scotch reports

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SCOTCH COLLEGE ADELAIDE

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Here's your chance to collaborate with us.

The Scotch College Senior Leadership Team will meet in late May 2015 to begin discussions around Scotch College's Strategic Plan for 2016 onwards.

A number of discussions are already happening with staff and students, but the SLT would also like to hear the views of the wider Scotch community.

To find out more from Principal Dr John Newton and complete the Strategic Planning Consultation Survey, visit **scotch.sa.edu.au/strategicplan**

SCOTCH COLLEGE ADELAIDE

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A big thank you to everyone who collaborated to create this edition of Scotch Reports. Special thanks go to Warren King, Bryan Charlton and everyone who kindly supplied photographs for this publication.

Cover Photo
A jubilant Scotch College Adelaide Boys Second VIII celebrates their victory at Head of the River 2015. See page 20 for more from Head of the River.

Term Dates 2015

Term 2	Monday 27 April – Friday 26 June
Term 3	Monday 20 July – Friday 25 September
Term 4	Monday 12 October – Tuesday 8 December

Principal's Report

Dr John H. Newton has been appointed as the Principal of Scotch College Adelaide from January 2015. He joins Scotch from Taunton School, an independent, coeducational boarding school based in Somerset, UK, where he was Headmaster since January, 2005. John, his wife Catherine and their two younger children, Maddy (Year 11) and William (Year 8), moved to Adelaide in early 2015.

At Taunton School, John oversaw a school similar in structure to Scotch. The children at Taunton ranged from 6 months to 18 years of age, and the school has approximately 1,150 pupils (compared with Scotch's 1,000, not including the ELC). In John's 10 years at Taunton, he helped refresh the vision and direction of the School, brought discipline to its finances; and with his Board and senior team, worked to a strategy which has been effective in taking Taunton forward in tough times. This included nurturing an academic culture that values scholarship as much as examination results; strengthening the quality of pastoral care, enhancing the boarding facilities; building reputation and relationships with feeder schools and leading a school which engendered confidence and energy in its pupils.

Prior to his position as Principal and CEO of Taunton School, John was director of studies and housemaster at Eastbourne College, having previously been head of modern languages at Bradfield College in Berkshire where he first became ''interested in the logistics and the strategic approach to independent education''. John's first degree was a B.A,, followed by an M.A. from Merton College, Oxford with Joint Honours in French and Russian, which he followed with a P.h.D on the 'Organisational Culture of Independent Schools', buttressed with a Diploma (with Merit) in Management Studies.

Come with us on a journey...

Change is the new normal. I grew up at a time when a wall divided the world into two easily understood sectors. On one side were the Communists. On the other were the good guys - the English-speaking world, or the world suffused with Western values. The rest didn't matter. We had them sussed.

We entered the 21st century thinking that the market economy, democracy and honourable institutions would solve all our problems, reduce our conflicts to courteous conversations and give us peace and harmony. Finally, Coca Cola would achieve its dream of teaching the world to sing, and we would no longer weep when we heard `Imagine'. Our imaginings would have become a reality.

It was not to be. Planes hit the twin towers and gruesome YouTube videos showed us a new culture of extremism that terrorized innocent families across the Middle East. Our old norms looked out of place. Look, for example, at how old fashioned and Anglo-centric even that geographical term, Middle East, sounds - do people in Syria think they are from the middle bit of a place east of Buckingham Palace? I doubt it.

At Davos in 2008, the economists who woefully prepared us for the GFC, put their heads in their hands and contemplated the dog's breakfast which was the world economic meltdown. Meanwhile, the Chinese benignly smiled and suggested they had the best system for running a country, and therefore, the world.

Right now, universities are tearing up their economics text books. The old ways have been found out. The students rumbled their airy-fairy professors and agitated for an education that truly prepares them for the real world.

An unsettling and uncertain future lies ahead for our children. How should Scotch respond to such a dispiriting and dangerous agenda?

First of all we have equipped our young people with a deep sense of how to manage themselves. Our Wellbeing Program develops self-knowledge beyond the norm. It is ready for a new iteration, but it is on the right track.

Secondly, we have created an educational journey from ELC to Y12 that creates the heady challenge of change without scuppering the chances of our students to make the most of their talents.

Scotch thinks deeply about transition - from the ELC to Reception, through the junior, middle and senior primary years. Confidence oozes from every pore of the Junior School. You can feel it the minute you walk in. The energy is intoxicating, even life-affirming. The Middle School has a profound sense of its role in confronting our Y7, Y8 and Y9 kids with change through the classroom curriculum, outdoor ed. and multiple opportunities to take responsibility. The Senior School nurtures the firm values that will take our students to a place where global upheaval is a chance to be grasped, an opportunity to exploit, not a source of dread and fear.

I visited a local school this term. It had built a $15 million dollar new facility to get their students

ready for university and the world of work. While the facility was impressive, it exuded comfort. Everything was ergonomic, even the coffee. Was it a palace of luxury, a comfort zone writ large, with a heated pool and an outdoor kitchen, or a true testing ground for the upheavals to come?

Education should be a discomfort zone - a place where change and growth are encouraged, but where our deeply caring staff, council, parents and other supporters help our charges to manage and understand that life is never going to be predictable.

Twelve months ago, I, my wife, my children and my wider family had no concept that we were bound for South Australia. In August, the offer to be the leader of this extraordinary school set in train a series of small explosions in our lives. Change - it has been upsetting and it has been exhilarating. Now we can recommend it for everyone. Even my Mum has learnt to use FaceTime (`…but I am not doing email, luv.'), even though she still does not quite understand it. She fears that MI6, the CIA and GCHQ will listen in and phone tap Elsie's house while she is down the shops. And who is to say she is wrong…?

Change. It is normal. In fact, the big gongs go to those who mercilessly exploit it. Our one journey from the sand pits of ELC to the boxthorn beaches of Goose, in which we collaborate as professionals and as a community, equips our kids for all that turbulence that is to come. And they will make us proud, so proud, when they emerge triumphant, with that biddable Scotch modesty that characterizes the truly classy male and female of our great species.

John H Newton
Principal

01 Dr John Newton and his wife, Catherine

02 John Robinson, Mayor Glenn Spear & John Newton at the opening of the new Junior School Building

03 Dr John Newton enjoys his first Scotch Athletics Day

04 Dr John with Andrew & Bev Gregory at One Scotchie Welcome

Council Report

01

It Takes a Village… Collaboration at Work

The single most important task of a school's Council of Governors is the appointment of a new principal. It was a responsibility that we took extremely seriously, and our search process was professional, rigorous and collaborative. I am delighted to say that with the appointment of Dr. John Newton the Council feels our search process was extremely successful.

John and Catherine have hit the ground running and their energy and excitement at being here is contagious. The community in return has embraced the entire Newton family, and in true Scotchie style, extended a warm welcome with a tremendously successful party where we experienced both John's unique sense of humour as well as his deep educational insights and unwavering commitment to the wellbeing of our students. We are glad the Newton family is here and we are excited about working with John and his team in leading the college to success in achieving its vision.

In his own collaborative and consultative style, John has worked with his Senior Leadership Team (SLT) to articulate what they will focus on both individually and as a collective. This year the SLT has not only taken responsibility and accountability for the running and management of the College but also for composing a revised Strategic Plan for the College and presenting it for consultation with the Council.

This strategic plan will be an engaging vision that paints a picture of what we want Scotch College to look like in 2020. It will detail the initiatives we will need to implement in order to realise the vision and describe how we are best structured to successfully deliver the plan. Once the Strategic Plan is agreed by the Council, the accountability for the execution of the various actions that make up the Strategic Plan rest with the SLT. The Council through our regular updates at Council and subcommittee meetings will provide the SLT with advice, support, and feedback on the overall progress of the plan and accountability for the expected outcomes with respect to the comprehensive student educational experience, the financial health of the College,

It is an ambitious, collaborative and engaging process and an exciting way for all of us to contribute and be heard. There will be a number of opportunities to gather your input, and I would encourage all members of the community to participate.

regulatory compliance, and the overall wellbeing of the Scotch community.

What is worth noting is that John has signalled that the first step of this strategic planning process will be widespread consultation with the entire Scotch community - based locally, regionally and internationally. We want to get your insights to key questions about what we want Scotch to do and where we want it to go. It is an ambitious, collaborative and engaging process and an exciting way for all of us to contribute and be heard. There will be a number of opportunities - focus groups, meetings and electronic tools - to gather your input, and I would encourage all members of the community to participate.

John's arrival has been opportune in other ways as well. The appointment of a new leader provides the Council with an opportunity to reflect on the culture of the school and what we would like to keep and what we would like to change. While there will be a lot of work for the professional team at Scotch in preparing an exciting and compelling strategic plan, the Council has taken on the challenge of reviewing all of our governance practices and procedures and working with SLT to make the appropriate changes. Like the other processes in the school, this will also be a holistic, inclusive and collaborative process that we believe will help us set the bar for independent school governance across the country.

