



# Scotch College 2017

## Vision

A learning community with an international standard of excellence.

## Mission Statement

To develop young men with strength of character, self-understanding, a passion for sustained learning and spiritual inquiry who will become active members of the global community.

## 2017 COLLEGE INFORMATION



**1478**  
Students



**1897**  
Founded



PYP, MYD, IBDP



**Yr 11-12**  
Choice of WACE  
or IBDP



**155**  
Residential  
Students



**204**  
Teaching Staff



**three**  
Languages taught:  
French, Indonesian  
and Spanish



**47:53**  
Ratio of Male  
to Female Staff



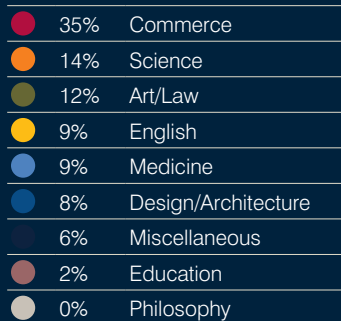
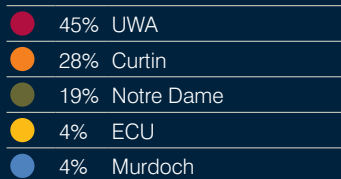
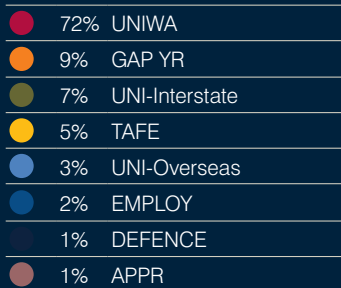
**four**  
Staff with PhDs



**15**  
Staff with  
Masters Degrees



## BEYOND THE COLLEGE



## 2017 NAPLAN RESULTS

	Reading	Writing	Spelling	Grammar	Numeracy
<b>Year 3</b>	487	442	439	497	481
<b>Year 5</b>	545	501	509	516	532
<b>Year 7</b>	575	544	568	561	589
<b>Year 9</b>	622	594	609	613	637

- Substantially above
- Above
- Close to
- Below
- Substantially below

## 2017 ACADEMIC RESULTS SNAPSHOT

### ATAR at a glance

Scotch College  
Median ATAR

**85.80**



**159**  
Candidates

Top ATAR

**99.95**



**99.5%**

WACE graduation

**85%**

of students gained access to at least one WA university



WACE graduation rate  
**99.5%**

IBDP graduation rate  
**100%**



**88%**  
of students received an ATAR score

**12%**  
of students received an IB Diploma score



**86.9**  
Combined WACE and IBDP median ATAR

### IBDP at a glance

**22**

Candidates



Top Score

**45**

Average bonus points

**2.14**

Average IBPD Score

**35.6**

Median IBPD Score

**34.5**

**41%**

A Grade Theory of Knowledge



## 2017 SCHOOL PERFORMANCE INFORMATION

### Academic Staff attendance

Average attendance rate 97.11%



### Staff Turnover

Academic Turnover 4%

Non-Academic Turnover 12%

Combined = 7%



### Workforce Composition

53% Female | 47% Male



### Teacher qualifications

#### College Council

##### Mr Mark Paganin

Member: Finance & Planning Board and Council (Chair)

##### Mrs Heather Warner

Member: Finance & Planning Board and Council (Deputy Chair)

##### Prof Simon Anderson

Member: Council

##### Mrs Saschelle Blake

Member: Council

##### Mr Terry Bowen

Member: Finance & Planning Board and Council

##### Mr John Flecker

Member: Finance & Planning Board and Council

##### Mr Philip Idle

Member: Finance & Planning Board and Council

##### Mr Greg Ledger

Member: Finance & Planning Board and Council

##### Mr Alan Murray

Member: Council

##### Rev Margaret Tyrer

Member: Council

##### Mr Tim Wiese

Member: Finance & Planning Board and Council

##### Rev Steve Francis

Moderator of the Uniting Church in Australia, Western Australia



### College Executive

#### Headmaster

Dr A J O'Connell, DipT, BEd, GradDip Lang St, DipRSA (Lon), MEd, DBA, FACE, FNAAUC, FAIM

#### Head of Senior School

Mr D M Shadgett, BA (ECU), BEd (ECU), MEd (UWA)

#### Head of Middle School

Mr R A Ledger, BEd (WACAE), DipTeach (Graylands), PostGrad Asian Studies (Murdoch), Master Asian Studies (Murdoch)

#### Head of Junior School

Mr J B Stewart, BA (Lakehead), BEd (Lakehead)

#### Director of Teaching and Learning

Mr P M Allen, BA (UWA), BEd (UWA), MEd (Qld)

#### Director of Residential Life

Mr M L Wilkinson, BA (ECU), BEd (ECU)

#### Director of Community and Service

Mr W Cordner, BA (Hons) UWA, GradDipEd (WACAE) to 8/4/2017

Mr D Kyle, BA (UWA), DipEd (UWA) GradCertIR (Curtin) from 24/4/2017

#### Director of Marketing, Advancement and Community Engagement

Mrs K Quinn, Dip Bus Mgmt (Sydney)

