

School Performance Information Report for 2019

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.

Centenary Year

A spectacular year of celebration for our community was punctuated by signature events that represented the best of Scotch. A stunning contemporary sculpture by Ken Martin symbolized our vision for the college. The Scotch 100 Festival in April was an opportunity for a 6000 strong crowd to come together to celebrate all aspects of College life. The celebration culminated with a remarkable sound and light historical narrative projected onto the majestic Torrens Park House. In June, our TedX Youth event 'Power of Purpose' was a recognition of our culture of agency and activism. Founders Day was an opportunity for students and staff to celebrate our amazing Co-curricular offering and the best of student creativity and excellence. Students were inspired and sang a rousing rendition of Happy Birthday before a celebratory lunch with the mandatory Haggis Tasting and BBQ and House Tug of War competition. Founders Day was also the perfect opportunity to hold The Centenary Gala Dinner which was a coming together of 1200 of Parents, Old Collegians and Staff at the Adelaide Convention Centre – quite the party! The year finished with an outstanding set of ceremonies and speakers in addition to numerous End of Year functions and of course, our annual Taste of Christmas concert. Each event held during the year was a celebration of our culture with a firm belief that it wasn't just the end of 100 years, but the beginning of a new century full of opportunity and hope as we lay the foundations for the next 100.

Enrolments

At the end of Term 3 2019, the number of students in the College was as follows:

2019 at Term 3	Number of Students	Girls (%)	Boys (%)
ELC	73	52	48
Junior School	371	44.5	55.5
Middle School	337	48	52
Senior School	382	48	52
TOTAL	1167	47	53

These numbers are different to the numbers reported on the My School website 1094 as the table above includes students from the Early Learning Centre.

The numbers of students include: 10 Indigenous students (in Middle and Senior School), 43 International students (2 Junior School, 13 Middle School and 28 Senior School) and 102 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 2019 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, Modern and Hip Hop	Drama Troupe	Sewing Studio
Caledonian and Highland Dancing	Duke of Edinburgh	Social Entrepreneurship Challenge
Chess	Future Problem Solving	STEM Club
Chinese Lion Dancing	Green Team	World Scholar's Cup
Choirs	iChampions	

- Caledonian Corps – Ceilidh, Christmas Pageant, ANZAC Day parade, and providing support for many of the College functions, Virginia International Tattoo (USA) biannually
- Dance Productions – Reverence
- Drama Productions – Metamorphoses
- Music Productions – Les Miserables, Little Mermaid Jr., 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 France as part of their studies.
- STEM trip to Europe for students from Year 10 – 12 offered on a biannual basis.

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 three Educational Programs:

- Fraser – children from approximately 3 – 3.75 years of age (children attend for a minimum of 2 days per week)
- Buchanan – children from approximately 3.75 – 4.5 years of age (children attend for a minimum of 3 days per week)
- Hamilton – children from approximately 4.5 – 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 a Bachelor Management, Human Resources;
- 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);
- Six staff have a Diploma Children’s Services;
- One has Certificate IV Workplace Health & Safety;
- One has Certificate IV Business Administration;
- One has Certificate III Children’s Services.

As a centre that is authentically reflective, this year we have three main areas of focus: STEM (Science, Technology, Engineering & Maths), Sustainable Practices and further embedding the Reggio Emilia philosophy into all that we do. We are one of only six preschools in South Australia selected in the third 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, Newton College Peru 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 and 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

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 Flags	The Leukaemia	Learning
Walk A Mile in My	Walk A Mile in My	Ration Challenge	Foundation	Project
Boots	Boots	Royal Flying Doctors	Soup Club	The Green
Blanket Blessing	Blanket Blessing	Red Shield Appeal	House Service	Team Projects
Mary Potter	Mary Potter	Blanket Blessing	Learning Project	Clean Up
Southern Cross	Southern Cross	Student 2 Student	The Green Team	Australia Day
Red 25	Red 25	Reading	Projects	Daffodil Day
Legacy Collection	Legacy Collection	40 Hr Backpack	Clean Up Australia	(Cancer
Laying of the Flags	Laying of the Flags	Challenge	Day	council)
Laying of the Crosses	Laying of the	Busking at the	Daffodil Day (Cancer	Second
Royal Flying Doctor	Crosses	Giving Tree	council)	Chances-
Collection	Royal Flying Doctor	Camp Kickstart	Second Chances-	stationery
40 Hour Famine	Collection		stationery donations	donations
Homeless Shelter	40 Hour Famine		Salvation Army –	Salvation Army
Australian Refugee	Homeless Shelter		hygiene kits	– hygiene kits
Association	Australian 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.

