

School Performance Information Report for 2018

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

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

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

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

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

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

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

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

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

Enrolments

At the end of Term 3 2018, the number of students in the College was as follows:

<i>2018 at Term 3</i>	<i>Number of Students</i>	<i>Girls (%)</i>	<i>Boys (%)</i>
<i>ELC</i>	83	39.7	60.3
<i>Junior School</i>	388	46.4	53.6
<i>Middle School</i>	320	46.9	53.1
<i>Senior School</i>	365	45	55
<i>TOTAL</i>	1156	44.5	55.5

These numbers are different to the numbers reported on the My School website (1073) as the table above includes students from the Early Learning Centre.

The numbers of students include: 11 Indigenous students (in Middle and Senior School), 35 International students (1 Junior School, 13 Middle School and 21 Senior School) and 105 Boarding students. The Indigenous students are part of the Yalari Program which is a not-for-profit organisation that allows Indigenous children from regional, rural and remote Australian communities the opportunity to have a first-class education at some of Australia's best secondary boarding schools.

Programs which directly improve student outcomes

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

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

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

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

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

Other co-curricular activities offered in 2018 were:

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

- Caledonian Corps – Ceilidh, Christmas Pageant, ANZAC Day parade, and providing support for many of the College functions, Virginia International Tattoo (USA) biannually
- Dance Productions – Fairy Tales from all Angles
- Drama Productions – Strawberries in January/Headlock/Alison Jennifer Jane
- Music Productions – Legally Blonde, Generations in Jazz, Sounds of Scotch, Grandparents Day, Nativity Play, Twilight concerts, A Taste of Christmas, City of Adelaide Elder Park Carols, Mitcham Council's Carols by the Creek, Choral Eisteddfod, SA School Bands,
- Students from Year 9 – 11 travel to Japan and France as part of their studies.
- 2018 – First STEM trip to Europe for students from Year 10 – 12

UNSW International Competitions and Assessments for Schools (ICAS) – Mitcham Campus compete annually in Writing, Spelling, English, Mathematics and Digital Technologies. Students received Gold Medals, High Distinctions, Distinctions, Credits and Merits for their achievements. Torrens Park and Mitcham compete in Science competitions. Young Writer's Competition, Australian Mathematics Competition, Mathematics Olympiad and Big Science are all events in which students can participate.

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

These include:

- Digital Technologies – embedded into the learning for all students. A laptop program has been operating at Scotch College from 1992 for students from Year 7 – 12. iPad technology is used extensively from Reception to Year 6 with 1:1 devices at Year 5 and 6, interactive whiteboards are in all classrooms for student use and a laboratory of robotics devices, green screen, 3D printers and desktop computers support the development of coding and computational thinking.
- Mindlab program in Years 6 and 7 – Mindlab involves strategy thinking games and thought-based challenges that stimulate students to search for solutions in dealing with problems. These challenges to thinking create an environment with appropriate conditions for developing orderly and clearly defined habits of thought.
- A Signature Learning Experience focus exists for each year level from Prep to Year 12. These focuses are embedded into the program each year. For example, Leadership and Collaboration at Year Six and Courage and Challenges at Year Four.
- Outdoor Education – provided for all students from Year 1 to 10. Students learn environmental understanding and conservation, map reading, survival skills, sailing, surfing, snorkelling, abseiling and teamwork. This is important in developing students who are adaptable and resilient with a respect for the natural environment.
- Health and wellbeing – The Health program forms part of Physical Education. The College's wellbeing program is delivered as part of the Mentor system on the Torrens Park Campus and the Home Group system at Mitcham Campus. Year 5, 6 and 7 students have Wellbeing and Values Education (WAVE) taught as a specialist subject as well with Home Group teachers taking responsibility.
- Art, Dance, Drama, Film and Music programs – students have the opportunity to engage with industry professionals
- Sporting Program – Students learn to value maintaining physical fitness and team commitment with a formal program introduced from Year 2 onwards. It is expected that students will play sport for the College.
- Values education – an integral part of education at Scotch College. Our Service Learning and Youth Pastor is an important member of staff contributing to the values education program through curriculum development and pastoral care. Junior Campus Assemblies is a further avenue for developing the College's core values.
- A counselling team made up of two Psychologists provides students and families with social and emotional support and are a valuable resource for Mentors and Home Group teachers to access, to further this support.
- Special learning needs are catered through our special programs. We offer Cross Curriculum support for students with diagnosed learning needs. A Curriculum Enrichment program is offered for students who have been identified as requiring additional extension activities to what is available in the classroom.
- English as an Additional Language Support is offered for students from Year 7 to 12. An English as an Additional Language or Dialect teacher oversees the support of Reception to Year 6 students within the context of their Home Groups. Further support is offered on a needs basis.