#### Director of Information and Learning Technologies

Mrs A Hu, BEd (Hons) (ECU), DipTeach (WACAE)

#### Director of Finance and Corporate Services

Mr G P Davidson, BCom (UWA), CA, GIA (Cert)

#### Director of Student and Staff Wellbeing

Mr J E Hindle, BA (Hons), DipEd, MEd, M.IR (UWA)

#### Chaplain

Revd C W A Lewis, Dip Theol

#### Academic Staff

##### Full-time and Part-time

Mrs F M Alexander, BA (Curtin), BEd Conversion (Curtin) Cert IV T&L (Oxford Brookes)

Mrs T M Allen, BCom (UWA), GradDipEd (UWA)

Mr B C Andrews, BA (Ed Sec) (ECU)

Mrs S T Angel, BEd (Hons) (Curtin)

Mr A J Arbuckle, BBus (ECU), GradDipEd (ECU)

Miss H Bacon, BOutdoor Ed (NDameAust), DipEd (NDameAust)

Ms M E Baker, BComms (UWA), GradDipEd (NDameAust)

Mr G M Bell, BA (ECU), BA (Creative Arts) (ECU), Assoc Dipl Jazz (WAAPA), Cert Music (Jazz) (WAAPA)

Mr G D Bennett, BEcons (Adel), GradDipEd (SACAE)

Mrs S E Berry, BCom (UWA), GradDipEd (ECU)

Mrs M Bloodworth, DipTeach (WACAE), BEd (Curtin)

Mrs R L Bose, BA (Primary Ed) (ECU)

Mr M J Bradley, BA (NDameAust), GradDipEd (Sec) (NDameAust)

Mrs R Bradley, BSc (ECU), Grad Dip Ed (UWA)

Mr J A Bridle, Cert III Mngmt Prac (AIM), BEd (Canberra), MSc (UWA)

Mrs K L Bridle, BAppSc (Curtin), DipTeach (Curtin)

Mr M P Brinsden, BHPE (NDameAust)

Mr S D Brogden, BHPE (UWA), DipEd (UWA), Dip Outdoor Rec (NDameAust)



