for life
- Wellbeing and relationships

#### Mitcham Campus - matters to note:

- Communication: accessibility, clarity, timeliness and purpose.
- Co-Curricular Program Offerings – structures, information and communication

#### Torrens Park Campus Positives:

- Rigor, challenge and breadth of the curriculum and co-curriculum
- Preparation for the future
- Regular feedback on student performance

Torrens Park Campus -matters to note:

- Homework expectations
- Level of feedback around individual student wellbeing issues
- Content and style of eNews
- Lines of communication in performing arts and sport
- Access to information around Co-curriculum opportunities

## Students

Each year we survey our leaving class to gain insight into what we are doing well and what we need to improve upon. The feedback consistently reflects a high degree of satisfaction with the overall Scotch experience. Students appreciate the level of intrinsic motivation that is fostered in them during their journey. This comes about as a result of the level of responsibility, consultation and ownership which they experience. Engagement and satisfaction is measured and evidenced in a number of ways. The PIVOT feedback program is conducted from Year 5 -12.

The students identified the following areas of strength for our teachers: they are knowledgeable about their subject matter, students are treated with respect and students feel comfortable asking for help. Areas for growth are also identified and our staff professional learning is identified for the following year. The measure is taken twice during the year and teachers given clear feedback about areas where they may improve or maintain high standards that are expected by students of the College. Compared to national data our students consistently rated our teaching staff above national averages. This may be attributed to the quality of tuition and perhaps more importantly the quality of relationships between staff and students for which the College is well known.

Student satisfaction is also evidenced by the level of participation in our co-curricular programs. Over the last 18 months we have fostered a stronger team approach across Years 6 and 7 in sport and this has resulted in record numbers of students wanting to represent the College. Students are empowered through opportunity at Scotch and there are a multitude of enrichment activities available for students to engage in. The ongoing development of our Co-curricular offering with 21<sup>st</sup> century employment and life skills as the framework to shape our offering, has not only seen greater student participation in our offering but also an increase in demand for specific skills. These are delivered through different contexts including STEM, the Arts, Cultural and Entrepreneurial pursuits.

Students regularly meet with the Principal and the Deputy Principal – Head of Torrens Park Campus and have indicated increased levels of satisfaction would come from development such as

1. Resource Centre update
2. The gym is due for an update air flow, space, refurbishment
3. Social Spaces for all year levels

## Teachers

In September 2017 all staff were given the opportunity to complete a school improvement survey by a company called Insight SRC. They are a highly skilled consulting organization that focuses on building productivity and effectiveness of organisations through innovative and creative people development strategies.

Some key positive themes that were identified by data trends include:

- Student behaviour held in high regard – compassion, respect and honesty
- Respect for all students
- Teacher confidence

Areas for improvement included:

- More involvement in decision making
- Work Demands
- Communication

Ways forward include: Distillation of responses from staff, creating awareness for middle leaders – meetings at the beginning of term, more involvement in the development of the strategic plan and opportunities to engage in decision-making processes.

## 8 Post School Destinations

### Tertiary Destinations

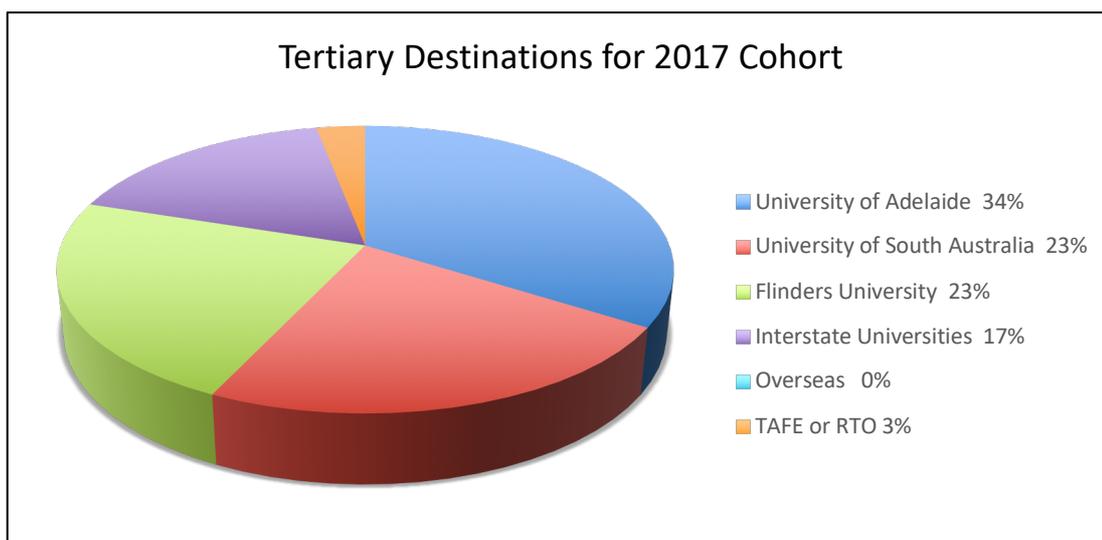
There was a 3% increase in students choosing to attend both Flinders University and the University of South Australia. It is interesting to note that these two universities offered places to students had achieved some of the lowest ATARs for the 2017 cohort.

Adelaide University was the chosen destination for the smallest number of our students in the past 4 years. This may well reflect the types of courses that students have chosen to study at university and the different strengths of each university in delivering these courses.

Flinders University continues to attract many of our students who are studying allied health courses or who are hoping to pursue post-graduate medicine. Adelaide University has remained dominant as the preferred university with our students for Law, Engineering and Arts courses, however Business and Commerce courses are now being studied reasonably evenly across all three local institutions.