Our Parents and Friends support groups on both the Mitcham and Torrens Park campuses contribute wholeheartedly to the ethos of the College. Parent support groups in Sport 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 2019 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 2019 and Asthma First Aid Training Certificates. Middle Leaders have been trained in Mental Health First Aid. As well 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 2019 was 97.1%.
- Non-Teaching Staff - the average daily attendance rate for non-teaching staff in 2019 was 97.4%.

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 2019 Scotch employed the full-time equivalent of 99.7 teachers. At the end of the 2019 academic year 92% of the teaching staff were retained for the following academic year. Three permanent teaching staff retired at the 2019 and five contract staff not reappointed.

Expenditure and Teacher Participation in Professional Learning

Professional Learning for the teaching staff at Scotch College is an ongoing high priority. In 2019 an average of \$1047 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 2019 an average of \$400 was spent per person.

Professional Learning Activities for Teachers

In 2019 as part of college strategic plan to support Wellbeing and Learning with our students at the centre. We had three major projects that staff are engaging with – Project Based Learning, Student Agency and working with the University of Melbourne (UMNOS) looking at credentialing using capabilities. We are exploring the use of Ethics. Areas that our staff explored throughout the year were differentiation, supporting special needs learning, wellbeing activities, reconciliation action plans as well as preparing for the College centenary projects.

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.

3 Workforce Composition, including Indigenous Composition

Torrens Park teachers (FTE)	72
Mitcham Campus teachers (FTE)	39
Specialist Support (includes Boarding)	28
Administrative and Clerical	35
Building Operations Maintenance & other staff	31
Total Staff	219

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 24 casual boarding staff, 13 casual staff employed in the kitchen and 18 casual staff in ELC.

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 95% for the school year, which is the same as the attendance rate on the My School website - 95% for all students across the campus (this figure is based on audits at the end of Semester 1 2019). The My School website also lists a Term 3 attendance rate of 94%. The rates of overall attendance at each year level are reported below:

Reception	92.9%
Year 1	93.9%
Year 2	94.9%
Year 3	94.3%
Year 4	95.1%
Year 5	94.4%
Year 6	94.9%
Year 7	95.0%
Year 8	95.5%
Year 9	98.8%
Year 10	95.6%
Year 11	94.9%
Year 12	94.9%
Average	95%

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. 149 students were enrolled in a Year 12 equivalent course in 2019. 145 students were eligible for SACE completion combined with an ATAR (students completed at least 4 subjects and the Research Project) and 100% achieved this goal.

Fifty-four students joined the Scotch90 club, this is 37% of the group. 26% of the cohort achieved an ATAR over 95 with an almost even split of female and male. The median ATAR for the group was 85.5.

Perfect study scores (Merits) were attained by twenty-six students and there was a total of 37 merits.

Year 11 Results

The achievement of our Year 11 students was a highlight with 46% percent completing a SACE Stage 2 subject other than the Research Project.

Some other highlights are:

- Research Project 52 of our students achieved in the A grade band.
- 40 of Year 11 students studying a Stage 2 subject (excluding the Research Project) were in the A range grade.
- 55 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 2019 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 39 different subjects at Year 12 level. This included some external subjects – Workplace Practices (Athletics), Health, Scientific Studies. Also, some subjects at Year 12 that offer two classes in one e.g. Visual Art and Design.

Twenty students started either Certificate I, 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 III in Fitness – eight students

Certificate III in Business – one student

Certificate III in Screen and Media – one student

Certificate II in Public Safety (Aquatic Rescue) – two students

Certificate I in Construction – two students

Certificate II in Salon Assistant – one student

Certificate III in Information, Digital Media and Technology – one student

Certificate II in Applied Language – one student

Certificate III in Early Childhood Education and Care – one student

Certificate III Christian Ministry and Theology – one student

Certificate II in Electrotechnology – one student

Overall Achievement

103 students achieved their SACE with an ATAR score and the range of ATAR results were from 99.75 to 43.25. In 2019 students received 37 merits i.e. a score of 20 out of 20.