# Scotch College 2017

SCOTCH  
COLLEGE



Mrs N H Browne-Cooper, BPA (NDameAust), GradDipEd (ECU)  
Ms S Budge, BEd (Secondary) (ECU)  
Ms R L Budimlich, BA (Murdoch), GradDipEd (ECU), GradCert TESOL (ECU)  
Mr P D L Burt, BPE (UWA), DipEd (UWA)  
Mr S A Bycroft, BA (ECU), GradDipTeach (ECU)  
Ms F Byres, BEd (ECU)  
Mr M Campbell, BA Ed (ECU)  
Mrs A Cathcart, BA (Murdoch), GradDipEd (Murdoch), MlnetComm(Curtin)  
Mr P G Chamberlain, BSc, BA (ECU), MEd (UWA)  
Ms R M Cirillo, BA Psych (Curtin), BEd (Curtin), GradCert (NDameAust)  
Ms A G Clancy, BEd Primary (Melbourne)  
Ms C M Collins, BA (Hons) (NDameAust), GradDipEd (UWA)  
Ms C J Cook-Casey, BA (Hons) (ECU), Grad DipEd (ECU)  
Mrs E N Cooper, BA Creative Arts (ECU) BA Education (ECU)  
Miss O B Creagh BA (Curtin) GradDipEd (ECU)  
Mr J Creighton, BPE, BEd, Dip. Teach (Otago, NZ)  
Mrs L Crofts, BA (ECU)  
Ms K M Curran, BMus, MEd (QUT), BA (UWA), PostDipEd (ECU)  
Mr R M Dall'Oste, BSc (Hons), DipEd (Latrobe)  
Ms J de Vorms Shaw, BA (Canterbury, NZ), DipTeach (Christchurch College of Ed, NZ)  
Mr A F Doney, BA (UWA), DipTeach (Nedlands)  
Mr S Duncan, BEd (NDameAust)  
Ms D Dunne, BA French (Bacau)  
Mr S P Earnshaw, BEd (WAIT)  
Mr D J Edwards, BA Ed (Sec), Grad Cert OH&S, Cert IV AWT  
Mrs C M Ellis, BA (UWA), BEd (UWA)  
Mrs N J Eidne, BSc Hons (UCT) GradDipEd (UCT)  
Miss L Ellington, BAppSc (Hons) (UQ)  
Ms V H Enfield-Kirk, DipTeach (ECU), GradDip SpEd (Victoria), THC (EDWA)  
Ms A C Eriksson, BEd (ECU)  
Ms L J Evans, BAppSc (WAIT), GradDipEd (Curtin)  
Mr J P Faint, BIT (Griffith), DipEd Middle Schooling (ECU)  
Mr L S Felgate, BSc ExHS (UWA), GradDipEd (UWA), GradDip Bus Admin (CSturt)  
Mrs T R Fitzpatrick, BA (UWA), GradDipEd (UWA)  
Mr R A Foster, BPHE (UWA), DipEd (UWA)  
Mr R Foster, BEd (Specialist Maths) (ECU)  
Mrs T S Fowles, BA (Curtin), GradCertEd (ECU)  
Mr P Frusher, DipTeach (Graylands), BEd (Curtin)  
Mrs C J Fugill, BA Ed (ECU)  
Mr C T Gabriels, BHPE (UWA), GradDip Ex Sci (NDameAust)  
Ms F Gabby Surijata, BA (Curtin) DipEd (Secondary) (Curtin)  
Mr A T Gale, BSc (Hons) (UWA) GradDipEd (ECU)  
Mrs H Gale, BSc (UWA), GradDipEd (Curtin)  
Mr M T Gale, BPHE (UWA), GradDipEd (UWA)  
Mr S P Galipo BEd (ECU) Grad Cert Ed (ECU)  
Mr P Gaspar, BEd (ECU)  
Ms R Gaudieri, BEd (Murdoch), BSport (Murdoch)  
Mr T M Giese, BEd (UNS), BSc (UNS)  
Mrs G Giglia, BA (UWA), DipEd (UWA)  
Miss K Gooding, BA (Hons) (UWA), BEd (UWA)  
Ms A P Goodison, BSc (ECU), BEd (ECU)  
Mr E Grant, BA (ECU), B.Creative Arts (ECU)  
Ms K E Gray, BA (NDameAust), BEd (NDameAust)  
Mrs M D C Grech, BEd (WACAE) Dip Teach (ECU)  
Mr N S Guard, BA (ECU), DipEd (NDameAust)  
Mr R J A Hales, BA (Hons) Geog (Victoria), DipTeach (Christchurch)  
Mr D Hart, BMus (UWA)  
Mr A J Hicks, BMus (ECU), DipEd (ECU), Cert IV Music (Jazz) (ECU)  
Mr M S Hildebrandt, BEd (Curtin)  
Ms G P Hodgson, BA (Murdoch), GradDip UPP (RMIT), GradDipEd (Murdoch)  
Mrs S C G Hodgson, BAppSc (WAIT)  
Miss P J Hooper, BA (Curtin), GradDipScEd (Curtin)  
Mr P J Hooper, BEd (ECU), DipTeach (Sec) (ECU)  
Mr T P Iwanowski, BSc (Kings), PGCE (Roehampton), QTS (UK)  
Mrs F E Jackson, BA (Hons) (Leeds), PGCE (Leeds)  
Mr M Jahn, BEd Phys Ed (ECU)  
Mrs M P Jenner, BA, CertEd (Oxford)  
Mr D O Jones, BA Ed (WACAE), CertTradeStudies  
Mr A E Keatch, BA Sec D&T (ECU), Ass Dip Arch (drafting), Cert Trade studies  
Ms L M Kerrigan, BA (Curtin), GradDipEd (Murdoch)  
Mr N Kime, BBus & BSc (ECU), GradDipEd (Sec) (ECU)  
Mr R R Knight, BA (ECU), BEd (ECU)  
Miss G Kotai, BA (WAAPA), GradDipEd (NDameAust)  
Mrs J A Langley, BSc Hons (Leeds), PGCE (Leeds)  
Ms D V Lee, BScEd (MCAE), MEd Studies (NTU)  
Mr W Liauw, BEd (AJCU) (Indonesia)  
Mrs J L Lightfoot, BA (UWA), GradDipEd (ECU) GradDipSc (Information Services) (ECU)  
Mrs L S Lilford, BEd (Witwatersrand)  
Mr H J Loosemore, BEcons (UWA), DipEd (UWA), ACE  
Mrs P J Lopez, BA Cum Laude (San Francisco), DipTeach (Churchlands)  
Mrs S C McKenna, BA (UCD), DipTeach (Trinity), PGCE (Dublin)  
Mrs C L McKnight, BForensics (Grad Dip Ed (Sec)), BSc (Murdoch), Grad Dip Ed (Sec) (NDameAust)  
Mr S A McLean, BSc (UWA), BEng (UWA), DipTeach (ECU)  
Mrs M C Mazzuchelli, BA (ECU)  
Mrs C Mecham, BA Ed (Media) (ECU)  
Mr S R Mecham, BA Ed (ECU)  
Ms I H Mikajlo, Orff Cert. Level 1, BMus Perf (Hons) (Adelaide), Dip Arts Management (UTS), Grad Dip Ed (Adelaide), MMus (Adelaide)  
Ms J E Mills, BA (Hons), GradDipEd (UWA)  
Mrs E J Muddle, BEd (WACAE), CTEFL (Cambridge), DipTeach (CTC), GradCertEd (NDameAust)  
Miss D M Mullin, BEd Primary (Murdoch)  
Mr D J Mumford, BSc (UWA), DipEd (UWA)  
Ms K L Muni, BA (Curtin) DipEdSec (ECU)  
Mr M A Neave, Cert IV Hosp & Mngmt (TAFE), BEd (D&T)  
Mr P G Newman, BEd (ECU)