I have spoken previously about the incredible people and leadership resources available to the College. The talent and dedication of our teaching staff and the diversity of skills within the vast network of support staff give us a professional team that is best of class. Add to that the voluntary expertise and leadership we are privileged to tap into through our Council, Committees, Parents and Friends and Old Collegians and we have a team that can take Scotch College to another level. I want to take this opportunity to again reiterate the Council's gratitude for your service.

At the leadership level we have made a number of critical senior appointments over the last few years that enables us to consider ambitious projects. Today on behalf of the Council, I would like to welcome Richard Stone into the newly created role of Chief Operating Officer. Richard has already demonstrated his expertise by creating valuable models that will help us better plan the school's finances and make decisions about the necessary infrastructure for the future. He will play a key role in the strategic planning process.

Finally, I would be remiss if I did not also share my absolute delight at Scotch's dominance at the Head of the River this year. On Saturday, 21 February 2015, for the first time in the College's history, Scotch College Adelaide's Boys First VIII and Girls First VIII and the Boys Second VIII were all crowned as Head of the River champions. These three historic victories were accompanied by five other gold medals, two silvers and one bronze, including five Boys Quads, rowed by year 9 and 10 boys. Each Scotch team was strongly supported by other students, staff and parents who flocked to West Lakes to cheer their teams to a historic victory. There is no question that rowing is the ultimate example of collaboration. Not only do the crews have to work with each other, but also their success is entirely dependent on the support network of parents, coaches, their teachers and their boats. That Saturday as the Scotch lion ran rampant at West Lakes, I believe that our victory lay not in simply being the strongest or the smartest, but it was that we collaborated on the water and off the water at the highest level. My congratulations to all our rowers and their coaches, Toby Lister, Director of Rowing and David Grabham, President of the Rowing Parents' Support Group. Unfortunately I had to be in Chicago that day but I received many updates by text. The one that moved me the most was sent by a parent and it showed a picture of Scotch and PAC students arm in arm enthusiastically celebrating each others' great performance. That is the Scotch College spirit that makes us proud – a collaborative celebration with those we rowed against just minutes before.

As John regularly reminds us in his weekly video broadcast, the world of the future will not be served by the organisation of the past. Collaboration is, at its root, a social activity. It is founded on generosity, sharing and openness. That is why I am so confident that a culture of collaboration will thrive at Scotch.

Raymond Spencer
Chair

01 Dr John Newton with Raymond Spencer

Financial Report

Richard Stone joined Scotch College Adelaide in December 2014 in the newly established position of Chief Operating Officer.

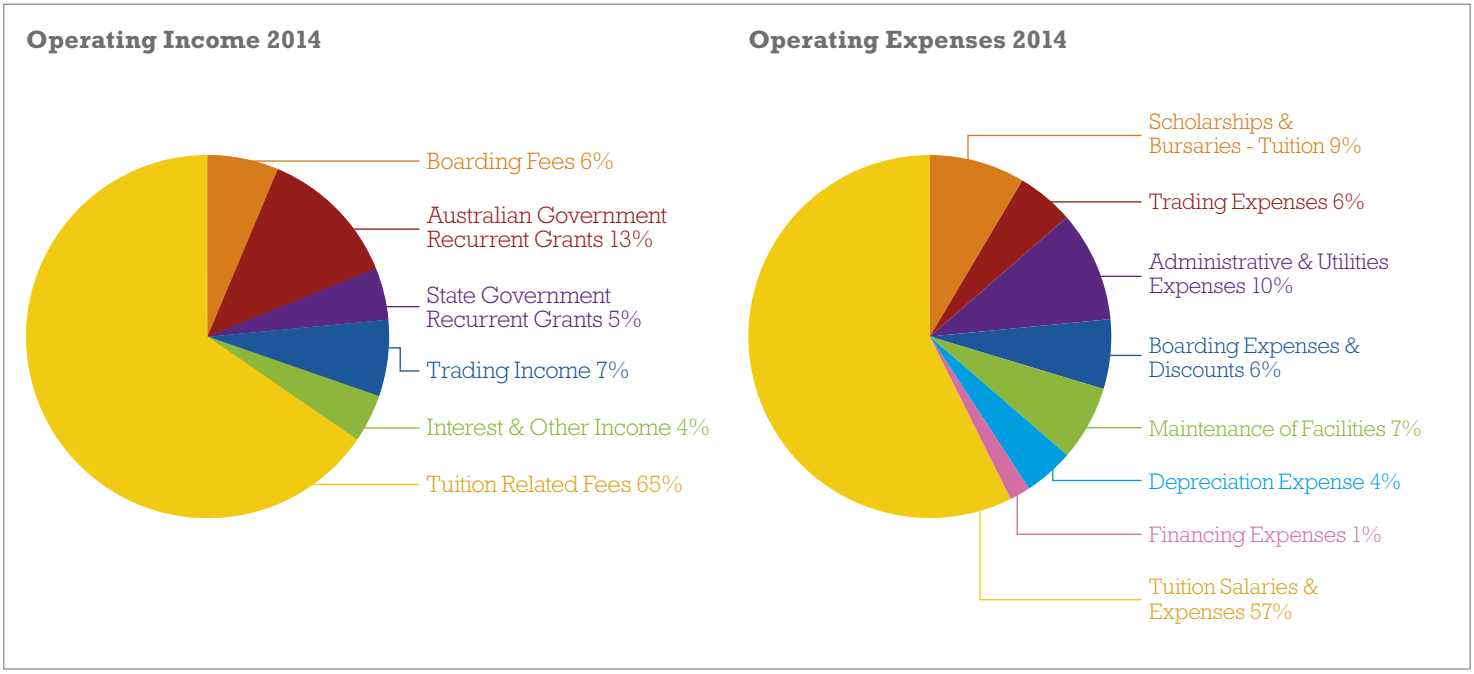
In this role, Richard provides high level oversight of the College's finances, infrastructure and special projects. He also is the Executive Officer of the Scotch College Council of Governors and works closely with the Principal, the Chair of the Council and the different Committee chairs to help the College achieve its vision.

Richard joins Scotch with over sixteen years of management experience in global organisations across a variety of industries and business functions. Immediately before joining Scotch Richard was in a corporate business development role at Ellex Medical, an Adelaide-based, global leader in the development, manufacture and distribution of medical technologies. With an eye for detail, in this and previous roles, Richard brings strong capability in leadership, communication, strategic planning and financial analysis to Scotch and will be involved in the planning and implementation of strategic initiatives aimed at changing the College's business model.

Financial sustainability is the hallmark of a healthy organisation and this is particularly true of Scotch College Adelaide. The College's financial performance remains strong, thanks to the strength of our enrolments, our financial discipline and generous philanthropic donations through our fundraising. All of this supports our desire to continually provide flexible learning environments that enhance the experiences for our students.

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 2015 we anticipate our roll to reflect another year of modest growth.. However, a key aspect of the unique Scotch experience is the intimacy in our environment and learning programs and we will continue to closely manage our growth to ensure we don't lose that benefit.. To achieve this in the current economic environment is a true testament to the passion of all of our staff and the foundation laid by the previous leadership.

A further sign of the College's health is that some year levels were already full before the start



of the 2015 school year and others are already nearing capacity for the 2016 school year.

Income from those enrolments together with the other elements of the operations produced a net operating surplus for the 2014 year of $1.9m (2013: $1.6m) which is a healthy result. Not only is this level of surplus critical to meet our debt repayment obligations and the further development of our infrastructure, curriculum and the wellbeing of our staff and students, it is also a vital source of funding for strategies that will strengthen the future of the College for many years to come.

When parents enrol their children at Scotch, they're making an investment in their children's future. A future which will be full of global diversity, rapidly changing technologies and a vast array of new challenges and opportunities that we ourselves have never encountered. As a College, we need to provide a learning environment and curriculum that nurtures and challenges our students to become the best they can be and prepare them for the future. We need to ensure they have the skills and confidence to pursue their dreams with passion in their chosen fields. A Scotch College education provides the launch pad for their careers.

To achieve this, we need strong strategic and financial planning to ensure we can continue to provide the unique Scotch learning experience in the short, medium and long term. We need to continually invest in our infrastructure, curriculum and co-curriculum activities and the professional development of our staff to stay up to date on technologies, global trends and modern education practices. We also need to develop and invest in strategies and initiatives that will provide a sustainable business model for the long term.

This is an exciting time for the College. We have record enrolments, a stable financial position, a new Principal and a centenary on the horizon. In the short time that I've been here, I've enjoyed a warm welcome from all parts of the Scotch community and I'm looking forward to working with you all on building a stronger Scotch for the future.