- Cultural Language and Immersion Program (CLIP) offered to students for intensive language and transition into mainstream classes on Torrens Park Campus.
- A very broad curriculum – this enables students to experience a wide range of options. These include: Film Making, Agriculture, Fashion Design, Philosophy, Psychology, Music Technology and Outdoor Education.
- Specialist teachers – to provide for students from ELC through to Year 12 offering individual support and extension when necessary.
- Leadership skills – taught with an abundance of opportunities for students to practise these skills as House Captains, student representatives, sport and co-curricular activities leaders. Student Representative Council and Green Team and i-champions operate in the Junior School, Student Leadership Teams in the Middle and Senior School. Leadership week in Year 11 invites students to develop goals for future years.
- College owned/leased properties – Kangaroo Island (Kyre Campus) and Goose Island facilities add value to the Outdoor Education and Agriculture programs.
- College Farm – ensures our Agriculture programs are 'hands on' rather than just theoretical. Agriculture is a subject offered from Year 8 – 12.
- Excursions – a wide variety of experiences for all of our students that help extend the students' learning experiences beyond the classroom

Early Learning Centre

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

The ELC is licensed to educate children from three years of age until school age, with a maximum of 69 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 extended care:

Early Risers – 7.30am – 8.30am, Scotch Plus – 3.30pm – 6.00pm, Club Scotch – 7.30am – 6.00pm, weekdays during school holidays, except Public Holidays and Christmas/New Year break.

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

Scotch College ELC has 13 highly skilled staff members of whom:

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

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

Wellbeing

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

The College definition for Wellbeing is:

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

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

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

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

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

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

Physically FIT:

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

Socially FIT:

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

Psychologically FIT:

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

Academically FIT:

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

The House System

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

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

For students, the House system provides:

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

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

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

[Global Alliance for Innovative Learning](#)

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

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

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

[9@Scotch](#)

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

- Creative and Critical Thinking
- Intercultural Understanding
- Personal and Social Capability & Sustainability (including a residential experience)
- Social 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 ten-night experience will lead directly into an Outdoor Education expedition for an additional four nights, which in 2017 took place in Burra. 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.

The Live Well Program

The Live Well program is a signature learning experience for Years 5 to 9. The program is being introduced in a staggered manner, with only Years 5 and 8 participating in 2018. It is a holistic and integrated program, encompassing 6 domains that contribute to student wellbeing. The 6 domains include:

- Sustainable Living
- Nutrition and Food Technology
- Physical Education
- Wellbeing and Values Education
- Service Learning
- Global Responsibility

The program will equip students to maintain their health and wellbeing, but also apply their skills and knowledge beyond the self and into local, national and global contexts.

Programs which indirectly improve student outcomes

There is strong support for school initiatives including the Principal's Scotch Presents series which are well attended by students, staff, current and former parents. There were three very different presentations in 2018. Candidates for the SA election were on campus for a Q&A, in June there was a live cooking demonstration by Alfonso Ales and in November driverless car demonstrations followed by an expert panel discussion.

