

# Scotch College 2016

## 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.

## 2016 COLLEGE INFORMATION



**1518**  
Students



**1897**  
Founded



PYP, MYD, IBDP



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



**155**  
Residential  
Students



**199**  
Teaching Staff



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



**48:52**  
Ratio of Male  
to Female Staff



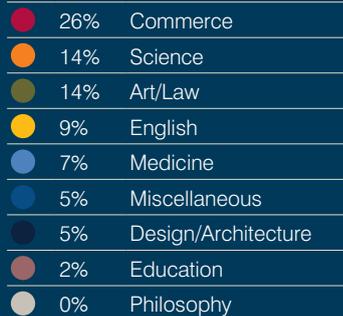
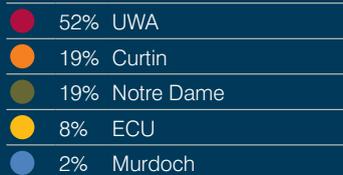
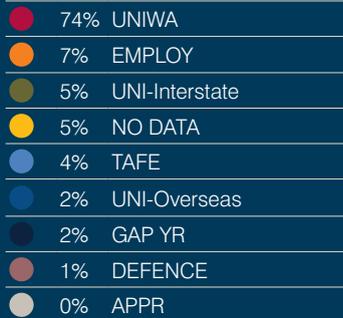
**six**  
Staff with PhDs



**18**  
Staff with  
Masters Degrees



## BEYOND THE COLLEGE



## 2016 NAPLAN RESULTS

	Reading	Writing	Spelling	Grammar	Numeracy
<b>Year 3</b>	468	444	453	568	454
<b>Year 5</b>	517	488	496	524	521
<b>Year 7</b>	574	544	566	562	597
<b>Year 9</b>	644	605	617	624	658

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

## 2016 ACADEMIC RESULTS SNAPSHOT

### ATAR at a glance

Scotch College  
**Median ATAR**

**87.30**

(State Median ATAR 81.80)



**161**

Candidates  
with 138 receiving  
an ATAR score

**Top ATAR**

**99.75**

**ATAR SCORE**

**99+**

4%

**95+**

22%

**90+**

37%

**80+**

70%



**99.4%**

WACE graduation

**85%**

of students gained  
access to at least  
one WA university



WACE  
graduation rate

**99.4%**



**88%**

of students  
received an ATAR  
or IB Diploma score

### IBDP at a glance

**35**

Candidates



**Top Score**  
(1 student)

**45**

**94%**

**Graduation  
Rate**



**89.3**

Combined  
WACE and IBDP  
median ATAR

**Average  
IBPD Score**

**34.54**

**Median  
IBPD Score**

**34**

(Median ATAR conversion  
for the IB cohort is 92.3)

**20%**

**A Grade  
Theory of  
Knowledge**  
(7 students)



## 2016 SCHOOL PERFORMANCE INFORMATION

### Academic Staff attendance

Average attendance rate 95.39%



### Staff Turnover

Academic Turnover 5%

Non-Academic Turnover 11%

Combined = 7%



### Workforce Composition

52% Female | 48% Male



### Teacher qualifications

#### College Council

##### Mr Digby Stretch

Member: Finance & Planning Board and Council (Chair)

##### Mrs Heather Warner

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

##### Mrs Saschelle Blake

Member: Council

##### Mr Terry Bowen

Member: Finance & Planning Board and Council

##### Professor Alec Cameron

Member: Council

##### Mr John Flecker

Member: Finance & Planning and Council

##### Mr Philip Idle

Member: Finance & Planning Board and Council

##### Mr Greg Ledger

Member: Finance & Planning and Council

##### Mr Murray McGill

Member: Council, Nominee of the Old Scotch Collegians' Association

##### Mr Alan Murray

Member: Council

##### Mr Mark Paganin

Member: Finance & Planning Board and Council

##### Rev Margaret Tyrer

Member: Council

##### Rev Steve Francis

Moderator of the Uniting Church in Australia, Western Australia

### College Executive

#### Headmaster

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

#### Head of Senior School

Dr R W McEwan, DipT (WACAE), BEd (WACAE), MEd (UNE), EdD (UTAS), GradCert ICT Ed (CSU), GradCert Bus Admin (UON)