Richard Stone
Chief Operating Officer

Early Learning Centre

01

02

03

The principles of Reggio Emilia inspire and underpin our teaching and learning in the Scotch College ELC every day. Reggio Emilia is a city in Northern Italy. Devastated by the aftermath of World War II, a young teacher named Loris Malaguzzi, along with the community surrounding Reggio Emilia, developed a way of teaching and learning for their children after the war, that would enable them to flourish during such a difficult time. This teaching and learning philosophy was so successful that it became embedded throughout the region during that time and continues today, not just through the region of Northern Italy, but worldwide.

At the core of the principles of Reggio Emilia is the belief that all children are strong, capable and resilient learners and that teachers do not instruct but rather facilitate learning in an environment where the teacher and students learn together. Children are viewed to be so competent that teachers and parents support them to have control of their own learning.

The understanding that children are endowed with 'A Hundred Languages' underpins everything we do in our ELC. 'A Hundred Languages' refers to the many ways that children learn and express themselves. There is no one way for young children to learn and as educators we provide opportunities for children to discover and express themselves in many ways, working with all children to identify and develop their individual learning strengths and needs.

All children, but young children especially (as they mostly have not yet learnt to judge others, or care what others think) are naturally creative. They love to express their thoughts and feelings through visual representation and much can be learnt about a child through their delightful artwork. Visual Art provides an authentic opportunity for children to learn the fine motor skills so very necessary, as they begin to communicate formally.

Music also plays an important role by enabling children to express themselves, recognise patterns, feel different emotions and express themselves to the different sounds of music. Dance not only allows children to express their feelings and learn about beat and rhythm, but also to practise coordination and cooperation skills.

Early childhood educators have long recognized the importance of creative activities that are core to the principles of Reggio Emilia and are passionate about promoting children's creativity. Our curriculum has a strong focus on creative experiences – especially in Music, Movement and Visual Arts, because we understand their role in enhancing children's intellectual, social and emotional development.

Neuroscientists working in the area of brain research say that neural pathways in the brain are formed and shaped by early

"You can discover more about a person in an hour of play than in a year of conversation." Plato

experiences. In the first three to four years of a child's life in particular, rich experiences are necessary to build the brain's neuro-circuitry. This then influences development and general wellbeing, and later academic performance in school.

In the light of evidence about the importance of early experiences, children's active engagement in Singing, Music and Movement, Storytelling and Art and Craft activities is especially significant. All new and sustained experiences help create unique brain connections that have short and long term impacts on developmental pathways. In the Preschool years, core literacy experiences are frequently Arts-based with children's painting, drawing, singing, dance, and storytelling at the heart of good early literacy programs.

Children don't learn in a vacuum. The environment around them is crucial in providing opportunities and provocations for learning. Children don't learn to read if they are not exposed to books, and various forms of written material. Likewise, children will not fully develop their creative potential if they are not encouraged to try, to experiment, to wonder, to day-dream and to communicate, all in a stimulating and supportive environment.

In the Scotch College ELC we take the importance of creativity very seriously and along with the vast array of experiences that our children choose every day, in each of our programs that are authentic and relevant to their learning, we also provide a range of Specialist lessons that further enhance and develop creativity in our students.

Specialist lessons for our four year olds include Visual Art (taught by Little Picassos), Music (taught by Junior School Music coordinator, Jane Pope) and Dance (taught by Heidi Smith - 'Dancify').

Enabling children to experience creativity develops in them abilities and skills that can be applied to many other areas of the curriculum. More importantly, the integration of being creative and appreciating creativity in others encourages the 'all sided' development of our children.

Tania Darling
Director of Early Years

01 Art with Little Picassos
02 Being creative
03 Year 7s sharing Music with us
04 Performing with the Year 7s
05 Being creative
06 Learning some new dance moves

Junior School

01

02

Embracing challenges – and we all have a role

Students and staff on Mitcham Campus are becoming increasingly familiar with the term, "growth mindset," as together we embrace challenges and strive for personal best outcomes.

Sometimes in our lives we encounter individuals or groups with fixed mindsets. Individuals with a fixed mindset believe that their talents and abilities are fixed, and cannot be improved. Their learning is stifled, because they will not venture beyond their comfort zone, and see effort and persistence as pointless. They are not open to feedback, and often turn on the person offering it. People with a fixed mindset generally turn their back on new approaches and stick to what they have done in the past, without evaluating its effectiveness.

Those with a growth mindset on the other hand, embrace challenges, seeing them as an opportunity for individual or collaborative growth. They welcome feedback and constructive criticism, as they strive for personal growth and opportunities to learn. Those with a growth mindset are more likely to persist and practise skills, to bounce back from setbacks, to evidence grit and determination and be open to multiple ways of solving problems. With this ability to solve problems comes increased self-respect, and the cycle continues. Research shows that improved health, sleep, levels of physical activity and general wellbeing are all given a boost.

"A ship in port is safe, but that's not what ships are built for. Sail out to sea and do new things." Rear Admiral Grace Hopper, US Navy

This year Scotch students have been work studying how we can 'flip the script,' through the conversion of fixed mindset comments into statements reflecting a growth mindset. A growth mindset requires us to confront our mistakes, rather than hide behind them, and to learn from them. We might still be in the "not yet" stage of acquiring a skill, but through effort we can get there.

Our teachers model a growth mindset

At Scotch, we are dedicated to helping children achieve personal best outcomes in all endeavours, including academic achievement. Over the past year our staff members have sought feedback, and responded positively to changes to ensure that students are provided with optimum conditions to fly academically.

Dedicated literacy and numeracy blocks.

Prime time learning periods have now been devoted to core subjects. We believe that literacy and numeracy standards need to

01 Year 5s at Clean Up Australia Day
02 Daisy & Isabella at camp
03 Middleton Rock Pools, Year 4 Camp - Lucy & Breanna
04 Marcus & Charlie at Year 4 Camp, Urrimbirra Wildlife Park
05 Students enjoying the Junior Primary Swimming Carnival
06 Oliver & Louis investigating multiplication arrays in Year 4 Mathematics

be high to enable students to be poised for future success. This is also why instrumental lessons now begin after recess.

Research in the US has shown that reading comprehension levels are an indicator of future academic achievement. In fact, one study, published by Brown University in 2010, found that in 74 percent of cases, a child's level of reading comprehension at Year 3 correlated to their level of achievement in Year 12.

"Learning to read and write opens doors to progress and prosperity across a lifetime." US National Institute for Literacy, 2009

Reading success requires a partnership with home, and we are grateful for the support our families offer in this area.

Inquiry, not investigations

Inquiry learning provides opportunities for children to engage in rich learning tasks that are connected to the Australian Curriculum. Our teachers have been open to new approaches, and have collaboratively constructed integrated units of work based around essential questions to challenge the students' thinking and understanding of the world. The planning is rigorous, incorporates much more explicit teaching and utilises a range of higher order thinking strategies. We have moved way beyond free choice investigation time, and I thank our new Coordinator of Teaching and Learning, Marika Snell, for her fine work leading our team – assisted by the collaborative growth mindset of our fabulous educators - in this exciting area.

Parents have a role

As parents, we also have a role to play in modelling a growth mindset. Are you open to learning new skills and new ways to solve problems? Think of your mindset as being on a continuum. On one side is a fixed mindset, the other a growth mindset. For some ideas you might be very growth oriented, seeking new information and approaching new skills with enthusiasm. For other topics, you might demonstrate more of a fixed mindset, believing that you cannot master a skill, and cannot possibly get any better. Consider the excellent example you are setting if your children see you relish new learning opportunities and challenges, demonstrate grit and persistence, openness to feedback and a willingness to bounce back from setbacks.

It is never too late to flip the script.

John Robinson
Deputy Principal
Head of Mitcham Campus

Torrens Park Campus

01

We're all in this together

At Scotch we have many opportunities to come together and make something great happen. Collaboration creates dynamic learning opportunities for all members of our community. For the students, each day there are many opportunities to work together developing important skills around teamwork and communication.

Our parents are active partners in their children's learning, with our learning management system giving them insight into what is being learnt, how and why it is being learnt and feedback on assessments for future learning now visible 24/7.

We have worked hard in recent years to create spaces for collaboration and in so doing have developed the Ligertwood Library as a contemporary and flexible learning space. Our students also participate in our unique Educational Coaching program, which is proving to be a worthwhile pursuit with deeper interactions about learning between staff and students.

Boarding, of course, is all about collaboration! We are constantly looking for ways to create experiences of belonging and working together to foster an environment of authentic engagement. We want our students to be part of a community where there are layers of connection, which allow them to be safe and flourish during their learning journey on the Torrens Park Campus. The following pages provide a snapshot into how some of these layers work in everyday campus life.

Dale Bennett
Deputy Principal
Head of Torrens Park Campus

Kelly Sharp
Assistant Head of Torrens Park Campus

Ligertwood Library

An original idea.
That can't be too hard.
The library must be full of them! - Stephen Fry

Since 2013, Ligertwood Library has undergone a transformation in its function and purpose.

