

# Scotch College 2019

## 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.

## 2019 COLLEGE INFORMATION



**1,461**  
Students



**1897**  
Founded



International Baccalaureate PYP and DP



**Yr 11-12**  
Choice of WACE or IB Diploma Programme



**138**  
Residential Students



**172**  
Teaching Staff



**3**  
Languages taught:  
French, Indonesian  
and Spanish



**45:55**  
Ratio of Male  
to Female Staff

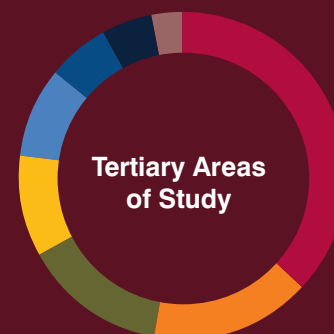
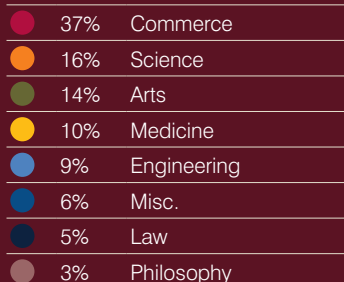
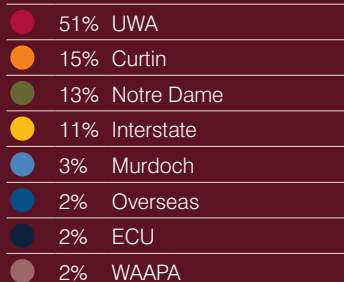
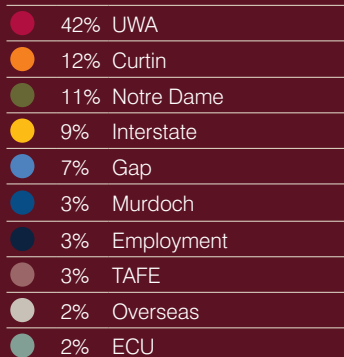