#### Head of Middle School

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

#### Head of Junior School

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

#### Director of Staff

Mr D L Price, BA (Hons) (Murdoch), DipEd (UWA)

#### Director of Teaching and Learning

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

#### Director of Residential Life

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

#### Director of Community and Service

Mr W J L Cordner, BA (Hons) (UWA), DipEd (WACAE)

#### Director of Marketing and Business Development

Mrs K Quinn, Dip Bus Mgmt (Sydney)

#### Director of Information and Learning Technologies

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

#### Director of Finance and Corporate Services

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

#### Director of Student and Staff Wellbeing

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

#### Chaplain

Revd C W A Lewis, Dip Theol

#### Academic Staff

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mr M P Brinsden, BHPE (NDameAust)

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

Ms S Budge, BEd (Secondary) (ECU)

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

# Scotch College 2016

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COLLEGE



Mr S A Bycroft, BA (ECU), GradDipTeach (ECU)  
Ms F Byres, BEd (ECU)  
Mr M Campbell, BA Ed (ECU)  
Mrs V M Carbone, BEd (UniSA)  
Mrs A Cathcart, BA (Murdoch), GradDipEd (Murdoch), MInetComm(Curtin)  
Mr P G Chamberlain, BSc, BA (ECU), MEd (UWA)  
Ms R M Cirillo, BA Psych (Curtin), BEd (Curtin), GradCert (NDameAust)  
Ms A G Clancy, BEd Primary (Melbourne) – 3/3/2015 – 1/7/16  
Mrs M Cockerill, DipTeach (Claremont), Grad Dip Sc Ed (Curtin)  
Ms C J Cook-Casey, BA (Hons) (ECU), Grad DipEd (ECU)  
Miss O B Creagh BA (Curtin) GradDipEd (ECU)  
Mr J Creighton, BPE, BEd, Dip. Teach (Otago, NZ)  
Mr R M Dall'Oste, BSc (Hons), DipEd (Latrobe)  
Mr F Dawes-Smith BSc (MUR), MIS (ECU), Dip Elect Eng (TAFE)  
Ms J de Vorms Shaw, BA (Canterbury, NZ), DipTeach (Christchurch College of Ed, NZ)  
Mr A F Doney, BA (UWA), DipTeach (Nedlands)  
Mr S Dorman, BSc (UWA) DipEd (Murdoch)  
Mr S Duncan, BEd (NDameAust)  
Ms D Dunne, BA French (Bacau)  
Mr S P Earnshaw, BEd (WAIT)  
Mr D J Edwards, BA Ed (Sec), Grad Cert OH&S, Cert IV AWT  
Mrs K A Edwards, BEd (Montreal)  
Mrs C M Ellis, BA (UWA), BEd (UWA)  
Mrs N J Eidne, BSc Hons (UCT) GradDipEd (UCT)  
Ms V H Enfield-Kirk, DipTeach (ECU), GradDip SpEd (Victoria), THC (EDWA)  
Ms A C Eriksson, BEd (ECU)  
Ms L J Evans, BAppSc (WAIT), GradDipEd (Curtin)  
Mr J P Faint, BIT (Griffith), DipEd Middle Schooling (ECU)  
Mr L S Felgate, BSc ExHS (UWA), GradDipEd (UWA), GradDip Bus Admin (CSturt)  
Mrs T R Fitzpatrick, BA (UWA), GradDipEd (UWA)  
Miss J N Fletcher, BSc MathSc (Curtin), GradDipEd Sec (Curtin)  
Ms K L Flowers, BA AppSc (Curtin) DipEd (ECU)  
Mr R A Foster, BPHE (UWA), DipEd (UWA)  
Mr R Foster, BEd (Specialist Maths) (ECU)  
Mrs T S Fowles, BA (Curtin), GradCertEd (ECU)  
