

Scotch College 2020

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.

2020 COLLEGE INFORMATION



1430
Students



1897
Founded



International Baccalaureate
PYP, MYP, IBDP



Yr 11-12
Choice of WACE or IBDP



123
Residential Students



188
Teaching Staff



three
Languages taught:
French, Indonesian
and Spanish



46:54
Ratio of Male
to Female Staff



seven
Staff with PhDs



16
Staff with
Masters Degrees

BEYOND THE COLLEGE

First Year after School
(79 respondents)

89%	University
6%	Employment
4%	Gap Year
1%	Other



The College had 79 respondents and 66 of those attended university. Of the 66, the following university destinations were selected:

55%	University of Western Australia
15%	Curtin
9%	Notre Dame University
8%	Australian National University
6%	Edith Cowan University
3%	Cambridge/Oxford
3%	Murdoch University
1%	WAPPA



Areas of study at university
(71 respondents)

37%	Commerce
20%	Science
18%	Engineering
13%	Arts
7%	Other
3%	Health
2%	Law





ACADEMIC RESULTS

ATAR at a glance

Scotch College
Median ATAR
85.35

130 Students



99%

WACE graduation



175
Candidates

82%

of students gained access to at least one WA university

1
General Exhibition

4
Subject Certificates of Excellence

16
Certificates of Distinction

29
Certificates of Merit

46
Certificate II or higher

34
Certificate IV



Top ATAR

99.35

ATAR SCORE

99+
2% (3 students)

95+
15% (20 students)

90+
34% (44 students)

80+
68% (88 students)



IBDP at a glance



38
Candidates



Top Score
45
(Equivalent ATAR 99.95)

100%
Graduation



17
scored at least one Grade 7

Median
IBDP Score

34

(Equivalent to ATAR Median of 95.40)



Average
IBDP Score

34.6

World Average 28.5



Average
Bonus Points

2.1

World Average 1.2

Combined Results



99%

WACE and IBDP
graduation rate



88.0

Combined WACE and
IBDP median ATAR



2019 NAPLAN RESULTS

Naplan not available in 2020 due to COVID-19.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	483	444	426	474	463
Year 5	546	491	513	532	541
Year 7	579	537	572	572	608
Year 9	619	583	594	606	634

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

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA)
<https://www.myschool.edu.au/> (25 February 2021)

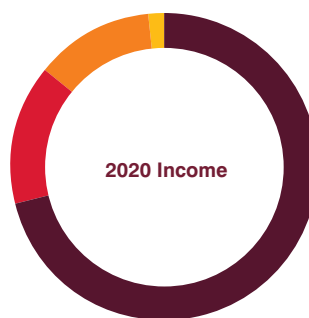
Student attendance (PK-12)



Year Level	Gender	Percentage Attendance
Pre-Kindy	F	86.70%
Pre-Kindy	M	91.90%
Kindy	F	91.10%
Kindy	M	91.30%
Pre-Primary	M	91.70%
Y01	M	92.80%
Y02	M	93.80%
Y03	M	92.80%
Y04	M	94.20%
Y05	M	93.50%
Y06	M	94.70%
Y07	M	93.40%
Y08	M	92.30%
Y09	M	93.50%
Y10	M	93.30%
Y11	M	95.10%
Y12	M	95.00%
Whole School		93.73%

Student attendance is managed in accordance with Scotch College's Student Attendance Policy and Procedures.

Financial Report



●	\$39,175,752	Tuition & Boarding fees
●	\$8,123,166	Government Grants
●	\$6,955,500	Jobkeeper Subsidy
●	\$764,517	Other Income

Workforce Composition



46% Male | 54% Female
 0% Aboriginal and Torres Strait Islander



Staff Qualifications

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 P D L Burt, BPE (UWA), DipEd (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

Mrs M Hodges, BBus (Curtin), GradDipEd (Murdoch)

Miss P J Hooper, BA (Curtin), GradDipScEd (Curtin) (Acting)

Director of Teaching and Learning

Mrs C J Fugill, BA Ed (ECowan)

Director of Admissions, Engagement and Communications

Mr D Kyle, BA (UWA), DipEd (UWA) GradCertIR (Curtin)

Director of Information and Learning Technologies

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

Director of Finance and Corporate Services

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

Chief Financial Officer

Dr I J Anthony, BSc (Hons) (UWA), PhD (UWA)

Director of Student and Staff Wellbeing

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

Chaplain

Rev G P van Heerden BTheol(Hons), M.Theol (Rhodes), BA (Rhodes), MA (Rhodes)

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)

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

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

Ms M E Baker, BCommunication (NDameAust), GradDipEd (NDameAust)

Mrs L J L Barnes, BA (UCT), HighDipEd (UCT), TeachEngFLang (TEFL)

Mrs A H Beckett, BA (UWA), GradDipEd (NDameAust)