**6**  
Staff with PhDs

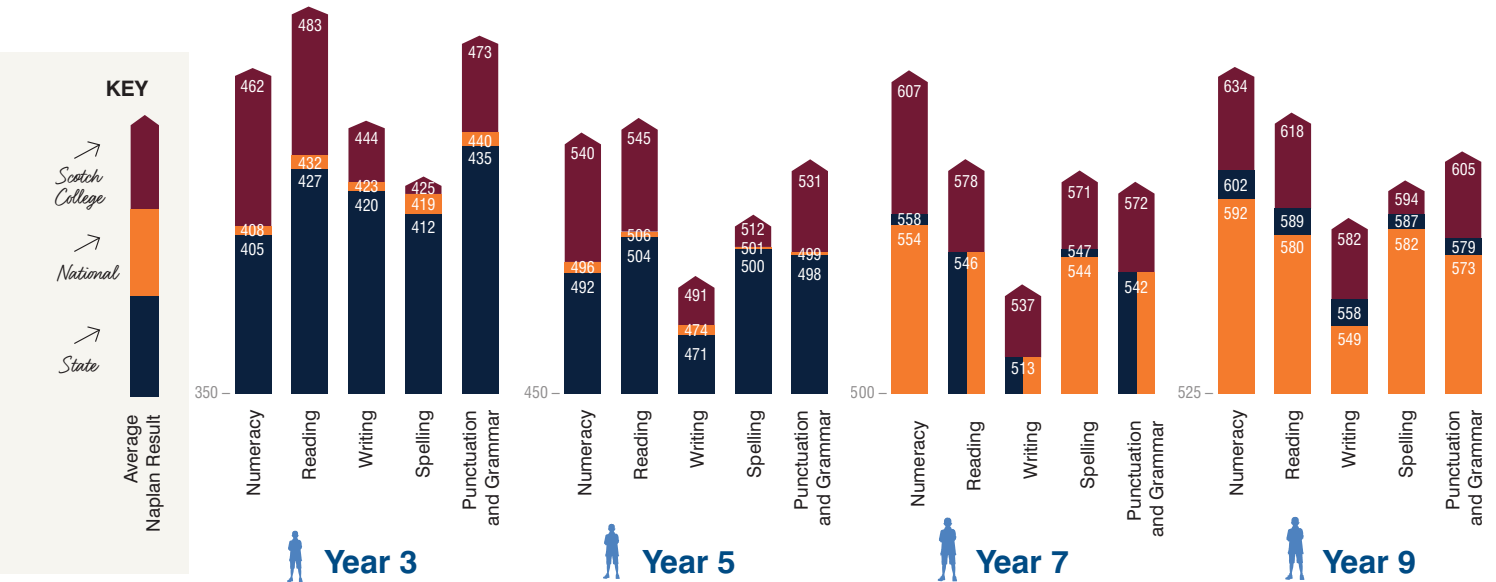


**13**  
Staff with  
Masters Degrees

## BEYOND THE COLLEGE



## 2019 NAPLAN RESULTS



## 2019 ACADEMIC RESULTS SNAPSHOT

### ATAR at a glance

Scotch College  
Median ATAR  
**86.50**

(State Median ATAR 81.05)



**100%**  
WACE graduation



**139**  
Candidates

**84%**  
of students gained access to at least one WA university

### Top ATAR

**99.85**

### ATAR SCORE

**99+**  
4% (5 students)

**95+**  
22% (30 students)

**90+**  
44% (58 students)

**80+**  
64% (89 students)



WACE and IBDP graduation rate

**100%**



Top ATAR  
**99.85**



Top IBPD Score

**43**  
(Equivalent to ATAR 99.90)



**91%**  
of students received an ATAR or IB Diploma score



**90.00**  
Combined WACE and IBDP median ATAR

### IBDP at a glance

**30**  
Candidates



Top Score  
(3 Students)

**43**

Average Bonus Points

**2.2**

Average IBPD Score

**36.7**

World Average 29.6  
(Based on May 2019 Results)

Median IBPD Score

**37.5**

(ATAR 97.80)

**23%**

A Grade Theory of Knowledge

The complete academic report can be found on the College website  
[www.scotch.wa.edu.au/view/about-scotch/school-performance](http://www.scotch.wa.edu.au/view/about-scotch/school-performance)



## 2019 SCHOOL PERFORMANCE INFORMATION

### Academic Staff attendance

Average attendance rate 92.07%



### Staff Turnover

2019 Academic Turnover 6.6%

2019 Non-Academic Turnover 7.4%

Combined = **7.0%**



### Workforce Composition

Men 45%

Women 55%



### Teacher 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

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

##### Director of Teaching and Learning

Mrs C J Fugill, BA Ed (ECowan)

##### Director of Residential Life

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

##### Director of Service and Citizenship

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

##### 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) (ECowan), 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

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 S T Angel, BEd (Hons) (Curtin)

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

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

Mr P W Baster, BEng (UWA), GradDipEd (NDameAust)

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

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

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

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)

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)

Mrs S Carniello, BEd (Switzerland)

Mrs A Cathcart, BA (Murdoch), GradDipEd (Murdoch), MlnetComm(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 C J Cook-Casey, BA (Hons) (ECowan), GradDipEd (ECowan)

Mrs E N Cooper, BA (ECowan) BA Ed (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 (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 N L Eaton, BEd (ECowan)

Mr R J Edmonds, BEng (Hons) (Curtin), GradDipEd (Curtin)

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 (ECowan), GradDipSpEd (Victoria), THC (EDWA)

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)

