

School Performance Information Report for 2016

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.

As you would be aware, information has been provided regularly 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 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 2016, the number of students in the College was as follows:

2016 at Term 3	Number of Students	Girls (%)	Boys (%)
ELC	107	44.9	55.1
Junior School	398	47.3	52.7
Middle School	294	45.6	54.4
Senior School	324	44.2	55.8
TOTAL	1123	45.4	54.6

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

The numbers of students include: 6 Indigenous students (in Middle and Senior School), 59 International students (9 Junior School, 23 Middle School and 18 Senior School) and 96 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 sport activities that are offered include:

Athletics	Fencing	Equestrian
Badminton	Football (boys and girls)	Soccer (boys and girls)
Basketball (boys and girls)	Hockey (boys and girls)	Softball
Cross Country	Golf	Swimming
Softball	Netball	Tennis (boys and girls)
Cricket (played on turf wickets)	Rowing (boys and girls)	Volleyball (boys and girls)
Cycling	SAPSASA events	

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 sporting exchange with Kristin School in New Zealand.

Other co-curricular activities offered in 2016 were:

Art Club	Fencing
Apex Fashion Show	Film Making
AMEB Speech and Drama	Gymnastics
Da Vinci Decathlon	French Club
Circobats	Mathematics Enrichment
Chess	Oliphant Science Awards
Choirs	Pedal Prix
Debating	Pipe Band and Highland Dancing
Drama Troupe	Robotics
Ballet, Jazz, Tap, Classical, Modern and Hip Hop	STEM Club
Entrepreneurship	Sound House
	iChampions

Drama Productions – The Clean House, The Governess and Seduction, Edison/Tesla

Music Productions – 42nd Street, Sounds of Scotch, Grandparents Day, Twilight concerts and A Taste of Christmas, City of Adelaide Elder Park Carols, Mitcham Council’s Carols by the Creek, Combined Schools Music Festival

Caledonian Corps – Celidh, Credit Union Christmas Pageant, ANZAC Day parade, and providing support for many of the College functions

Dance Productions – Victory, Annual Showcase

Students from Year 9 – 11 travel to Japan and France as part of their studies and Year 7 students to the Coorong. Generations in Jazz, continues as an annual event for our musicians, as is the Combined Schools Music Festival.

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

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) – 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, computers and interactive whiteboards are in all classrooms for student use.
- 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.
- 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.

Year 4, 5, 6 and 7 students have Wellbeing and Values Education (WAVE) taught as a specialist subject as well as the Home Group teachers taking responsibility.

- Art, Dance, Drama and Music programs – students have the opportunity to engage with industry professionals
- Sporting Program - Students learn to value maintaining physical fitness and team commitment and it is expected that students will play sport for the College.
- Values education – an integral part of education at Scotch College. Our Youth Pastor is an important member of staff contributing to the values education program through curriculum development and pastoral care.
- A counselling team made up of two Psychologists provides students and families with social and emotional 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.
- Cultural Language and Immersion Program (CLIP) offered to students for intensive language and transition into mainstream classes.
- 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 in the Junior School, Student Leadership Teams in the Middle and Senior School. Leadership week in Year 11 invites students to develop goals for 2016.
- College owned/leased properties – Kangaroo Island (Kyre Campus) and Goose Island facilities add value to the Outdoor Education and Agriculture programs.
- Kyre at Year 9 provides an environmental experience for our students on our wilderness campus.
- 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 was awarded the Excellent rating by the Australian Children’s Education and Care Quality Authority (ACECQA) in 2014. The Centre demonstrated excellence in a range of areas including inclusive partnerships with children and families; practice and environments that enhance children’s learning and growth; and sustained commitment to professional development and support of educators.

