

School Performance Information Report for 2022

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

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

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

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

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

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

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

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

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

Enrolments

At the end of Term 3 2022, the number of students in the College was as follows:

2022 at Term 3	Number of Students	Girls (%)	Boys (%)
ELC	74	45	55
Junior School	371	41	59
Middle School	377	49	51
Senior School	443	47	53
TOTAL	1265	48	52

These numbers are different to the numbers reported on the My School website 1178 as the table above includes students from the Early Learning Centre and the timing of reporting. The numbers of students include: 9 Indigenous students (5 in Middle and 4 Senior School), 15 International students (2 Junior School, 5 Middle School and 8 Senior School) and 90 Boarding students (48 girls and 42 boys). 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	Multi Sports for Reception/Year 1
Cricket (boys and girls)	Tennis	Equestrian
Football (boys and girls)	Volleyball	Fencing
Hockey (boys and girls)	SAPSASA events	
Netball (boys and girls)	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.

Other co-curricular activities offered in 2022 (boys and girls) were:

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

- Caledonian Corps – Ceilidh, Christmas Pageant, ANZAC Day parade, and providing support for many of the College functions
- Dance, Drama and Music Productions – Show and Share, Cabaret, A Taste of Christmas, Sounds of Scotch, Musicals

A variety of competitions are offered including, the UNSW International Competitions and Assessments for Schools (ICAS) – Writing, Spelling, English, Mathematics, Science and Digital Technologies where students received Gold Medals, High Distinctions, Distinctions, Credits and Merits for their achievements. Young Writer’s Competition, Australian Mathematics Competition, Mathematics Olympiad, Ethics Olympiads, Oliphant Science Awards, Bebras Computational Thinking 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 4, 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 Reception 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 is part of Physical Education on Senior Campus and a stand alone program on the Junior Campus. 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, Music and Instrumental programs – students 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 competition sport for the College from Year 6.

- Values education and Service Learning – this is 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 two part time 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.
- Additional 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 or small withdrawal 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.
- Specialist teachers – to provide for students from ELC through to Year 12 offering individual support and extension when necessary.
- Leadership- there is 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 digital ambassadors operate in the Junior School, Student Leadership Teams in the Middle and Senior School. All students in Year 6 attend a Leadership Education Forum which is built upon during the year.
- 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.
- Science Lab, Den and Garden – A Specialist Science program in the Junior School sees experiential learning with a strong emphasis on animal care and sustainability. The Science Den and Garden is home to several species of Indigenous fauna.
- 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 7.15am – 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 (attend for a minimum of 2 days per week)
- Buchanan – children from approximately 3.75 – 4.5 years of age (attend for a minimum of 3 days per week)
- Hamilton – children from approximately 4.5 – school age (attend for a minimum of 3 days per week)

We also provide extended care: Early Risers: 7.15am – 8.30am, Scotch Plus: 3.30pm – 6.00pm, Club Scotch: 7.15am – 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 15 highly skilled staff members of whom:

Six have Bachelor Education (Early Childhood Education)	One has Diploma Teaching (Primary)
One has a Bachelor of Nursing	Six staff have a Diploma Children’s Services
One has Master of Education (Early Childhood)	One has Certificate IV Workplace Health & Safety
One has a Bachelor Arts (Drama Studies)	One has Certificate IV Business Administration
Two staff have Adv. Diploma Community Sector Management	One has Certificate III Children’s Services.
One has Diploma Arts (Interior Decoration & Design)	One has a Bachelor Management, Human Resources

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 number 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 130 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 inter house events, peer mentoring social interactions. House competitions are held in Swimming, Athletics, Cross Country, Oratory and Performance Arts. Leadership is based on student's contribution to House as well as to the community.

The Mitcham Campus House system provides peer-connection and relationships across multiple year levels. Students belong to one of four Houses (Bruce, Montrose, Lovat and Kyre) and are encouraged to represent their House in a wide range of events designed to build a sense of community, healthy competition and contribution. These events include Swimming, Athletics, Cross Country, Soccer, Debating, Music and Chess. House is an opportunity to foster student leadership, both formally and informally. Assemblies are led by House leaders and reinforce messages of school values and inclusion. House leaders (teachers) present House Stars to recognise student achievements beyond the school and within the community.

