

# Scotch College 2018

## 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.

## 2018 COLLEGE INFORMATION



**1493**  
Students



**1897**  
Founded



International Baccalaureate PYP and DP



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



**143**  
Residential Students



**189**  
Teaching Staff



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



**51:49**  
Ratio of Male to Female Staff

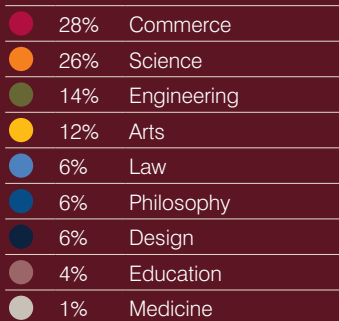
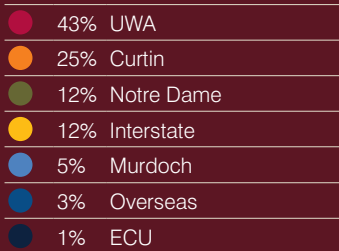
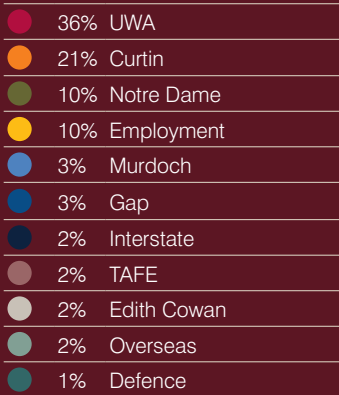


**five**  
Staff with PhDs

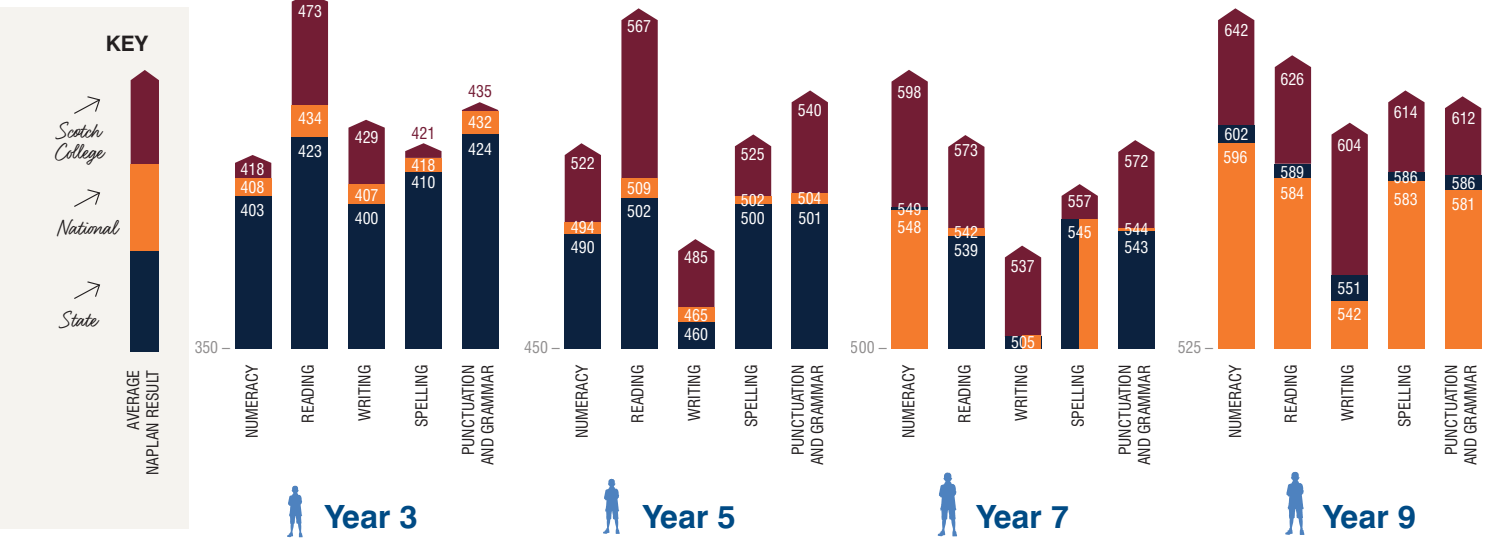


**17**  
Staff with Masters Degrees

## BEYOND THE COLLEGE



## 2018 NAPLAN RESULTS



## 2018 ACADEMIC RESULTS SNAPSHOT

### ATAR at a glance

Scotch College  
Median ATAR  
**88.00**

(State Median ATAR 81.80)