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

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

Mrs S M Blunt, BEd PhyHthEdOdEdSpecEng (WACAE), PostGradDipBusComp (Curtin), Cert IV TAE

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

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

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

Mr M P Brinsden, BHPE (NDameAust)

Mr S D Brogden, BHPE (UWA), DipEd (UWA), DipOutdoorRec (NDameAust)

MR L P Brooks-Crew, BMusClasPerf (ECowan), GradDipEd (Secondary) MusEd (Secondary) IMEd

Mrs N H Browne-Cooper, BPA (NDameAust), GradDipEd (ECowan)

Mr O J Burke, BEng (UWA), GradDipEd (UWA)

Mr P D L Burt, BPE (UWA), DipEd (UWA)

Mr S A Bycroft, BA (ECowan), GradDipTeach (ECowan)

Mr M Campbell, BA Ed (ECowan)

Mr A E Castiglione, BAEng (Curtin), GradDipEd (Prim) (ECowan), AdvDipPerfArtsAct (ECowan)

Mrs S Carniello, BEd (Switzerland)

Mrs A Cathcart, BA (Murdoch), GradDipEd (Murdoch), MInetComm(Curtin)

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 S C Combes, BATHCmnSt (Murdoch), (FirstClassHons)ThDraSt GradDipEd (Sec) DraMdia (Murdoch), QualTeachStat (OTTP)

Mrs E N Cooper, BA (ECowan) BA Ed (ECowan)

Mrs F M Craig, BAPsych (ECowan), GradDipEd (ECowan)

Miss O B Creagh BA (Curtin) GradDipEd (ECowan)

Mr J Creighton, BPE, BEd, Dip. Teach (Otago, NZ)

Mrs L Crofts, BA (ECowan)

Mrs R S Cumming, BA (WACAE), GradDipEd (ECowan)

Mr R M Dall'Oste, BSc (Hons), DipEd (LaTrobe)

Mrs J de Silva, BA JapMathIntCultStudies (ECowan), GradDipEd (Secondary) (ECowan)

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 N L Eaton, BEd (ECowan)

Mrs C M Ellis, BA (UWA), BEd (UWA)

Mrs N J Eidne, BSc (Hons) (UCT) GradDipEd (UCT)

Miss L Ellington, BAppSc (Hons) (UQ)

Ms A C Eriksson, BEd (ECowan)

Ms L J Evans, BAppSc (WAIT), GradDipEd (Curtin)

Mr J P Faint, BIT (Griffith), DipEd Middle Schooling (ECowan)

Mrs T R Fitzpatrick, BA (UWA), GradDipEd (UWA)

Mr R A Foster, BPHE (UWA), DipEd (UWA)

Mr R Foster, BEd (ECowan)

Mr P Frusher, DipTeach (Graylands), BEd (Curtin)

Mr C T Gabriels, BHPE (UWA), GradDip Ex Sci (NDameAust)

Ms F Gabby, BA (Curtin), DipEd (Secondary) (Curtin)

Mr A T Gale, BSc (Hons) (UWA), GradDipEd (ECowan)

Mr M T Gale, BPHE (UWA), GradDipEd (UWA)

Mr S P Galipo, BEd (ECowan), GradCertEd (ECowan)

Mr P Gaspar, BEd (ECowan)