Global Alliance for Innovative Learning

The Global Alliance for Innovative Learning (GAIL) is a progressive confederation of eight 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 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.

2022 was a ground-breaking year for the GAIL programme. In the face of the global uncertainty that the COVID19 pandemic created each of the eight schools committed to funding the creation of a state-of-the-art website. This website, which was a student led initiative, was the focus of the GAIL programme for 2022. Scotch students led the design team and treated the website as a start-up company and went through a rigorous process of testing and validation in coming up with the finished product. This website is being launched to the greater GAIL community at the beginning of March 2023 and will revolutionise the programme, making GAIL accessible to every student at each of the GAIL schools. This website is designed as a social media hub which integrates all the current social media trends, allowing students to create videos, share ideas, and most importantly communicate in real time with other students across the globe.

2022 also saw the return of GAIL workshops that were student led. While we were not able to deliver quarterly workshops in 2022, ultimately only being able to deliver two, the format has been solidified for 2023 with Scotch College and Newton College presenting an introduction to the website in March, WISS and Woodstock will be delivering a seminar in June, Prestige and KUA in September and Robert Gordon and Kristin in November. It is hoped that these seminars will be accessible to more students using the website as the primary deliverer of these sessions. An online calendar feature has been developed which will allow students to see upcoming GAIL events and sign up for them.

For the first time in the history of the programme the GAIL Champions and the GAIL Heads met quarterly to discuss initiatives and opportunities. Scotch College was able to set up a 2023 GAP year exchange with Woodstock College and is in negotiation to create more opportunities for our students.

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 across the academic 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. Across the year, students interrogate their strengths and values and apply them through the lens of significant topics including Religion, Racism, Peace and Conflict, Equality, Gender Equality and Humanitarian Aid. Students are given the skills to start their own socially responsible enterprise, including \$20 of start-up capital per

group member that is required to be refunded. Students also participate in a Model United Nations Process, centred on Climate Change. 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 seven-night experience will lead directly into an Outdoor Education expedition for an additional four nights, located in the historic regional community of Burra. 9@Scotch is a timetabled lesson that students attend as part of the weekly timetable throughout the year. The year culminates in a unit on the Power of Purpose, where students undertake a series of selected activities to assist in the transition to Senior School and life beyond school.

Parents are included in the program through a start year rite of passage ceremony.

The Live Well Framework

The Live Well framework provides signature learning experiences for Years 5 to 9. The framework is introduced in a staggered manner and it is a holistic and integrated range of experiences, 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 framework provides experiences designed to 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 is an integral component of the holistic education at Scotch College. Learning through Service provides a values-based and holistic experience for students. We engage with the following organizations through service:

Service-Learning Activities		
Torrens Park Campus	Salvation Army – Red Shield Appeal, Blanket Blessing, Salvos Café, Sleep Out Salvos, Busking at the Giving Tree The Smith Family – Student 2 Student Literacy program The Hutt Street Centre - Walk a Mile in My Boots Foodbank Legacy Collection Laying of Flags and Crosses (RSL) Royal Flying Doctors World Vision – Sponsor 7 children, 40hr Famine Australian Refugee Association Rotary Club of Adelaide – joint international projects Guide Dogs SA	Cancer Council - Biggest Morning Tea Trees for Life Kickstart for Kids The Childhood Cancer Association 40-hour Backpack Challenge Catherine House Impact100 Second Chances The Forktree Project Orana – VolunteerAbility Play it On Backpacks 4 SA Kids St Vincent de Paul
Mitcham Campus	The Childhood Cancer Association Green Team projects Clean Up Australia Day Cancer Council – Daffodil Day Backpacks 4 SA Kids Rotary Club of Adelaide – joint international projects World Vision The Forktree Project	Salvation Army – hygiene kits Service-Learning Action Team projects Vinnies Cost of Living game (poverty) Bushfire Kids Connect Australian Red Cross – Leave it to Z, Pillowcase Project, In Search of Safety Impact 100 Play it On South Pacific School Aid

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 citizen science and community activities. Live Well, 9@Scotch - Odyssey, Y10 Personal Learning Program, and Impact Week at Y11 focus on the contribution to school and community as ethical service leaders. The Stage 1 Integrated Learning program focuses on students' sense of agency. Year 10 students identify their own and community values, explore how they express those values through their service actions, and go out into their communities to see how they can contribute to solving real-world problems. Students collaborate, over a period, to achieve a shared purpose which align to their interests. Through the lens of the program focus, students develop their learning about community issues, relevance of the Sustainable Development Goals and our shared responsibility to achieving these Global Goals.