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	Red Shield Appeal	World's Greatest	Student 2 Student	Soup Kitchen
Student 2 Student	Student 2 Student	Shave	Reading	House Service
Reading	Reading	Laying of the	The Leukaemia	Learning
Walk A Mile in My	Walk A Mile in My	Flags	Foundation	Project
Boots	Boots	Ration Challenge	Soup Club	The Green
Blanket Blessing	Blanket Blessing	Royal Flying	House Service	Team Projects
Mary Potter	Mary Potter	Doctors	Learning Project	Clean Up
Southern Cross	Southern Cross	Red Shield Appeal	The Green Team	Australia Day
Red 25	Red 25	Blanket Blessing	Projects	Daffodil Day
Legacy Collection	Legacy Collection	Student 2 Student	Clean Up Australia	(Cancer
Laying of the Flags	Laying of the Flags	Reading	Day	council)
Laying of the	Laying of the	40 Hr Backpack	Daffodil Day	Second
Crosses	Crosses	Challenge	(Cancer council)	Chances-
Royal Flying Doctor	Royal Flying	Busking at the	Second Chances-	stationery
Collection	Doctor Collection	Giving Tree	stationery	donations
40 Hour Famine	40 Hour Famine	Camp Kickstart	donations	Salvation
Homeless Shelter	Homeless Shelter		Salvation Army -	Army -
Australian Refugee	Australian		hygiene kits	hygiene kits
Association	Refugee		Service Learning	
Op Shop	Association		Action Team	
White Ribbon	Op Shop		activities	
Pink Ribbon	Kick Start for Kids			
Breakfast				

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.

When service learning is employed as a teaching method to meet designated content and skills, academics come alive. Knowledge is applied with transparency, allowing our students to make explicit connections between subject matter and application within the context of community. The 2018 Stage 1 Business and Enterprise students were provided with such an opportunity through a real-world case study from the Adelaide based not-for-profit organisation the Overseas Specialists Surgical Association of Australia (OSSAA). OSSAA provides surgery for poor people in Timor Leste and Eastern Indonesia. It also provides capacity-building for local doctors and staff.

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

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

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

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

Throughout the year Scotch has been visited by interstate and overseas schools in order to see our students at work in classrooms using ICT and History. Our staff are regularly invited to attend conferences and present papers e.g. Physical Education, Geography, History, Home Economics, ICT, Service Learning 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 170 – 171 of the 2018 annual magazine called the Cluaran. The teaching staff at Scotch College are highly qualified with the list of qualifications including Doctorate, Master and Bachelor’s Degrees, Graduate Diplomas, Diplomas and Certificates.

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

In addition, Scotch College teaching staff all have current Child Safe Training, Basic Emergency Life Support Course Certificates with updates for CPR training conducted in December 2018 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 2018 was 96.8%.
- Non-Teaching Staff – the average daily attendance rate for non-teaching staff in 2018 was 94.5%.

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

Teaching Staff Retention

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

At the time of the Census in 2018 Scotch employed the full-time equivalent of 100.4 teachers. At the end of the 2018 academic year 97% of the teaching staff were retained for the following academic year.

Three permanent teaching staff left at the 2018, one retired and two left for promotional opportunities.

Expenditure and Teacher Participation in Professional Learning

Action in Learning was a strategic priority for our staff in 2018 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 2018 was Technology, 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:

- Use of technology to create sound and light show for centenary
- Using seesaw as a communication tool
- Using videos in Year 10 Mathematics
- Teaching Garage Band
- How do we assess creativity in the classroom?
- Enhancing feedback using ICT
- Changing student perceptions of the value of formative work
- Assessment tasks in the CLIP program
- Using VR technologies in French
- VR and improvement in Caledonian performance
- Embedding VR in middle school English
- Ethical implications of emerging technologies
- What should high quality contemporary learning look like for our students, what technology would support this and what knowledge and skills do educators need to develop to achieve this?
- Using an edible food grade printer and 3D printer
- How is students' engagement affected when lesson structure is altered?
- Using high speed cameras to capture and analyse physics experiments
- Using Ipad pro in Textiles classroom
- Using seesaw app to enhance assessment
- Using iPads to support self-assessment in PE lessons
- Electron Microscopes across Science
- Creativity in the classroom
- Exploring Microsoft Suite
- Use of Ozobots to promote critical and creative thinking in JP classroom
- Use of iBook Author to enhance student learning
- ChallenGE Project
- Deconstructed practical for year 10 science
- Scaffolded learning task for Music soundscapes using Garageband
- Examples of best practice to actively engage students
- Using the plasma cutter to engrave metals
- Virtual Escape Room Challenge

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 2018 an average of \$1 820 was spent per teacher, with the school being able to access further professional learning services through AISSA, the SACE Board and professional member institutions.