50% of our students received an A grade for their subjects studied. This compares with a state average for 2019 of 27% for the total number of A grades. Scotch College students were 23% better than the state average.

37.2% of our students had an ATAR over 90, whereas the state average is 10%. The median ATAR was 85.3 - 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	98
Numeracy	Band 6	Band 6	100

The national minimum standard for Year 5 is Band 4

99.6% 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 8	Band 7	99
Writing	Band 7	Band 6	93
Spelling	Band 7	Band 7	95
Grammar and Punctuation	Band 7	Band 7	96
Numeracy	Band 8	Band 7	99

The national minimum standard for Year 7 is Band 5
96.4% of Scotch students achieved the national minimum standard.

YEAR 9	Average Achievement of Peer Group	National Average	% of Scotch Students Band 6 and Above
Reading	Band 8	Band 7	95
Writing	Band 8	Band 7	92
Spelling	Band 8	Band 7	94
Grammar and Punctuation	Band 8	Band 7	97
Numeracy	Band 8	Band 7	99

The national minimum standard for Year 9 is Band 6.
95.4% 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 Wellbeing and Sports Centre has been extensive showing how infrastructure can support the Live Well program.

Education Committee conducted a Middle School learning walk in May, and this was an opportunity for the committee to engage with students and staff in a productive manner. The feedback for our teachers was that students were engaged, and the level of mutual respect was evident. The curious question from the participants was around how the teachers kept up with the next trends in education.

Mitcham Campus conducted a Parent Survey we ran last year was focussing on our Out of School Hours provision and this was used to support the move from Auscamp to YMCA. There was excellent buy in around the survey.

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 3 -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

- Resource Centre update
- The gym is due for an update air flow, space, refurbishment
- Social Spaces for all year levels

Teachers

In 2019 saw the College start to implement areas to support the strategic plan around wellbeing and learning, as well as support the College centenary project. Our focus of Action in Learning projects was put on hold as staff were contributing to centenary committees. Low staff turnover and staff engagement in a wide range of activities beyond the classroom is indicative of the level of satisfaction. Teacher mentoring programs for new staff and buddy systems continue to strengthen induction processes. Using distributive leadership practices, our management structures have fostered an environment where staff feel well supported and have engagement with the College. Staff Association support groups have met throughout the year focusing on cocurricular activities plus the revamping of staff facilities on Mitcham Campus.

8 Post School Destinations

Tertiary Destinations

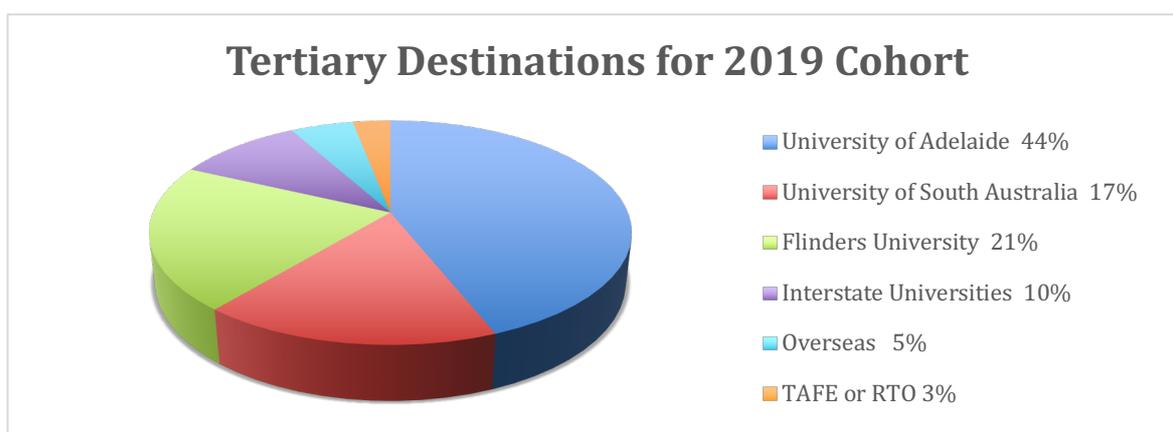
While it has always been the preferred tertiary study institution for Scotch College graduates, the 2019 cohort reversed the declining trend of the previous two years to have a 10% increase in students choosing the University of Adelaide for their university studies.