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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 Surijata, 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)  
Ms K E Gray, BA (NDameAust), BEd (NDameAust)  
Mrs M D C Grech, BEd (WACAE), DipTeach (ECowan)  
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)  
Mr A J Hicks, BMus (ECowan), DipEd (ECowan), Cert IV Music (Jazz) (ECowan)  
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)  
Miss P J Hooper, BA (Curtin), GradDipScEd (Curtin)  
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 J L Lightfoot, BA (UWA), GradDipEd (ECowan), GradDipSc (ECowan)  
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 S C McKenna, BA (UCD), DipTeach (Trinity), PGCE (Dublin)  
Mr S A McLean, BSc (UWA), BEng (UWA), DipTeach (ECowan)  
Ms C L McKnight, BSc, BF (Murdoch), GradDipEd (NDameAust)  
Mrs M C Mazzuchelli, BA (ECowan)  
Mrs C Mecham, BA Ed (Media) (ECowan)  
Mr S R Mecham, BA Ed (ECowan)  
Ms I H Mikajlo, Orff Cert. Level 1, BMus Perf (Hons) (Adelaide), DipArtsManagement (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 S J Mitchell BSc (Open University) (UK) MEd (NDameAust)  
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 (ECowan)  
Mr D M Nelson, BOutEd (NDameAust), GradDipEd Sec (NDameAust)  
Mr M A Neave, Cert IV Hosp & Mngmt (TAFE), BEd (D&T)  
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)  
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)  
Mrs N L Pendlebury, DipEd (ECowan)  
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 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 (ECowan)  
Miss P M Samson, BMusEd (ECowan), AdvDip (Contemporary Music) (WAAPA)  
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 S N Siekierka, BEd (Curtin)  
Mr T M Simpson, BMus, GradDipEd (Adelaide)

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Mrs N P M Spanbroek, BA (Curtin), GradDipEd (Murdoch)  
Mrs T L Spartalis, BEd (Hons) (Curtin)  
Ms L Springall, BEd (EarlyChildhd) (Melb)  
Mr S Sterrett, BA (Hons) (Middlesex), GradDipEd (UWA)  
Mr M H Stewart, BEcoms (UWA), DipEd (UWA)  
Mr S E Stone, BA (California), GradDipEd (ECowan), MSc (Curtin)  
Mrs S Strizek, BA (UNE), GradDipEd (Murdoch)  
Mrs J P Sullivan, BMusEd (Hons) (UWA), AKC (Early Childhood & 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)  
Mr D Turco, BSc (ECowan), GradDipEd (ECowan)  
Mrs R M Turkich, BA (ECowan), BEd (ECowan)  
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 (ECowan), GradDipEd (ECowan)  
Mr D Vojvodic, BA (Education) (ECowan), BSc (Maths) (ECowan)  
Ms A L Ward, BA Joint Hons (Leeds), PGCE (Keele)  
Mr 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)  
Mrs J Winarto Hartono, BCom (ECowan), GradDipEd (ECowan)  
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

Mr N J Barnard, Dip Auslan (NMT)  
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)

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 S L Lock, BA (Curtin), GradDipEd (ECowan)  
Ms J A Kitto, Cert IV Ed Assistant (ECowan)  
Ms G A McCutcheon, DipTeach (Churchlands)  
Mrs L J Mayne, Cert III Ed Supp (FEC), Cert IV Ed Supp (FEC)  
Miss E J Nalder, BEd (ECowan)  
Ms E Paterniti, Cert III Ed Supp  
Ms S Pethic, BEd (ECowan)  
Ms F Pindari, Cert III TeachAsst 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 (ECowan)  
Mrs S J Ramsay, BPE (UWA), GradDipEd (UWA)  
Miss H M Rogers  
Mrs S A Shenton, Dip Auslan  
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)

99.54%



## Year 12 Achievement

Attaining a Year 12 certificate or equivalent VET certification = 100%



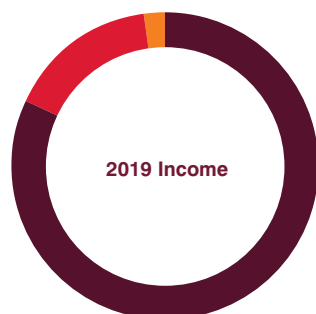
## Parent, student and teacher satisfaction

The top five reasons for choosing Scotch College:



- Quality of teaching
- Focus on student welfare, providing a safe and caring environment
- Balanced education
- Headmaster's leadership
- Facilities and Resources