We have been working with staff, students and industry experts to develop the space and it is now an environment that offers much more than the traditional idea of a library.

We have maintained and developed an expansive fiction collection of both hardcopy and eBooks, and transformed it into a dynamic meeting space for all

ages. In this supportive environment students can collaborate or work independently; the seating is flexible and varied from comfortable couches to study pods. The Wi-Fi network supports BYO devices, providing connection to the extensive e-resources in our virtual library. There are screens installed for media streaming and daily newspapers, both hardcopy and electronic. Facilities include a print and copy centre and "museum-like" exhibitions.

Education and social learning also happens through gaming, where students interact using a large screen and their laptops. This Hub hosts the gathering of special interest groups such as Chess Club, Mooting, Readers' Circle and Staff Action in Learning Groups. Service Learning Coordinator and Youth Pastor, Pepita March, also works within the space, allowing easy interaction and accessibility for students. The Library Team provides expert research advice and guidance, accessing curated online journals and a host of other digital resources. The English teachers remain passionate about connecting students to reading and take advantage of the extensive offering in the collection from graphic novels, audio novels, periodicals and biographies.

The once quiet library is now a humming hub of dynamic learning and relaxation. There are plans to develop the space further to enhance the community feel and continue to provide access to resources and services which previously have been separate. When you are next on campus please feel free to come visit this dynamic space.

Louise Laurendi
Information Services Coordinator

Building community and relationships

In 2015 our Year 7 students were welcomed to the Torrens Park Campus with a BBQ hosted by our fantastic Year 12 students. In years gone by our Year 7s have been welcomed in a similar fashion, but this event was different. Planning and preparation, cooking and cleaning after the event took place with a small group of our Year 12s

(cont.)

01 Year 12s working in Ligertwood Library
02 Chess Club in the Library
03 Student tutoring in action
04 Students collaborating in Ligertwood Library

responsible for each area. Most impressive though, was the fact that almost every Year 12 student made the time to join the Year 7s to introduce themselves and to help make them feel completely welcome. It is snapshot moments like these - student led and inspired - that develop the values and community so important to our College.

This year our Educational Coaching model has been further developed with the inclusion of a Year 12 and a focus on collaboration with the community. This year our Year 12 students have been invited to participate in the program. Their educational coach could be their Head of House or a member of the Campus Leadership team or a non-teaching member of the Scotch Community. Creating the space for students to be able to have a one on one coaching conversations with a member of the wider Scotch community would be close to impossible without the willingness and generosity of people to give their time and share their expertise. Our volunteer coaches include leading staff from our sports program such as Ben Nelson, Peta Scholz, Andrew Zeseres and Jeremy Appleton. During coaching sessions each student has the opportunity to create and develop goals with their coach, with the focus of the coach being to support each student's progress and hold them to account. We understand this to be an important layer of support in the final year. Whilst these sessions are optional for our Year 12s, students from Years 7-11 in each are being provided with similar opportunities. Mentors work with students to coach them about their learning and developing stronger bonds of support along the way. At an age and stage where most teenagers have less time for their parents and more time for their friends it is appropriate to provide this other adult voice of support without seeming too parental!

David Scholz
Director of Student Wellbeing
Torrens Park Campus

A day in the life of Year Eight

Onor Nottle, Jake Bastian, Riki Theodorakakos recount a day in their life as Year 8 Scotchies!

My dad drops me off at school and I jog to the Chapel. I drop off my French horn and slide into my seat, greeted with friendly smiles from my fellow 'musos' - a mix of all ages and both genders. I'm keen to get started but happy to spend a few moments catching up on the events of the previous evening.

While Onor is beginning her day with Concert Band, Jake is joining the Senior School footballers pre-season training. The footballers are having a focus on fitness training together from Year 7 to 12 this year. At the same time, Riki is training for her weekly volleyball match under the guidance of Mia and Jade, Scotch Old Collegians.

Lesson time - Design and Tech. One of the boys in my class helps me with the band saw, following a whole group safety briefing. My individual project, which fits the shared design brief, is a chopping board for mum and it is coming along nicely.

At the same time, Jake is working with the person seated next to him in Maths, providing support in converting fractions into decimals. In a double PE lesson,

Riki focuses on athletics, practising relay changeovers. Passing the baton cleanly, clear communication between runners and motivation from one runner to the next are critical elements of a successful relay team, which is practised in small groups by all members of the athletics class.

All Year 8s enjoy 'Ikea or Cheese' as a whole Mentor group activity, lead by House Mentors. Jake's group deviates from the program to practise 'Desktop Table Tennis,' at which his team cooperates most effectively to be crowned Mentor champions!

Finally it's recess and a group of girls and boys congregate on the grass area near the oval. A group of 3 to my left are helping each other with Maths revision. To my right, a couple of guys are helping a girl with her hurdles start. The rest of us are eating slices of the cake that was brought in to celebrate Riki's 13th birthday.

Meanwhile, Jake has handed in his watch in exchange for a football, he and his mates play kick to kick over the break to run off the yummy chocolate brownie that he has just inhaled from the canteen.

The bell rings and lessons resume. My English class is undertaking a novel study – The Life of a Teenage Body-Snatcher – we Mindmap character traits and the notions of morality and identity in pairs.

Jake's drama class is broken into teams to construct a script, allocate roles and design a group devised play. Riki attends double Geography, using CONEQT and Google Docs to collaborate over the internet with Mr Massie and the rest of the class, learning about desert landforms.

Lunch time sees the three of us split across different activities. I have Concert Choir. I sit in the alto area surround by girls from years 7 to 12 and we help each other learn new lyrics and notes. Riki joins three of her peers who form the Middle School Debating team and under the guidance of Mr Thompson they are preparing for their first debate in the South Australian Debating Association schools competition. Jake's mate purchases his lunch while Jake puts away both their books and they meet at the pool, ready to participate in House Water Polo. Current favorite is debatable… Jake is convinced it's Douglas, Riki votes McGregor but I know Campbell will be victorious.

The last two lessons fly by. Riki is cooking fish curry in Home Ec, which I'm hoping she is happy to share. Jake is checking the clock, as he needs to hurry to the pool at the end of the day to set up the lane ropes ready for the 4pm swim meet, held at Scotch this

(cont.)

01 Dr John Newton & Year 12s welcoming Year 7s to the Torrens Park Campus

02 Stewart House contesting the 2015 Novelty Cup

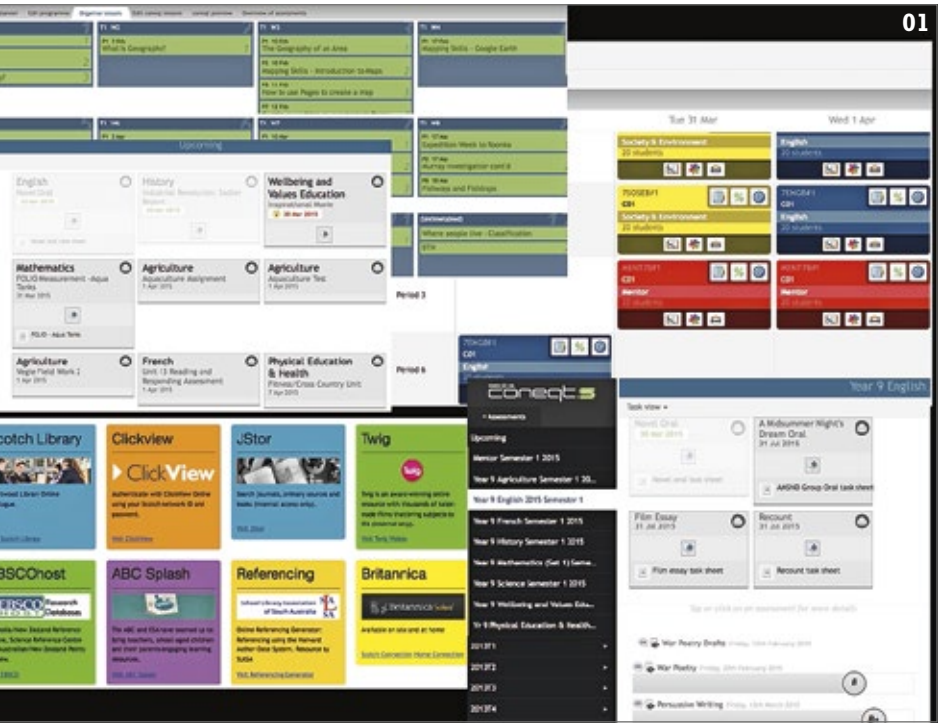
03 Piggy Back: Onor Nottle & Georgie Caudle (Year 8)

04 Sophie Fotheringham, Sammie Hainke, George Treloar & Hudson Laycock at the Inter-House Swimming Carnival

05 Students collaborating on the Outdoor Education camp at Roonka

06 Imogen Tait, Sophie Dunow & Chloe Hooper preparing for year 7 outdoor education expedition to Roonka

07 New to Middle School Student Laptop Induction



week. I'm off to Science then Ag. Mr Bell is helping us to understand hydroponics.

