

# WHOLE SCHOOL HANDBOOK

SCOTCH COLLEGE HANDBOOK

This handbook is to be read in conjunction with the relevant Sub-Schools Handbook

Junior School Handbook

Middle School Handbook

Senior School Handbook

Above needs to be placed on the cover page, as per sub school handbooks.



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## **OFFICE HOURS AND CONTACT DETAILS**

### **Office Hours**

Monday – Friday

8.00 am – 4.45 pm

Holiday Hours: 8.30 am – 4.30 pm

### **Address**

76 Shenton Road

Swanbourne WA 6010

PO Box 223

Claremont WA 6910

### **Phone**

08 9383 6800

### **Fax**

08 9385 2286

### **Email**

mail@scotch.wa.edu.au

## **TERM DATES 2012 /2013**

Please see the relevant Sub – School Handbook

## **BRIEF HISTORY OF SCOTCH COLLEGE**

In 1896, the Revd David Ross proposed to the Perth Presbytery of WA that a Scotch College be established. With financial help from Mr W Alexander the School was started in rented premises, the Shearer Memorial Hall in Beaufort Street. Known as the Alexander Scotch College, it was officially opened in February 1897 by the Acting Governor, under the Headmastership of Mr John Sharpe, MA, and with an initial roll of 28 pupils.

In 1904 Mr Sharpe resigned and Mr P C Anderson was appointed. In the same year, it became necessary to secure new School premises, and through the generosity of Mr J M Ferguson, the present Senior School property in Swanbourne was purchased. The new buildings were opened in February 1905 by the Right Hon Sir John Forrest and catered for 140 boys. The property to the north of Shenton Road was acquired during and after the First World War.

Mr P C Anderson and an active College Council guided the growth of Scotch through the difficult years that followed. By 1925 the roll had reached 250 but then came the Depression years and the numbers dropped to 190. The forties saw the enrolment climbing steadily and the 500 mark was reached in 1950. By 1977 it was up to 900. During this time there had been several changes of Headmasters. Mr P C Anderson retired in 1945 and the Senior Assistant, Mr G G Campbell, acted as Headmaster till Mr G Maxwell Keys took over in 1947. During his 22 years at Scotch the School increased in size and maintained a very high standard of scholarship, sport, and community service.

At the end of 1968 Dr Keys, as he then was, handed over to Mr D H Prest, who, after three years of active headmastership during which the Parents' Association was formed, became Principal of Wesley College Melbourne. His place was taken by Mr W R Dickinson, in 1972. The School enjoyed significant growth and development under the leadership of Mr Dickinson. By 1997 the numbers had reached 1030. In a 25 year period the School established Moray, an outdoor camp near Dwellingup, constructed a major teaching block, a resource and computing centre, a new dining hall, a physical education centre, and restored the main administration building. Mr Dickinson introduced a vertical House system that was the foundation of an outstanding pastoral care programme. His personal knowledge of boys and families helped to build a strong Scotch College community.

The Revd Andrew Syme commenced as Headmaster in January, 1998 and resigned in 2010. Since 1998 Revd Syme has restructured the school curriculum based on the International Baccalaureate and instituted a programme of teacher classroom observation and development. A new boarding complex was opened in 2003, a refurbished Upper Primary classroom block in 2005 and a multi-purpose Arts facility (known as the Dickinson Centre) in 2007. A new Science and Design and Technology building - opened in 2009. A separate Middle School has been created for Years 6 and 7 with the Junior School now Years 1 to 5.

Dr O'Connell was appointed as the 7th Headmaster and started in July 2011. His arrival marks a new phase of change in the School. A strategic and master plan will be rolled out in the coming years including 2 stream classes in the Junior School and the development and completion of the new Middle School and associated facilities.

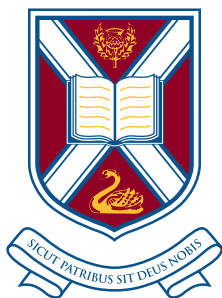
## COLLEGE MOTTO

Sicut patribus sit deus nobis

The Lord be with us as He was with our forefathers

The motto in Latin was chosen from the Old Testament (1 Kings Chapter 8 Verse 57) meaning, in English, The Lord be with us as He was with our forefathers. These were the words of King Solomon to the people on the completion of the Temple.