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 (ECowan), BEd (ECowan)
Mr E Grant, BA (ECowan), BCreativeArts (ECowan)
Mr A G Gray, BSc (NDameAust), GradDipSc (UWA), GradDipEd (UWA)
Ms K E Gray, BA (NDameAust), BEd (NDameAust)
Mrs M D C Grech, BEd (WACAE), DipTeach (ECowan)
Ms K A Green, BSocSc DramaPerformStudies MediaComm (UKZN), PostGradEd (UKZN)
Mr N S Guard, BA (ECowan), DipEd (NDameAust)
Ms K A Guy, BOutEd (LaTrobe), GradCertEd (LaTrobe)
Mr R J A Hales, BA (Hons) Geog (Victoria), DipTeach (Christchurch)
Mrs O J Harnwell, BEd (EarlychldhdEd) (FirstClassHons)
Mr M S Hildebrandt, BEd (Curtin)
Ms G P Hodgson, BA (Murdoch), GradDip UPP (RMIT), GradDipEd (Murdoch)
Mrs S C G Hodgson, BAppSc (WAIT), GradDipEd (Murdoch)
Mr R T Holdman, BEd (ECowan)
Mr T P Iwanowski, BSc (Kings), PGCE (Roehampton), QTS (UK)
Mr M Jahn, BEd Phys Ed (ECowan)
Mr D O Jones, BA Ed (WACAE), CertTradeStudies
Mr J Kandiah, BEcon (UWA) BCom (UWA) GradDipEd (NDameAust)
Mr A E Keatch, BA D&T (ECowan), AssDipArch, CertTrade studies
Mr M Kelly, BSc (Glasgow), PGDE (Strathclyde)
Ms L M Kerrigan, BA (Curtin), GradDipEd (Murdoch)
Mr N Kime, BBus (ECowan) BSc (ECowan), GradDipEd (Sec) (ECowan)
Mr R R Knight, BA (ECowan), BEd (ECowan)
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 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)
Mr S C Loveday, BEd (MusEd) (ECowan)
Mrs M C Mazzuchelli, BA (ECowan)
Mrs S C McKenna, BA (UCD), DipTeach (Trinity), PGCE (Dublin)
Ms C L McKnight, BSc, BF (Murdoch), GradDipEd (NDameAust)
Mr S A McLean, BSc (UWA), BEng (UWA), DipTeach (ECowan)
Mr S R Mecham, BA Ed (ECowan)
Mr A J Mellor, BSc ExcHthSci (UWA), GradDipEd (UWA), MAppSc SpCoach (UQ)
Ms I H Mikajlo, Orff Cert. Level 1, BMusPerf (Hons) (Adelaide), DipAMan (UTS), GradDipEd (Adelaide), MMus (Adelaide)
Ms J E Mills, BA (Hons), GradDipEd (UWA)
Mr J T Miolin, BEd (NDameAust)
Mr K S Mitchell, BPEd (Sec) (NDameAust)
Mrs E J Muddle, BEd (WACAE), CTEFL (Cambridge), DipTeach (CTC), GradCertEd (NDameAust)
Miss D M Mullin, BEd Primary (Murdoch)
Ms K L Muni, BA (Curtin) DipEdSec (ECowan)
Mr M A Neave, Cert IV Hosp & Mngmt (TAFE), BEd (D&T)
Mr M S Ninkov BAEconHist (UWA), MTeach(HumSpEd) (UWA)
Mr W K Norman, BA (Deakin/ECowan), BTeach (Deakin), GradDip T/L (ECowan)
Mrs T O'Shea, BA (Hons) (Stranmillis UC, Belfast)
Ms L K O'Toole, BA, GradDip (UTAS)
Mr J J Owenell, BBSc (NDameAust), BEd (Middle Schling) (NDameAust)
Mrs E N Cooper, BA (ECowan), BA Ed (ECowan)
Mrs L Palmer, BEd (ECowan)
Dr N Papas, BA (UWA) BSc (UWA), GradDipEd (UWA), PhD (UWA)
Miss E M L C Perrot, BA (UFC), MEd (UFC), DipEd (UWA)
Mrs S Pett, BA (Plym), MEd (Exe), PGCE (West England)
Mrs T K Phillips, BEd (USQ)
Mrs K M Pollock, BMus (ACU), BEd (ACU)
Mr D J Quinlivan, BAppSc (WAIT), DipEd (WACAE), DipVal (WAIT)
Mr W T Ramsay, BSc (Acadia), BEd (UPEI Canada)
Mr R W G Reberger, BSc (UWA) DipEd (Murdoch)
Miss S Reyhani, BCompMathsSc (UWA), BEngHons (UWA), GradDipEd (UWA)
Mrs J M Ricciardello, BA EarlychldhdEd (Curtin)
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)
Ms E H Rogers, BA (Hons) FrenchItalian (Swansea), GradDipEdu (UWA)
Mr J A Rugg, BA (Hons) (Durham), PGCE (Kings), ARICS (UK)
Ms K L Salt, BA (WACAE), BEd Hons (ECowan)
Miss P M Samson, BMusEd (ECowan), AdvDip (Contemporary Music) (WAAPA)
Miss R Sayers, BA (Hons) QualTeachStatus (UC), DipEarlychldhdEdCare (Sierra)
Mrs D J Scaife, BA (WAIT), DipEd (WAIT)
Mr M A Scaife, BEd (Curtin), DipTeach (Nedlands)
Mrs M A Scarvaci, BEd (Curtin)
Mr S Scotti, BEd (ECowan), Cert IV Training and Assessment
Ms S Sekulov, BEd Primary (ECowan)
Ms R A Shiel, BA (Hons) (Essex), PGCE (Bath)
Mr T M Simpson, BMus, GradDipEd (Adelaide)
Mr J S Snyder, BA (FirstClassHonsLing) (UWA), GradDipEd (Secondary) (Murdoch), GradDipEd (SecondaryMath) (Murdoch), PostGradEd (SecondaryMath) (Murdoch)
Ms N P M Spanbroek, BA (Curtin), GradDipEd (Murdoch)
Mrs T L Spartalis, BEd (Hons) (Curtin)
Mr S Sterrett, BA (Hons) (Middlesex), GradDipEd (UWA), MEdL (UWA)
Mr M H Stewart, BEcoms (UWA), DipEd (UWA)
Mrs S Strizek, BA (UNE), GradDipEd (Murdoch)
Mrs J P Sullivan, BMusEd (Hons) (UWA), AKC (Earlychldhd & Primary) (UQ)
Mrs M N Sullivan, BA (ECOWAN), GradDipEd (ECowan)
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 (ECowan)
Ms M Tsolakis, BA (UWA), DipEd (UWA)
Mr D Turco, BSc (ECowan), GradDipEd (ECowan)
Mrs R M Turkich, BA (ECowan), BEd (ECowan)
Mrs K V Turner, Cert 1 Teach (Graylands), DipTeach (Churchlands),
GradDipAppSc (ECU)
Mr B Tyrell, BEdITMultMedAccBus (NDameAust), MEd LeadMan
(NDameAust), Cert IV Workplace Training (AOT), Cert IV Training
and Assessment (Pinnacle)
Mr B G Van Ingen-Kal, Cert IV (WATI), DipEd (UP)
Ms C S Vinton, BA (ECowan), GradDipEd (ECowan)
Rev J E Wall, BTheol (Murdoch), GradDipEdMgmt (UWA),
GradDipScEd (Murdoch), BAH (FirstClassHons) (Murdoch)
Mr M J Walker, BMus (UWA), GradDipEd (UWA)
Mrs A L Ward Gordon, BA Joint Hons (Leeds), PGCE (Keele)
Dr N Warrington, BSc Hons (Leicester), GradDipEd (UWA),
PhD (Leicester)
Mr B E Watson, BEd (Hons) (ECowan), 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 (ECowan), GradDipEd (ECowan)
Mr S H Whiston, BJourn (Hons) (Surrey IAD), GradDipEd
(Primary) (ECowan)
Mrs A P Wilkes, BSc (ECowan), GradDipEd (Murdoch)
Mr G J Williams, BA Hons (Liverpool), PGCE (Chester)
Mr C J Wisniewski, BA (UWA), DipEd (UWA)
Mr A Wood, LLB (Hons) (Bournemouth), DipEd (ECowan)
Mrs K Woods, BEd (ACU), MEd (Murdoch)
Mrs S H Wydra, BMusEd (UWA)
Mr B S Young, BEd (WACAE), MEdMgmt (Hons) (UWA),
MRE (NDameAust)
Mrs G Youngleson, BA (UCT), GradDipEd (ECowan)
Mr B D Zani, BA, BEd (UWA)
Mrs M J Zuidersma, BA (UWA), DipTeach (Nedlands)