Scotch College ELC has 16 highly skilled staff members of whom:

- One has Master in Early Childhood Education;
- One has a Masters in Teaching (Early Childhood Education);
- Three have Bachelor of Education (Early Childhood);
- One has Bachelor of Education;
- One has Diploma of Teaching (Primary);
- One has Diploma of Teaching (Secondary);
- One has Diploma of Teaching (Junior Primary);
- One has a Bachelor of Media;
- One has Bachelor of Management (HR);
- One has a Graduate Diploma in Mediation and Conflict Resolution;
- Three have an Advanced Diploma in Community Sector Management;
- One has Diploma of Tertiary Studies;
- Five have Diploma in Children’s Services;
- One has Graduate Certificate of Early Childhood;
- Eight have Cert III in Children’s Services;
- One is studying Bachelor of Education (Early Years Ed);
- One has Cert IV Training & Assessment;
- One has Cert IV Work Health & Safety; and
- One has Cert IV Business Administration.

As a Centre of excellence, it is very important that we continue to demonstrate excellence in all that we do. In 2017, we have four areas of focus. Our Action in Learning project (for all staff) this year is ‘What effect does class size have on teaching strategies to ensure that individual needs of each student are best met?’. Our Centre-wide Long-term Project (research by the children) is “How do we make our outdoor learning areas more wonderful?”. This research involves all children across the Centre and they are researching, investigating, analysing, recording, drafting and planning. They will meet with the College Maintenance and Garden Department to further understand what is possible and in Term 4 our Artist in Residence funding will be used to work with architects to further plan their outdoor learning. Gifted education is another key area of focus, along with further embedding the principles of Reggio Emilia throughout the Centre.

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 (Cameron, Campbell, Douglas, Gordon, McGregor and Stewart) vertically grouped from Years 7 – 12, each with around 85 - 90 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 grouped with an average Mentor group size of 16 - 20 students. Year 7 students are part of the House system but they are with their Home Group teachers for mentoring.

The Head of House is well informed on each student's academic, emotional, physical, social and spiritual 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 hallmark 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 health professionals and a hustling with politicians from the immediate electorate in the lead up to the election.

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.

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, 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 169 – 102 of the 2016 annual magazine called the Cluaran. The teaching staff at Scotch College are highly qualified with the list of qualifications including Doctorate, Masters and Bachelor 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 2016 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 2016 was 92%.

- **Non-Teaching Staff**

the average daily attendance rate for non-teaching staff in 2016 was 94 %.

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 when a vacancy occurs and our staff continue to win promotion positions, which is reflective of a highly capable staff.

At the time of the Census in 2016 Scotch employed the full-time equivalent of 96.91 teachers. At the end of the 2016 academic year 97% of the teaching staff were retained for the following academic year. The reasons for teachers leaving (only three) were for promotional opportunities.

Expenditure and Teacher Participation in Professional Learning

Action in Learning was a strategic priority for our staff in 2016 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 2016 was Differentiation, 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:

- Differentiation of the process (mathematics). What modes of delivering content are successful in engaging middle-years students?
- How can effective grouping strategies can be used to create a positive learning environment for year 7 mathematics students, translating into positive learning outcomes?
- How do we use pre and post assessment to inform current and future planning in Health?
- How can differentiation be used to increase engagement with PLP?
- How can plain English rubrics be generated to allow for differentiation of teaching practices in the Visual and Applied Arts faculty from to year 7 to 10?
- How might students' questions promote differentiation across the key elements in a unit of work?
- How can a Stage 2 Folio Practical Investigation be differentiated to improve the accessibility and success for students with different levels of readiness whilst staying within the SACE parameters?
- What strategies can teachers utilise in order to differentiate learning activities and content for EAL students in mainstream classes?
- How can teachers be best supported to use technology more effectively to differentiate reading in the classroom?
- Does using the same differentiated pre-test and post-test in maths give teachers a more effective way of tracking students' progress and assist students' well-being?
- How can we better differentiate the Year 10 History program to increase engagement, understanding and success?
- What kind of documentation of the relationship between curriculum standards and assessment in Languages for Year 8 can best support students?