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. We at Scotch, strive to create Service-Learning opportunities, to offer a way for our students to work in an experiential manner to develop the qualities and skills that will motivate them to participate as active and compassionate citizens throughout their lives.

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, Southeast 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 and Drawing Room. 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.

2 Teacher Standards and Qualifications

A complete list of teacher qualifications is available in the 2022 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.

- 77% 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
- 7% 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 2022 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, as well as Mental Health First Aid Training. 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 2022 was 93%.
- Professional Services Staff - the average daily attendance rate for non-teaching staff in 2022 was 94.6%.

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 2022 Scotch employed the full-time equivalent of 107.6 teachers. At the end of the 2022 academic year 89.6% of the teaching staff were retained for the following academic year. Four long standing staff retired, Principal returned to UK with family, Deputy Principal and partner gained promotion in Tasmania, one staff member left for further study, one staff member went overseas 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 2022 an average of \$858 was spent per teacher, with the school being able to access further professional learning services through AISSA, the SACE Board and professional member institutions. Many opportunities were presented for teachers in an online format.

At Scotch the Professional Learning of professional services staff is valued and supported by the College. In 2022 an average of \$549 was spent per person.

Professional Learning Activities for Teachers

In 2022 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 – Quality Thinking, Student Agency, SACE Board pilots and working with the University of Melbourne (UMNOS) looking at credentialing using capabilities - exploring the use of Acting Ethically, Agency in Learning and Quality Thinking. Other areas that our staff explored throughout the year were collection of NCCD data, DDA training, functional grammar, Brightpath assessment, supporting special needs learning, technology awareness and wellbeing activities.

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)	76.7
Mitcham Campus teachers (FTE)	30.9
Specialist Support (includes Boarding)	34.8
Administrative and Clerical	40.6
Building Operations Maintenance & other staff	22.8
Total Staff	205.8

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

There is currently one Indigenous staff member. Specialist support services are offered with four College Psychologists and a Nurse. There are also 26 casual boarding staff, 2 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 88.4 for the school year. On the My School website school attendance data for 2022 is listed as 88%. School attendance data in Semester 1 and Term 3 2022 declined due to the impacts of the COVID-19 Omicron variant and high influenza outbreaks.

Reception	89.3%
Year 1	91.3%
Year 2	90.7%
Year 3	89.5%
Year 4	90.6%
Year 5	90%
Year 6	91%
Year 7	88%
Year 8	88%
Year 9	87.5%
Year 10	87.4%
Year 11	83.9%
Year 12	82.5%
Average	88.4%

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. Unresolved absences of ten days plus per term are notified as required.

5 Senior Secondary Outcomes

The Cohort

All of the 126 students completing Stage 2 we had a 100% SACE completion rate. 125 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. There were fifteen Stage 1 students who achieved SACE completion.

Forty-six students joined the Scotch90 club, this is 37% of the group - a wonderful achievement. Ten students were in top 1% of the nation. 23% of the cohort achieved an ATAR over 95 and the median ATAR for the year group was 84.9. Nine students studied subjects throughout the year at Adelaide and Flinders University.

Perfect study scores (Merits) were attained by 42 students and there was a total of 53 across year 11 and 12.

Year 11 Results

The achievement of our 150 Year 11 students was a highlight with 53% completing a SACE Stage 2 subject other than the Research Project. Of those there were 22 students who were awarded 27 merits, which included three from Flinders University. Some other highlights are:

- Research Project: 66% students achieved in the A grade band.
- 62% of Year 11 students studying a Stage 2 subject (excluding the Research Project) were in the A range grade.
- 80 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, Chemistry, Creative Arts – Film Making, Dance, Design & Technology, Ensemble Performance, French, German, Mathematical Methods, Modern History, Nutrition, Psychology, Scientific Studies – Sports Science, Solo Performance

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 2022 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 – Japanese Continuers and Workplace Practices as well as university courses at Flinders and Adelaide.