Mrs K E Frampton, BA Visual Arts (La Trobe), DipTeach (UWA)  
Mr P Frusher, DipTeach (Graylands), BEd (Curtin)  
Mrs C J Fugill, BA Ed (ECU)  
Mr C T Gabriels, BHPE (UWA), GradDip Ex Sci (NDameAust)  
Ms F Gabby Surijata, BA (Curtin) DipEd (Secondary) (Curtin)  
Mr A T Gale, BSc (Hons) (UWA) GradDipEd (ECU)  
Mrs H Gale, BSc (UWA), GradDipEd (Curtin)  
Mr M T Gale, BPHE (UWA), GradDipEd (UWA)  
Mr S P Galipo BEd (ECU) Grad Cert Ed (ECU)  
Mr P Gaspar, BEd (ECU)  
Mrs G Giglia, BA (UWA), DipEd (UWA)  
Miss K Gooding, BA (Hons) (UWA), BEd (UWA)  
Ms A P Goodison, BSc (ECU), BEd (ECU)  
Mr E Grant, BA (ECU), B.Creative Arts (ECU)  
Ms K E Gray, BA (NDameAust), BEd (NDameAust)  
Mrs M D C Grech, BEd (WACAE) Dip Teach (ECU)  
Mr N S Guard, BA (ECU), DipEd (NDameAust)  
Mr R J A Hales, BA (Hons) Geog (Victoria), DipTeach (Christchurch)  
Ms N Hermawan, - BA Asian Studies (Curtin), GradDipEd (Curtin), Cert IV Indonesian Language (CIT), GradDip Intercultural Studies, (TAS)  
Mr A J Hicks, BMus (ECU), DipEd (ECU), Cert IV Music (Jazz) (ECU)  
Mr M S Hildebrandt, BEd (Curtin)  
Ms L M Hill, BA Design (Curtin), GrapDipEd (UWA)  
Ms G P Hodgson, BA (Murdoch), GradDip UPP (RMIT), GradDipEd (Murdoch)  
Miss P J Hooper, BA (Curtin), GradDipScEd (Curtin)  
Mr T P Iwanowski, BSc (Kings), PGCE (Roehampton), QTS (UK)  
Mrs F E Jackson, BA (Hons) (Leeds), PGCE (Leeds)  
Mr M Jahn, BEd Phys Ed (ECU)  
Mr D O Jones, BA Ed (WACAE), CertTradeStudies  
Mr A E Keatch, BA Sec D&T (ECU), Ass Dip Arch (drafting), Cert Trade studies  
Ms L M Kerrigan, BA (Curtin), GradDipEd (Murdoch)  
Mr N Kime, BBus & BSc (ECU), GradDipEd (Sec) (ECU)  
Mr R R Knight, BA (ECU), BEd (ECU)  
Miss G Kotai, BA (WAAPA), GradDipEd (NDameAust)  
Mr D Kyle, BA (UWA), DipEd (UWA) GradCertIR (Curtin)  
Mrs J A Langley, BSc Hons (Leeds), PGCE (Leeds)  
Ms D V Lee, BScEd (MCAE), MEd Studies (NTU)  
Mr W Liauw, BEd (AJCU) (Indonesia)  
Mrs J L Lightfoot, BA (UWA), GradDipEd (ECU) GradDipSc (Information Services) (ECU)  
Mrs L S Lilford, BEd (Witwatersrand)  
Mrs F A Longhurst, TeachCert, DipTeach (WACAE), TeachHighCert  
Mr H J Loosemore, BEcons (UWA), DipEd (UWA), ACE  
Mrs P J Lopez, BA Cum Laude (San Francisco), DipTeach (Churchlands)  
Mrs S G McCowan, BA (UWA), DipEd (UWA), PGDipArts, MA (UWA)  
Mr S A McLean, BSc (UWA), BEng (UWA), DipTeach (ECU)  
Mr C S McMillan, BEd Music (ECU)  
Mrs M C Mazzuchelli, BA (ECU)  
Mrs C Mecham, BA Ed (Media) (ECU)  
Mr S R Mecham, BA Ed (ECU)  
Ms I H Mikajlo, Orff Cert. Level 1, BMus Perf (Hons) (Adelaide), Dip Arts Management (UTS), Grad Dip Ed (Adelaide), MMus (Adelaide)  
Ms J E Mills, BA (Hons), GradDipEd (UWA)  
Mrs F Mochrie, MEarthSci (Manc), PGCert Ed (Manc)  
Miss D M Mullin, BEd Primary (Murdoch)  
Mr D J Mumford, BSc (UWA), DipEd (UWA)  
Ms K L Muni, BA (Curtin) DipEdSec (ECU)  
Mr M A Neave, Cert IV Hosp & Mngmt (TAFE), BEd (D&T)  
Mr P G Newman, BEd (ECU)  
Mr W K Norman, BA (Deakin/ECU), BTeach (Deakin), Grad Dip T/L (ECU)  
Ms L K O'Toole, BA, GradDip (UTAS)  
Miss A C Oliviera, BA (NDameAust)  
Mr J J Owenell, BEd (Middle Schling), BBSc