- How can we ensure that all students receive appropriate support and achieve success with the study of a text in class?
- How can teachers use flexible grouping strategies as tools to enhance each student's achievement in the classroom?
- How can ongoing assessment and flexible grouping be used to provide an appropriate challenge to diverse learners?
- What is Inquiry Learning JP?
- Does the 'Inquiry Approach to Learning' facilitate differentiation, taking students to a deeper understanding of the topic, ('Local Government')?

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 2016 an average of \$909 was spent per teacher.

Asia Pacific Early Childhood Masterclasses	SACE Clarifying Forum (Stage 2 Design & Technology)
2016 Psychology Summer Conference	SACE History afternoon
A Team Approach - Supporting students with intellectual disability	SACE Nutrition Clarifying Forum
Assessing the Science Inquiry skills - Student investigation	SACE Stage 1 Geography Implementation Workshop
Association of Secondary Research Teachers Conference	SACE Stage 1 Implementation Workshop
BETA Annual Conference (SA Business Teachers)	SACE Stage 1 Science Workshop
C2C program information	SASTA Open Source Teaching Psychology
Casio - Math Methods in 2017	School Refusal
CEDA	SEQTA - Collaboration & Pathways
Chemwatch training	SEQTA - Integration with SEQTA Engage and Learn
Differentiation and Curriculum development for R-10 Home Economics	SEQTA - Marks book & Assessments
Do Approach	SEQTA - System administration, Application settings, Data Management and Data synchronisation
Ed Leaders Forum	Sketch up CAD for 3D printing
Educational Documentation Seminar Series	SPELD Tutor Register
Excel 2013 Beginner	Jolly Phonics Sessions 1 & 2
Geography Stage 2 Clarifying Forum	Stage 1 Biology Implementation
GTASA Year 12 Geography Night	Stage 1 Science subjects - Implementation Workshops (Biology, Chemistry, Earth and Environmental Science)
How Language Works	Stage 2 Chemistry Exam Preparation
EAL Hub Meeting at Mitcham Girls School	Stage 2 Clarifying Forum
ICT Conference - Melbourne	Stage 2 Creative Arts Clarifying forum
IEA - The Power of Assessment Conference	Stage 2 Mathematics subjects - Implementation Workshop
Implementing the Digital Technologies Curriculum	Taking Effective Observations
Including studies of Asia in the Curriculum	Teachers New to SACE: Quality Assessment
Inter textability in English	Teachers new to Stage 1 and Stage 2 Nutrition
Investigating Physical Sciences, Year 8-10	Templestowe College - New Practices
Lab Meeting	Twilight Centre Visit
Learning Space Design Conference	Understanding Behaviours Inclusive Directions
Managing Challenging Behaviours in Schools	Visible Learning Symposium
New Supervisor	What next? Flexible Learning Environment
PESA 2016 National Conference	Workplace Learning Conference
Resourcing for Success	Year 12 Mathematics Conference 2016
SA Health & PE conference 2016	
SA International Students	
SA State Seminar (ABSA) Boarding	

At Scotch the Professional Learning of non-teaching staff is valued and supported by the College. In 2016 an average of \$350 was spent per person.

3 Workforce Composition, including Indigenous Composition

Torrens Park teachers (FTE)	62.51
Mitcham Campus teachers (FTE)	34.4
Specialist Support (includes Boarding)	21
Administrative and Clerical	29.2
Building Operations Maintenance & other staff	33
Total Staff	180.11

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 93.8% 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 a Term 1 and 2 audit in 2016). The rates of attendance at each year level are reported below:

Reception	94.1%
Year 1	94.2%
Year 2	95%
Year 3	95%
Year 4	95%
Year 5	94.8%
Year 6	94.5%
Year 7	94.5%
Year 8	93.8%
Year 9	91.9%
Year 10	91.6%
Year 11	91.5%
Year 12	93.4%
Average	93.8%

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. 95 students were enrolled in a Year 12 equivalent course in 2016. 93 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.