**99.4%**  
WACE graduation



**133**  
Candidates

**85%**  
of students gained access to at least one WA university

### Top ATAR

**99.45**

ATAR SCORE **1**  
**99+** 2% (3 students)  
**95+** 21% (28 students)  
**90+** 44% (59 students)  
**80+** 72% (96 students)



WACE and IBDP graduation rate  
**99%**



Top ATAR  
**99.45**



Top IBPD Score  
**44**  
(Equivalent to ATAR 99.85)



**85%**  
of students received an ATAR or IB Diploma score



**89.50**  
Combined WACE and IBDP median ATAR

### IBDP at a glance

**27**  
Candidates



Top Score (3 Students)  
**44**

Average Bonus Points  
**2.44**  
(World Average 1.3)

Average IBPD Score  
**36.3**

World Average 29.8  
(Based on May 2018 Results)

Median IBPD Score  
**37**  
(ATAR 95.75)

**44%**  
A Grade Theory of Knowledge  
(Globally 4.5%)

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



## 2018 SCHOOL PERFORMANCE INFORMATION

### Academic Staff attendance

Average attendance rate 95.67%



### Staff Turnover

2018 Academic Turnover 6.5%

2018 Non-Academic Turnover 14.4%

Combined = **9.4%**



### Workforce Composition

Men 51%

Women 49%



### 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 D M Shadgett, BA (ECowan), BEd (ECowan), MEd (UWA)

##### Head of Middle School

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

##### Acting Head of Middle School

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

##### 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 (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)

##### Acting Director of Information and Learning Technologies

Mr B Tyrrell, BEd (NDameAust) MEd Leadership (NDameAust)

##### 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, DipTheol

### Academic Staff

Full-time and Part-time

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

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)

Miss M H Badoche, BA (ECowan), GradDipEd (ECowan)

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

Mr G M Bell, BA (ECowan), BA (Creative Arts) (ECowan), AssocDipl Jazz (WAAAPA), Cert Music (Jazz) (WAAAPA)

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)

Mrs R Bradley, BSc (ECowan), GradDipEd (UWA)

Mrs K J Brando BA (UWA), GradDipEd (ECowan)

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), DipOutdoorRec (NDameAust)

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

Ms S Budge, BEd (Secondary) (ECowan)

Ms R L Budimlich, BA (Murdoch), GradDipEd (ECowan), GradCert TESOL (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)

Ms F Byres, BEd (ECowan)

Mr M Campbell, BA Ed (ECowan)

Mrs V M Carbone, BEd (UniSA)

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

Mr P G Chamberlain, BSc, BA (ECowan), 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) (ECowan), Grad DipEd (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)

Mr J A Crudeli, BEd (Murdoch)

Mr A D'Ignazio, BSc (UWA), GradDipEd (UWA)

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)