At Scotch the Professional Learning of non-teaching staff is valued and supported by the College. In 2018 an average of \$700 was spent per person.

3 Workforce Composition, including Indigenous Composition

Torrens Park teachers (FTE)	70
Mitcham Campus teachers (FTE)	40
Specialist Support (includes Boarding)	23
Administrative and Clerical	44
Building Operations Maintenance & other staff	32
Total Staff	229

The above table represents the number of employees (full time and part-time) at the College. There is currently one Indigenous full-time member of staff. Specialist support services are offered with two College Psychologists and a Nurse. There are also 15 casual boarding staff and 11 casual staff employed in the kitchen, ELC and Boarding.

4 Student Attendance at School

The attendance rate is generated from the aggregate number of actual days in attendance over the number of days possible for the entire year. The actual attendance rate is 94.2% for the school year, which is marginally less than the attendance rate on the My School website of 95% for all students across the campus (this figure is based on audits at the end of Semester 1 2018). The My School website also lists a Term 3 attendance rate of 95%. The rates of overall attendance at each year level are reported below:

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

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 98% SACE completion rate. 105 students were enrolled in a Year 12 equivalent course in 2018. 103 students were eligible for SACE completion combined with an ATAR (students completed at least 4 subjects and the Research Project) and 96% achieved this goal. Forty-eight students joined the Scotch90 club, this is 46% of the group. 31.4% of the cohort achieved an ATAR over 95 with an almost even split of female and male. The median ATAR for the group was 88.7. Perfect study scores (Merits) were attained by twenty-one students and there was a total of thirty. These results include us as one of the leading schools in SA.

Year 11 Results

The achievement of our Year 11 students was a highlight with 89% percent completing a SACE Stage 2 subject other than the Research Project.

Some other highlights are:

- Research Project 55 of our students achieved in the A grade band.
- 52% of Year 11 students studying a Stage 2 subject (excluding the Research Project) were in the A range grade.
- 85 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: Students chose from the following

subjects: Agriculture, Business & Enterprise, Biology, Chemistry, Chinese Beginners, Creative Arts – Film Making, Dance, Design & Technology, Ensemble Performance, Modern History, Nutrition, Physical Education Physics, Psychology, Scientific Studies, Visual Art – Design & Art and Workplace Practices.

These results demonstrate strong value-added performance from one of the country's leading coeducational independent schools. By any measure Scotch is an exceptional academic school. The 2018 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 35 different subjects at Year 12 level. This included some external subjects – Workplace Practices (Football), Health, Scientific Studies. Also, some subjects at Year 12 that offer two classes in one e.g. Visual Art and Design.

Seventeen students started either Certificate II, III or IV courses. Twelve of these students used the course for their SACE completion. These students will either miss a day of school or study after school to complete these certificates. To support these students with their study, they are offered an extra private study periods.

Certificate II in Automotive Servicing Technology – two students	Certificate III in Rural Operations – two students
Certificate II in Equine Studies – one student	Certificate III in Agriculture – one student
Certificate II in Retail Cosmetics – one student	Certificate III in Make Up – one student
Certificate III in Retail – one student	Certificate III in Fitness – six students
Certificate III in Early Childhood Education and Care – one student	Certificate IV in Fitness – one student

Overall Achievement

103 students achieved their SACE with an ATAR score and the range of ATAR results were from 99.95 to 41.15. In 2018 students received 30 merits i.e. a score of 20 out of 20.

48.1% of our students received an A grade for their subjects studied. This compares with a state average for 2018 of 26.5% for the total number of A grades. Scotch College students were 21.6% better than the state average.