## Financial Report



82%	\$42,291,214	Tuition & Boarding Fees
15.8%	\$8,143,907	Government Grants
2.4%	\$1,109,968	Other Income

## Student attendance

Pre-Kindergarten	92.7%
Kindergarten	88.0%
Pre-Primary	91.6%
Year 1	93.8%
Year 2	92.3%
Year 3	94.7%
Year 4	93.8%
Year 5	94.7%
Year 6	95.0%
Year 7	94.8%
Year 8	94.1%
Year 9	95.5%
Year 10	94.9%
Year 11	95.6%
Year 12	95.1%



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** – 30 January to 12 April

**Autumn Term** – 30 April to 5 July

**Winter Term** – 30 July to 27 September

**Spring Term** – 16 October to 10 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.

**Summer Term** – 30 January to 12 April

**Autumn Term** – 30 April to 5 July

**Winter Term** – 30 July to 25 September

**Spring Term** – 15 October to 11 December

**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.

**Spring Term** – 15 October to 11 December

**Summer Term** – 30 January to 12 April

**Autumn Term** – 30 April to 5 July

**Winter Term** – 30 July to 25 September



## 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. This year in Junior School, the College instituted Pastoral Care timeslots at the start and end of the day, as well as after the recess and lunch breaks. This has provided opportunities for teachers to spend ten minutes with their students accessing a range of mindfulness-based activities which has enabled students to better control their emotions and focus their attention.

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 the 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 2019, the tutor period was re-badged, with a shift to the term 'mentor'. The expectation is that this role will grow in importance so that students have another significant adult to whom they can turn if required. Staff and students know who to turn to when there is an issue about a 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 2019, in Wellbeing, the College continued to expand its offerings. In Junior School, Years 1 to 3 took part in weekly yoga sessions during Autumn Term. In Middle School, Years 6 and 7 had timetabled Wellbeing lessons for the first time, which were structured using material from the RUOK? website and the SenseAbility programme. This formed the basis for the Year 9 and 10 Wellbeing lessons and the College continued to adapt the Year 11 Leadership course to include more elements related to individual and community wellbeing. The College continued to provide students with opportunities to engage in Mindfulness, with students in Years 7, 9 and 10 taking part. The College continued to run the Brain Reset sessions after school each Wednesday for Years 11 and 12 students and these were well-attended. Elements of Wellbeing were also included in the Year 5 Moray camp and the Year 9 Rottneest camp for the first time.

A key aspect of Wellbeing at Scotch College is a series of distinctive weeks which are designed to raise awareness of important issues. In 2019, the College ran RUOK? Week in September as normal, but the College also added a mini-RUOK? Week in March. The College also had Year 11 students take responsibility for Men's Health Week for the first time, with the focus being on "having a chat". The House Singing competition continues to be a significant event in the Senior School in terms of building connection and each year it goes from strength to strength.

Staff have continued to undergo training to better support wellbeing at Scotch College. For the first time, the College engaged in a Professional Development day where staff shared what they had learned from various conferences and training opportunities in the field of wellbeing. This was highly successful.

## Enrichment Programme

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, the 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 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.



## Music

Scotch College provides individual instrumental music lessons for boys in There are three arms to the Scotch College Music offering:



### 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, Jazz and Contemporary music. They are provided with in class experiences involving performing, composing, listening 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 classroom subject, fostering an understanding and enjoyment of music. Students in Year 6 and 7 can learn a new musical instrument 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. Tours and camps allow the boys to grow and develop as a group while exposing them to new experiences and building a strong music community.

With the recent restructure of the Music department, there will be further refinement of the classroom programmes going forward.

### Music Tuition

The Scotch College Music Department delivers music tuition on a weekly basis for students from pre-Kindergarten through to Year 12. This programme 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. Students are provided opportunities for performance experiences which include



solo, small group and large ensembles. Our Music Tuition programme is delivered by a team of 35 dedicated Music Tutors.

## Music Ensemble

An extensive Music Ensemble programme exists at Scotch College. Our 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 as 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 under the Scotch-PLC Memorandum of Understanding.