# SCOTCH COLLEGE



In 1897, the first Headmaster, Mr John Sharpe, called a meeting of the older scholars including Andrew Grieve, Livingston Shearer and Gordon Hill, to discuss the designing of a School Badge. That meeting decided the shape of the shield and the scroll, the School colours, maroon, blue and gold and the four symbols - the Cross of St Andrew (patron saint of Scotland), the Thistle (national flower of Scotland), the open Bible (religious tradition) and the Black Swan (symbol of Western Australia). In 1969, the Council submitted the traditional badge described above to Her Majesty's signet Lord Lyon King of Arms, for comment as to whether it conformed to heraldic rules of design (the Laws of Arms). When the reply came that in various respects it did not conform, the Council applied to him for suitable "Ensigns Armorial". The newly designed coat of arms, the details of which are recorded in the Public Register of All Arms and Bearings in Scotland, (page 6 Vol 50) was received in 1970. It was published in the Reporter in 1971.

## VISION

Scotch College - A Learning community with an international standard of excellence

## MISSION

To develop boys of character with a strong self-understanding, a passion for sustained learning and spiritual inquiry who will become valued members of the global community.

## VALUES

At Scotch College we value:

- knowing every boy (individuality)
- equality of opportunity for all (equity)
- spiritual inquiry as an important element of life's journey (openness)
- breadth of experiences for learning (opportunity)
- excellence (personal achievement)

## ORGANISATION OF THE SCHOOL

Scotch College consists of a Senior School, a Middle School and a Junior School, all of which are situated in Shenton Road, Swanbourne. The Junior School comprises Years 1 to 5, and the Middle School Years 6 and 7. Nearly all these classes are held in the School buildings on the northern side of Shenton Road. The Senior School currently comprises Years 8 to 12. Nearly all Senior School classes are held in the buildings on the southern side of Shenton Road.

Whilst, for the most part, the Junior School and Middle School staff teach only on their side of Shenton Road, some other staff, particularly teachers of Music, Technology, Physical Education and Languages, work in all parts of the School. The Headmaster, Chaplains and Psychologists have concern for boys in the Senior, Middle and Junior Schools.

In the Junior School and Middle Schools the class teacher is the one most immediately concerned with the welfare of the boy. In the Senior School, boys are placed in Houses which provide the basis of the system of pastoral care.

## **CHAPEL**

All boys are expected to attend the Chapel Services and Assemblies, even though they may not be Christians. It is felt that it is worthwhile for boys of other religions to attend Chapel with the rest of the School. Parents may wish to discuss with the Headmaster or Chaplains particular problems concerning religious observance.

The School Chapel Services will generally reflect the attitudes of the Uniting Church of Australia. All boys attend a Chapel Service once a week. In addition, boarders have a programme of Chapel Services on Sunday evenings.

The Chaplains are responsible for overseeing and developing Religious Education in the School and he may be consulted by parents and boys regarding such matters. The Chaplains are also available to discuss with boys or parents and staff members and their families, any matter of a personal or family nature that may arise.

In addition to Religious Education, Counselling and Chapel, the Chaplains are teachers and are involved in the sports and co-curricular programme as well as other aspects of School life.

## **RELIGIOUS EDUCATION**

Religious Education forms an integral part of the School's total programme. Principles of behaviour and attitude are presented within the daily life of the School, within sporting and social circumstances as well as in the classroom and through formal Religious Education periods. The philosophy of the School is to introduce and illustrate the diverse ways in which religious thinking impinges upon the many issues and circumstances of social existence.

## **ACADEMIC CURRICULUM**

The academic programme is designed to ensure a smooth transition from one learning phase to the next. The International Baccalaureate Primary Years Programme is delivered to Years 1 to 5 in the Junior School. The International Baccalaureate Middle Years Programme is delivered to Years 6 and 7 in the Middle School and to Years 8 to 10 in the Senior School. The International Baccalaureate Diploma Programme and the Western Australian Certificate of Education are delivered to Years 11 to 12 in the Senior School.

## **INTERNATIONAL BACCALAUREATE**

The International Baccalaureate (IB), a non-profit educational foundation based in Geneva, Switzerland, offers to schools the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme (DP). Scotch College is authorised by the IB to offer the PYP, the MYP and DP. The Curriculum Framework of Western Australia and the Australian Curriculum form the basis of all programmes.

### **The PYP School Curriculum**

The PYP identifies a body of knowledge for all students in all cultures, in six learning areas:

- Languages A (English)
- Social Studies (Society & Environment)
- Mathematics
- Science & Technology
- The Arts
- Personal, Social & Physical Education

In the spirit of internationalism, students are required to learn a second language, in addition to the language of instruction of the school. At Scotch College Junior School children learn French from Year 1 to Year 5.

More detail of the Junior School Curriculum is found in the Junior School Handbook.

### **The MYP School Curriculum**

The MYP delivers an academic programme of excellence for students of mixed abilities and focuses on the education of the whole person, in preparation for a life of active, responsible citizenship.