46 students started either Certificate I, II or III courses. 38 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. We offered Certificate III in Sport Coaching to our Year 11 students.

Certificate III in Fitness – six students	Certificate III in Beauty Services– one student
Certificate III in Business – three students	Certificate III in Sport Coaching – 15 students
Certificate I in Construction – two students	Certificate III in Hospitality – two students
Certificate II in Construction Pathways– two students	Certificate III in Agriculture – two students
Certificate III in Dance – one student	

Overall Achievement

125 students achieved their SACE with an ATAR score, and the range of ATAR results were from 99.75 to 40.35. In 2022 students received 53 merits i.e. a score of 20 out of 20.

55.2% of our students received an A grade for their subjects studied. This compares with a state average for 2022 of 31% for the total number of A grades. Scotch College students were 24.2% better than the state average.

36.8% of our students had an ATAR over 90, whereas the state average is 10%. The median ATAR was 84.9 - i.e. 50% of students scored higher than this figure.

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

This is the third year Scotch College went online with the NAPLAN testing, 2019, 2021 and 2022. All tests except for Year 3 Writing were completed using a locked down browser, either with iPads in Year 3 and 5 or with laptops in Year 7 and 9. This data shows the average achievement of a child's peer group at the school against achievement bands compared to the national average and the percentage of students who achieved at or above the national literacy and numeracy minimum standard, compared with their peers throughout South Australia.

YEAR 3	Average Achievement of Peer Group	National Average	% of Scotch Students Band 2 and Above
Reading	Band 6	Band 5	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 6	98
Spelling	Band 6	Band 6	98
Grammar and Punctuation	Band 6	Band 6	100
Numeracy	Band 6	Band 6	100

The national minimum standard for Year 5 is Band 4

99.2% of Scotch students achieved the national minimum standard.

YEAR 7	Average Achievement of Peer Group	National Average	% of Scotch Students Band 5 and Above
Reading	Band 7	Band 7	100
Writing	Band 7	Band 7	98
Spelling	Band 7	Band 7	95
Grammar and Punctuation	Band 7	Band 7	97
Numeracy	Band 7	Band 7	98

The national minimum standard for Year 7 is Band 5

97.6% 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	98
Writing	Band 8	Band 7	95
Spelling	Band 8	Band 7	98
Grammar and Punctuation	Band 8	Band 7	97
Numeracy	Band 8	Band 8	100

The national minimum standard for Year 9 is Band 6.

97.6% 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 skill 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.

A parent survey was conducted in Term 2, 2022 on both Mitcham and Torrens Park Campuses.

Mitcham Campus:

High levels of satisfaction (in the high 90s) were reported by parents regarding the management of student wellbeing. Positive reception (95%+ satisfaction) was observed for recent curriculum developments in 5 out of 8 areas. However, some feedback highlighted the need for improved communication about learning processes and progress. Enrichment programs received 100% approval for the range of activities, but scheduling and communication related to Kelly Sport were areas for improvement. Communication and parent engagement received high responses (high 80s%+ and well into the 90s%). However, there is a need to work on communication through ScotchLife, particularly due to the challenges faced during turbulent times.

Torrens Park Campus:

Parents expressed high satisfaction (94%+) with student wellbeing. Both curricular and co-curricular provision were broadly appreciated, with 94%+ approval. Communication and community engagement received higher responses.

Focus areas for the leadership team include community engagement, effective communication about co-curricular activities, educating the community about ScotchLife, and reviewing wellbeing programs.

Students

Each year, Scotch College conducts a comprehensive survey of our graduating class to gain valuable feedback and insights on our performance and areas for improvement. The consistent feedback from students reflects a high degree of satisfaction with their overall experience at Scotch. One of the key aspects appreciated by students is the level of intrinsic motivation fostered within them throughout their educational journey. This motivation stems from the sense of responsibility, consultation, and ownership they experience during their time at the college.

To measure engagement and satisfaction, we have implemented the PIVOT feedback program, which is conducted from Year 3 to 12. This program allows students to provide feedback on their experiences and helps identify areas of strength and areas for growth. The feedback collected through PIVOT is used to guide our staff's professional learning for the following year, ensuring continuous improvement in teaching quality. In terms of teaching staff, students consistently recognize their teachers' subject matter expertise and their respectful treatment of students. Our teachers create an environment where students feel comfortable asking for help, fostering a positive and supportive learning atmosphere. Furthermore, our students consistently rate our teaching staff above national averages, which can be attributed to the quality of education and the strong relationships between staff and students that our college is renowned for.