## 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 began in 2013 and offers an introduction to piping for students in Years 7-8. Pipe Bandsmen are expected to provide the music for the weekly school assembly parades, plus devote considerable leisure time to public performances. The Pipe Band performed in the Basel Tattoo Switzerland in 2019.



## Drama

In Drama 2019 the College ran three major School Productions: the Year 6/7 production of Morris Gleitzman's *Worry Warts*; the Year 8-10 production of *Teachers* by John Godber; and the Year 11/12 production of *The Government Inspector* by Jeffrey Hatcher (an adaptation of the original by Nikolai Gogol). Any student at the College is eligible to audition for roles on stage and apply for roles backstage. Most productions involve 25-35 students (including those working behind the scenes). The College has an Interhouse Theatre Sports competition for points toward 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

### 2019 Debating Season

62 students, 11 coaches, across 10 WADL, two AHISA and two BP teams, over six year groups.

WADL: 2 teams into the finals, both as division winners

Novice 1 (eliminated in octo final)

Senior 2 (eliminated in octo final)



AHISA: 2 teams, both of which won their division

Senior 1

Senior 2

BP: 3 teams in the Swans Division. 2 teams advanced to the semi-finals, 1 of which won the Grand Final. A member of the team received Best Speaker Award.

## Emergency Service Cadet Unit

The Cadet Unit at Scotch College is part of the Cadets WA Programme. The Cadet Unit is 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 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.



## Outdoor Education

### Programmes:

Scotch College ran expedition programmes for Years 4-10 and Year 11 General and Bibbulman Track for Years 7-10 Residential. Under the guidance of Head of PE Cas Gabriels we completed the first year of General Outdoor Education WACE studies including an expedition to Rottneest.



In total there were 27 weeks of programme in field at Moray, on Expedition or Bibbulman Track.

210 Periods of Classroom Outdoor Education taught in the Middle School.

### Moray Scotch Outdoor Campus:

Each year group contributed to the upkeep of Moray through the Friday Service at Moray Programme. Building and surrounds were cleaned, fire hazards removed, and 200 trees planted to mitigate weed growth rehab cleared area's and offset the Programmes carbon footprint.

Kevin Tinker was employed through capital initiatives to rebuild the road access to the river and install culverts to divert water and reduce future damage.

The old slab near fence was removed and a new section of straight road built to make access easier with vehicles and trailers to the river.

Minor repairs were attended to and most internal florescent lights were changed over to LED lights to reduce the power consumption and provide longevity to the lights.

An additional 10 000L water tank was connected to catch rainwater for storage.

End of year fire breaks cleaning and fire mitigation preparations were made by OED staff.



The local Volunteer Bush Fire Brigade were employed to burn the Southern aspect to reduce fuel loads and mitigate fire risk. This was completed successfully.

Ropes course inspection identified no significant concerns and some minor works were carried out as per the recommendations in the report.

Moray Hire had families and/or school groups use Moray on every available week or weekend from April until December. Income generated was in line with expectations.

## The Duke of Edinburgh Award

2019 has been another successful year for the Award at Scotch College. The strong increase in boys starting the Award in recent years has been translated into boys completing the Award.



289 boys currently registered across the Gold, Silver and Bronze in 2019.

123 Completed Awards in 2019 (1 GOLD).

As a result of the Scotch College's support and successes in delivering the Award in recent years, the College was able to have an Awardee receive their Award at the organisation's 60th Anniversary celebrations in August. Aydin Hutchison was invited to attend the ceremony in Sydney with Prince Edward but decided to attend the Western Australian celebrations at Government House instead. Aydin was one of six awardees that evening, and the College was also presented with a certificate of recognition.

## Service and Citizenship

### K-12 College highlights



#### Rotary Conference

The Conference was a great success and highlights included Stuart Heal, a former Chairman of New Zealand Cricket, who represented the International President and spoke about the modernisation of Rotary; former Chair of College Council, Richard Goyder AO, spoke about his Rotary 'gift' in reflecting on his 1978 exchange experience to upstate New York; and Dr Ian Wadley spoke of his work at the Centre for Humanitarian Dialogue in Geneva.

