

School Performance Information Report for 2020

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.

Covid Year

Many of the normal activities that we would run as school were impacted upon in 2020. From sport, performances, boarding, overseas and interstate travel to parent teacher nights, and many others. As a school we were resilient in working through different ways to hold events – sport practices, drama and dance performances, musicals, and information nights. We learnt how to teach differently with different resources and to become experts in the use of TEAMS. Our international students were taught remotely, and some have lived on campus all year long.

For the second year in a row Scotch is one of 50 Australian schools to be featured in The Educator's annual Innovative List. We were chosen due to our approaches to Teaching and Learning where we implemented changes to existing models and saw opportunities to innovate and improve our practices not just in 2020 but well beyond the pandemic.

Some of the information included in the documentation may not have occurred in its original context in 2020.

Enrolments

At the end of Term 3 2020, the number of students in the College was as follows:

2020 at Term 3	Number of Students	Girls (%)	Boys (%)
ELC	87	40	60
Junior School	356	43	57
Middle School	365	48	52
Senior School	372	49	51
TOTAL	1180	45	55

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: 11 Indigenous students (in Middle and Senior School), 39 International students (5 Junior School, 9 Middle School and 25 Senior School) and 92 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	T-Ball
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	
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. In addition, we also play a series of competitive collegiate competitions with Pembroke School. 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 2020 were:

Art Club	Mathematics Enrichment	Oratory
AMEB Speech and Drama	Oliphant Science Awards	Politics Society
AMEB Music	Da Vinci Decathlon	Robotics
Ballet, Jazz, Tap, Classical, Modern and Hip Hop	Debating	Science Club
Caledonian and Highland Dancing	Drama Troupe	Sewing Studio
Chess	Duke of Edinburgh	Social Entrepreneurship Challenge
Chinese Lion Dancing	Future Problem Solving	STEM Club
Choirs	Green Team	YELPers
	Digital Ambassadors	Young ICT Explorers

- Caledonian Corps – Ceilidh, Christmas Pageant, ANZAC Day parade, and providing support for many of the College functions

- Dance (Echo), Drama (Sense and Sensibility) and Music Productions – Show and Share, Cabaret, A Taste of Christmas, Sounds of Scotch, Musical - Stop the Presses

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

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

These include:

- 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.
- 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 Coordinator 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 fulltime and one part time Psychologist 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 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.
- College owned/leased properties – Goose Island facilities add value to the Outdoor Education and Agriculture programs.
- The Farm – an exemplary school agriculture program focussing on farm and off farm learnings. Agribusiness focus with the key themes of global reach, ethics, sustainability, food production, technologies and careers used to shape the design of programs. An experiential learning experience offered from Year 8 – 12.
- Excursions – a wide variety of experiences for all 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 three 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 of Nursing
- One has Master of Education (Early Childhood)
- 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 (JP);
- One has Diploma Teaching (Primary);
- One has Diploma Arts (Interior Decoration & Design)
- Five staff have a Diploma Children's Services;
- One has Certificate IV Workplace Health & Safety;
- One has Certificate IV Business Administration;
- Two have Certificate III Children's Services.

As a centre that is authentically reflective, this year we are focusing on Parent Engagement in our centre.

Wellbeing

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

The College definition for Wellbeing is:

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

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

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

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

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

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

Physically FIT:

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

Socially FIT:

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

Psychologically FIT:

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

Academically FIT:

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

The House System

Students on the Torrens Park campus are allocated to a House. There are six Houses, 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. GAIL was formed in 2013 by a group of school Heads who share the same educational philosophy. Initially they met annually to share new ideas in innovative learning. One of the earliest ideas was to start an annual student conference. Student exchanges and staff research projects were also begun. The initial few schools have now grown to eight schools. It is GAIL's desire to remain as a close-knit group of schools from a geographically and culturally wide range of countries.

The GAIL is an international framework that historically has encouraged 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 permits 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.