I walk to the canteen at the end of my last lesson to volunteer my assistance to Mr Heard in packing down the chairs and tables. I have to be quick as softball begins at 3:45pm and I am keen to work on my catching. Riki is rushing to get changed into her zoot suit to make the rowing bus. She knows once she arrives at the Torrens, she will need to work with her crew to first get the boat on the water, then stabilise the boat to allow all team members to get in, before training on the water may begin. She assures me it's not as easy as it reads! Whilst this is happening, Jake is dominating the swim meet, along with the other members of the Scotch swim team. They are having a great year.

The day ends for all of us after 5pm. We head home ready to get stuck into homework, perhaps catch up with our friends on social media and prepare for the next day where we once again come together for another action packed day at Scotch!

Are you CONEQTed?

Our learning management system (CONEQT) allows us to embrace the 4C's, the super skills for the 21st century – communication, collaboration, critical thinking and creativity.

CONEQT has three separate areas: one each for teachers, students and parents and all three are connected, creating a partnership for learning by providing information in real time.

Students can download files, use e-submissions for their work and participate in forums. Examples include:

English – sharing comments about characters and their strengths from a novel

Science – beginning a new topic, brainstorming ideas about Big Bang Theory or starting a practical report

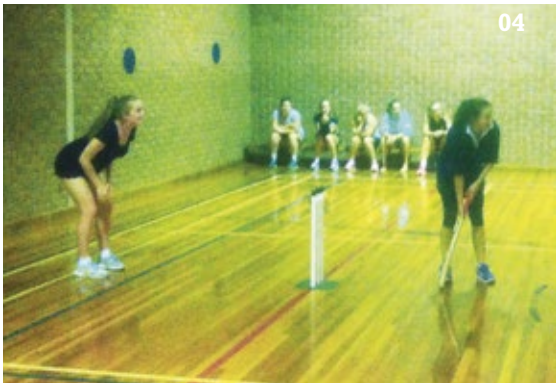
Drama – sharing research and findings in creating scripts for performances.

Research has shown that providing feedback is the single most important influence on students' learning. As the first school in South Australia to go to a continuous reporting model, we believe that providing feedback in a timely manner is beneficial to students, rather than reporting after the event. Students upload their work – in a variety of forms: simple text, keynotes or multimedia presentations and teachers provide feedback around key skills, what they have done well and areas for improvement.

Using CONEQT allows parents to access course curriculum materials and monitor their child's progress to maintain an active interest in their learning. Viewing student work, seeing when assessments and homework are due and having a clearer idea of academic expectations has inspired a refreshing partnership between home and school. Our boarding parents who often feel the tyranny of distance find this learning system most helpful.

Students like having all of their assessments in one place as it helps them to plan, giving an overview of their courses and they like that teachers can store many resources for them to access.

As a collaborative tool our teachers are able to share resources, promote classroom activities and provide course expectations. Putting up course information – notes, videos and lesson plans – means that, if students are ill or travelling for sport or cultural pursuits, they can access their



classes and stay up-to-date. Continuous reporting is an effective in-time response to learning needs rather then the traditional end of semester summary of learning where learning is celebrated but intervention is delayed or becomes redundant.

Teresa Hanel
Deputy Principal
Director Teaching and Learning

Collaboration in Boarding

A boarding community is one that thrives when different stakeholders are given the opportunity to work together towards a common goal.

In Scotch Boarding, our student leadership structure allows for a high level of collaboration between the student body and the staff. The student leadership team consists of two Captains, two Vice Captains and home group leaders. Boys and girls are represented equally. There is also a food committee which is a representative group, consisting of members from all year levels and both genders. These groups meet regularly with staff and actions are put in place to the benefit of the boarders.

One of the initiatives that has been put into place this year includes an internal activities program. This program is designed and run by the student leaders with staff on hand to help out when needed. We have just completed a Home Group Indoor Cricket competition. Another initiative is the monthly birthday celebration in which the Captains host a supper and serve cake for boarders whose birthdays fall in that month. The food committee and our Chef have worked together to introduce some exciting changes to the menu and are currently planning a special formal dinner for the boarders.

Another area of collaboration in boarding is that between the genders. Ours is a truly co-educational boarding house where students from both genders live, work and eat together under the same roof. While the girls and boys are kept separate during key times, they get to interact richly during most of the day. Our boys and girls spend time working together during homework time, hanging out and playing together during free time, having fun together on outings and eating together at meal times. It is through these experiences that our boarders learn to respect and gain a better understanding of the opposite gender.

In our Boarding House we have a mix of cultures from within Australia and from all over the world. We believe that it is a vital part of a modern education that our students learn to understand different cultures and our boarders get to do that better than most. Living with people from every corner of our country as well as with many internationals, our boarders learn to embrace diversity and be accepting of difference.

Graham Duffy
Director of Boarding

01 A look at SEQTA in action

02 Jarrod King (Boarding Captain), Ben Flower & Ben Clarke (Boarding Home Group Leaders)

03 Cheyanne Baker (Tennant Creek, NT), Jessie Grundy (Mundoo Island, SA) & Emma Heinjus (Clare, SA) enjoying a boarding outing to the Adelaide Fringe

04 Girl Boarders playing Home Group Indoor Cricket

05 Boy Boarders playing Home Group Indoor Cricket

Head of the River

Scotch Lion Runs Rampant

On Saturday, 21 February 2015, for the first time in the College's history, Scotch Boys First VIII and Girls First VIII and the Boys Second VIII were all crowned as Head of the River champions. These three historic victories were accompanied by five other gold medals, two silvers and one bronze, including five Boys Quads, rowed by year 9 and 10 boys. Each of the Scotch crews were strongly supported by other students, staff and parents who flocked to West Lakes to cheer them to a historic victory.

"We had a very strong season, and our strong performance at the regattas through the whole season meant that we had to deal with very high expectations as the favorites heading into this year's Head of the River," said Toby Lister, Director of Rowing. "Ultimately rowing is a team sport and for the last two years I have been painting a vivid picture that we cannot achieve our dreams without each other. I am tremendously proud that we all worked together – seniors, intermediates and juniors, parents and coaches to achieve a fantastic result. We are real champions, not just because of our results on Saturday, but because of the way our exceptional students achieved those results," he added.

The South Australian Head of the River is a collegiate rowing event held between the colleges and schools of Adelaide and is the culmination of the South Australian Rowing Association schools' season. It is the most prestigious event on the rowing calendar. With its inception in the Torrens Lake in 1922, the Head of the River is currently held at West Lakes and involves junior coxed quadruple sculling events over 1,000m and 1,500m as well as senior coxed four and eight races over 2,000m. Races are hard-fought, close encounters that showcase the very best of junior rowing talent in South Australia, with the winning 1st VIII crew each year being crowned with the title of 'Head of the River'. Currently 15 schools compete in the regatta: 3 all boys' schools, 5 all girls' schools and 7 co-educational schools.

The last time that both the Scotch College Adelaide Boys First VIII and Second VIII won was 20 years ago. On Saturday, the First VIII beat traditional rivals Prince Alfred College and Saint Peter's College with a lead from the start and led by a boat length after 500 metres, a lead they held on to winning by 3.85 sec. The last time the Scotch Girls First VIII won was in 2001, and they led the race the whole way through and went on to win by 4.14 seconds, beating Walford, the reigning champions for the last 5 years, and Seymour College in third place. The Boys Second VIII beat St. Peter's College and Prince Alfred College.

The Head of the River culminates a demanding and exhilarating rowing season for Scotch students. This year we had the highest level of participation with almost one in every four students in the middle and the senior school involved in the rowing program. The Rowing Parents Support group also made incredible sacrifices, to not just get their kids to practice, but by also raising support to fund the largest expansion of the rowing fleet in the College's history.