#### Boodja Kaartdijin

A major project this year is having OSC Kamsani Bin Salleh onsite to complete a piece of work titled Boodja Kaartdijin (Country Knowledge). The work is made of six pieces, each representing a Noongar season. They are hanging in the back of chapel and the images have been purchased outright so that we can use them in various ways, including promotional and marketing material.

#### Claremont Nedlands Cricket Club All Abilities Team

The College's relationship with the Claremont-Nedlands Cricket Club (CNCC) has continued to grow.

#### A Highlight from Each Sub-School

### Junior School – Telethon's 'Paint the Town Red'

The Scotch College community aligned with Telethon to support their fundraising at short notice.

The Junior School teachers dressed up their doors, using predominantly red colours to conform to the theme of 'Paint The Town Red'. The doors were then judged amongst criteria including the strongest messaging in relation to the Telethon appeal.

### Junior School – Birthday Bags

As a part of Scotch College's ever-increasing partnership with The Salvation Army, the Junior School has introduced Birthday Bags to encourage 'spring cleans' when it is a boy's birthday and clothing donations are made to the Salvo stores.

### Middle School – Year 8 Cultural Immersion Experiences

In 2018 and 2019 Scotch College has solidified a relationship with Clontarf Academy East Kimberley and Wyndham District High School. Scotch College has also developed a relationship with the EON Foundation, but this is not as well established. Clontarf stayed at the College during Country Week 2019 and have been incredibly hospitable, as have Wyndham DHS who we continue to encourage to visit us in Perth.

The College has also established a relationship with 2-Way Learning, an organisation headed by Mr Craig Davies, a former staff member of Scotch College. Richard Ledger spent time in the Northern Territory with Craig and in 2019 the College sent a Year 8 group to a community outside of Katherine. This tour was also a great success and the College is well placed to continue with both opportunities for the cohort, with the option of putting our focus into one area if this is deemed appropriate.

### Senior School – The Mo Maslin Memorial Round

On Tuesday 30 July, in the firsts team's fixture versus Wesley, Scotch College commemorated Mo Maslin. The funds raised from the day were put towards the Maslin Foundation which focuses on assisting children with dyslexia and related learning difficulties through early childhood intervention.

### Year 10 Friday Service Programme

Students	Staff	External partners	External contact hours
254	33	15	630 hours

#### External Partners

Acacia Living Menora	Balga Senior High School
Braemar Village	Friends of Lake Claremont
ICEA Foundation	Little Sisters of the Poor
North Balga Primary School	Osboine Nursing Home
People Who Care	Rocky Bay
Romily House	Second Bite
Shenton Park Paraplegic-Quadriplegic Centre	St Louis Estate
Surf Life Saving WA	Swanbourne Primary School



The Salvation Army      Therapeutic Riding Centre

Teach Learn Grow – UWA      UnitingCare West

Youth Focus

## Speakers @ Scotch

Name	Date	Year
Craig Challon 2019 Australian of the Year	7 May	Year 9–12
Henry Wonyoki World blind marathon champion	30 August	Year 9–12
Colin Barnett Former Premier of WA	22 October	Year 2
Helena Trang McCusker Centre for Citizenship	8 September	Year 12
Sara Franklyn Direct Reach, Ethiopia	20 August	Year 3
Jane Armstrong Homelessness WA	22 August	Year 3
Annette Boyle Uniting Care West	8 November	Junior School
Maira Oliver ALCOA	29 August	Year 2
Karen Kyriakou National Academy of Music	19 September	Junior School
Andrew Fuller Resilience expert	15 August	Whole Community

## 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 close to Perth. Scotch 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 Scotch 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 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 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
- 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 train for the Quads and PSA Inters Athletics Carnivals. This is the only period in the year that others do not have school sport.

### 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 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 included in the Curriculum.