In 2020 covid-19 added extra layers of complexity to the GAIL; however, despite the inability to continue with exchanges and face to face conferences for the foreseeable future, GAIL has innovatively adapted to the new global reality. The annual GAIL conference went online with all eight schools participating and each school has agreed to organise a live online lecture about an important issue in their respective country. Kimball Union was the first delivering a very informative workshop on the United States Electoral College and the problems that are inherent to that system. Additionally, numerous GAIL curriculum initiatives have continued to develop throughout Year R-12.

Member Schools include: Scotch College Adelaide, Woodstock School India, Prestige College South Africa, Robert Gordon's College Scotland, Kimball 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, however in 2020 all students experienced five days due to covid-19. 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.

ConnectEd

Our ConnectEd online learning framework was developed in our response to Covid. Our aim was to deliver a high-quality learning experience online across our educational offering. It was a platform that could cater for remote and hybrid (some students at school/some at home) delivery of learning for our students be it in the curriculum or cocurriculum. The *Scotch Fit* wellbeing framework informed the design of programs we delivered online.

The principles of our remote Learning program are:

- student wellbeing, by maintaining a sense of belonging to the school and connection with teachers and peers
- online learning routines that enable students to acquire and practice skills and understandings
- students' confidence, understanding of expectations and sense of responsibility in using the college's digital learning tools
- engagement with relevant and related learning experiences that will support their progress
- opportunities for students to respond to feedback about learning
- to have agency in creating their learning

Some examples of what these looked like in action included the creation of virtual museums in history, recording podcasts for English, designing dragsters and making 3D prototypes in Design and Tech, using technology to observe and understand animal behaviours in Agriculture, witnessing leadership by our students in numerous online school communities, promoting structured physical activity daily away from the screen, combining to create music with our couch choirs, online instrumental tuition leading to an ensemble performance, blogging experiences to reflect and learn in our Year 7 classrooms, creating personal portfolios for evidence of learning for 9@Scotch, live streaming demonstrations through Food and Hospitality, creating virtual Science practicals using the lab of home and the display of artwork and multimedia in our interactive virtual gallery.

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:

Service-Learning Activities		
Torrens Park Campus	Salvation Army – Red Shield Appeal, Blanket Blessing Smith Family – Student 2 Student Reading Walk a Mile in My Boots Mary Potter Foundation Southern Cross Red 25 Legacy Collection Laying of Flags and Crosses (RSL) Royal Flying Doctor World Vision 40hr Famine Australian Refugee Association Op Shop	Pink Ribbon Breakfast Trees for Life Kickstart for Kids Salvos Café Uniting Care Red Dove Café Childhood Cancer Association Oaktree Foundation World's Greatest Shave 40-hour Backpack Challenge Busking at the Giving Tree Homeless Shelter
Mitcham Campus	Smith Family – Student 2 Student Reading The Leukemia Foundation Soup Club House Service-Learning Project Green Team projects Clean Up Australia Day Cancer Council – Daffodil Day Second Chances – stationery donations	Salvation Army – hygiene kits Service-Learning Action Team projects Vinnies Cost of Living game (poverty) Bushfire Kids Connect Australian Red Cross

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 and community activities. Live Well, 9@Scotch, Y10 Personal Learning Program and Impact Week at Y11 which focus on the contribution to school and community as ethical service leaders

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 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.

In Term 3 we hosted a major event 'Design the Disruption: Education's Journey to 2030'. Here our Council and Education committee were joined by industry experts, education specialists, current students, and middle leaders. This was an extremely successful day that will help us shape our educational direction for the next three years.

2 Teacher Standards and Qualifications

A complete list of teacher qualifications is available on pages 178-79 of the 2020 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 2020 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. Defensive driving courses were conducted and at least 25 staff are trained.

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. Professional services staff absences were calculated using the standard 48-week working year.

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

- Teaching Staff - the average daily attendance rate for teaching staff in 2020 was 98%.
- Professional Services Staff - the average daily attendance rate for non-teaching staff in 2020 was 97.4%.

Both 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 can 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 2020 Scotch employed the full-time equivalent of 94.7 teachers. At the end of the 2020 academic year 95% of the teaching staff were retained for the following academic year. Three permanent teaching staff retired at the 2020, one teacher left for promotion and three contract staff were not reappointed.