Toby Lister
Director of Rowing

01 Scotchies celebrate with a historic collection of silverware

02 Girls 1st VIII (Coach Louise Firth/Will Townsend)

03 Boys 8/9 D Quad (Coach Cam Delbridge)

04 Boys 8/9 C Quad (Coach Tim Belcher)

05 Boys 8/9 B Quad (Coach Tim Belcher)

06 Boys 9/10 D Quad (coaches Angus Winwood & Isabella Ludbrook)

07 Boys 9/10 C Quad (coaches Angus Winwood & Isabella Ludbrook)

08 Boys 2nd VIII (Coach Tom Shelton)

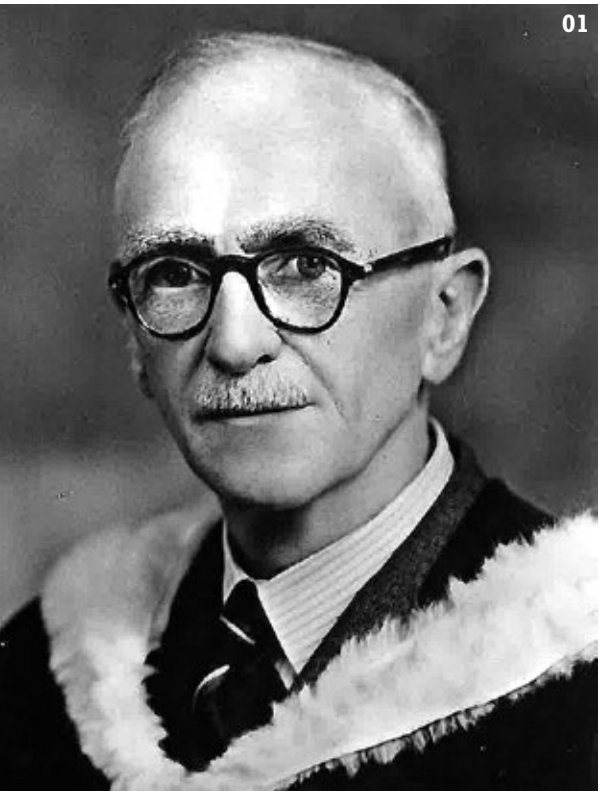
09 Boys 1st VIII (Coach James Seppelt)

10 Girls 1st VIII hitting the water

One Scotchie Welcome

On Sunday 15 March 2015 over 300 members of the Scotch community gathered together to welcome the new Principal and his wife, Dr John and Catherine Newton. Guests enjoyed haggis and a three-course lunch with a selection of premium South Australian wines from prestigious Scotch winemaking families.

Development Report


01

02

Foundation for the Future

Scotch College Adelaide would not exist if it were not for the generosity of a number of Scottish philanthropists who donated their resources to purchase Torrens Park Estate in 1919, nearly a century ago. That spirit of philanthropy and giving has permeated the College's history and nearly twenty five years ago, the Scotch College Foundation was established to support the college and ensure its long term future.

Chaired today by Sue Chase ('76), the Scotch College Foundation provides a mechanism for donors to support the College through donations, many of which receive tax exemption. Sue chairs the fully voluntary Foundation Board, members of which are elected by a different category of members and donors to the College as well as a few who are appointed by the Scotch College Council. Elections for the membership of the Board are held every year and we always welcome interest and support from the community.

The fundamental truth is that it is the generosity of past donors which has resulted in the wonderful school that Scotch College is today. It is this past philanthropy that sees many students at Scotch on scholarships; that enabled our school to invest in and roll out the Future Scotch Campaign that helped create the state's first co-educational boarding house and an Early Learning Centre on the Mitcham Campus; that preserves the heritage of our buildings; that credibly enables us to aspire to be the best that we can be.

While the Foundation works very closely with the Scotch College Council and the Development Office, it is an independent organisation that works collaboratively to establish the long terms goals of the college through development activities such as raising and managing gifts, recognising donors, supporting scholarships at the College and investing financial reserves to benefit the long term future of the College.

03

THE Gratton Society

04

Membership of the Foundation is open to every member of the community who donates money to support the College or the Foundation. Any individual or family that cumulatively donates more than $5,000 is recognised by formal induction into Foundation membership and different levels of membership can be achieved through cumulative giving over a lifetime. Members of the Gratton Society, those that have included Scotch as a beneficiary in their will, can also be recognised through Foundation membership if they notify the College of their intentions.

This year the Foundation has established some ambitious goals to build awareness, extend the membership of the Foundation and the Gratton Society and to establish an endowment to ensure the long term future of the College. We are grateful for your support.

Abhra Bhattacharjee
Director of Advancement
Executive Officer, Scotch College Foundation

01 Norman Gratton, Headmaster (1919-51)

02 Scotch College Foundation Honour Board, located in the Drawing Room in Torrens Park House

03 Gratton Society and Scotch Legends Honour Boards, located in the Drawing Room in Torrens Park House

04 Torrens Park House with Primrose Cottage (The Preparatory School) to the left, circa 1922

Straight Scotch

Old Collegians News

Issue No. 161 December 2014

SCOTCH COLLEGE ADELAIDE OLD COLLEGIANS

President's Report

As an Old Collegian, I often reflect proudly on our School which holds so many great memories. I take pride in the College and the successes its students and Old Collegian's achieve which made it easy to walk into the office on Monday morning after the successful Head of The River and talk to work colleagues from other Colleges!

That win was a fantastic achievement, and we congratulate all crews. These students now have a special bond for life. As they graduate and time goes on, it is the Old Collegian events and activities that will bring them back together to share the memories of past successes. This applies not only to rowers but all students who have experienced what Scotch has to offer. After meeting the 2014 Graduates at the Sundowner Alumni drinks at the Edinburgh Hotel, I am sure we'll see many of them at future events.

New Principal

I would like to welcome Dr John Newton and his family on behalf of all Old Collegians. For those who have met the new Principal, he has already left a positive impression with his passion and vision for the College. We look forward to working with John and his team.

WWII Recognition Project

With the 100 year Centenary of the Gallipoli landing in mind, it is timely to note the special project that the Old Collegian's are running with the College. The collation of an accurate database of Old Collegian's who served in conflicts of war since WWII, is a significant challenge that requires the input of the whole College community and I hope if you have any details of family or friends who have served, that you will contact the Development Office.

Can you help us?

Scotch College Adelaide is seeking information of any Old Collegians or Former staff that have served in any Australian peace keeping missions or military conflicts post WW2. This includes the following seven conflicts in Korea, Malaya, Borneo, Vietnam, the First and Second Gulf War and Afghanistan. It also includes Australian forces and/or police who have been involved in nearly 40 peace keeping operations, mainly under the auspices of the United Nations. If anyone knows of any former Scotch student who served in any of the listed actions, please advise us of names and any relevant details at www.scotch.sa.edu.au/warservice. You may also send us an email at warservice@scotch.sa.edu.au or post a letter to Post WW2 Service Recognition Committee, c/o Development Office, Scotch College Adelaide, Carruth Road, Torrens Park SA 5062

Important Dates

South East Community Dinner	Saturday 23 May
Yorke Penninsula Community Dinner	Saturday 27 June
Sydney Drinks (Derby day)	Sunday 19 July
Blinman	Friday 31 July – Saturday 1 August
Annual City Dinner	Friday 28 August
OC Week	Monday 31 August – Friday 4 September
Founders Day	Friday 4 September
Class of 2015 - Welcome to the OCs	Friday 4 September
Golf Day	Friday 11 September
Mid North Community Dinner	Saturday 19 September
Melbourne Community Dinner	Friday 16 October
Sydney Community Dinner	Friday 13 November
Wine Tour	Sunday 15 November

Alumni Reunion Dates

Class of 2010 5 year	TBC
Class of 2005 10 year	Saturday 5 September
Class of 1995 20 year	Saturday 24 October
Class of 1985 30 year	Saturday 10 October
Class of 1975 40 year	TBC
Class of 1965 50 year	Friday 14 August

Please refer www.scotchoc.com.au for tickets and more reunion details as they are confirmed.

Scotch Legend

The most recent inductee to the "Scotch Legends" group is a former President of SCOCA, Bevan Roberts. Bevan, a very worthy inductee, served not only as President of SCOCA, but also on College Council, Old Collegians' sporting groups and on numerous other volunteer committees for the college community. Congratulations Bevan.

Sporting Groups

It was another successful summer season for our sporting groups. One highlight was the Cricket Club's B grade team, starring many Old Collegians, which made it to the grand final, but unfortunately lost gallantly. Attention now turns to the Football, Soccer and Netball teams. I encourage everyone to get out and support these teams at any opportunity. Fixtures are available at www.scotchoc.com.au

Upcoming Events

Regional community events have long history for the Old Collegian community. This year will see a renewed focus on these country events as an opportunity for many to meet the new principal and engage with their fellow Old Collegians.

In addition, in the second half of the year there will be a huge range of social events available to all Old Collegians and in some case friends and family. The Annual City Dinner, Blinman Dinner, Alumni Reunions, Golf Day and Old Collegians Week are just a few. All dates will be updated on www.sctochoc.com.au, I look forward to seeing you there.

Peter Harvey
SCOCA President

01 Old Collegians Andrew Freeman ('80), Casey Harnett ('13) & Jim Treloar ('80) celebrate at Head of the River 2015

Old Collegians Football

With three trial matches played against Mitcham, Pembroke Old Scholars and Adelaide University the Scotch Old Collegians Football Club are looking forward to their first game of the season against SMOSH West Lakes at Scotch College on 11 April.

It has been a hard summer for SOCFC boys and the players have embraced it with a very positive attitude. Even on a Saturday morning the attendance rates have been high and this will pay dividends for the 2015 season.