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Miss E N Cooper (nee Payne), BA (Creative Arts-Drama) (ECU), BA Ed (ECU)  
Miss E M L C Perrot, BA (UFC), MEd (UFC), DipEd (UWA)  
Mrs S Pett, BA (Plym), MEd (Exe), PGCE (West England)  
Mrs S T Phillips, BEd (Murdoch), PostGradCert (Int Ed) (Murdoch)  
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)  
Ms L A Richardson, - BEd (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)  
Mr J A Rugg, BA (Hons) (Durham), PGCE (Kings), ARICS (UK)  
Miss K Sabitay, BEd (ECU), AdvCertArt & Design (TAFE), DipTeachPrim (WACAE)  
Ms K L Salt, BA (WACAE) BEd Hons (ECU)  
Miss P M Samson, BMusEd (ECU), AdvDip (Contemporary Music) (WAAPA)  
Mrs D J Scaife, BA (WAIT), DipEd (WAIT)  
Mr M A Scaife, BEd (Curtin), DipTeach (Nedlands)  
Miss L M Schorer, BEd (ECU)  
Mrs S Scott, BAsc (NDameAust), GradDipEd (UWA)  
Mr S N Siekierka, BEd (Curtin)  
Mr T M Simpson, BMus, GradDipEd (Adelaide)  
Ms L Springall, BEd (EarlyChildhd) (Melb)  
Mr A Steele, Cert III Sp&Rec (NOLS), BAOutEd (La Trobe), PGDE Sec (La Trobe)  
Mr S Sterrett, BA (Hons) (Middlesex), GradDipEd (UWA)  
Mrs T J Stillitano, BA Ed (ECU), DipEd (Hearing Impaired) (Melb)  
Mrs S Strizek, BA (UNE), GradDipEd (Murdoch)  
Mrs J P Sullivan, BMusEd (Hons) (UWA), AKC (Early Childhood and Primary) (UQ)  
Dr C Tay, BA (UWA), GradDipEd (Curtin), PhD (UWA)  
Mrs K S Taylor, BA (Hons), DipEd (UWA)  
Mr D C Templar, Cert IV Fitness (FIA), BEd (Ballarat)  
Mr P C Tresise, BSc (UWA) LLB (Murdoch) GradDipEd (ECU)  
Mr D Turco, BSc (ECU), GradDipEd (ECU)  
Mrs R M Turkich BA (ECU) BEd (ECU)  
Mr B Tyrrell, BEd (NDameAust) MEd Leadership (NDameAust)  
Mr B G Van Ingen-Kal, Cert IV (WATI), DipEd (UP)  
Miss V R Vidler, BCom/LLB (Bond), MTeach (Syd)  
Ms C S Vinton, BA (ECU), GradDipEd (ECU)  
Miss J L Walden, BA Hons (Buckinghamshire Chilterns), GradDipEd (Exeter)  
Mr R Walsh, BEd (ECU), Dip Teach (ECU)  
Ms A L Ward, BA Joint Hons (Leeds), PGCE (Keele)  
Mrs V L Ward, GradDipArt (ECU), DipTeach  
Mr N Warrington BSc Hons (Leicester), GradDipEd (UWA), PhD (Leicester)  
Ms E A Waters, BA (Hons) (DCU), PGCE (Brighton)  
Mr B E Watson, BEd (Hons) (ECU), DipTeach (WACAE)