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COLLEGE



Mr W K Norman, BA (Deakin/EQU), BTeach (Deakin), Grad Dip T/L (ECU)  
Ms L K O'Toole, BA, GradDip (UTAS)  
Mr J J Owenell, BEd (Middle Schling), BBSc,  
Mrs E N Cooper, BA (Creative Arts-Drama) (ECU), BA Ed (ECU)  
Miss E M L C Perrot, BA (UFC), MEd (UFC), DipEd (UWA)  
Mrs S Pett, BA (Plym), MEd (Exe), PGCE (West England)  
Mrs S T Phillips, BEd (Murdoch), PostGradCert (Int Ed) (Murdoch)  
Mrs T K Phillips, BEd (USQ)  
Mr D J Quinlivan, BAppSc (WAIT), DipEd (WACAE), DipVal (WAIT)  
Mr W T Ramsay, BSc (Acadia), BEd (UPEI Canada)  
Mrs S Rees, BEng (Hons) (Loughborough), PGCE (Greenwich)  
Mr R W G Reberger, BSc (UWA) DipEd (Murdoch)  
Miss S Reyhani, BCompMathsSc (UWA), BEngHons (UWA), GradDipEd (UWA)  
Mrs A J Ritchie, BA Prim, BEd (Curtin)  
Mr S P Ritchie, BSc (Hons) (Otago), DipTeach (UWA)  
Mr C T Robinson, BSc (Hons) (Oxford), PGCE (Bristol)  
Ms J E Roche, BA (Kent), PGCE Art & Design (Middlesex)  
Mr J A Rugg, BA (Hons) (Durham), PGCE (Kings), ARICS (UK)  
Ms K L Salt, BA (WACAE) BEd Hons (ECU)  
Miss P M Samson, BMusEd (ECU), AdvDip (Contemporary Music) (WAAPA)  
Mrs D J Scaife, BA (WAIT), DipEd (WAIT)  
Mr M A Scaife, BEd (Curtin), DipTeach (Nedlands)  
Mrs S Scott, BAsC (NDameAust), GradDipEd (UWA),  
Mr S Scotti, BEd (ECU), Cert IV Training and Assessment  
Ms R A Shiel, BA (Hons) (Essex), PGCE (Bath)  
Mr S N Siekierka, BEd (Curtin)  
Mr T M Simpson, BMus, GradDipEd (Adelaide)  
Ms L Springall, BEd (Earlychildhd) (Melb)  
Mr A Steele, Cert III Sp&Rec (NOLS), BAOutEd (La Trobe), PGDE Sec (La Trobe)  
Mr S Sterrett, BA (Hons) (Middlesex), GradDipEd (UWA)  
Mrs S Strizek, BA (UNE), GradDipEd (Murdoch)  
Mrs J P Sullivan, BMusEd (Hons) (UWA), AKC (Early Childhood and Primary) (UQ)  
Mrs M N Sullivan, BA (ECU), GradDipEd (ECU)  
Dr C Tay, BA (UWA), GradDipEd (Curtin), PhD (UWA)  
Mr D C Templar, Cert IV Fitness (FIA), BEd (Ballarat)  
Mr P C Tresise, BSc (UWA) LLB (Murdoch) GradDipEd (ECU)  
Mr D Turco, BSc (ECU), GradDipEd (ECU)  
Mrs R M Turkich, BA (ECU) BEd (ECU)  
Mrs S C Turnbull, BA (Curtin), PostDipEd (UWA)  
Mr B Tyrrell, BEd (NDameAust) MEd Leadership (NDameAust)  
Mr B G Van Ingen-Kal, Cert IV (WATI), DipEd (UP)  
Ms C S Vinton, BA (ECU), GradDipEd (ECU)  
Ms A L Ward, BA Joint Hons (Leeds), PGCE (Keele)  
Mr N Warrington BSc Hons (Leicester), GradDipEd (UWA), PhD (Leicester)  
Ms E A Waters, BA (Hons) (DCU), PGCE (Brighton)  
Mr B E Watson, BEd (Hons) (ECU), DipTeach (WACAE)  
Mrs A J Webster, LLB (Hons) (Edinburgh), PGCE Prim (Dundee)

Ms K E Webster-Blythe, BA (Hons) (Cardiff), PGCE (Wales), CELTA (UK)  
Dr J J Weeda, BA (Hons) (UWA), DipEd (UWA), PhD (UWA), CTEFL (Cambridge)  
Mr A E Wells, BSc (ECU), GradDipEd (ECU)  
Mr S H Whiston, BJourn (Hons) (Surrey IAD), GradDipEd (Primary) (ECU)  
Mrs A P Wilkes, BSc (ECU), GradDipEd (Murdoch)  
Mrs J L Willetts, BA (ECU)  
Mr G J Williams, BA Hons (Liverpool), PGCE (Chester)  
Mr C J Wisniewski, BA (UWA), DipEd (UWA)  
Mr A Wood, LLB Business Law (Hons) (Bournemouth), DipEd (ECU)  
Mrs K Woods, BEd (ACU), MEd (Murdoch)  
Mrs S H Wydra, BMusEd (UWA)  
Mrs G Youngleson, BA Speech Pathology (UCT), GradDipEd (ECU)  
Mr B D Zani, BA, BEd (UWA)  
Mrs M J Zuidersma, BA (UWA), DipTeach (Nedlands)