SOCFC would like to welcome the following 2014 College leavers – Will Codling, Charlie Moore, Matt Segat, Max Marslen and Tom Freeman. SOCFC also welcomes the following 2013 College leavers – Jaxon Harris, Sam Walters and Zac Radbone. SOCFC are happy to see the following players return from injury, early retirement or overseas: Mr Oli O'Donovan, Will MacGregor ('04), Cameron Thorpe ('09), Jack Wellington ('08), Tom McKenzie ('12) and Patrick Marryatt ('11). SOCFC would like to make a special welcome to Tom Langley who comes to us from Goodwood Saints. Tom is the son of former SOCFC legend Shane Langley, the record holder for most goals kicked for SOCFC. SOCFC also extends a very warm welcome to all of the other new faces that have been out on the track thus far.

SOCFC are excited to announce a new C Grade coach for the 2015 season, Ian (Evo) Evans. Evo played his junior football for West Adelaide and is a past player for SOCFC. Evo played 77 games between 1998 and 2006. Evo has been a Rampant Lion for many seasons and has always supported the club. SOCFC wishes Evo all the best for 2015 season and are confident he will have great success this year with the C Grade squad.

SOCFC has had some personnel changes to its Committee. Kit Underdown ('02) has had to leave the Committee after taking up a work position in Perth but SOCFC is confident that the two new Committee members, Pete Collett ('10) and Chris Landou ('10), will be able to cover the roles left behind by Kit.

SOCFC will host several social events for the 2015 season. The always popular Ladies Day will be a highlight of the social calendar plus our traditional Rampant Lions lunch and Past Players day will be held during the 2015 season. The dates of these events are yet to be confirmed but please keep an eye out for them in the Rampant Lions newsletter, Scotch Old Collegians Football Club Facebook page and by visiting our website http://www.scotchoc.com.au/scotch-ocfc-news/.

Lachlan Blieschke ('04)

Old Scotch Cricket Association

Another successful season for the Old Scotch Cricket Association, with the B grade participating in their 5th consecutive Grand Final on the last weekend in March. Unfortunately the boys went down to Westminster OS 'A' grade side, but not without showing plenty of fight. Max Collett, batting with stiches in his hand received from a fielding incident the day before made an outstanding 105. The B's batting award was won by keeper Andrew Smith from skipper Tom Grundy, while Nick Blight took the bowling honours from Toby Rogers. In a good sign for the future John Langford & Lloyd MacKenzie also had terrific seasons.

The A Grade started slowly but won 5 of the last 7 matches to finish just outside the top four. Impressive wins over Hope Valley, Unley & Port Districts were highlights of the season. Tom Bourne had an outstanding season with the ball, taking 29 wickets. Nathan Fox provided good support & Harry White had his

best season taking 19 wickets. Skipper John Clifford posted 3 half centuries toward the end of the year and Ed Weaver capped off a solid year with selection in the ATCA senior side as wicketkeeper. OSCA also fielded 3 players from the Darren Lehmann Academy during the second half of the season. The players were from Bermuda, UK & South Africa and really enjoyed their time in Adelaide.

The C Grade struggled for wins, but remained competitive throughout the season. Veterans dominated with David Kidman just pipping Joff Allen & skipper Peter Feeney for the batting trophy. Stephen Parsons again led the bowling from Adrian Ralph & Peter Harvey.

Contact Sean MacGregor 89' at oldscotchcc@gmail.com or phone 0407 188 078 for further information.

Sean MacGregor ('89)
President

Old Collegians Netball

The summer season of 2014-2015 was certainly one with highs and lows. Thankfully the club and its members saw more of the highs! We were lucky to bring in a brand new team to the club which was formed by Holly Collingridge and her crowd of fill-ins that helped us so much over the past winter season.

Our new team slid straight in as though they had been members for years. Forming the F grade team the girls had a great start to the season, being undefeated for the first five games. Unfortunately a few minor injuries, illnesses, holidays and sick kids saw them drop a few games in the middle of the season, but they bounced back strongly at the end placing third on the ladder at the end of the minor rounds. They played intensely in the semi-final but went down by four goals. A range of age and experienced oppositions resulted in very strong competition this season, managed well by consistent umpiring. The girls are looking forward to another season together this winter. Well done on such a fantastic first season girls!

Our B grade team fought hard all summer to sneak in to the finals finishing fourth on the ladder. This was a bit of a surprise to the girls after a few upsets put them in finals contention. The girls didn't start the semi-final as they had hoped being six goals down in the third quarter but, as always, the girls didn't go down without a fight. The final score difference being one goal at full time. After a season filled with injuries the girls are proud of their efforts and hope to go at least one game up during the winter season.

This season our E grade team welcomed three new players but only one new face. Mollie Patterson ('08) and Kristy Chase ('05) opted to play up a few grades this season and were joined by new club member Georgie Schaedel ('08). The team had a very successful season only losing three games. The girls won their semi-final making it through to the preliminary final with ease.

01 Alex Deceasre ('10), Jack Young ('10), Mitchell Lloyd ('10), Peter Collett ('10) & Chris Landou ('10) attending SOCFC 2014 B&F Ball

02 Jack Young ('10) & Donald Nicholson ('10) chasing Walkerville player

03 Angus Twopenny ('07)

04 OSCA A Grade captain John Clifford at Scotch No. 2 Oval

01

Unfortunately the girls couldn't hang on for one more round and lost their preliminary final. With amazing defence from Georgie Schaedel, Penny Coulls and Kristy Chase the ball was continually fed down court to strong centre court players Trish Herriot, Casey Patterson and Eliza Borgese with shooters Mollie Patterson and Bonnie McGregor finishing the job with fantastic shooting.

Unfortunately our G grade team didn't have their best season this summer. Due to work commitments, personal commitments and injuries the team wasn't consistent from week to week which made putting wins on the board that bit harder. However, as the season progressed the team found some rhythm and could band together and managed to win some games. No finals rounds for the girls this season but there was a lot of improvement all round, and an enjoyable season was had, despite the losses. The team is looking forward to keeping most of its members for the upcoming winter season as well as regaining some familiar faces, to push onwards and upwards to finals (we hope!).

The club would like to congratulate a few of its members who got married this season; Kristy Chase ('05) and Chris Roegez married in October at Longview Winery, Belinda Gordon ('05) and Craig Boundy married in December at Maggie Beer's Farm, Anna Becker ('99) and Christopher Allan married on a very hot January day in Bridgewater, Casey Patterson ('06) and Nathan Fox ('06) married at Waveryley Estate in March of this year and Erin Noble and Daniel Wallace also married in March of this year in Erin's home town of Wagga Wagga. Congratulations to you all! Another massive congratulations must go to club President Erica Wadham ('91) on the arrival of her beautiful little girl Imogen. Imogen arrived a little bit early in December last year but is fighting strong and we can't wait to get her a uniform ready to play in a few years time!

With the winter season starting on 11 April we are excited to announce that we are welcoming another brand new team to the club filled with 'newer' Old Collegians! It's great to see so many girls interested in playing netball, and we are always welcoming new members to the club. Anyone who is interested in learning more about the club, or interested in joining, can contact Belinda Boundy ('05) on 0431 074 558 or can visit us on the Old Collegians website www.scotchoc.com.au/about-socnc/.

The club would like to thank all the supporters, scorers and fill-ins who came out during the season we could not function without you, and most importantly to our sponsors Scotch College Old Collegians Association and Holdfast Insurance Brokers for the ongoing support.

Belinda Boundy ('05)

Community Rowing

2014/2015 has been the inaugural season for the Scotch Old Collegians and Community Rowing Club (SOCCRC). Launched to involve the community in the fun and excitement of rowing, the SOCCRC brings a range of experienced and novice old collegians and parents and friends of Scotch together in the boatshed. Trainings are on Thursday for the Masters Men's squad, and a 'Learn to Row' program happens on Sunday mornings at the Torrens Boatshed.

In its inaugural year the SOCCRC has embraced a wide demographic of members from our Scotch community. Young and old, male and female, complete beginners through to experienced rowers have come together to create an environment that supports and enhances our fantastic student rowing program. The inclusive and participative culture that pervades the school program also defines our Community rowing program. It is not uncommon to see our Old Collegians' boats inhabited by school rowers and dominated by multi-generational family groups!

When it comes to boats, the SOCCRC is blessed with a plentiful and diverse fleet including a range of quads and eights. This fleet was recently extended to include a double/pair which was made possible through a generous contribution from the Ludbrook family.

While the club has been great for those looking to connect with others, get fit, and enjoy the collegiality of rowing, it has also unleashed a flurry of fierce competitive spirit amongst some old Scotchies! The diligent training in the early part of the season came to fruition recently when the club fielded its first ever Masters Men's and Women's eights as part of a schools and masters super series event. Hearing the Scotch community (including many of the rower's own offspring) cheering from the bank was a great motivator for these history making crews!