In addition to academic aspects, we also value the importance of co-curricular activities in the holistic development of our students. As part of the Education Committee's review of our co-curricular program, a learning walk was conducted with students from the Mitcham and Torrens Park Campus. The purpose of this walk was to gather feedback and insights regarding the integration of co-curricular offerings with the curriculum.

The findings from the Mitcham Campus students indicated that there was a seamless integration of co-curricular activities with the curriculum, blurring the lines between the two. Students expressed strong support for a wide range of co-curricular activities and desired increased options. They also highlighted the personal fulfillment and growth they experienced through interaction with peers of different age groups, taking on responsibilities, and supporting others. Winning was not the sole focus; they derived enjoyment from participation itself.

On the other hand, the Torrens Park Campus students emphasized the value they found in engaging with peers beyond their year level, particularly through mentoring younger students. While they felt their interests were adequately covered, they expressed concern about the boarders' access to the same opportunities. The availability of support to explore new ideas and take initiative within existing activities was greatly appreciated. Students also highlighted the importance of social motivation, connectedness, and the awareness of broader outcomes associated with co-curricular activities.

These valuable insights gathered from the learning walk enable us to enhance our co-curricular program, prioritize student well-being, and strengthen the integration between the curriculum and co-curricular activities. It is evident that students appreciate the breadth of offerings, personal fulfillment, and social engagement facilitated through these activities.

To further gauge students' non-academic factors relevant to learning and participation, we also administer the Wellbeing and Engagement Collection (WEC) survey. This survey, encompassing students from Years 4 to 12, provides important information for schools, the community, and government to ensure students' success by identifying necessary resources and opportunities. The survey has gradually expanded to include Years 10-12 since 2019, allowing for comparative data analysis across different year levels.

Teachers

Our staff engagement surveys are an important mechanism for bringing about change in our school. We completed a survey in October 2022. The survey was 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.

78% 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 5% higher than other like schools, wellbeing was 8% higher and progress 11% 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 opportunities, working with direct supervision and staff recognition.

As a follow up there have been opportunities for the middle leadership team to work on priorities and processes and there has been a change in our performance development review processes.

8. Post School Destinations

Tertiary Destinations

The University of Adelaide has again been the most popular choice for tertiary study amongst the 2022 cohort. The combination of a very broad range of courses (including established Law, Engineering and Business schools, strong Science and Arts programs and now a broad range of Allied Health courses) and a city location has proven very popular compared to the more diverse locations of the University of South Australia campuses and the more geographically specific Bedford Park and Tonsley campuses for Flinders University

The popularity of the University of Adelaide has increased since the 2 previous stagnant years but is not yet near the all-time maximum of its popularity in 2019. The University of South Australia showed a large 5% increase in the number of students from a cohort who chose to study their courses.

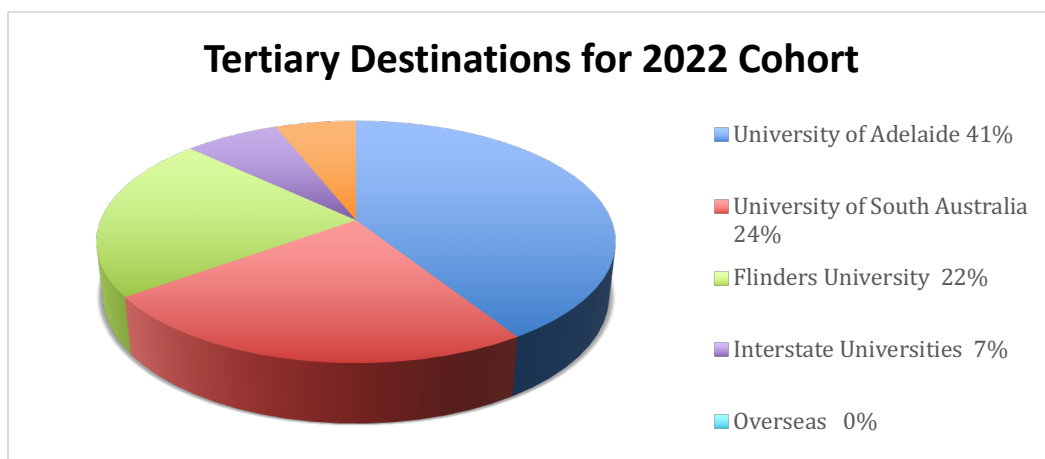
The number of students selecting Flinders University as their preferred tertiary destination fell from the 2021 peak back to the average proportion of students from a Scotch cohort. A significant factor in this is the inclusion of a much broader range of Allied Health courses at the University of Adelaide (which Flinders University has traditionally dominated).