Our students have once again made their presence felt in the records of SACE with many personal bests. Our Dux of Sciences achieved an ATAR of 99.7 placing them in the top 0.03 percent of the nation and has gone onto study medicine. Six students were placed in the top 1 percent of the nation. It was wonderful to see the gender breakdown for our top students. We had 9 boys and 10 girls 95 and above making a strong case for the merits of coeducation. This was further

reinforced with the 30 students who achieved an ATAR of 90 or above being an even gender split. Twenty percent of the class achieved a result of 95 or higher. Perfect study scores (Merits) were attained by twenty-three students and there was a total of twenty-eight.

Year 11 Results

The achievement of our Year 11 students was a highlight with 68% percent completing a SACE Stage 2 subject other than the Research Project. Of those there were 13 awarded merits. Some other highlights are:

- Research Project 35.1% of our students achieved in the A grade band.
- 48 (55%) of Year 11 students studying a Stage 2 subject (excluding the Research Project) were in the A range grade.
- 86 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, Creative Arts – Film Making & Musical, Dance, Ensemble Performance, French, Food & Hospitality, Psychology, Nutrition, Physics, Visual Art – Design & Art, Solo Performance, Workplace Practices and Design & Technology.

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 2016 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 34 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. Nutrition was offered for the first time as a Stage 2 subject.

In 2016, 13 students from Years 10, 11 and 12 enrolled in external Vocational and Education and Training (VET) programs.

These included:

Certificate II in Retail Make-Up and Skin Care – 3 students

Certificate II – Animal Studies

Certificate III in Technical Production

Certificate III in Fitness – 3 students

Certificate III in Music Business

Certificate III in Animal Studies – 2 students

Certificate III in Retail Operations

Certificate III in Rural Operations

Overall Achievement

93 students achieved their SACE with an ATAR score and the range of ATAR results were from 99.95 to 31. In 2016 students received 28 merits i.e. a score of 20 out of 20.

40.7% of our students received an A grade for their subjects studied. This compares with a state average for 2016 of 23.9% for the total number of A grades. Scotch College students were 16.8% better than the state average.

32% of our students had an ATAR over 90, whereas the state average is 10%. The median ATAR was 81.8 - 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	98
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	96

The national minimum standard for Year 3 is Band 2
99.2% 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	100
Writing	Band 6	Band 5	97
Spelling	Band 7	Band 6	98
Grammar and Punctuation	Band 7	Band 6	98
Numeracy	Band 6	Band 6	100

The national minimum standard for Year 5 is Band 4
98.6% 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 7	Band 7	96
Writing	Band 7	Band 6	97
Spelling	Band 7	Band 7	96
Grammar and Punctuation	Band 7	Band 7	100
Numeracy	Band 7	Band 7	97

The national minimum standard for Year 7 is Band 5
97.2% 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	100
Writing	Band 7	Band 7	89
Spelling	Band 8	Band 7	95
Grammar and Punctuation	Band 8	Band 7	97
Numeracy	Band 8	Band 7	100

The national minimum standard for Year 9 is Band 6.
96.2% 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 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. Focus groups were formed throughout the year to gather research for the College's strategic plan. There is a strong support for school initiatives including the newly introduced Principal's Scotch Presents lecture series which are well attended by current and former parents.

The level of interaction and interest in our programs both in and out of school hours, support of parent information evenings is strong. We seek feedback from parents in many forums both informal and formal about our educational offering. Mitcham Campus parents were surveyed about languages offerings and as a result both French and Chinese are being offered to students in 2017.

We have continued a steady growth in enrolments and much of this may be attributed to the positive conversations and pride our current parents have in the school. Key areas for comment are the strength of coeducational programs, our engagement with social issues and service, class sizes, the partnership between home and school and of course our strong connected community.