46% of our students had an ATAR over 90, whereas the state average is 10%. The median ATAR was 88.7 – 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. This was the first year that we participated in the online process. Year 3 writing was completed by pen and paper.

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

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

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

The national minimum standard for Year 5 is Band 4
99.8% of Scotch students achieved the national minimum standard.

YEAR 7	Average Achievement of Peer Group	National Average	% of Scotch Students Band 5 and Above
Reading	Band 8	Band 7	98
Writing	Band 7	Band 6	97
Spelling	Band 7	Band 7	98
Grammar and Punctuation	Band 8	Band 7	98
Numeracy	Band 8	Band 7	99

The national minimum standard for Year 7 is Band 5
98% 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	96
Writing	Band 7	Band 7	88
Spelling	Band 8	Band 7	95
Grammar and Punctuation	Band 8	Band 7	96
Numeracy	Band 8	Band 7	97

The national minimum standard for Year 9 is Band 6.
94.4% of Scotch students achieved the national minimum standard.

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

7 Parent, Student and Teacher Satisfaction with the School

Parents

Parent engagement is high in the College and we have developed systems and processes to leverage the excellent skills sets our parents are able to share with us in the development of many areas across the school including arts and sports support groups, boarding, various working committees including Parents and Friends and Council sub committees. Consultation for the Centenary Project – Wellbeing and Sports Centre has been extensive showing how infrastructure can support the Live Well program.

We seek feedback from parents in many forums both informal and formal about our educational offering. 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 are measured and evidenced in a number of ways. The PIVOT feedback program is conducted from Year 5 -12.

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

Student satisfaction is also evidenced by the level of participation in our co-curricular programs. The majority of our students participate in co- curricular programs.

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

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

Teachers

In September 2018 middle leaders were given the opportunity to work with members of the SLT on the areas of Education and Professional Learning. The following areas were identified and form the Educational Offering part of the College Strategic Plan – Assessment and Data for Learning, Global Education, Ethical Understanding, Critical and Creative Thinking, Information Communication Technologies and Curriculum informed by wellbeing

For professional learning teachers identified that they wanted flexibility of choice, leadership development, learning communities, future focussed learning opportunities and induction for new employees.

Ways forward include: Partnerships and projects that include staff from both campuses. Developing Ethical Frameworks with University of Melbourne, Student Agency and Project Based Learning with AISSA. Continued technology development with staff choosing areas of need.

8 Post School Destinations

Tertiary Destinations

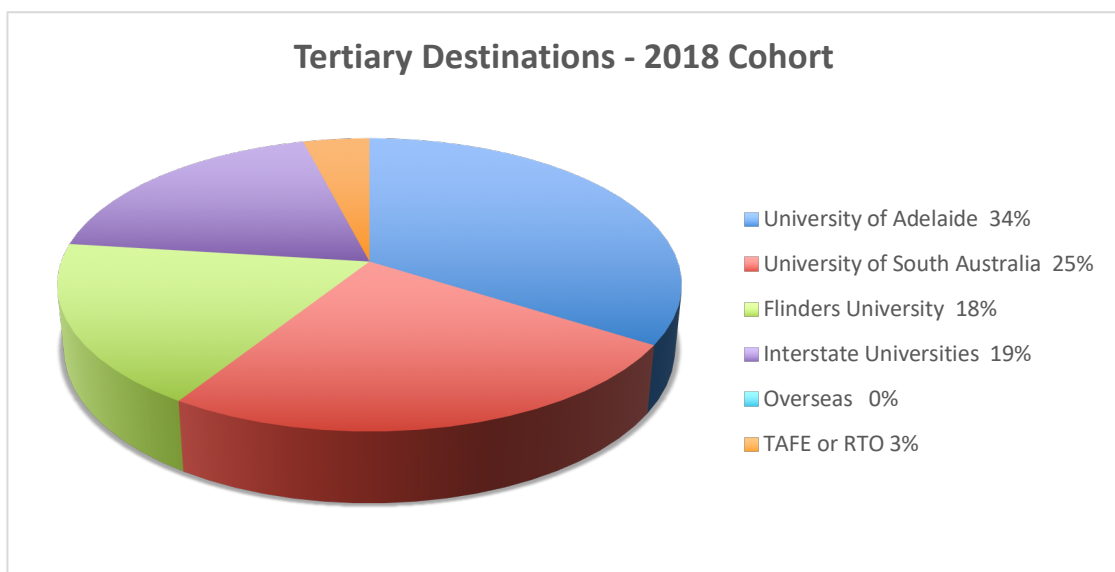
The proportion of students from the 2018 cohort who chose to study at the University of Adelaide did not change from the previous year, while there was minimal change in the number of students studying at the University of South Australia and interstate universities.