Like previous years, students who have chosen to study interstate are students who are keen to study at Group of Eight Universities* and live in a city that is larger than Adelaide. More significantly than in previous years, students from the 2022 cohort who have chosen to study interstate have older siblings who had also moved interstate (but not always the same state) in previous years for tertiary study.

While students in the 2022 cohort were again offered entry pathways that did not depend on their ATAR, most students chose to use these options as a safety net and still met all competitive entry criteria for courses.

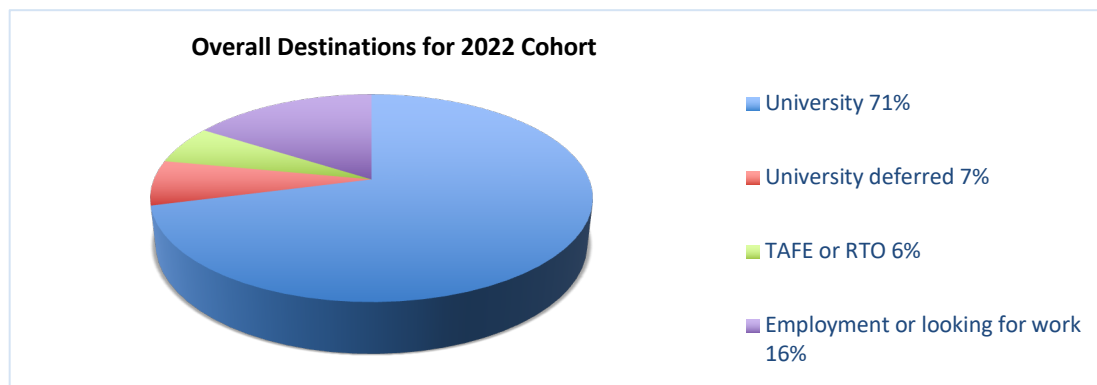
Students from this cohort are preferring to plan their postgraduate studies to be overseas rather than undergraduate studies. This seems to largely reflect a high level of confidence in the Australian Tertiary Education sector and a belief that a domestic undergraduate degree will set them up well for further international studies and career development.

*Group of Eight Universities – ANU, University of WA, University of Adelaide, Monash University, University of Sydney, University of Melbourne, UNSW Sydney and University of Queensland



Overall Destinations

The Scotch cohort of 2022 have shown university as the preferred immediate destination after Year 12, as has been the trend for many years. The number of students who were actively planning a gap year has increased significantly on the past few years – no doubt reflecting a much more fluid travel situation since COVID first became a significant influence in 2020. At 7% of the cohort, this is the largest number of students actively planning a gap year since 2019. Student undertaking a gap year in 2023 have largely reverted to planned overseas travel and volunteering opportunities before commencing university studies in 2024. Students looking for full time employment immediately after Year 12 are largely made up of either students who are from rural areas and want to return to farming or students who are keen to pursue an active role in the family business. This decision is a genuine reflection of how they want to build their careers. Students pursuing studies at TAFE or an RTO in 2023 include more females than in previous years. These include women developing professional skills in the areas of plumbing, patisserie and hospitality and hotel management. Males in this category have largely selected traditional trades such as an auto mechanic, electrician and carpenter, with one student studying to become a certified fitness trainer.