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 for the following year was identified for 2017 – Assessment for Learning. 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 21st 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

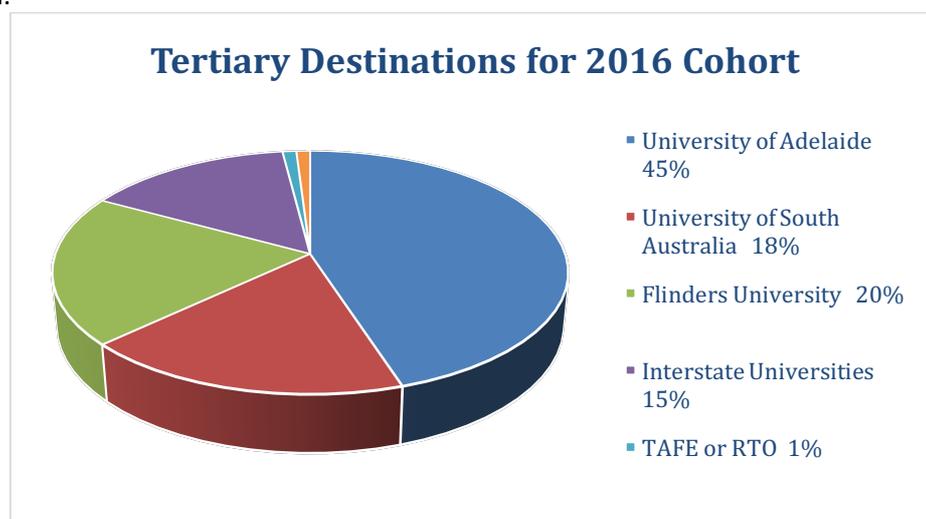
Teachers

After successfully implementing a School Improvement Program over the last three years where teacher concerns about how we did our jobs and operated as a business were addressed we are now enjoying the outcomes of many of the teacher led or suggested initiatives. We are now in Year 3 of our Professional Learning program and as a part of that staff are engaged in Action in Learning each year for continuous improvement which supports College wide Teaching and Learning goals such as Differentiation for 2016. Low staff turnover and staff engagement in a wide range of activities beyond the classroom is indicative of the level of satisfaction. Using distributive leadership practices, our management structures have fostered an environment where staff feel well supported and have engagement with the College. As part of the appraisal process staff are asked to highlight the areas which foster their ownership of their role. Areas cited include autonomy, trust, small class sizes and structured support.

8 Post School Destinations

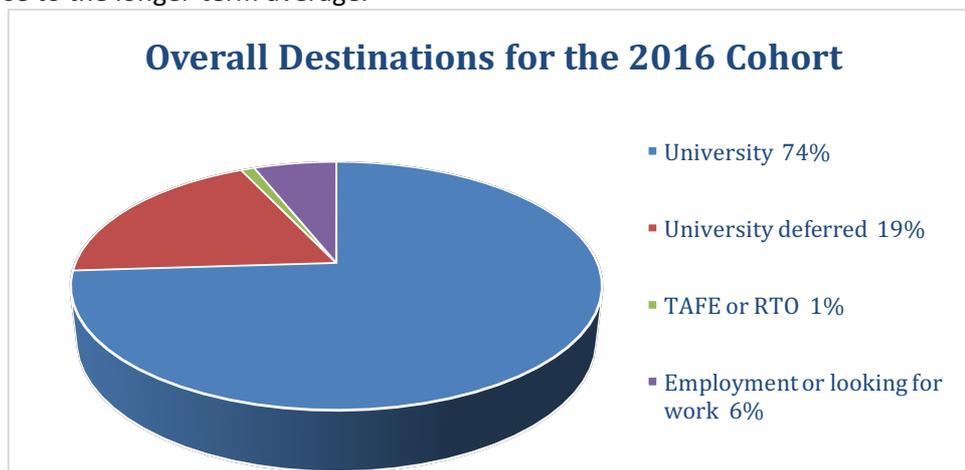
Tertiary Destinations

The University of Adelaide remains the most common tertiary destination for our students, essentially a steady flow over the past years. 2016 numbers are up 7% from 2014. The proportion of students from the 2016 cohort who chose to study at the University of South Australia has decreased 8%. Flinders University placements have remained steady for the 2016 cohort. The number of students pursuing tertiary study interstate increased slightly to 15% of the cohort. TAFE and other Registered Training Organizations (including Apprenticeships) reduced significantly on the previous two years to only 1% of the cohort. University seems the most popular destination for Scotch students in further study. One student has accepted a University offer overseas. This was linked to a special interest scholarship that enabled them to pursue sport at a high level.