Expenditure and Teacher Participation in Professional Learning

Professional Learning for the teaching staff at Scotch College is an ongoing high priority. In 2020 an average of \$90 was spent per teacher, with the school being able to access further professional learning services through AISSA, the SACE Board and professional member institutions. This number is greatly reduced as the number of professional learning activities was greatly affected and many sessions were held online.

At Scotch the Professional Learning of professional services staff is valued and supported by the College. In 2020 an average of \$85 was spent per person, similarly this number is limited due to less opportunities.

Professional Learning Activities for Teachers

In 2020 as part of college strategic plan to support Wellbeing and Learning with our students at the centre. There are 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. Other areas that our staff explored throughout the year were differentiation, supporting special needs learning and wellbeing activities. Professional learning was conducted differently throughout 2020, usually through zoom.

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)	77.3
Mitcham Campus teachers (FTE)	30.5
Specialist Support (includes Boarding)	31.6
Administrative and Clerical	34.3
Building Operations Maintenance & other staff	21.9
Total Staff	195.6

The above table represents the number of employees (full time and part-time) at the College.

There is currently two Indigenous staff members – one fulltime and one part time.

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 92% for the school year – this is 3% less in comparison to last year. On the My School website school attendance data for 2020 has not been published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic.

Reception	91.7%
Year 1	91.8%
Year 2	90.5%
Year 3	90.7%
Year 4	91.5%
Year 5	90.4%
Year 6	89.6%
Year 7	94.1%
Year 8	94%
Year 9	93.8%
Year 10	91.6%
Year 11	93.9%
Year 12	91.1%
Average	92%

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

All of the 111 students completing the year we had a 100% SACE completion rate. 110 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 students joined the Scotch90 club, this is 45.8% of the group - a wonderful achievement. 24.7% of the cohort achieved an ATAR over 95 and the median ATAR for the year group was 86.3. Four students studied subjects throughout the year at Flinders University.

Perfect study scores (Merits) were attained by twenty-one students and there was a total of 30 across year 11 and 12.

Year 11 Results

The achievement of our 130 Year 11 students was a highlight with 75% percent completing a SACE Stage 2 subject other than the Research Project. Of those there were 7 students awarded merits. Some other highlights are:

- Research Project: 49.2% students achieved in the A grade band.
- 52.5% of Year 11 students studying a Stage 2 subject (excluding the Research Project) were in the A range grade.
- 97 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: Biology, Business Innovation, Creative Arts – Film Making, Dance, Design & Technology, Ensemble Performance, French, Nutrition, Psychology, Scientific Studies – Sports Science, 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 2020 results further add to this reputation. Our students will go on to study in South Australia, interstate and around the globe. The SACE affords them this opportunity.

Subjects

Scotch students studied 38 different subjects at Year 12 level. This included some external subjects – Workplace Practices Economics and Geography. Also, some subjects at Year 12 that offer two classes in one e.g. Visual Art and Design.

Nine students started either Certificate I, II, III or IV courses. Four 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 – one student
Certificate III in Business – one student
Certificate III in Carpentry – two students
Certificate I in Construction – one student
Certificate II in Kitchen Operations – one student

Certificate III in Retail – one student
Certificate II in Automotive Servicing Technology – one student
Certificate II in Electrotechnology – one student

Overall Achievement

110 students achieved their SACE with an ATAR score and the range of ATAR results were from 99.9 to 39.3. In 2020 students received 30 merits i.e. a score of 20 out of 20.

51.5% of our students received an A grade for their subjects studied. This compares with a state average for 2020 of 31% for the total number of A grades. Scotch College students were 20.5% better than the state average.

24.7% of our students had an ATAR over 90, whereas the state average is 10%. The median ATAR was 86.3 - i.e. 50% of students scored higher than this figure.

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

There was no testing in 2020

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.

In 2020 our parent community were surveyed in response to covid – key areas were communication, experience, value and financials. Our community let us know that our communication was clear, they felt informed about changes and had confidence in the communication that they were receiving.