## Education Assistants/Aides

Full-time & Part-time

Mr S Alagic, BSc (UWA), GradDipEd (NDameAust)  
Ms J Barsden, Cert III Children's Services (TAFE), Assoc Dip Dental Therapy (WAIT)  
Mr J A Crudeli  
Ms G Daly, Cert III Teachers Asst (TAFE)  
Mrs C A Evans  
Miss H Harris, Dip Auslan (CIT), Cert IV Ed Supp (SMT)  
Ms C Housely, Cert II Auslan, Cert III Auslan, Cert IV Auslan (CIT)  
Mrs A E Jenkins, Cert IV EdSupp (ATP)  
Mrs A M Jubber, AdvDip, PPEd (South Africa)  
Ms S L Lock BA (Curtin), GradDipEd (ECU)  
Ms G A McCutcheon, Dip Teach (Churchlands)  
Mrs L J Mayne, Cert III Ed Supp (FEC), Cert IV Ed Supp (FEC)  
Mrs T Millar, Cert III Teachers Asst (TAFE)  
Ms R M McCarthy  
Miss T J McMinigal Cert II Auslan (CIT), Cert III Auslan (CIT), Cert IV Auslan (CIT), Dip Auslan (CIT)  
Miss G Nalder  
Ms E Paterniti Cert III Ed Supp  
Ms S Pethic, BEd (ECU)  
Ms F Pinaridi, Cert III Teachers Asst Special Needs (NtAust), Cert III CTEFLA (Zurich), Dip ATCL (Trinity), Adv Dip LTCL (Trinity) Speech and Drama  
Ms M Rae BA (Hon) (Murdoch) Cert III EdAssist (ECU)  
Mr D Spiby  
Mrs K Tyler, Assoc Deg Sc (Library Technology), Cert I ESL MS (Adelaide), Cert I Teach Asst (ECU)  
Mrs N L Veitch, Cert III Education Support (FEC)  
Ms S Vukojevich  
Mrs T Wheeler

## Proportion of Year 9 students retained to Year 12 (or equivalent)

97%.



## Year 12 Achievement

Attaining a Year 12 certificate or equivalent VET certification = 11%



## Parent and student satisfaction

The top five reasons for choosing Scotch College:



- Quality of Teaching
- Balanced Education
- Focus on Student Wellbeing
- Headmaster's Leadership
- Facilities and Resources
- Academic Standards

## Financial Report



●	\$42,618,705	Tuition & Boarding Fees
●	\$7,982,193	Government Grants
●	\$1,164,698	Other Income

## Student attendance

Kindergarten	90.1%
Pre-primary	92.8%
Year 01	94.3%
Year 02	94.4%
Year 03	95.7%
Year 04	94.8%
Year 05	95.1%
Year 06	95.0%
Year 07	94.4%
Year 08	95.2%
Year 09	95.3%
Year 10	95.7%
Year 11	95.4%
Year 12	96.1%



Attendance is electronically entered by classroom teachers. Any absences are followed up by phone calls home by the Attendance Officer in each sub-school.

## Start of the Academic Year

Junior School Pre-Kindergarten to Year 5 and Middle School (Yrs 6-8) follow the traditional format for the commencement of the academic year:



**Summer Term** – 31 January – 7 April

**Autumn Term** – 26 April – 30 June

**Winter Term** – 25 July – 22 September

**Spring Term** – 11 October – 8 December

### Senior School (Yrs 9-12)

**Year 9s** have three academic terms commencing in Summer Term and finishing at the end of Winter Term. They will then commence Year 10 in the Spring Term the same year.

**Years 10-12** have four academic terms commencing in Spring Term and finishing at the end of Winter Term.

This system was introduced to allow the students in Year 12 the benefit of four full terms of study before the commencement of examinations in October and November.

## Pastoral Care (snapshot)



Pastoral care is given a very high priority at Scotch College and the School has developed a strong pastoral care system.

At the heart of what we do is the concept of "Knowing the Boy". In the Junior School, the classroom teacher is the primary care giver and parents know to liaise with that teacher. The teachers and students are supported by academic support teams as well as a Psychologist and Chaplain.

Central to the pastoral care culture in Middle School is the homeroom teacher structure. Each student has a homeroom teacher who has the primary pastoral care responsibility for their class. Students meet with this teacher at least once per day. Parent information evenings, student led conferences and interviews are coordinated by the homeroom teacher. Overall, pastoral care is managed by our Deputy Head of Middle School and supported by three Year Level Coordinators, a Middle School Psychologist and Chaplain.

In the Senior School, there is a vertical House system, and each House has several staff members who work as tutors under the direction of the House Head. Staff and students know who to turn to when there is an issue about the boy, and the House Heads are supported by academic support teams as well as a Psychologist and Chaplain. While the Headmaster is in overall charge of all school activities, pastoral care comes under the aegis of the Heads of Sub-Schools and the pastoral care teams on their respective campuses.