There was a noticeable decrease (8%) in the number of students choosing to study at the University of South Australia, with most of this change coming from a reduction in the number of students choosing to study Business or Commerce. The Human Movement, Clinical Exercise Physiology and Medical Radiations courses have continued to be the most popular courses studied by Scotch students at Uni SA.

Flinders University had a 3% increase. While specialised allied health courses (such as Nutrition, Psychology, Optometry and Vision Science, Physiotherapy, and Paramedic Science) have continued to be very popular, Biomedical Engineering and Criminology have also become higher profile study options at Flinders.

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

Perhaps the most unique change reflected in the 2019 cohort was the largest number of students to pursue tertiary study overseas in the past 5 years combined with a 9% decrease in students attending university at interstate institutions

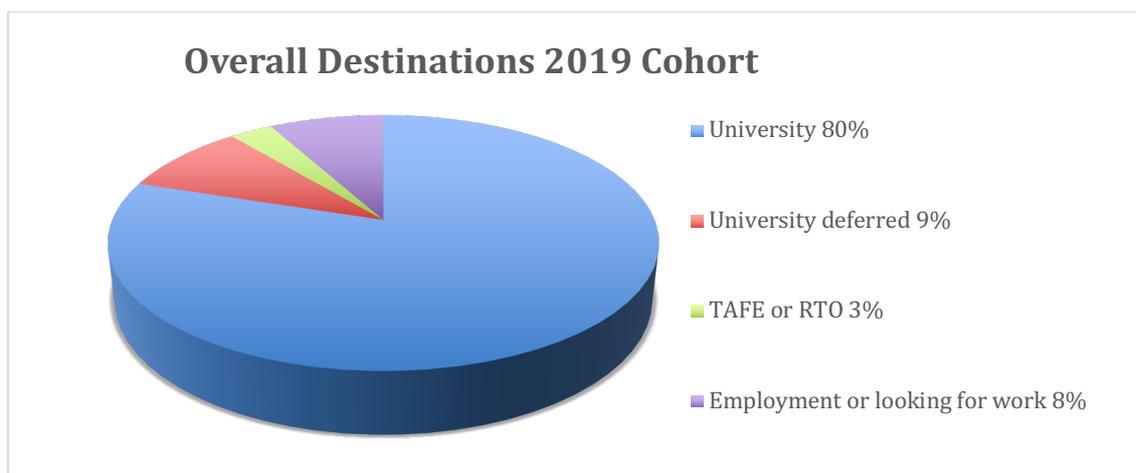


Overall Destinations

The vast majority of the 2019 cohort chose to go directly to university, but there was a 12% reduction in students who elected to take a gap year after finishing secondary school compared to the previous year.

Part of this decline may be reflected in a slight change of approach for some students who wanted to get into Medicine from 2021 onwards. The postgraduate medicine pathway is now becoming a first choice for a number of students as it develops a strong scientific foundation for a career in either medical research or medicine. This also reflects a growing trend amongst tertiary medical students to undertake a scientific PhD qualification as well as their other study programs to become qualified medical professionals.

While most of the students who have elected to study with TAFE or another Registered Training Organisation are undertaking trade apprenticeships, this year one student has accepted a prestigious commodities trading internship with an International Trading Company.