The SCOCCRC would not have had the opportunity to thrive as it has without the generous support of the College's Director of Rowing, Toby Lister, and the support of the Old Collegians Association. The College has a ninety year history of rowing and being able to extend this participation to the wider community and old collegian network has been a milestone in our proud rowing tradition.

We have strong interest in our next Learn to Row program but anyone wishing to know more about the club and its opportunities please feel free to speak to myself or better still join our Facebook group Scotch Old Collegians & Community Rowing Club which is full of up to the minute news, photos and rowing tit bits!

Lastly, congratulations to all our Head of the River crews, whether you won or lost you made every Scotchie proud!

Fairlie Delbridge
fairlie@cminus.com.au

01-04
Scotch Old Collegians & Community Rowers in action

Births

Alison McLeod ('95) and Andrew Ralph welcomed a daughter Isla Wentworth McLeod-Ralph on 4 November 2014.

Engagements

Imogen Gould ('08) to George Lagonik

Marriages

Alex Miller ('02) married Holly Cope on September 27, 2014 at Villa Catignano near Siena in Tuscany, Italy.

Casey Patterson ('06) was married at Port Elliot on 28 February 2015 to **Nathan Fox ('06)**.

Not only did the couple's bridal party all attend Scotch College, but Casey's parents met at Scotch (Scott Patterson ('79) and Sonya Patterson (nee Nairn) ('81)).

Tiffany Turner ('08) married Will Banton on Saturday 13 December 2014 at the historic old Wisanger School on Kangaroo Island.

Tiffany is the Managing Director/Owner of a company called BOP till you DROP SA and she wore her Skechers Twinkle Toes disco shoes under her wedding dress. Along with her attendants Anne van der Giessen, Melissa Holman, Emily Morris ('08), Tayla Daniel, Izzi Schofield ('08) and Sinead Saint ('12) bopped to the song called 'Dear Future Husband' as Tiffany sang to a surprised Will to the entertainment of the gathered guests. His attendants were Shane Hefferman, Brad Stace, Glen Graham, Michael Harris, Declan Conaeghan and Michael Carson. Emily Morris ('08) sang a song from Frozen, 'Love is an open door'.

The wedding party, family and friends adjourned to Emu Ridge Eucalyptus for the Reception and wedding celebrations. Where Sarah Hancock ('08) was the MC.

Deaths

Roger Leach ('77)

Timothy Scott Holyoak ('91)

Hon Kenneth Trevor Griffin ('57)

Grant Alexander Lyon ('67)

John James Mark Retallick ('44)

Roger Leach (1939 – 2015)

In the period 1967 – 1977 Roger presided over a golden era of rowing excellence at Scotch. Before coming to Scotch he had rowed with Graham Coldwell at the mighty Port Adelaide Rowing Club and coached with him at Kings College (now Pembroke) and then at Adelaide University Boat Club. At age just 26 he was appointed coach of the South Australian Kings Cup crew and went on to coach at the Thames Rowing Club in London and the Ratzeburg Rowing Club in Germany. He had also represented South Australia in wrestling and was an accomplished weight lifter.

As Senior Coach and coach of the First XVIII, oarsmen and junior coaches were drawn to his engaging, inclusive and unique coaching style - and his abiding integrity. His infectious love of the sport, his focus on intensive training techniques - including weights

training and sports psychology - combined with his keen sense of sportsmanship, produced consistent rowing results across all crews that had not been seen at Scotch for some time. Crews commented "Under Roger, it's impossible not to give it your best".

It followed that Scotch's prestige as a sporting college was significantly enhanced much to the delight of the Rowing Masters and Headmasters of the time - particularly Charles Fisher who became an admiring friend and active supporter. Scotch won or offered serious competition in numerous events across many crews at different levels at many Regattas.

Roger was unique in that he was not results driven. Instead it was participation, training and competing that counted. His natural paternalism, sense of fun, his keen understanding of adolescence and his unflappable nature proved irresistible to many. He was not judgmental but rather helped students develop a healthy appreciation of what was right and what was wrong – what was fair and just - as opposed to slavish conformity with rules and social mores.

In essence he embodied what it meant to be Australian.

Under Roger's watchful and caring eye all Scotch crews became serious contenders in their Head of the River events and through sustained training and encouragement multiple wins came for all crews including the First VIII in such events as the Bonnin Trophy for senior eights and the Charles Morgan Cup as well as in the maiden eights.

Among rowing circles, Roger became recognized as one of the most highly qualified coaches in Australia, not only lifting Scotch's overall performance but producing 3 Olympians, an all Australian champion and many State and senior club oarsmen including Chris Shinners, John Bolt and Rob Lang.

Roger's influence extended beyond the Boat club and his company and sense of fun were also enjoyed by many in the wider Scotch community - particularly the parents of boarders who appreciated his positive and constructive influence on their offspring.

The Scotch community salutes the contribution Roger made to the development of the ethos of Scotch College, its rowing club and to the students whose characters he infused with his humour and warmth, loyalty and generosity.

David McLeod ('71)

01 Isla Wentworth McLeod-Ralph

02 Holly Cope & Alex Miller ('02)

03 John Fargher ('02) , Alex Stemberger ('02) , Alex Miller ('02), Henry Mc Gregor ('02) & Nick Ingleby ('02).

04 Phil Lavis ('06), Penny Coulls ('06), Andrew Mudie ('06), Casey Patterson ('06), Nathan Fox ('06), Mollie Patterson ('08), Joe Patterson ('12) & Katherine Halliday ('06)

05 Nicole Brandon, Alistair Edwards ('07), Peter Geytenbeek, Belinda Boundy (nee Gordon) ('05), Christopher Moody ('06), David Edwards ('06), Esme Edwards (nee Sandford) ('06) & Jemima Raymond ('06)

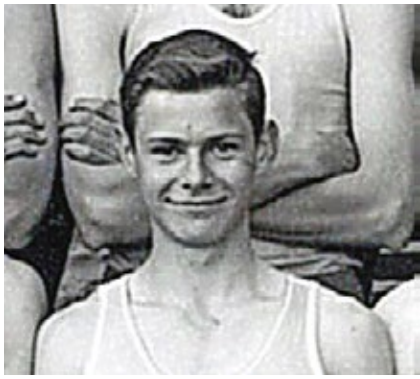
06 Back: Esme Edwards (nee Sandford) ('06), Carrie Hoppo, Andrea Fielder (nee Gordon) ('97), Claire Gordon ('01), Evan Legg, Jason Beresford, Nathan Unsworth & Steve Hicks. Front: Belinda Boundy (nee Gordon) ('05) & Craig Boundy

07 Tiffany Turner ('08), William Banton & the bridal party.

08 Roger Leach ('77)

09 Roger with 1969 1st VIII

10 Roger with 1970 1st VIII



Trevor Griffin ('57)

Trevor Griffin attended Scotch from 1953-57. Trevor did quite well academically and was a prefect in his final year. He excelled as an athlete, especially in sprints and long jump, winning the College Cup in 1957 with wins in all four events including a record-equalling time in the 100 yards. Trevor was captain of the College Athletics Team and in the 1957 Triangular Athletic match against Kings and Pulteney, won the 100 and 440 yard races in addition to the long jump, setting Games records in each event.

A light build, he coxed a number of junior and senior crews in inter-school regattas.

After leaving Scotch, Trevor attended the University of Adelaide to study Law and went on to gain a Masters' Degree in that discipline. He later worked as a barrister and solicitor.

In 1978 he was elected to the Legislative Council as a member of the Liberal Party Team and served there until 2002. In that period he was Attorney General in the Tonkin, Brown and Olsen Governments as well as being Minister in several other portfolios including police, corrections and other services. He worked hard in his ministerial duties and in opposition as Shadow Minister. He is associated with a number of landmark legal developments, specifically legislation to provide some relief for victims of crime.

Trevor's work for the benefit of the community was recognised by his appointment as a Knight of the Order of St John of Jerusalem.

After retirement, although maintaining his life long interests in charitable and community activities, Trevor devoted much of his time to his successful vineyard and winery at Kuitpo.

Trevor was one of those rare politicians who, through his courteous approach and fair-mindedness, was respected and well liked by people from every shade of the political spectrum.

Peter Trumble ('44)

Where are they now?

Sam Cave ('12) now has his Private Pilot's Licence and will have his Commercial licence in a few months. He is also currently studying Aviation at UniSA. He and his Scotch friends recently hired a plane and flew over to Kangaroo Island for the long weekend. These photos were taken at Kingscote airport.

01 Sam Cave ('12), Dana Kowald, Sarah Coupe & Tom Brickl. They are all great friends from school and it just goes to show what amazing things these guys can do!

02 Sam Cave ('12) & Dana Kowald

03 Trevor Griffin ('57)

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