The recent increasing trend of our graduates to pursue tertiary study interstate has not been followed this year, with a 2% drop in the number of students accepting places interstate. The students who have chosen to study interstate have all selected premier institutions (ANU, University of Melbourne, RMIT, Monash, WAAPA, University of Sydney) or unique courses (such as the large animal Veterinary Science course through Charles Sturt University in Wagga Wagga). TAFE and other Registered Training Organizations (including Apprenticeships) remained quite a low destination point for Scotch students.

Interestingly, while several students from this cohort were seriously investigating applying to overseas universities, no applications were finalised and students indicated that they intend to move overseas for post-graduate study.



### Overall Destinations

The percentage of students going directly to university (76%) returns to the historical average over 5 years. There has been a decrease in the number of students taking a GAP year down 9% from the previous year. Several students are also using the GAP year to study for the UMAT (Undergraduate Medical Admissions Test) with the goal of gaining an offer in a Medical School. This has become an increasingly popular (state-wide) trend over the past 3 years for many students across the state who achieve a very high ATAR but do not receive an invitation to attend an interview for a medical school.



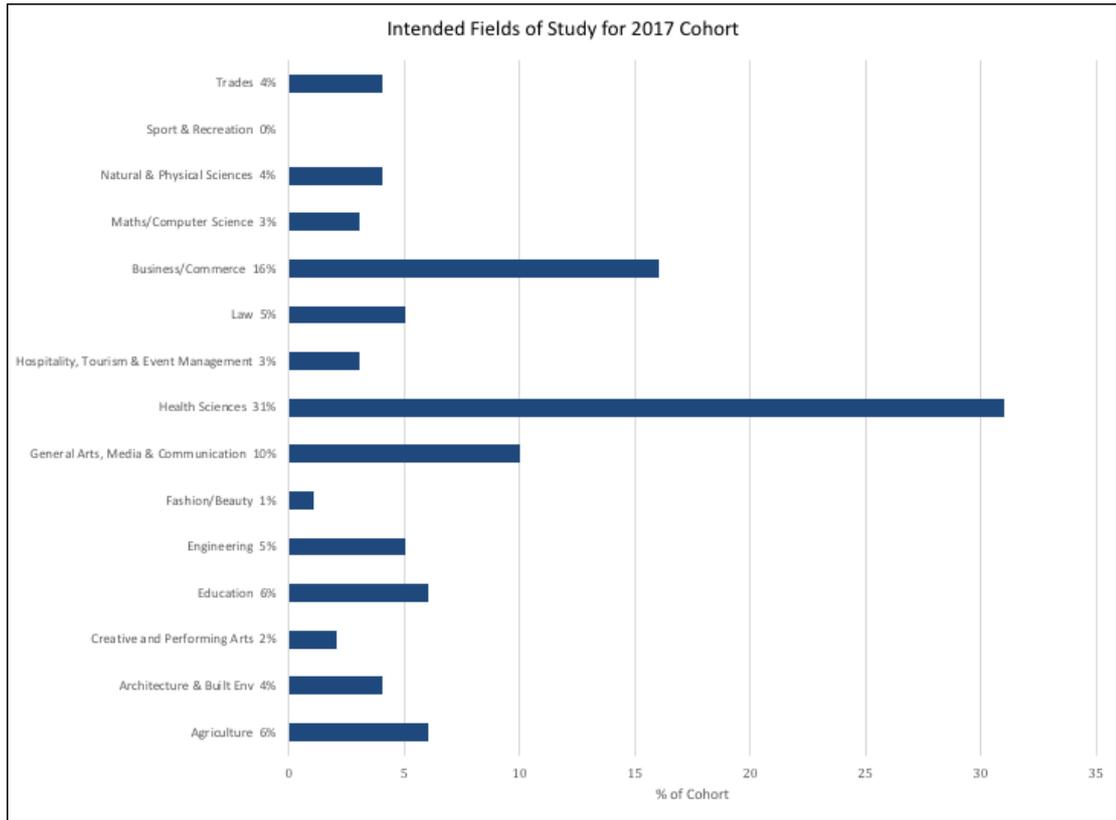
### Fields of Education

Specific allied health courses are becoming increasingly popular with our students, with Psychology, Speech Pathology, Occupational Therapy, Nutrition and Dietetics enrolments increasing each year over general Health Science undergraduate courses. This was the first year we have had a student choose to study Optometry in over 5 years. Health Sciences has been the most popular destination for Scotch students over the last few years with a slight drop in 2016. This year has seen a 12% rise with 31% of the cohort choosing Health Science.

One student from this cohort was accepted into undergraduate Medicine at Adelaide University and another accepted a position studying medicine at Monash University in Melbourne. One student will be studying Physiotherapy and two students have been accepted into Veterinary Science.

Business and Commerce was the second most popular destination for our students with 16% accepting positions. There has been a notable decrease in the numbers of General Arts, Media and Communications students with the numbers slipping another 7% from the previous year. 18% decrease from 2016. Creative and Performing Arts numbers declined with only two students accepting positions this year.

The Engineering, Maths and Computer Science numbers have decreased from the previous year by 7% and four students selected a trade as a post school option.



## 9 School Income Broken Down by Funding Source

The independent school sector remains competitive for enrolments. Year on year growth has been a key part of the College's improving financial health and in 2017, our full time equivalent enrolments grew by 4%. In 2018, we anticipate our enrolments will remain relatively stable. Tuition and Boarding income from these enrolments remains our primary source of income (69%), followed by Government Grants (19%), Trading Activities (7%) and Interest & Other Income (5%).