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

## Education Assistants/Aides

### Full-time & Part-time

Ms J Barsden, Cert III Children's Services (TAFE), Assoc Dip Dental Therapy (WAIT)  
Mrs D Burt, Dip Teach (Nedlands)  
Mr B Cooper  
Ms G Daly, Cert III Teachers Asst (TAFE)  
Ms R Gaudieri  
Miss H Harris, Dip Auslan (CIT), Cert IV Ed Supp (SMT)  
Ms C Housely, Cert II Auslan, Cert III Auslan, Cert IV Auslan (CIT)  
Mrs A M Jubber, Dip PrePrimEd (SA), H.D.E Special Ed (SA)  
Ms G A McCutcheon, Dip Teach (Churchlands)  
Mrs L J Mayne, Cert III Ed Supp (FEC), Cert IV Ed Supp (FEC)  
Mrs T Millar, Cert III Teachers Asst (TAFE)  
Miss T J McMinigal Cert II Auslan (CIT), Cert III Auslan (CIT), Cert IV Auslan (CIT), Dip Auslan (CIT)  
Miss G Nalder  
Miss A S Overton  
Ms F Pinaridi, Cert III Teachers Asst Special Needs (NtAust), Cert III CTEFLA (Zurich), Dip ATCL (Trinity), Adv Dip LTCL (Trinity) Speech and Drama  
Mrs J Ricciardello, BEd (Early Childhood) (Curtin)  
Mrs K Tyler, Assoc Deg Sc (Library Technology), Cert I ESL MS (Adelaide), Cert I Teach Asst (ECU)  
Mrs N L Veitch, Cert III Education Support (FEC)  
Mrs T Wheeler - commenced 1/2/16  
Mrs S Wingfield, BA (UNISA), PGCE (UNISA)

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

95%.

## Year 12 Achievement

Attaining a Year 12 certificate or equivalent VET certification  
= 12% of the cohort earned certificates

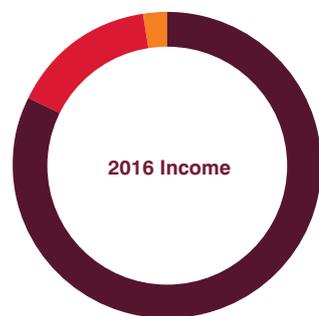
## Parent and student satisfaction

The top five reasons for choosing Scotch College:

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



## Financial Report



●	\$42,804,735	Tuition & Boarding Fees
●	\$7,999,531	Government Grants
●	\$1,194,117	Other Income

## Student attendance

Pre-primary	94.7%
Year 01	93.9%
Year 02	95.5%
Year 03	95.4%
Year 04	93.3%
Year 05	93.9%
Year 06	94.5%
Year 07	94.9%
Year 08	94.5%
Year 09	95.2%
Year 10	95.1%
Year 11	95.9%
Year 12	95.4%



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** – 1 February – 8 April

**Autumn Term** – 27 April – 1 July

**Winter Term** – 26 July – 23 September

**Spring Term** – 12 October – 9 December

**Senior School** (Yrs 9-12)

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

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

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





## Pastoral Care (snapshot)



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

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

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

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

In 2016, following on from an external review of the school's pastoral care and wellbeing structures conducted by Donna Cross, the school created the position of Director of Student and Staff Wellbeing in order to enhance our policies and programmes in this field. The role is K-12, and mirrors Teaching and Learning as one of the central pillars within the school.