Education Assistants/Aides

Full-time and Part-time

Ms J Barsden, Cert III Children's Services (TAFE), AssocDip Dental
Therapy (WAIT)
Mr D J Bell, Cert IV (Conservation & Land Management) (TAFE)
Miss A E Civiello, BA (UWA), MTeach (NDameAust)
Ms G Daly, Cert III TeachAsst (TAFE)
Mr L M Dwyer, BEd PESocSci (ECowan)
Ms Z Elliot, DipBusMktg (Macleay College)
Miss C Endley, BEd (NDameAust)
Mrs C M Hector, Cert III EdSupp (FTTA), Cert III Special Needs (FTTA)
Mrs A E Jenkins, Cert IV EdSupp (ATP)
Mrs A M Jubber, AdvDip, PPEd (South Africa)
Ms J A Kitto, Cert IV Ed Assistant (ECowan)
Ms S L Lock, BA (Curtin), GradDipEd (ECowan)
Mrs D M Marshall, DipEarlyChldhdEdu (EC)
Mrs L J Mayne, Cert III Ed Supp (FEC), Cert IV Ed Supp (FEC)
Ms G A McCutcheon, DipTeach (Churchlands)
Mr R M Nyhuis, Cert IV Bus, Cert III Sport Career Oriented Participation
Ms E Paterniti, Cert III Ed Supp
Ms S Pethic, BEd (ECowan)
Ms F Pinardi, Cert III TeachAsstSpNd (NtAust), Cert III CTEFLA (Zurich),
Dip ATCL (Trinity), Adv Dip LTCL (Trinity) SpDr
Ms M Rae, BA (Hon) (Murdoch) Cert III EdAssist (ECowan)
Miss H M Rogers
Ms R J Tsen, Cert III EdSupp (FE) Mrs K Tyler, AssocDegSc (Library
Technology), Cert I ESL MS (Adelaide), Cert I TeachAsst (ECowan)
Mrs E H Varian, DipSocSci (MRC), DipChildServ (ECowan)
Mrs N L Veitch, Cert III Education Support (FEC)
Mr D A Watson
Mrs T Wheeler, Cert III Disability



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

93%



Year 12 Achievement

1 Subject Prize	5 Subject Certificates of Excellence	33 Certificates of Merit
1 General Exhibition	22 Certificates of Distinction	17 Certificate II or higher
		10 Certificate IV



Parent satisfaction

The top five reasons for choosing Scotch College:

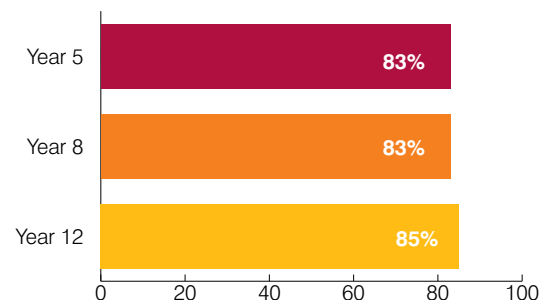
- Quality of Teaching
- Balanced Education
- Focus on student well-being, providing a caring and safe environment
- Headmaster's Leadership
- Facilities and Resources



Student Satisfaction

Every year, Scotch College conducts a survey of Year 5, 8 and 12 students to monitor the performance and track changes across all areas of the College's value proposition within each of the College's sub-schools.

In 2020, of the 381 students who completed the questionnaire in these year groups, the levels of overall student satisfaction with the College were very high (>80%):

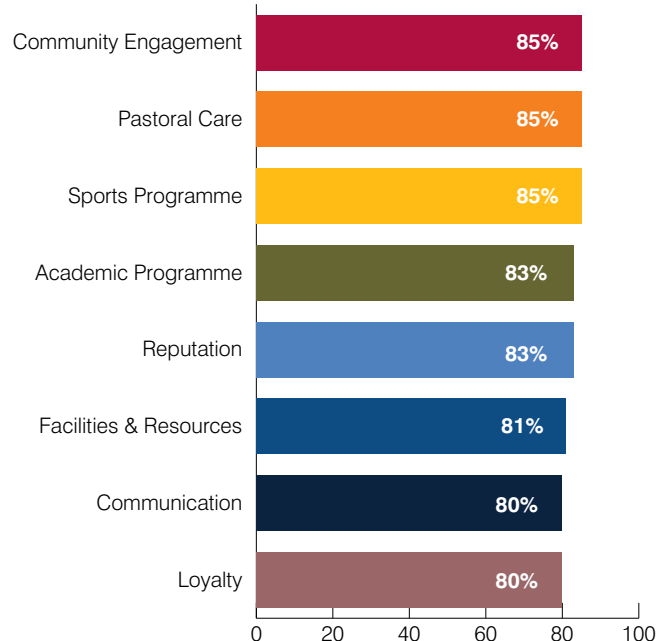


Staff Satisfaction



Every five years, the College conducts a survey of its staff to capture, monitor and track the levels of satisfaction with the College, to drive continual improvement in the quality of education provided by the College.

In 2018, the results from 210 staff respondents demonstrate that the levels of overall staff satisfaction with the College were very high (>80%):



The top areas noted for staff expectations being exceeded at Scotch College were:

- The College's tradition
- Sports Programme
- Co-curricular Programme



Start of the Academic Year



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

Summer Term – late January or early February to April

Autumn Term – April to July

Winter Term – July to September

Spring Term – October to December

Senior School (Years 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 calendar year.

Years 10-12 have four academic terms commencing in Spring Term and finishing at the end of Winter Term the following calendar year. For example, in 2020, the academic year commenced in Spring Term, 2019, and finished at the end of Winter Term, 2020.

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



Pastoral care is given a very high priority at Scotch College and the College 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.

In Middle School 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 (there is a Pastoral Care period at the start of each day). Parent information evenings, student led conferences and interviews are coordinated by the homeroom teacher. Overall, pastoral care is managed by the College's 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 working under the House Head. In 2020, the role of Mentor Period at the start of the day continued to evolve, with the Mentor being another member of staff to whom the boys could turn. The House Heads remain the key figure in the pastoral care system in Senior School, and they are supported by academic support teams, as well as two Psychologists and a Chaplain. While the Headmaster has ultimate responsibility of all school activities, pastoral care falls under the aegis of the Heads of Sub-Schools and the pastoral care teams on their respective campuses.

A key aspect of Wellbeing at Scotch College is a series of distinctive weeks which are designed to raise awareness of important issues. In 2020, the College ran RUOK? Week in September. The College also had Year 11 students take responsibility for Men's Health Week, with the focus being on "the new normal" in the wake of COVID-19 and lockdowns affecting schools earlier in the year. The House Singing competition continues to be a significant event in the Senior School for building connection and each year it continues to succeed.

Staff have continued to undergo training to better support wellbeing at the College. The College has continued to offer both the Youth Mental Health First Aid and Gatekeeper Suicide Prevention courses to ensure that as many staff as possible are skilled in the early identification of students at risk of mental health conditions. Staff also took part in the NESLI Staff Wellbeing Toolkit as well as the Positive Schools online conference.

Scotch College undertook a complete review of its Child Safety Program in 2020. This involved the revision and redistribution of the College's Codes of Conduct, including Child Safety Code of Conduct, the Student Code of Conduct, as well as the development of a more accessible (online) child-friendly complaints procedure, which was explained to students, parents and staff.