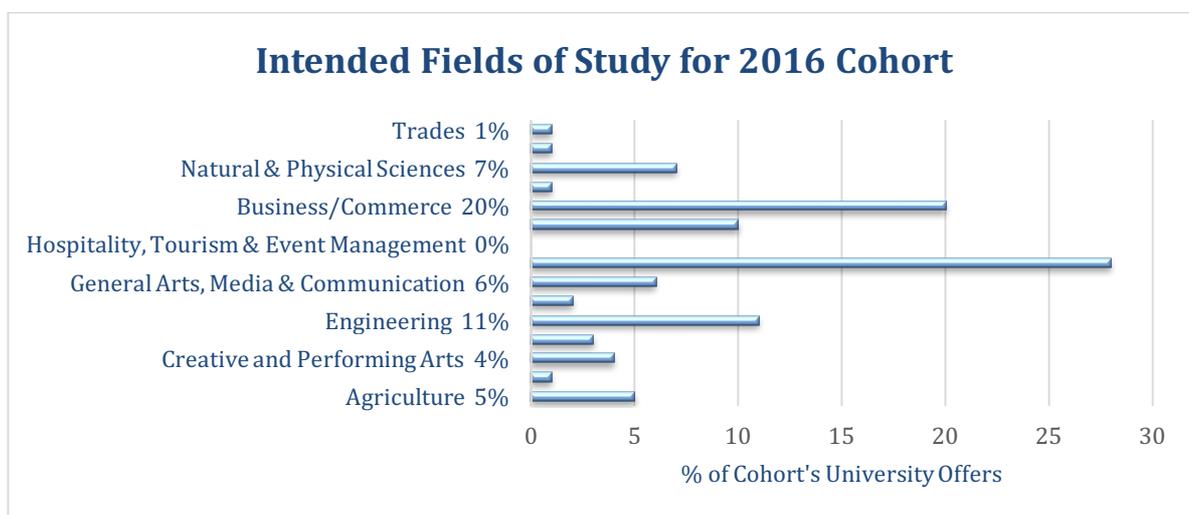
Overall Destinations

The percentage of students going directly on to study at university (74%) is a slight reduction from previous years. Interestingly, 19% of this cohort has chosen to take a GAP year or defer their tertiary studies, a significant increase on previous years. This may be a reflection on the increased number of opportunities for Scotch students to take part in structured exchange programs as well as increased involvement in overseas teaching or camp programs. The number of students going directly into employment or looking for work (6%) is a noticeable decrease from last year, but still reasonably close to the longer-term average.



Fields of Education

Health Sciences remains the favoured area of interest for our students with 28% of the cohort choosing to study in this field, a slight drop on 2014. Intended career options in this area for the 2016 cohort include Optometry, Speech Pathology, Medicine, Medical Imaging Psychology, Physiotherapy, Paramedic Science and Occupational Therapy. Some students have selected Biomedical Science, Medical Science, Health Science and Human Movement as a tertiary pathway to post-graduate medicine. One student from this cohort was accepted into undergraduate Medicine at Adelaide University. Engineering attracted more interest than the 2014 cohort with 11%. Creative and Performing Arts, Architecture and Building demonstrated typical representations from the cohort compared to previous years. General Arts, Media & Communication dropped 8% in 2016 but studies in Law increased 7% from 2016. Business and Commerce remained steady from 2014 to 2016 at 20%.



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 2016, our full time equivalent enrolments grew by 1.8%. In 2017, we anticipate our roll to reflect another year of modest growth. Tuition and Boarding income from these enrolments remains our primary source of income (69%), followed by Government Grants (19%), Trading Activities (9%) and Interest & Other Income (4%).