They told us that we offered flexibility in learning and that the students had access to materials – they were extremely supportive of our teachers.

The community feel happy with Scotch and that they were well supported through a difficult time. Parents felt they could address any financial implications with the senior leadership team.

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.

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 at 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.

In order to best gauge student sentiment and wellbeing, the College developed the ConnectED survey tool in Term 2, 2020. Whilst originally designed as a response to potential remote learning scenario, the tool has demonstrated value as an ongoing measurement and check in facility. Students are surveyed from Reception to Year 12.

The questions, [which can be previewed at this link](#), are a simple check in format and are designed to replicate a conversation that students would have with their Mentor, Head of House or in wellbeing classes and on average the survey only takes 2 minutes to complete. The results assist the College to understand student perspectives, promote help seeking behaviours and enable us to monitor student wellbeing sentiment.

The data gained from the survey identifies the student and their response. The data is visible to the Director of Student Wellbeing and Head of School, who ensures responses are collated and distributed to the nominated relevant staff member – i.e Head of House. Cohort data is subsequently reported separately to Heads of House, the Senior Leadership Team and the College Council. All data is stored securely through the College's Microsoft Sharepoint platform.

The ConnectED surveys are an addition to the annual Wellbeing and Engagement Collection towards the end of Term 1 each year. Parents are informed and are given the option to withdraw their child.

Teachers

Our staff engagement surveys are an important mechanism for bringing about change in our school. Three surveys were completed in 2020 – one in May and June and a follow up in October.

The surveys were conducted on our behalf by *Voice Project*, a third-party research and consulting company, who also conduct surveys for several other independent schools. The *Voice Project* began as a research program at Macquarie University in 2002, exploring the impact of employee and client “voice” on engagement, leadership and service quality. *Voice Project* also conducted the Wellbeing Pulse Surveys which we ran in May and June.

May 2020 and June 2020

The first was in response to covid-19 around health and wellbeing and was a five-minute survey. College wide results showed that wellbeing was at 71% and progress at 83%.

- Wellbeing reflects the emotional wellness of staff at work, and their ability to successfully manage job stress.
- Progress reflects staff perceptions about school performance

These results indicate that the staff were satisfied with the school's response. High responses were around – Health & Safety, Progress, and collaboration. Lower responses – work-life balance, involvement, stress, and factors beyond control.

In June both wellbeing and progress was high and similar results were realised. The one change was that the strengths improved and there were no priorities that needed to be looked at.

October 2020

74% of the College staff responded to the survey. This purpose of this survey helps leaders and employees better understand the quality of current work practices that affect employee engagement, wellbeing, and school performance. Our engagement level (represents the level of job satisfaction and staff commitment to the College) was 7% higher than other like schools, wellbeing was 2% higher and progress 13% higher. As an organisation our staff believe in what they are doing, are proud to let people know they work at Scotch and recommend the College to prospective families, they believe in the values and believe the future for Scotch is positive.

Areas for the college to work on are – career progression, internal processes, ongoing training and development and workload.

As a follow up there have been opportunities for the middle leadership team to work on priorities, all staff have looked at values and our professional services staff have had specific meetings.