## Academic Enrichment and Extension



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

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

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

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

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

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

## Music (snapshot)<sup>1</sup>



2016 has been a year of new experiences for both students and staff in the Music Department, with new opportunities to perform presenting themselves. This was exemplified by the professional presence of a number of world-class musicians and scholars.

The Scotch/PLC Combined Symphony Orchestra performed in the 'A' Division at the ABODA Orchestra festival and was awarded an 'Outstanding' for their performance.

## Pipe Band (snapshot)



The Scotch College Pipe Band was established in 1947 and forms an integral part of the school's identity. The band has achieved International recognition, and lessons in piping and drumming are available throughout secondary school. The Middle School Bagpipe Programme began in 2013 and offers an introduction to piping for students in Years 6-8. Pipe Bandsmen are expected to provide the music for the weekly school assembly parades, plus devote considerable leisure time to public performances.



## Drama (snapshot)

In Drama 2016 we ran two major School Productions, comprising of the Year 6/7 production of Treasure Island and the Year 8 - 12 Musical production of The Addams Family, the first musical performed at Scotch College in over 10 years. Any student in the school is eligible to audition for roles on stage and apply for roles backstage. Productions can involve 25 - 60 students including actors, crew, and production design. We have an interhouse Theatre Sports competition for points towards the house trophy once a year. Each house puts forward a junior team comprising of boys in Years 9 and 10 and a senior team of Year 11 and 12 students to compete in this after school competition.



## Debating (snapshot)

Scotch College has showcased an outstanding commitment to the Debating programme in 2016, with over 100 boys from Years 7 to 12 competing in the WADL, AHISA and BP competitions.



In WADL, Scotch was proud to display a high standard of debating in a breadth of teams, with a total of 23 teams over the six year groups. Seniors 3 and 4, coached by Mrs McCowan and Mrs Scaife, made it to the Preliminary Finals as wildcards. Two Junior teams won their division with Junior 4, coached by Mr Sterrett, advancing to the Octo-Finals. Junior 11, coached by Mrs Scaife, was able to successfully make it to the Semi-Finals.

In AHISA, Scotch fielded three teams, with Junior 1, coached by Mrs Scaife, winning their division. Finally, we had two Year 10 teams take up the opportunity to extend their skills in the BP competition. These teams are a testament to the strength of Scotch's Debating programme and we commend their achievements.

## 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.



## Community and Service

This year has seen the continued growth of service activities across all three sub-schools. Many of the causes supported through fundraising and agencies assisted through direct action have been identified by the boys themselves who have a personal connection or interest. Other service opportunities come through class, club or House initiatives and Year 10 boys undertake a Service Learning programme as part of their timetabled activities. All three International Baccalaureate programmes place service at the core and as a Uniting Church school, service is a fundamental Christian pillar on which the College is built.



A large group of boys walked alongside girls from PLC in a 'Walk against abuse' supporting the Bravehearts organisation. Boys also volunteered to support 'Tim's Ride', in memory of OSC Tim Anderson, and to raise money for Youth Focus scholarships. A highlight of fundraising efforts for this year was our contribution towards the PLC-inspired, Leukemia Foundation event '8 for Kate' as part of the 'World's Greatest Shave'. Over \$90,000 was raised by students from both Colleges.

## Emergency Service Cadet Unit

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



## The Duke of Edinburgh's International Award

The Award recognises those people who decide that they are willing to go above and beyond to better themselves and the community they live in. It is recognised throughout the world, showing commitment and resilience with an attitude of hard work and leadership. Of particular note this year at Scotch College is the awarding of the Gold Award to two of our 2015 leavers: Graeme Stewart (Shearer House) and Tim Andrew (Ross House) who were recently awarded their Gold badges from the Governor, Her Excellency the Honourable Kerry Sanderson AC, Governor of Western Australia.



The Duke of Edinburgh Award is a scheme that benefits all young men for their future, whether it is gaining entry to a tertiary institution or gaining a job they have their heart set on.