Academic Enrichment and Extension



For boys of high academic ability, Scotch College offers 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 the College's local and international, academic and industry partners. In 2020, COVID-19 forced the College to adapt the Enrichment Programme significantly. With the cancelling of many national and international academic enrichment events, the College was presented with the opportunity to look inward and initiate various pilot projects.

Enrichment Online saw students pursue their passions and take free online courses via several institutions such as Stanford's popular Stories of Infection course and The University of Edinburgh's Introduction to Philosophy course. The 'Connect to Create' programme provided the framework for a cross-campus project-based collaboration that brought together over 50 staff and students. Year 4 Junior School Enrichment students joined with Year 12 IB Diploma mentors around inter-disciplinary passion projects ranging through STEM, creative writing, art, philosophy, music and neuroscience.



Music



Music Curriculum

The Scotch College Music Department delivers classroom music on a weekly basis for students from Kindergarten through to Year 12. Students are exposed to high quality music education at all levels. Students are offered wide ranging and rich opportunities to study Western Art Music, Jazz and Contemporary music. They are provided with in-class experiences involving performing, composing and listening to music, and using music technology. The material in each Music course is directed to all students, irrespective of individual theoretical understanding and level of practical proficiency. Every boy in Kindergarten through to Year 7 takes Music as a compulsory classroom subject, fostering an understanding and enjoyment of music. Students in Year 6 and 7 are afforded the opportunity of learning a new musical instrument (through the College's band programmes) and take part in large and small group performances. Rehearsing and performing within these groups develops a wonderful social dynamic and helps boys develop a sense of purpose and achievement. In 2020, Scotch College delivered three streams of music in senior years: The IB Diploma music course, ATAR music and the Certificate II in Music (Music Industry), with many students achieving outstanding results.

Music Tuition

Scotch College Music delivers music tuition on a weekly basis for students from pre-Kindergarten through to Year 12. This program balances academic rigour with student passion and enjoyment. The curriculum taught through each music tuition course is directed to all students, irrespective of individual theoretical understanding and level of practical proficiency. Students are offered wide ranging pathways to study Western Art, Jazz and Contemporary music and all music tuition is delivered following a recognized music syllabus, under auspice of the Australian Music Examinations Board (AMEB), Trinity College London (TCL) or Guildhall School of Music & Drama or the Associated Board of the Royal School of Music (ABRSM). Students are provided opportunities for performance experiences which include solo, small group and large ensembles. The College's Music Tuition program is delivered by a team of 38 dedicated Music Tutors.

Music Ensemble

An extensive Music Ensemble program exists at Scotch College. The College's desire is to see an ensemble performance opportunity for every student musician. Ensembles rehearse on a weekly basis and are structured in a two-tier approach, with core ensembles a compulsory element of each musician's study and elective ensembles as a further opportunity for students to extend themselves and experience music in other settings. Ensembles include those derived from an orchestral context, from a band context, from a vocal context, jazz ensembles, contemporary ensembles, percussion (drumline) and other relevant groups that rehearse seasonally. Some music ensembles are combined with students and staff from PLC Perth, under the Scotch-PLC Memorandum of Understanding. A period of COVID-19 restrictions prevented ensemble rehearsals during much of the Autumn term.

Music Performances

The College stages several music performance opportunities each year, to provide all students with the opportunity to showcase their acquired skill both in a solo context and in their ensemble context. Performance opportunities include in-house concerts, soirees and showcases and real-world shows, gigs and other public performances for real events, in public venues. Tours allow our young musicians to grow and develop as a group while exposing them to new experiences and building a strong music community. Due to border closures associated with COVID-19, the College's 2020 interstate tours were cancelled. In lieu of these, students toured to Kojonup in Western Australia to perform at the annual Kojonup show.

Pipe Band



The Scotch College Pipe Band was established in 1947 and forms an integral part of the College's identity. The band has achieved International recognition, and lessons in piping and drumming are available throughout secondary school. The Middle School Bagpipe Programme offers an introduction to piping for students in Years 7-8 and Highland Drumming in Year 8. Pipe Bandmen are expected to provide the music for the weekly school assembly parades, in addition to devoting considerable leisure time to public performances.

Drama



In 2020, there were two School Drama Productions; the Senior School Musical 'We Will Rock You' by Ben Elton and Queen, and the Middle School Play 'Kicker Thompson' by Julia Jarel. 'We Will Rock You' featured a cast of 50 students in Years 9-12 from Scotch College and PLC Perth, and the 'Kicker Thompson' cast was made up of 22 Scotch College students from Years 6-8. Any Scotch College student is eligible to audition for a role on stage or be part of the production crew and take on the role of stage manager, sound or lighting technician or assist backstage. In addition, the production students compete in the Theatre Sports Interhouse Competition, however, this event did not take place in 2020 due to COVID-19.