Intended Fields of Study

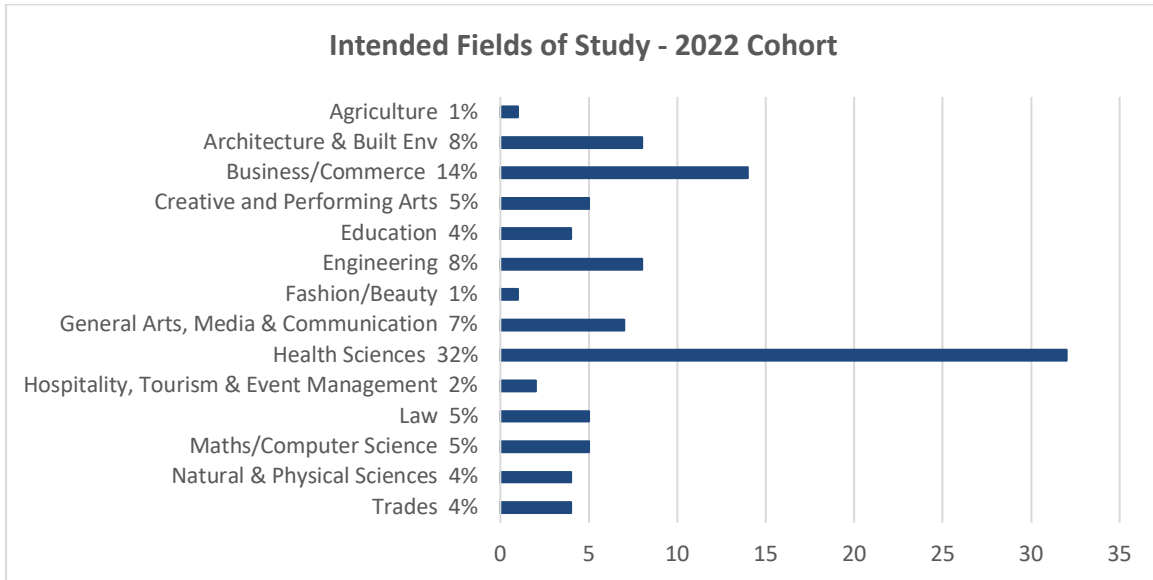
Health Sciences has continued to be the most popular field of study for the 2022 cohort. However, it is worth noting that this field encompasses a vast range of different professions compared to the much more specific focus of most other fields of study listed in this report. Students showed a particularly strong interest in Nursing, Psychology, Physiotherapy and Medical Sciences in the courses that were chosen this year. One student received multiple offers for undergraduate Medicine around Australia and one student has accepted a place studying Dentistry at Adelaide University. Other allied health professions being studied in 2023 by this cohort include Paramedic Science, Speech Pathology, Occupational Therapy, Midwifery and Nutrition. Even though Health Sciences is the most popular field of study for this cohort, there was a decrease of 9% in the number of students wanting to study in this field compared to last year and a reduction of 13% from the maximum level of interest seen in 2018.

There was a significant decrease in the number of students studying Agriculture at university from this cohort, however it is important to remember that several boarding students decided to work on professional farms in 2023 with a view to qualifying for the highly specialized Marcus Oldham College in Victoria where they can develop specific farming skills, farm management skills and agribusiness skills. A minimum of 12 months employed experience after the completion of secondary school is required before students can apply for this course. Many students wishing to become farmers prefer this course to the Bachelor of Agricultural Science at Adelaide University (and other universities).

Architecture and Built Environment experienced a strong surge in interest (from both genders) in this cohort to reach a five year (and all time) high level of interest. This field of study does not include students who wish to study a specific trade. The gender distribution of students pursuing a trade this year was much more even than we have seen previously, especially noting that one female student is commencing a plumbing apprenticeship.

Engineering showed growth in the number of students choosing to pursue this field, with three female students accepting places in course at Adelaide University. Interestingly, no female students were interested in studying Maths or Computer Science from this cohort, even though the subject knowledge required is similar to Engineering.

Business and Commerce courses showed a 5% increase (of the overall cohort) to return close to the higher participation rates from 2019 and 2020. This is also the field of study that has the most even gender distribution. Female students pursuing this field of study tended to enrol in double degrees more than male students.



9. School Income Broken Down by Funding Source

The independent school sector remains competitive and in 2022 our fulltime equivalent enrolments remained relatively stable which we anticipate continuing in 2023. Tuition and Boarding income from these enrolments remains our primary source of income (75%), followed by Government Grants (22%). Trading Activities (1%) and Interest and Other Income (2%)