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

Scotch won Athletics, Badminton for the first time in the College's history. Scotch also shared the Football Cup with Hale, won Rugby and Golf. Each of the cups have names and these names can be found at [psa.wa.edu.au](http://psa.wa.edu.au)

Scotch is a member of the PSA (Public Schools Association), a body which is primarily for the provision of a strong sporting competition between the boys' independent schools close to Perth. Scotch has compulsory sport, although occasional exemptions are granted to boys if they are training at an elite level outside the school or if their commitments in co-curricular pursuits such as Music are such that their academic performance would suffer if they were also committed to Scotch sport.

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

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

### Outcomes:

The school considers sport to be a vital component in the range of 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.

### Athletics

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## Clubs (snapshot)



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

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

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

### Junior School Co-Curricular Clubs

- Animation
- Art
- Aviation
- Chess
- Chess and Checkers
- Coding (Beginners and Advanced)
- Comic
- Creative Writing
- Drawing/Cartooning
- Environment
- French Games
- Giving Tree
- Homework
- IMovie
- Lego Construction
- Loose Parts Play
- Mandarin
- Minecraft
- Newspaper
- Numero
- Reading
- Robotics
- Running
- Science
- Sphero
- Swim Squad
- Vocal Ensemble



## Middle School Co-Curricular Clubs

- Homework Club
- Breakfast Club
- Literacy Games Club
- Science Club
- Student Librarian Club
- Philosophy Club
- Skateboard Design
- Student Magazine
- Dessert Club
- Board Games
- Photography and E Cinema
- King of the Court
- Community & Service
- Ceramics
- Triathlon Club
- Chess Club
- Breakdance
- War Hammer and Model Making
- Thinkers & Tinkers
- Marimba and Instrument Making
- Lego Club
- Coding
- Da Vinci Decathlon
- Renewable Energy Club
- Glass Club
- Drama Club
- Tournament of Minds
- Maths Olympiad
- Debating
- Creative Writing
- Magic Card Club

- Sporting, cultural, history and community and service tours take place on a two year rotational basis. Tours have recently gone to Jigalong, Melbourne, Sydney, Singapore, Thailand, Cambodia, Japan, Europe, North America, South Africa, India, Indonesia, New Zealand and Tanzania.
- Boys were involved in activities such as Philosothon and World Scholars Cup Tours to Sydney and Bangkok respectively, while others attended the Tournament of Minds at Yale University.
- These educational tours that go interstate and overseas are obviously varied and challenging and are welcomed and enjoyed by both parents and boys.

## Round Square



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.

The College's involvement in the Round Square organisation was firmly in the spotlight this year with the Middle School hosting the Round Square South-East Asian Conference. The conference was attended by 180 students and teachers from across Australia and south-east Asia. For one fun-filled engaging week, students from over 30 Round Square schools painted, debated, surfed, flew kites, rolled swags, explored Kings Park and came together for the betterment of the community in extended friendship and fellowship. Whilst there were highlights every day, the gathering of the whole conference at Cottesloe Beach for a pylon swim on the final morning will remain an enduring memory.

Our Year 8 Round Square Student Exchange Programme continued this year growing from three schools in 2015 to seven schools in 2016, with an exchange school located in each state. 14 Scotch Year 8 students visited schools in either Launceston, Melbourne, Adelaide, the Gold Coast, Alice Springs or central New South Wales. The boys remarked that being on exchange and hosting reciprocal visits was such a rich and rewarding experience and widely encouraged.

## Educational Tours



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

- All Year 9 boys go to 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 snorkeling.
- In Year 9 all boys have the opportunity to opt to go to Canberra for an educational tour, followed by a few days in the snow.
- In Year 10 the boys have the opportunity to select from a variety of "expeditions" to participate in either during the July holidays at the end of Winter Term. It is compulsory for boys to take part in one of these expeditions.
- Music tours regularly take place to the eastern states as do Drama tours and the Scotch Pipe Band every second year goes to a Tattoo, whether in Europe or in North America.