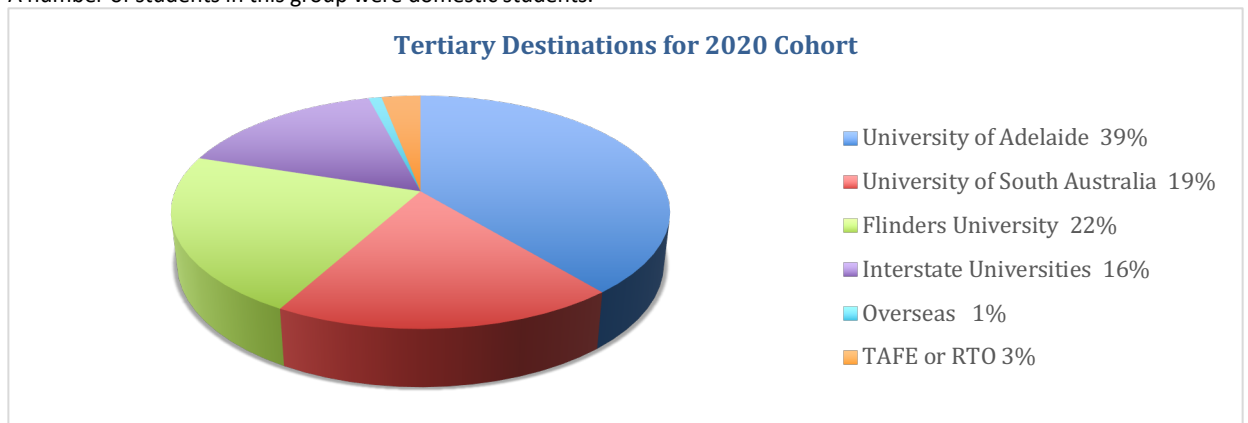
8 Post School Destinations

Tertiary Destinations

The University of Adelaide continued to be the tertiary institution of choice for the 2020 cohort with a 17% difference before the much more closely ranked 2nd and 3rd choice institutions of Flinders University and the University of South Australia. It should be noted that with the introduction of many new vocation-specific courses (especially in the allied health area) at Adelaide University students are now indicating that they are factoring in geographical location of the university much more significantly in their decision making than in previous years.

While the University of Adelaide has always been a preferred choice for Engineering and Law, some students from the 2020 cohort specifically chose Flinders University for both fields of study even though their academic results allowed them a choice of any university.

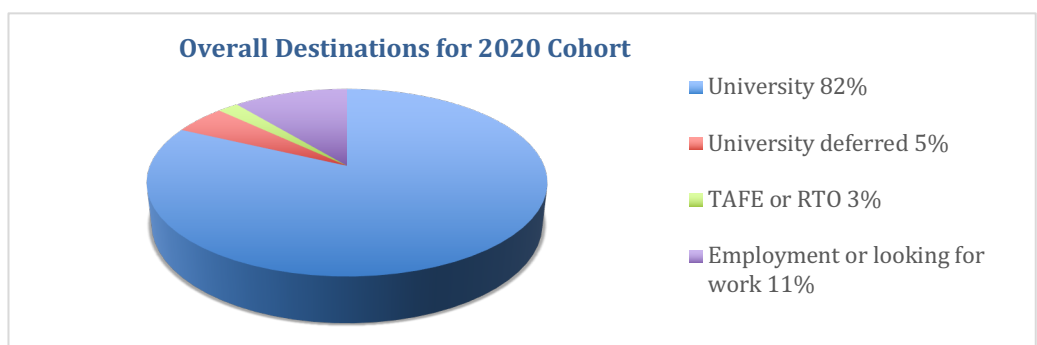
While the number of students pursuing tertiary study overseas has dropped significantly (most likely due to the COVID 19 pandemic) there was interestingly a 6% increase in the number of students who chose to study interstate. A number of students in this group were domestic students.



Overall Destinations

While a significant majority of the Year 12 cohort from Scotch has consistently chosen to go to university after secondary education, the 2020 cohort showed the highest percentage of students choosing this option over the past ten years.

The number of students choosing to defer their studies was at a ten-year low, while students electing to go straight into the workforce showed a 3% increase to be the highest proportion of a cohort to select this path in this time period. Students from the 2020 cohort have mostly not chosen to pursue a gap year – possibly influenced by the difficulties of planning significant travel due to the COVID 19 pandemic. Most of the students who have chosen a gap year are either looking to build savings or develop skills for their chosen tertiary pathway (e.g., study for the UCAT for an undergraduate medical degree or prepare for prestigious performing arts programs).



Fields of Education

While Health Sciences is still the vocational area of most interest in students at Scotch there was again a decline in numbers pursuing this area. This now shows a drop by 14% of the cohort from the peak interest year of 2018.