A significant majority of the domestic students who chose to study at an interstate university based their decision on a unique study opportunity rather than a lifestyle experience compared to previous years. Conversely, almost all of our international students from Asian backgrounds chose to pursue university study in the eastern states because of their desire to live in a larger city.

Flinders University continues to attract many of our students who are studying allied health courses or who are hoping to pursue post-graduate medicine. However, this year no student selected Flinders to pursue education, law or a general arts degree. The 5% decrease in the number of students from the 2018 cohort who selected Flinders as their chosen institution comes from these areas of study.

Adelaide University has remained dominant as the preferred university with our students for Law, Engineering, Arts, Business and Commerce courses.

As occurred with the 2017 cohort, no students have at this stage arranged undergraduate tertiary study overseas. While this may in part be due to the financial and social cost of completing university overseas, the high availability of exchange opportunities within university degrees now allows students to gain an overseas experience for a semester as part of their domestic degree.

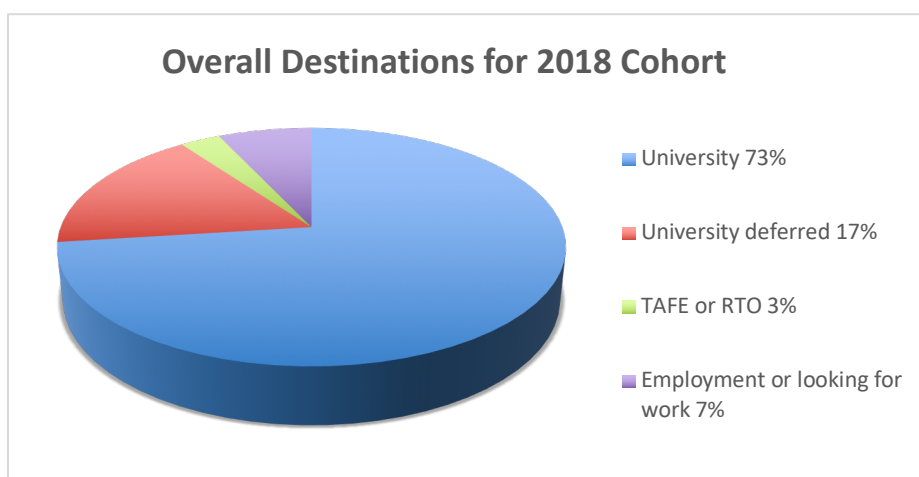


Overall Destinations

The 2018 cohort have retained the typical proportion of students who have gone directly to university after Year 12, with only a minimal increase in the number of students who are deferring placements to have a gap year. The percentage of students going directly to university (73%) returns to the historical average over 5 years.

Many of the students who chose to move directly into employment after Year 12 were students from boarding who returned to work on the land. Some of these students are also intending on pursuing an apprenticeship after a period of time developing general skills and have not yet selected a particular trade.

As with previous years, several students have planned to have a gap year in 2019 with a focus in the first 6 months of preparing for the University Clinical Aptitude Test (UCAT) test with a goal of studying undergraduate Medicine in 2020. This phenomenon may change with the 2019 cohort as the number of undergraduate medical schools in Australia is decreasing.



Fields of Education

After a 12% increase in 2017, the Health Sciences field has increased by another 14% for the 2018 cohort. 45% of the cohort accepted places in the Health Science area. The 36% difference between places in Health Science and places in the next most popular field of study (Business/Commerce and Natural and Physical Sciences) is very significant. This was a trend across the state with more students wanting to study health related courses.