In Wellbeing, the school developed a Strategic Plan for Wellbeing (a separate document for both Students and Staff), which is built around the three pillars of Resilience, Relationships and Respect. The Vision for Wellbeing at Scotch is for everyone to be at their best as often as possible. A separate budget was created for staff training and another for Staff and Student Wellbeing. Various committees were established in each of the sub-schools, with a Year 12 Committee also set up to share student ideas in this area. We took part in the Perth Children's Hospital 'Big Splash' mental health campaign. We continued to extend the links between year groups, bringing Year 8 and 11 students together as part of the Year 11 Leadership programme. We continued with the Year 2-12 gatherings once a term, and we also instituted Year 5-12 Leaders' mornings. Year 9 and 10 Wellbeing curricula were developed, and we continued to invite experts into the school to speak to different year groups about cyber-safety and digital citizenship.

Key staff were given training in Youth Mental Health First Aid and the Gatekeeper Suicide Prevention course. We also ensured that staff are aware of their responsibilities relating to Protective Behaviours.

## Academic Enrichment and Extension



At Scotch College, we acknowledge that all students are entitled to rigorous, relevant and engaging learning opportunities that align with their individual needs. For boys of high academic ability, we offer a range of opportunities for academic enrichment, extension and acceleration. These opportunities are delivered via targeted, differentiated and innovative educational programmes within and beyond the classroom, and often in collaboration with our local and international, academic and industry partners. Programmes are designed to provide the appropriate depth, pace and complexity that meet the needs of our more advanced learners.

Within each sub-school, an Academic Enrichment Coordinator is responsible for overseeing the programmes, with a 6-12 Coordinator responsible for aligning the programme across the Junior, Middle and Senior Schools.

Collaborations feature multi-disciplinary units that involve boys in challenging, inquiry-based learning aimed at connecting learning to the world beyond the classroom. Curriculum is differentiated according to gifted and talented models of education and a range of methodologies are employed including design thinking and project-based learning.

One such key collaboration is with Stanford University and the Stanford International Institutes. As one of only twelve educational organisations worldwide invited to participate, boys in the Year 9 and 10 component of the Enrichment Programme, participate in a 2 week residential programme involving mini-courses, labs and workshops drawing on a range of subjects taught in the Stanford schools of Humanities and Sciences, Engineering, Medicine and Business. Students experience the academic and social aspects of American college life and culture at Stanford University.

A significant feature of the programme is now our ongoing provision of the Scholar in Residence role. The Scholar in Residence is responsible for providing support and mentorship to students and staff involved with a range of enrichment programmes. The role provides support for new curricular initiatives concerning inter-disciplinary studies, philosophy, ethics and social justice. The Scholar in Residence gives guest lectures and support research initiatives by providing expertise on research methodology and analysis.

Students participate in a range of academic competitions throughout the year including the Da Vinci Decathlon, the Australasian Philothon and the World Scholar's Cup. WADL Debating, AHESA Debating, British Parliamentary Debating, Perth Philothon, Ethics Olympiad, Australasian Philothon, OzCLO, da Vinci Decathlon, UNSW Science, Australian Mathematics competition, Australian Physics competition, Australian Chemistry competition, Maths Olympiad, Have Sum Fun, United Nations Youth Association competition, Mock Trials, Lions Youth of the Year Speech and Leadership Quest, Royal Commonwealth Society Speech and Leadership, Rostrum Speech Competition, Chess, Plain English Speaking Award, Talented Young Writers' Programme, among others.





## Music (snapshot)

Scotch College provides individual instrumental music lessons for boys in Years 1 to 12 each week, students can also enrol in shared instrumental tuition each week. Approximately 35 music specialists teach a full range of orchestral, band, voice and other musical instruments to boys. Senior School, Junior School and Middle School rehearse in formal music ensembles on a weekly basis throughout the year.<sup>1</sup>



## Pipe Band (snapshot)

The Scotch College Pipe Band was established in 1947 and forms an integral part of the school's identity. The band has achieved International recognition, and lessons in piping and drumming are available throughout secondary school.

The Middle School Bagpipe Programme began in 2013 and offers an introduction to piping for students in Years 6-8. Pipe Bandsmen are expected to provide the music for the weekly school assembly parades, plus devote considerable leisure time to public performances.



## Drama (snapshot)

In Drama 2017 we ran three major School Productions: the Year 6/7 production of Roald Dahl's Danny Champion of the World; the Year 8-10 production of The Prince and The Pauper; and the Year 11/12 production of Dunsinane, a West Australian premiere of the play by David Greig. Any student in the school is eligible to audition for roles on stage and apply for roles backstage. Most productions involve 25-50 students. We have an interhouse Theatre Sports competition for points towards the house trophy once a year. Each house puts forward a junior team comprising of boys in Years 9 and 10 and a senior team of Year 11 and 12 students to compete in this after school competition.



## Debating (snapshot)

Scotch College enters teams from Year 7 to Year 12 in the Western Australian Debating League (WADL) Schools' Debating Competition and British Parliamentary Competitions, and the AHISA Inter-School competitions. Each inter-school team is allocated a coach, and debaters acquire valuable skills in organisation, teamwork and public speaking. Senior (Years 11 and 12), Junior (Years 9 and 10), and Year 8 Inter-House Debating competitions run at Scotch College every year, and points won from this competition contribute to each house's efforts to win the House Cup. Boys are encouraged to watch these debates and support their house team.