## Junior School Co-Curricular Clubs

Art Club	Aviation Club
Backgammon Club	Chees and Checkers Club
Chess Club	Cycling Club
Debating Club	Environment Club
Fine Motor Club	First Aid Club
French Games Club	Homework Club
iMovie Club	Judo Club
Lego Construction Club	Mandarin Club
Native French Speakers	Newspaper Club
Número Club	Passion Project
Philosophy Club	Picture Book Club
Positive Groove	Puzzle Club
Reading Club	Relax Kids Club
Science Club	Swim Squad
The Tartan Scotties Club	Vocal ensemble
Well-being Club	

## Middle School Co-Curricular Clubs

Art Stars Club	Board Games Club
Books n Bros Book Club	Chemistry Club
Chess Club	Cluedunnit Club
Coding Club	Community & Service Club
Cooking For Service Club	Creative Writing Club
Da Vinci Decathlon	Debating (WADL)
Dungeons & Dragons Club	First Aid Course
French Board Games	Grow Your Own Pizza (Buddy Club)
Homework Club	Karate Fitness Club
Lego Construction Club	Maths Club
Maths Olympiad	Scotch Jazz Combo 3
Scotch Rocks	Silversmithing Club
Tournament of Minds	Triathlon Club
World Scholar's Cup	

## 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 Rottneet 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 can go to Canberra for an educational tour, followed by a few days in the snow.
- In Year 10 the boys can 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 in the Eastern States, as do Drama tours. The Scotch Pipe Band, on alternating 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, Victoria, Tasmania, New South Wales, Singapore, Thailand, Cambodia, Japan, Europe, North America, South Africa, India, Indonesia, and New Zealand.
- Boarding students in Years 8–12 also participate in walking the Bibbulmun Track, a 1,000km journey from Kalamunda to Albany (over a five-year period).
- Boys were involved in activities such as Philosothon and World Scholars Cup Tours interstate. The College also had a group of Year 10 students involved in the Academic Enrichment programme attend Stanford University.

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

## Round Square

### Round Square Staff Bursary

Scott Siekerka was the recipient of the 2019 Bursary. Scott visited Appleby in September and incorporated further travel on to his bursary from Scotch College. Scott also spent time at the Round Square head office in London and Felsted School, who the College exchanges with, in Essex.



### Round Square visitor to Scotch

Simon Walker, a teacher and housemaster at Fountain Valley School in Colorado, visited Scotch College for two weeks in June. Simon immersed himself in the College, coaching rugby, taking classes and taking part in various duties around the Boarding House.

### Round Square Exchanges

Scotch College's international exchanges continue to be stable at around 15 per year, primarily in Year 10.

### International Exchanges

The Athenian School, Danville, USA

# Scotch College 2019

SCOTCH  
COLLEGE



Fountain Valley School, Colorado Springs, USA  
Inter-Community School, Zurich, Switzerland  
Strathcona-Tweedsmuir, Calgary, Canada  
La Salsien School, Sherbrooke, Canada  
Markham College, Lima, Peru  
Kings Academy, Madaba, Jordan  
Abbotsholme School, Utttoxeter, United Kingdom  
Tamagawa Academy, Tokyo, Japan  
Linden Hall School, Fukuoka, Japan  
Louisenlund, Hamburg, Germany

## **Australian Exchanges (2 boys attending each school)**

The Armidale School, Armidale, NSW  
Billanook College, Melbourne, VIC  
Ballarat Grammar, Ballarat, VIC  
Woodleigh College, Melbourne, VIC  
Scotch Oakburn, Launceston, TAS  
Westminster School, Adelaide, SA  
St Philips, Alice Springs, NT

## **Round Square Regional Conference**

The Round Square regional conference was in April and hosted by the British School, Jakarta. Eight students were accompanied by two staff and all the reports were that it was an exceptionally worthwhile experience. Mr Toby Robinson's report focused on the fact that the Round Square IDEALS (Internationalism, Democracy, Environment, Adventure, Leadership, Service) make the perfect themes for a student conference.

## **Round Square International Conference (RSIC)**

The 2019 RSIC was attended by students Sam White and Simon Arnott. The boys took a huge amount from their time away and their experience reiterated to me that more regular attendance at this annual conference would be worthwhile.