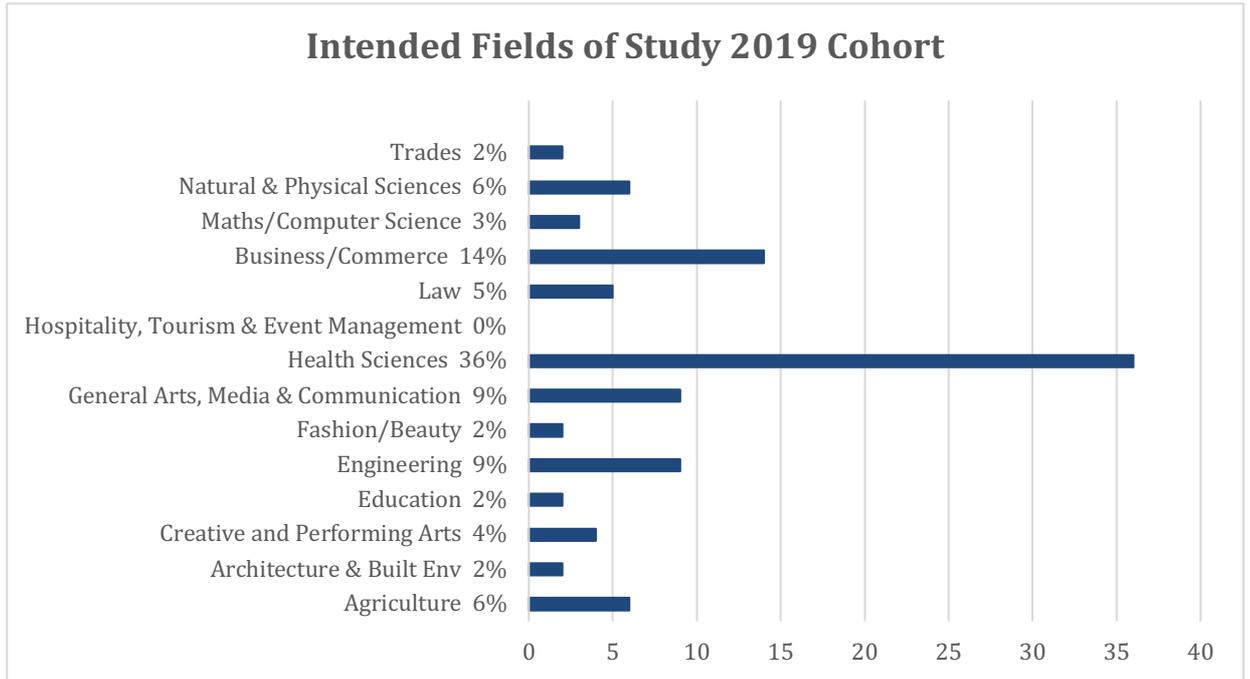


Fields of Education

The Health Sciences field has continued to be the area of most vocational interest for Scotch College students. While there was a 9% decrease in overall numbers in this area compared to the 2018 cohort, there is still a 22% difference between Health next most popular field of study (Business and Commerce) in the 2019 cohort.

The trend towards studying more specialised allied health courses (including Podiatry, Optometry, Occupational Therapy, Medical Radiation Science, Psychology, Nutrition and Dietetics, Physiotherapy, Clinical Exercise Physiology, Paramedic Science and Pharmacy) over general Health Science courses has continued in the 2019 cohort.

- Nursing and Midwifery have also become increasingly popular. Two students were accepted into undergraduate Medicine courses from this cohort, and it is worth noting that a much smaller number of students from Scotch College applied for undergraduate medicine this year.
- Business and Commerce showed a growth of 5% of the total cohort compared to 2019 and is now back to the five-year average.
- Agriculture also displayed a 5% increase and is now being studied at tertiary level by students who are not typically from rural backgrounds.
- Increased interest in Engineering was again displayed with the 2019 cohort, and students have elected to pursue a broad range of engineering options at several different universities. Female students have also chosen to enter this field this year.
- While only a small percentage of students have chosen to pursue Mathematical and Computer Science courses or Natural and Physical Science university courses, it is worth noting that the same subject foundation from secondary school is utilised in more popular Engineering, and Biomedical Science courses.
- The number of students seeking places in Education was consistent with 2018 but is only a small percentage of the overall cohort (2%). However, the intention of a number of students to pursue secondary teaching (which often involves a postgraduate qualification after an initial degree in their area of subject interest) is not reflected in undergraduate applications.
- Creative and Performing Arts showed a clear increase over the previous two years declining trend. Most of this increase was in the area of music performance.
- The 2% of the cohort who selected a trade as a post school option were from our boarding community.



9 School Income Broken Down by Funding Source

The independent school sector remains competitive for and in 2019 our fulltime equivalent enrolments remained relatively stable which we anticipate continuing in 2020. 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 (6%).