Debating at Scotch College continues to be a co-curricular area which invites much support and participation from the school community. It is an activity where the older, more experienced boys naturally give advice to the younger. Senior boys are often involved in adjudicating Junior and Year 8 Inter-House debates, as well as coaching Middle School WADL teams. Senior boys who excel in debating have the opportunity to try out for the Western Australian State Debating Team. Students from all over the Metropolitan area compete for very limited places in this squad annually, and Scotch is proud to have had boys in previous years as members of this prestigious team.

Debating was a significant event in Middle School this year with over 60 boys involved in Inter-House Debating and then in the West Australian Debating League.

## Outdoor Education

The Outdoor Education Programme has been sequentially developed and caters for students from Year 3 to 10. It is an integrated part of the curriculum and embraces the objectives of the International Baccalaureate Primary Years Programme and Middle Years Programme. The majority of these programmes are conducted at "Moray" Scotch College Outdoor Education Campus. All programmes based from Moray involve our students contributing to the management, cleaning and servicing on the facility. Moray is continuing to provide a sustainable foundation for our students to learn and understand more about simple low carbon living.



Outdoor Education Programmes give the students the opportunity to experience personal achievement, self-fulfillment and develop citizenship in a communal living environment. Programmes typically include the following pursuits; bushwalking, orienteering, geo-cacheing, river safety, raft building, canoeing, kayaking, rock climbing, abseiling and the high ropes course culminating in the 'leap of faith'. Camping out under the stars in the natural bush allows us to teach the students minimal impact practices and through environmental focused activities students work on rehabilitation activities. These help students fosters a care of the natural environment. Students are involved in the preparation, cooking and cleaning associated with all meals to encourage independent living skills. In addition, the students are required to maintain a reflective journal to encourage reflective practices and link the experiential learning with everyday life, school and beyond.





## Service and Citizenship

2017 was a year where the College closely aligned with its core values of Service, Stewardship and Integrity.



Through working with local and global community groups, the College provided diverse opportunities for our students that reiterated the importance we place on servant leadership.

The College offers a large number of community and service opportunities, and has longstanding relationships with a number of organisations, such as Braemar Presbyterian Care, Friends of Lake Claremont, and Disabled Surfing Australia, to name a few. One particular highlight was the student led, World's Greatest Shave. Final figures showed that the Scotch community raised \$68,487.61 which is a magnificent achievement by the student body. Fundraising of this degree takes a great amount of passion and it has a significant role in raising awareness of Leukaemia research and its importance.

The IB Diploma Community and Service Programme continues to draw boys toward challenging and transformational service opportunities, focused on 'thinking globally, acting locally'.

## Emergency Service Cadet Unit

The Cadet Unit at Scotch College is part of the Cadets WA programme. We are funded through the Department of Communities and administered by the Department of Emergency Services. Cadets is currently offered to boys in Years 9 and 10. It is the aim of the Cadet programme to train and practice young men in outdoor activities such as abseiling, climbing, caving, mountain biking, navigation and survival skills to name just a few activities. Our ultimate goal is to take the Cadet out of his comfort zone and introduce him to new challenges. The Unit is also involved with Community Service working with groups such as The Cerebral Palsy Association of WA.



## The Duke of Edinburgh's International Award

The Award is open to all students over the age of 14. Students are guided by staff in their independent choices and achievement of each Award, but those who complete an Award do so under their own determination. The numbers of boys undertaking and completing their award has consistently increased in recent years and Scotch College is regarded as a leader in Western Australia with regard to innovation by Award units.



## Sport (snapshot, outcomes, summer & winter sports + athletics)

Scotch won Rugby, Soccer and Water Polo. Scotch also shared the Tennis cup with Christ Church. Each of the cups have names and these names can be found at [psa.wa.edu.au](http://psa.wa.edu.au)



Scotch is a member of the PSA (Public Schools Association), a body which is primarily for the provision of a strong sporting competition between the boys' independent schools close to Perth. Scotch has

compulsory sport, although occasional exemptions are granted to boys if they are training at an elite level outside the school or if their commitments in co-curricular pursuits such as Music are such that their academic performance would suffer if they were also committed to Scotch sport.

The school has expectations that all academic staff involve themselves in the co-curricular programme so teams are coached by staff. A large percentage of coaches is made up by hiring outside coaches, most of whom are Scotch Old Boys or high performance coaches. Where there is a cluster of teams coached by outside coaches, a staff "Manager" is appointed to monitor behaviour and dress standards and to be the point of reference for parents and emergencies.

Boys can represent their House in a number of sporting competitions as part of the "Staff Trophy", the Scotch inter-house competition. Water Polo, Australian Rules, Soccer, Hockey, Touch Rugby and Basketball are all played at inter-house level, usually in lunchtimes or on PSA byes.

### Outcomes:

The school considers sport to be a vital component in the range of cocurricular activities on offer. The expected outcomes include:

- maintenance of fitness and good health
- good balance between the academic and physical activity
- provision of opportunities for leadership
- the learning of important life skills- ability to work in a team, learning how to win or lose with good grace, sportsmanship
- development of the love of sport/exercise.
- opportunity to find a sport which becomes a life-long passion
- opportunity to broaden one's circle of friends
- learning how to challenge oneself

### Summer Sports

Basketball, Cricket, Rowing, Sailing, Strength and Conditioning, Swimming, Tennis, Social Tennis, Volleyball and Water Polo.