Debating



In 2020, the Western Australian Debating League (WADL) and Associate Heads of Independent Schools (AHISA) competitions did not proceed due to COVID-19.

Scotch College had two teams enter the British Parliamentary Debating Competition (BP), winning the Grand Final of the Swans (Senior) Division for the second year in a row.

The College had several boys trial for the State Debating team, with two students being successful. The WA team made it through to the semi-finals but were defeated. One Scotch College student was selected for the Australian Debating Team. While the World Debating Competition was cancelled, Australia debated against New Zealand and won.



Emergency Services Cadet Unit



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

In 2020 the Scotch College Emergency Service Cadet unit was only operational for one term due to COVID-19. During that term cadets participated in several community service projects in partnership with the City of Stirling environment department around the local area. Activities included green stock collection, seed collection, tree planting, dune rehabilitation and garbage collection.

Outdoor Education



Overview:

The planning for programs was normal until, as with all aspects of 2020, COVID-19 restrictions began to impact.

The College ran condensed urban versions of OED expeditions.

Year 8 programs were cancelled, while Year 9 provided a unique opportunity to run a trial for an enhanced adventure-based program. Year 10 July programs were cancelled and moved to September.

Programs:

The College ran expedition programs for Years 4 – 10, Year 11 and Year 12 General Outdoor Education and Bibbulmun Track for Years 7 – 10 Residential.

With the limiting factors of COVID-19 the College was, with great support from School Heads, able to maintain the status quo for all boarders and kept its End to End program on track.

Moray Scotch Outdoor Campus:

In 2020, groups started the Friday Service at Moray Program, to contribute to the upkeep of Moray. Building and surrounds were cleaned, fire hazards removed, and 200 trees planted to mitigate weed growth rehab cleared areas and offset the Program's Carbon footprint. As only Year 7.1 and Year 9 attended Moray, the tree planting was completed by Gap students during COVID-19 Restrictions.

The Duke of Edinburgh's International Award

The Duke of Edinburgh Award has been running since 2000. Students at Scotch College can use the many co-curricular opportunities available to them to help with their Award. These include, but are not limited to, musical lessons, sporting commitments, Outdoor Education programmes, tours, community service initiatives and peer tutoring.

Through these opportunities, boys have learnt or improved on skills, persevered at improving their fitness, worked in the local community to improve an aspect of someone's life and challenged themselves with an adventurous journey. This journey has helped them to achieve aspects of leadership, experience new places, faces and incredible opportunities

and, for some people, challenge their fears. The Duke of Edinburgh's International Award is a scheme that benefits all young men for their future, whether it is gaining entry to a university or that job of a lifetime.

In 2020 the College had 55 boys complete their Duke of Edinburgh Awards. 30 boys completed their Bronze Award and 25 completed their Silver Award.

Between 2018 and 2020, out of the 99 Award Centres in WA over 2020, Scotch College ranked 5th for Registrations and 4th for Completions.

Service and Citizenship



Scotch fields

Service in 2020 looked very different at Scotch College. Part of being community-minded and service-oriented entailed doing what was required to limit the spread of COVID-19 and to keep the vulnerable in our midst safe. Due to COVID-19, early in 2020, active service outreach was placed on hold. Part of the service that the College could provide, however, was to keep College tennis courts and fields open to the local community. The College's grounds became a place where many locals enjoyed getting out with their pets and engaging with others in a safe and responsible way.

ANZAC Day

Unable to hold ANZAC services, a few of the College's trumpeters and pipers paid tribute to past and currently serving members of the armed forces by playing in their driveways at allocated times during the day. The Pipe Major and a team of three pipers played outside three old age homes in the vicinity of Scotch College (<https://youtu.be/bGdoGzZwRoo>). It was very moving to see how much this meant to the residents and even to people in apartments and neighbouring homes.

Meals for the Salvos

With mobile soup kitchens no longer able to operate in the city and struggling to meet the increasing demands, the Salvos approached the College to prepare meals for their Northbridge centre. Scotch College staff were magnificent, providing on average 100 meals per week. Several Middle School boys joined this venture as part of their Community Project.



A highlight from each sub-school



Junior School

The 'Birthday Bag' partnership with the Salvos has continued to grow. During their birthday week, each boy is encouraged to fill a bag with clothes and goodies that are donated to the Salvation Army.

Middle School

Through several free dress days, monetary donations were sent to Uniting WA, Surf Lifesaving WA, Red Cross Bindaring Clothing Collection, and Balga Senior High School's Intensive English Centre. As part of their Community Project some boys collected and donated used sports equipment to Fair Game. Year 8 Food Design boys also helped in cooking weekly meals for the Salvos, which was appreciated immensely due to the high demand during the initial COVID-19 period. There were hundreds of muffins cooked by eager boys in the Cooking for the Homeless Club and donated to and distributed by the Salvos to those in need. Christmas saw the explosion of goodwill among the Middle School community with an incredible amount of food donations received and provided to Food Bank WA to assist those in need over the festive season. The Community and Service Club boys also helped run the Greenbatch recycling project in the College while helping to raise awareness and promote recycling in the community.