Vocation specific allied health courses have continued to be increasingly popular with our students over more general Health Science and Medical Science courses. From this cohort, 19 students were offered places in courses that included Psychology, Speech Pathology, Occupational Therapy, Nutrition and Dietetics, Podiatry, Nursing, Midwifery, Paramedic Science and Optometry. Four students will commence studies in undergraduate Medicine in Semester 1, with 2 more students pursuing Medicine places at Bond University for a Trimester 2 start.

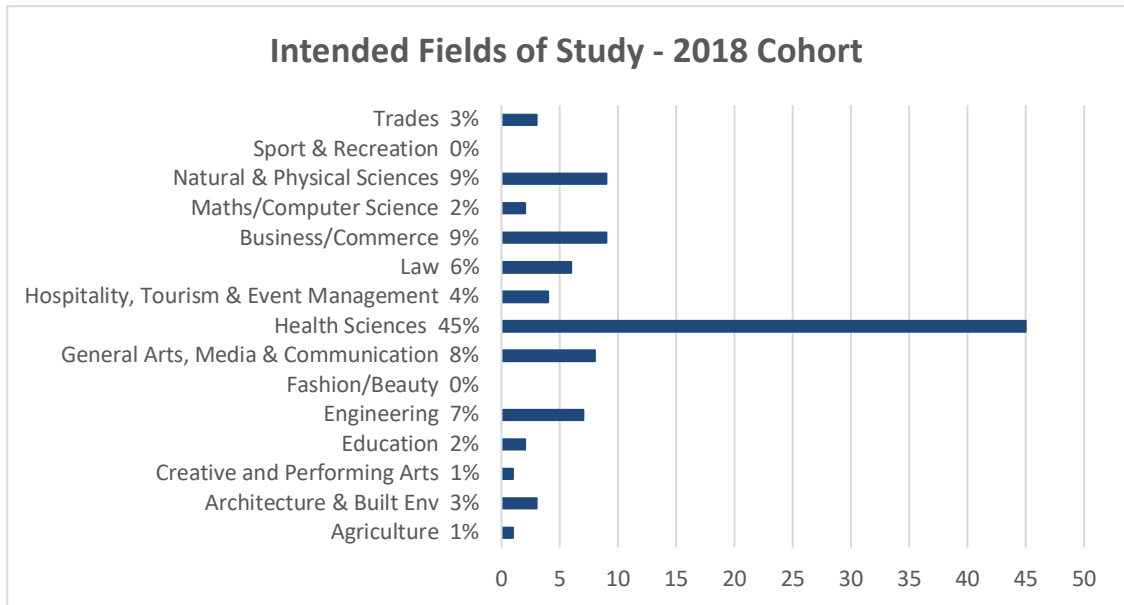
Natural and Physical Sciences showed a growth of 5% of the total cohort compared to 2017.

Engineering increased by 3% and interest in Mathematics and Computer Sciences courses was steady.

Applications for Business and Commerce showed the most prominent decline, with a 7% decrease of the 2018 cohort wanting to pursue this field at a tertiary level. Part of this can be explained in the number of students who are now blending Business and Commerce subjects into a degree with a different major. Other students are also intending on completing an MBA and gaining their Business qualifications at the post-graduate level.

The number of students seeking places in Agriculture decreased by 5% of this cohort compared to previous years. The decrease in Education was reflected most in the applications for secondary teaching courses.

The trend of decreasing places being accepted in the General Arts, Media and Communications over the past few years has again continued with the 2018 cohort. This year there were 3% fewer places accepted in this field, which is effectively a 21% decrease across the whole cohort compared to 2016.



9 School Income Broken Down by Funding Source

The independent school sector remains competitive for and in 2018, our fulltime equivalent enrolments remained relatively stable which we anticipate continuing in 2019. Tuition and Boarding income from these enrolments remains our primary source of income (68%), followed by Government Grants (19%), Trading Activities (7%) and Interest & Other Income (5%).