### Winter Sports

Badminton, Cross Country, Australian Rules, Hockey, Soccer, and Rugby. Athletics In the second half of Winter Term a squad of approximately 150 boys trains for the Quads and PSA Inters Athletics Carnivals. This is the only period in the year that others do not have school sport.

### Athletics

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## Clubs (snapshot)

The school considers Clubs to be an important component in the range of co-curricular activities on offer. The expected outcomes include:



- socialisation in a relaxed atmosphere
- the provision of leadership opportunities boys
- excellent opportunities for staff to relate to boys outside of the classroom (part of the school's aim of "knowing the boy" the learning of new skills/ competencies which are not available in the classroom.

(In several clubs, Information Technology skills are extended beyond what can be fitted into the Curriculum.)

### Junior School Co-Curricular Clubs

- Art
- Aviation
- Backgammon
- Chess
- Chess and Checkers
- Coding
- Environment
- French Games
- Giving Tree
- Homework
- IMovie
- Learning at Home Help
- Lego Construction
- Lego Mindstorm
- Mandarin
- Maths Magic
- Newspaper
- Origami
- Reading
- Robotics
- Science
- Spelling Bee
- Sphero
- Swim Squad
- Vocal Ensemble
- Writing

### Middle School Co-Curricular Clubs

- Homework Club
- Debating
- Creative Writing
- Lego
- Magic Cards
- Community & Service
- Photography
- Coding
- Philosophy

- Marimba & Instrument Making
- Chess
- Tennis "King of the Court"
- Board Games
- Chemistry Club
- French Club
- War Hammer and Model Making
- Thinkers & Tinkers
- Write/Draw Your Own Picture Book
- Sphero Obstacle Challenge
- Mindfulness
- Visual Arts
- Poetry Club
- Books n Bros Book Club
- Dungeons & Dragons
- Didgeridoo Making
- Drama Club
- Cooking Club
- Triathlon Club

## Educational Tours



The School offers a wide range of educational tours and they have become an integral part of the varied offering that Scotch provides.

- All Year 9 boys go to Rottnest in Summer Term. This camp has a pastoral care base, and the boys also take part in activities including: ecology, history, art, survival, service and snorkeling.
- In Year 9 all boys have the opportunity to opt to go to Canberra for an educational tour, followed by a few days in the snow.
- In Year 10 the boys have the opportunity to select from a variety of "expeditions" to participate in either during the July holidays at the end of Winter Term. It is compulsory for boys to take part in one of these expeditions.
- Music tours regularly take place to the eastern states as do Drama tours and the Scotch Pipe Band every second year goes to a Tattoo, whether in Europe or in North America.
- Sporting, cultural, history and community and service tours take place on a two year rotational basis. Tours have recently gone to Jigalong, Melbourne, Sydney, Singapore, Thailand, Cambodia, Japan, Europe, North America, South Africa, India, Indonesia, New Zealand and Tanzania.
- Boys were involved in activities such as Philosothon and World Scholars Cup Tours to Sydney and Bangkok respectively, while others attended the Tournament of Minds at Yale University.
- These educational tours that go interstate and overseas are obviously varied and challenging and are welcomed and enjoyed by both parents and boys.



## Round Square



In 2017, the College has continued to embrace a large number of significant tours and exchanges that have had us looking to the wider world for inspiration and learning. As a member of Round Square, Scotch boys can apply for short-term exchanges with students from other Round Square schools - within Australia in Year 8 and internationally in Year 10. During 2017, 15 Year 8 boys have ventured to Round Square schools in Alice Springs, Armidale (NSW), Ballarat, Brisbane, Adelaide, Melbourne and Sydney. Year 10 boys have exchanged with boys in Round Square schools in the USA, Denmark, Canada, Peru, India, Jordan and Argentina.

As well as our high number of student exchanges, in 2017 the College hosted students from Al-Izhar, our sister school in Jakarta, Indonesia. The Indonesian students were in Perth for nine days and buddied up with a Scotch or PLC student. During this visit they attended classes, visited Moray, visited Balga Senior High School for community service, and took part in an excursion to Murdoch University.

Outside of the exchange opportunities, in 2017, Scotch students visited Europe as a part of the History Tour, California as a part of the Stanford University immersion tour, Canada on the Nova Scotia Pipe Band Tour, and New Zealand to trek and ski in the Southern Alps. All of these experiences assist our students in realising the diverse world that they are part of and to consider the possibilities that lie outside of Australia. Mr Matt Hildebrandt's class had a video link up with Mumbai, where they were able to speak with Declan Sharp from the BD Somani School about the contrasting issues of urban sprawl between Mumbai and Perth. Students also visited Cape Town as a part of the Round Square International Conference and in December a group visited India as a part of a long running Community and Service trip. A big thanks to Mr Stuart Earnshaw who led the trip along with Mr Peter Freitag. We also had students meet with Michael Sheldrick, Global Director of Policy and Advocacy at Global Citizen.

Despite residing in one of the most isolated capital cities on earth, Scotch students are certainly getting a global perspective and our membership of Round Square is a strong contributor to this.