# Scotch College 2018

SCOTCH  
COLLEGE



Mr S P Earnshaw, BEd (WAIT)  
Miss T C Eaton, BA (ECowan), GradDipEd (Primary) (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 V H Enfield-Kirk, DipTeach (ECowan), GradDipSpEd (Victoria), THC (EDWA)  
Ms A C Eriksson, BEd (ECowan)  
Ms L J Evans, BAppSc (WAIT), GradDipEd (Curtin)  
Mr J P Faint, BIT (Griffith), DipEd Middle Schooling (ECowan)  
Mr L S Felgate, BSc ExHS (UWA), GradDipEd (UWA), GradDip Bus Admin (CSturt)  
Mr J F Fidge, BOEd (NDameAust), GradDipEd (Sec) (NDameAust)  
Mrs T R Fitzpatrick, BA (UWA), GradDipEd (UWA)  
Mr M A Forsythe, BEcons BCom (UC), GradDip (CA) (CAANZ), GradDipEd (UWA)  
Mr R A Foster, BPHE (UWA), DipEd (UWA)  
Mr R Foster, BEd (ECowan)  
Mrs T S Fowles, BA (Curtin), GradCertEd (ECowan)  
Mr P Frusher, DipTeach (Graylands), BEd (Curtin)  
Mrs C J Fugill, BA Ed (ECowan)  
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)  
Mrs H Gale, BSc (UWA), GradDipEd (Curtin)  
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)  
Ms N Grabe, BTour (Murdoch), GradDipEd (Sec) (NDameAust)  
Mr E Grant, BA (ECowan), BCreativeArts (ECowan)  
Ms K E Gray, BA (NDameAust), BEd (NDameAust)  
Mrs M D C Grech, BEd (WACAE) Dip Teach (ECowan)  
Mr N S Guard, BA (ECowan), DipEd (NDameAust)  
Mr R J A Hales, BA (Hons) Geog (Victoria), DipTeach (Christchurch)  
Mr D Hart, BMus (UWA)  
Mr T C Hayward, Bsc (Computer and Mathematical Sciences) (UWA), GradDipEd (UWA)  
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)  
Miss P J Hooper, BA (Curtin), GradDipScEd (Curtin)  
Ms V A Hoareau, BA (Univ. de la Reunion) (France), MIntercultural Studies (Univ. de la Reunion) (France), GradDipEd (ECowan).  
Mrs R S Hutchins BA (Hons) (Bristol, UK), GradDipEd (Univ Rhodesia), GradCert (Indonesian) (Griffith Univ)  
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 (ECowan)  
Mrs M P Jenner, BA, CertEd (Oxford)  
Mr T L Johansen, BSc (Hons) (Applied Chemistry) (Plymouth), MEd (Southampton)  
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 Lifford, 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)  
Mrs C L McKnight, BForensics GradDipEd, BSc (Murdoch), GradDipEd (NDameAust)  
Mr S A McLean, BSc (UWA), BEng (UWA), DipTeach (ECowan)  
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 K S Mitchell, BPEd (Sec) (NDameAust)  
Mr 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 P G Newman, BEd (ECowan)  
Mr W K Norman, BA (Deakin/ECowan), BTeach (Deakin), GradDip T/L (ECowan)  
Mrs J C O'Connell, GradDipBus (WACAE), GradDip (Performing Arts) (WAAPA), GradDipEd (UWA), BA (UWA)

# Scotch College 2018

SCOTCH  
COLLEGE



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)  
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 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)  
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)  
Mr S Scotti, BEd (ECowan), 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), BAOuEd (La Trobe), PGDE Sec (La Trobe)  
Mr S Sterrett, BA (Middlesex), GradDipEd (UWA)  
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)  
Ms S Thomas, BEd Primary (ECowan)  
Mr D C Templar, Cert IV Fitness (FIA), BEd (Ballarat)  
Mrs S M Tredget, BA (French) (University of Leeds, UK), PGCE (ML French) (Keele University)  
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 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)  
Mr M R Williamson, CERT 4 (Associateship in Industrial Arts) (WAIT), GradDip (EdAdmin) (WAIT), DipEd (WASTC)  
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)  
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)  
Ms G Daly, Cert III TeachAsst (TAFE)  
Miss H Harris, Dip Auslan (CIT), Cert IV Ed Supp (SMT)  
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)  
Mrs T Millar, Cert III Teacher's Asst (TAFE)  
Miss E J Nalder BEd (ECowan)  
Ms E Paterniti Cert III Ed Supp  
Ms S Pethic, BEd (ECowan)  
Ms F Pinaridi, 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)  
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 (Education Assistant)  
Mrs T Wheeler, Cert III Disability



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



Almost all boys who join us at Year 8 continue to Year 9. 91% of students who were at the school in Year 9 continued through to Year 12. Approximately 3 to 5 boys each year choose alternative educational involvement such as Agricultural schools, but the major reason for boys leaving school before they reach Year 12 is due to changes in parental employment either interstate or overseas.

## Year 12 Achievement



Attaining a Year 12 certificate or equivalent VET certification = 99%

## Parent, student and teacher satisfaction

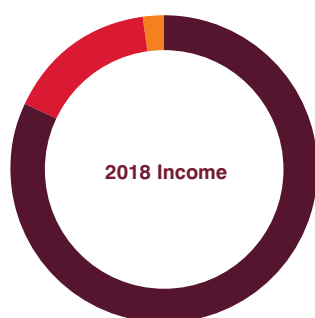


The top five reasons for choosing Scotch College:

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

In the 2018 satisfaction survey, parents indicated that in all cases their expectations based on their reasons for choosing Scotch were met or significantly exceeded. Annual surveys are conducted for parents and students for Years 5, 8 and 12. Staff satisfaction surveys are conducted biannually.