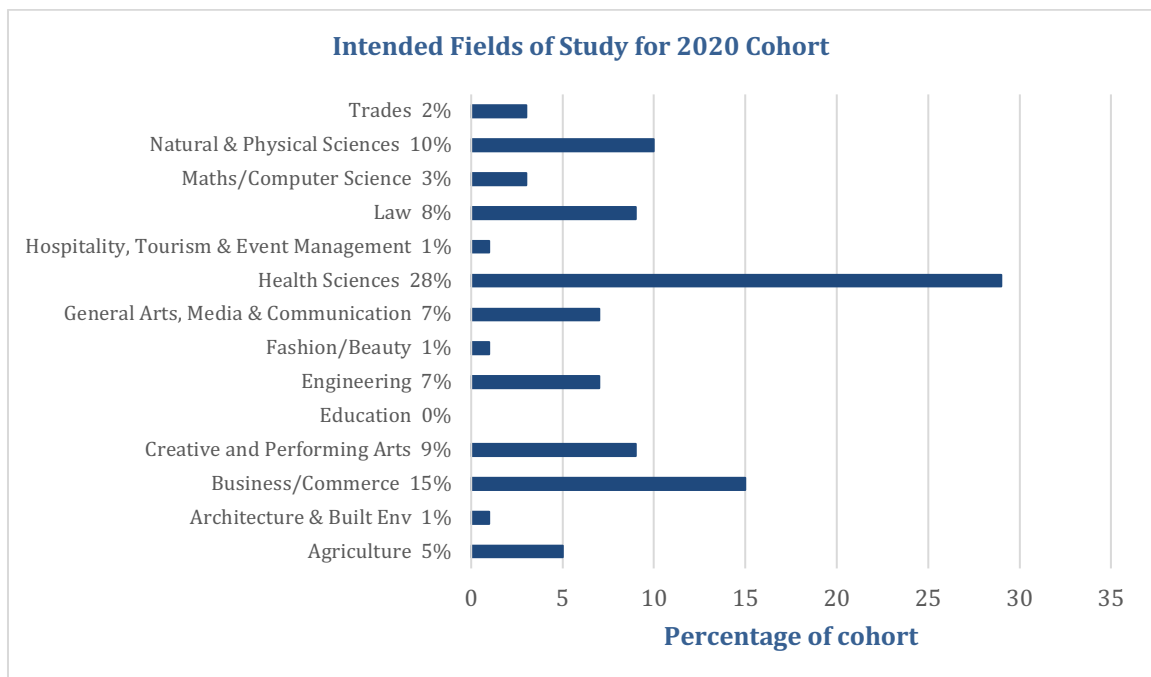
Creative & Performing Arts and Law showed a large increase in numbers of students who were pursuing these areas at university. Both are now at 9% of the cohort with Creative & Performing Arts now being 30% larger than any other time in the past 10 years. Creative and Performing Arts also has the most even gender distribution of specified areas for tertiary study.

Allied health courses (Speech Pathology, Physiotherapy, Occupational Therapy, Optometry, Psychology, Medical Radiation, Nursing, Midwifery and Nutrition & Dietetics) have continued to see strong interest. Three students were accepted into undergraduate Medicine courses from this cohort, and several other students have plans to pursue postgraduate medicine after an undergraduate degree in Paramedic Science or Biomedical Science.

Viticulture has continued interest students from this cohort, with two international students amongst those accepting places in this course at Adelaide University.

There has been some interest from female students in Engineering but not in the Maths area. However, female students with interest and strength in these subject areas during secondary school tended to pursue Physiotherapy, Biomedical Science and Commerce pathways.

There were no students who applied for Education courses this year. However, conversations with students from this group reflected a desire to pursue post-graduate education qualifications after an initial degree in their chosen field (predominantly science).



9 School Income Broken Down by Funding Source

The independent school sector remains competitive and in 2020 our fulltime equivalent enrolments remained relatively stable which we anticipate continuing in 2021. Tuition and Boarding income from these enrolments remains our primary source of income (70%), followed by Government Grants (22%), Trading Activities (5%) and Interest & Other Income (3%).