Senior School – World's Greatest Shave and the first 'Big Freeze'

Unable to hold the joint Scotch/PLC Perth 'shave-a-thon', more than 100 Year 12 students nevertheless shaved their heads. Despite the constraints, the boys still managed to raise a staggering \$33,753 for The Leukaemia Foundation.

In August, the College held its 'Big Freeze' fundraising event, in support of 'Fight Motor Neurone Disease'. Senior School boys purchased 'FightMND' beanies and could wear their beanies during the week and for marching. The highlight for many was seeing teachers being dunked in an ice-filled dunk tank. \$4,000 was donated to 'FightMND'.

Sport



Scotch College 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 in and surrounding Perth, Western Australia.

The College 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 College sport.

Boys in Years 10 to 12 compete on Saturday mornings and train twice a week, usually on Tuesday and Thursday for 1.5 to 2 hours. Boys in Years 8 and 9 compete on Friday afternoons in school time and train twice a week, usually on Monday and Wednesday for 1.5 hours. Boys in Year 7 train on Wednesday afternoons.

The College has expectations that all academic staff involve themselves in the co-curricular program so teams are coached by staff. A large percentage of coaches is made up by engaging 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 several 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:

Scotch College 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 – the ability to work in a team; learning how to win or lose with good grace; and good sportsmanship etc.;
- 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; and
- learning how to challenge oneself.

Summer Season:

- Scotch College won the Dickinson Shield
- Scotch College's Swimming Team, under a new Head Coach, showed great improvement attaining 3rd place (having finished 6th in 2019).

Winter Season:

- Scotch College won the Alcock Cup for Football.
- Scotch College won the Br Redmond Cup for Rugby.

Athletics:

Scotch College won the Alcock Shield for Athletics. This was the third year in a row and fifth time in six years that Scotch College won the athletics.

There were approximately 1200 students from Years 7 to 12 engaged in the PSA sport program across the year.

Clubs



Scotch College 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 for boys;
- excellent opportunities for staff to relate to boys outside of the classroom (part of the school's aim of "knowing the boy"); and
- learning new skills/ competencies which are not available in the classroom (e.g. in several clubs, Information Technology skills are extended beyond what is included in the Curriculum).



Junior School co-curricular clubs

- Art Club
- Aviation Club
- Chess Games Club
- Cycling Club
- Escape Room Club
- Environment Club
- French Games Club
- Homework Club
- iMovie Club
- Junior Choristers Club
- Lego Club
- Lego League Club
- Maths Games Club
- Mindfulness Club
- Native French Speakers Club
- Observation Drawing Club
- UWA Judo Scotch Club
- Science Club
- Swim Squad Training Club

Vocal Ensemble Club

- Hosted by Junior School – organised via the Music Department
- Beginning Bowmasters
- Fretboard Surfers
- Petites Guitares
- Sinfonietta

Middle School co-curricular clubs

- Homework Club
- Coding
- Creative writing
- Grow Your Own Meal (cooking with produce from the Scotch College garden)
- Debating
- Drama
- Chess
- French Board Games
- Books n Bros (Reading Club)
- Dungeons and Dragons
- Lego Construction
- Community & Service
- Art
- Cooking for Service
- Triathlon
- Replica Prop & Costume Making

- Cluedunnit
- da Vinci Decathlon
- World Scholars Cup
- Philosophy Club
- Bike Club
- CO2 Car Club
- Running Club
- Concordia (problem solving online game)
- 3D Design Club

Educational Tours



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

- All Year 9 boys go to Rottneest 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 snorkelling.
- Boarding students in Years 7-12 also participate in walking the Bibbulmun Track, a 1000km journey from Kalamunda to Albany (over a 5-year period).
- In Year 10 the boys can select from a variety of "expeditions" to participate at the end of Winter Term. It is compulsory for boys to take part in one of these expeditions.

The following tours which are usually provided were cancelled in 2020 due to COVID-19:

- In Year 9 all boys can go to Canberra for an educational tour, followed by a few days in the snow.
- Music tours regularly take place in the Eastern States, as do Drama tours. The Scotch Pipe Band, on alternating years, 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, Victoria, Tasmania, New South Wales, Singapore, Thailand, Cambodia, Japan, Europe, North America, South Africa, India, Indonesia, and New Zealand.
- Boys are involved in activities such as Philosothon and World Scholars Cup Tours interstate.

The educational tours that ordinarily go interstate and overseas are both varied and challenging and are welcomed and enjoyed by both parents and boys alike.

Round Square



Round Square was not applicable in 2020 due to COVID-19.