## Financial Report



81.9%	\$42,544,276	Tuition & Boarding Fees
15.7%	\$8,172,248	Government Grants
2.4%	\$1,251,672	Other Income

## Student attendance



Pre-Kindergarten	87.1%
Kindergarten	88.5%
Pre-Primary	93.4%
Year 1	92.9%
Year 2	92.7%
Year 3	93.6%
Year 4	94.3%
Year 5	94.8%
Year 6	94.7%
Year 7	95.5%
Year 8	94.8%
Year 9	94.8%
Year 10	95.7%
Year 11	95.9%
Year 12	96.5%

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** – late January or early February – April

**Autumn Term** – April - July

**Winter Term** – July - September

**Spring Term** – October – 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. As an example: for 2018 the academic year commenced in Spring Term, 2017 and finished at the end of Winter Term, 2018.

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 School has developed a strong pastoral care system.

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 that 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. Over all 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 working under 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.

## Enrichment Programme



The College has an academic enrichment structure to cater for the needs of students requiring extension within their current year level and beyond. A member of staff and the Head of School in the Junior School oversee this programme while from Years 6-12 the College has an Academic Enrichment coordinator. As part of our academic extension programme, Students also participate in a range of academic competitions including the Da Vinci Decathlon, the Australasian Philosothon and the World Scholar's Cup.

## Stanford International Youth Program



Scotch College is the only Australian school which participates in this two-week residential programme.

## Music



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. Not only were there many formal music performances scheduled throughout 2018, but there were also numerous weekly solo and group music performance opportunities for Scotch College musicians throughout the year.

## Pipe Band



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. The Pipe Band performed in the Royal Edinburgh Military Tattoo in 2018.

## Drama



In Drama we run three major School Productions per year comprising of a Year 6/7 production, a Year 8-10 production and a Year 11/12 production. Any student in the school is eligible to audition for roles on stage and any student is eligible to apply for roles back stage. Most productions involve 40 plus students. We have an inter-house 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



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.



## 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.

## 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" which is at the heart and soul of the Outdoor Education Programme. 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 in combination with local community service projects 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.

## The Duke of Edinburgh 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 regards to innovation by Award units.

## Service and Citizenship



Scotch aims to provide students with opportunities to serve others and become active citizens across their communities. Where possible links are made to curriculum and practical activities set within an academic context. However, the focus of Service and Citizenship at Scotch has been on Service Action – creating situations where boys learn the lessons through first-hand experience and exposure to diversity. Essential to this has been the generosity of many organisations that allow students to work with professionals and engage with a wide range of groups.

As a Uniting Church school, Scotch has a partnership with Uniting Care West (UCW), the service arm of the Church. Boys throughout the College support both the UCW Winter and Christmas Appeals collecting food and clothing for the needy. Senior boys also volunteer at the UCW - Tranby Centre, working with the homeless of Perth. Boys also work with 'People Who Care', a volunteer organization that provides gardening services to the elderly and disabled. Boys work in the gardens under the guidance of Task Force supervisors. Similarly, long-standing partnerships have developed with Balga Senior High School and North Balga Primary School. Boys going to the high school work with students attending the Intensive English Unit, many of whom are refugees. This has an exciting and rewarding collaborative activity for both school and has seen students from both campuses work towards a greater understanding of their respective lives.

The College has also worked closely with the Paraplegic-Quadriplegic Association of Western Australia and Rocky Bay Inc. These organisations provide opportunities for boys to engage with disability services and learn how best to support people with disabilities in our community. Boys also work with the Claremont Therapeutic Riding Centre to provide the best conditions for the teaching of riding to occur. In 2019, for the first time, the boys also worked with Teach Learn Grow (TLG) and organisation that supports young students in rural communities.

For many years Scotch boys have assisted the Disabled Surfers Association to run events at Leighton Beach and more recently at Bunker Bay. These events enable disabled adults and children to experience the beach environment. Working in teams with volunteers from other schools and adult volunteers, boys manage the individual needs of each participant as they enjoy the excitement of catching a wave. For many participants, this is the first time they have come close to sand and surf. For many boys it is the first time they have interacted with people with a disability. The outcome is a high-energy and transformational experience for all.

Boys of various ages support Cottesloe Coast Care and The Friends of Lake Claremont. This latter organisation in particular has provided a wonderful opportunity for boys to see community action transform an environment progressively over many years. Some boys have provided service on-campus: assisting to run inter-school sport and making wooden toys to take on service tours to India and Tanzania.





The International Baccalaureate Diploma programme also encourages Year 11 and 12 students to participate in a number of distinct service activities. A major project involving IB Diploma students has been to assist Volunteering WA and the City of Perth to run the Homeless Connect Day. IB students are tasked with setting up the tented facilities and sorting the donated goods onto tables and racks. Related to this is the 'Street Swags' project that involves boys in rolling and distributing swags for the homeless. This project involves the Bandyup Women's prison constructing the canvas for the swags and the boys fundraising to purchase the foam mattresses and then constructing and rolling the swags to give to homeless service providers.

The culmination of the International Baccalaureate Middle Years Program is the Year 8 Community Project. The Community Project is a significant student-directed collaborative inquiry held over an extended period (6 months), completed by three students and must have a focus on improving the wider community. It's inception was in 2018 and was a huge success. In 2019 we have refined aspects of the project and we are excited to see the results in September.

Another neighbourhood partner the College works with is Romily House – a hostel for some 80 people with Paranoid Schizophrenia. The boys play board games such as chess and Scrabble with the residents. A little further afield is Rocky bay and we are proud to have worked with Rocky Bay for well over 40 years, including supporting Malcolm Burgess in sharing his story of the dangers of drink driving.

The international service trips to India and Tanzania provide an opportunity for boys to experience live in less economically developed countries. In Tanzania, boys from Scotch and girls from Presbyterian Ladies' College have teamed up since 2004 to renovate classrooms and build a Library and Resource Centre in the remote village of Matipwili north of Dar es Salaam. In July 2018 another group travelled to the village and continued to support the work on the Trade Training Centre and installing internet boosters and solar power efforts.

All boys are encouraged to pursue service activities both on-campus and outside school. Through experiencing contact with diverse groups and providing service, boys have a better understanding of their place in the world. The partnerships with external organisations both locally and overseas over many years have allowed the College to extend beyond the classroom and provide our students with truly transformational learning experiences.

## Sport



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. 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 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 co-curricular 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.



## Clubs

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

- Aviation
- Coding
- Robotics
- Mandarin
- French Games
- Chess
- Swimming
- Writing
- Environment
- Art
- Vocal Ensemble
- Board Games
- Giving Tree
- iMovie
- Science
- Spero (Year 4 and 5)
- Lego Construction
- Homework
- Newspaper
- Reading
- Public Speaking
- Fab Lab Makerspace
- Passion Project

### Middle School Co-Curricular Clubs

- Homework Club
- Chess Club
- Art Stars Club
- Silversmithing Club
- Debating Club
- Book Club
- Karate Fitness
- Dungeons and Dragons Club
- Maths Olympiad Club
- Board Games Club
- Chemistry Club
- Community and Service Club
- Triathlon Club
- Creative Writing Club
- Cooking for Service Club
- Lego Club
- French Club
- Coding 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.



- 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 at the end of Winter Term.
- 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 more recently in North America.
- Sporting, cultural, history and community and service tours take place on a two year rotational basis. Tours have recently gone to Singapore, Japan, Europe, North America, South Africa, India, Indonesia, New Zealand and Tanzania.
- 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

Scotch College became a Regional Member of Round Square at the end of 2013 and since then our boys and staff have reaped the benefits of membership of this global organization. The Round Square emphasis on Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service (the IDEALS) fits well with our long-held emphasis on experiential learning.



- Our membership of Round Square has enabled Year 8 boys to take part in two-week exchanges with students from other Round Square schools within Australia. Year 10 boys have participated in international reciprocal exchanges. These include to: Belgrano Day School in Argentina; Herlufsholm School, Denmark; St Stithian's School in South Africa; Inter-Community School in Switzerland; Fountain Valley School and The Athenian School in the USA; King's Academy in Jordan; Markham College in Peru; Rothesay Netherwood School and Strathcona-Tweedsmuir in Canada; Schule Birklehof and Louiseland Schule, Germany; Daly College in India; and The English School in Colombia. Scotch boys have spent up to ten weeks in these schools and the boys from the overseas schools visit us for a similar time, contributing to the increasingly international character of our student body.
- Our staff have served as Leaders and deputy Leaders of Round Square Service Project in Cambodia, Nicaragua, Nepal and Borneo (Malaysia). Staff members have continued to have enriching opportunities through participation in Round Square international service projects and short-term exchanges.
- The annual Young Round Square Australasia and East Asia Regional Conferences (12-14 year olds) have been attended, including to Armidale, NSW, in 2017 and Jakarta, Indonesia in 2018. Scotch College selects five Year 8 students to attend the 5-day events, which run a number of activities focused on developing the delegates' understanding of the Round Square IDEALS (International Understanding, Democracy, Environmental Awareness, Adventure, Leadership and Service). Senior students have also attended conferences including to Cape Town, South Africa in October 2017.