The eight academic subject areas offered at Scotch College are:

- Language A                      The study of English
- Humanities                      Key concepts contained within the subjects of History, Geography, Economics & Politics
- Language B                      The choice of French or Indonesian

- Sciences                                   The study of Biology, Chemistry, Physics and Earth Science
- Arts   Visual Arts and Performing Arts
- Mathematics
- Physical Education                   Including Health
- Technology                               Including Information Technology & Design Technology
- Outdoor Education

The five Areas of Interaction of the MYP provide a framework of learning with the programme's focus on the students' intellectual and social development. All areas of interaction are reflected in every programme of study.

The five Areas of Interaction are:

- Approaches to Learning
- Community and Service
- Human Ingenuity
- Environments
- Health and Social Education

Taken as a whole, the curriculum provides a balanced education that will equip students for effective participation in the modern world.

More details of the Middle School Curriculum is found in the Middle School Handbook.

### **IB DIPLOMA**

The Diploma Programme is a rigorous two-year pre-university course with an emphasis on providing a broad and balanced curriculum that develops critical thinking, independent learning skills and intercultural understanding. As with the PYP and MYP, the Diploma is also shaped by the Learner Profile, which informs content and pedagogy.

It appeals to those students who have a good work ethic and intend to continue their studies at university. The Diploma caters for a range of abilities from those who are gifted to average students who display key attributes of self direction, initiative and possess an enthusiasm for learning.

Details are provided in the Senior School Diploma Course Selection handbook.

### **WACE PROGRAMME**

In the Year 11 WACE programme at Scotch College a student must study six subjects, including an English subject. Performance in these subjects will be assessed by the School and grades submitted to the Curriculum Council for ratification. The grades will be included on the Statement of Results issued by the Curriculum Council.

There are no absolute prerequisites for entry to particular subject courses in Year 11. However, boys should not study subjects which are beyond their academic ability and background, or select courses which do not allow them to do justice to their talents. To assist with this there are recommended levels of readiness in terms of MYP grades.

All WACE examinations are based on one year courses although the more cumulative subjects such as Mathematics, Physics, Chemistry, Languages and Music must be studied for two years.

Details are provided in the Senior School WACE Course Selection handbook.

### **INSTEP - A Structured Work Based Learning Program**

INSTEP is an upper school work placement strategy enabling students to achieve subject equivalents towards the WACE. The program also provides the opportunity for students to develop entry level skills which are recognised by specific industries and TAFE, whilst continuing with school education. It is accredited as a WACE course.

Details are provided in the Senior School WACE Course Selection handbook.

## REPORTS

Reports reflect work covered during the year or the length of the course if it is less than a year.

School Reports are confidential communications between the School and parents, and through them with the boy. As well as being a report on past performances, they also provide the School with an educational tool, because the report can contain constructive criticism and advice for the boy. Accordingly, the report is frequently not suitable as a reference for employment. A confidential reference is available on request from the Headmaster's Personal Assistant.

## OUTDOOR EDUCATION

Outdoor Education is considered the 9th Curriculum area and a valuable part of Scotch College. Boys in Years 3 to 10 participate in a compulsory Outdoor Education Programme. The programme has an emphasis on environmental studies, which links to the Primary and Middle Years Programmes of the International Baccalaureate. The School has its own Outdoor Education Centre, Moray - situated on the banks of the Murray River, four kilometres south of Dwellingup.

The Outdoor Education Programme at Scotch will develop and test initiative, leadership and self-reliance through a range of programmes including:

- Bushcraft
- Cooking
- Navigation
- Bushwalking
- Canoeing
- Rafting
- Rock-climbing
- Surfing
- Field studies
- Aboriginal Cultural sessions
- Team/Problem Solving activities
- 

The majority of these programmes are conducted at Moray for Years 5 to 9. As they progress through the programmes, they will undertake cross-curricular studies of Mathematics, Art, History, Geography, Cultural Studies and Outdoor Education skills and strategies.

In Year 10, boys choose from a variety of week-long expeditions:

- Leeuwin
- Surfing
- Bushwalking
- Canoeing
- Cycling
- Climbing, Caving & Abseiling
- White Water Kayaking
- Sea Kayaking

These expeditions are seen as the culmination of a boys Outdoor Education experience at Scotch. This programme allows the boys to use the skills that they have developed over the earlier years of their Outdoor Education Programme.

## MORAY

The School has a 66 hectare Outdoor Education Centre situated on the banks of the Murray River, three kilometres south of Dwellingup.

Scotch College has a comprehensive Outdoor Education programme and this exciting facility features a wide range of resources including a rock-climbing wall, ropes course, hiking trails, kayaking, canoeing and much more. Moray was purchased in 1984 with the aim of providing students with opportunities to learn in a natural environment. Development of the following skills are all part of the curriculum:



- bushcraft
- navigation
- kayaking
- canoeing
- rock climbing
- field studies
- reflective practices

Moray gives students the opportunity to experience personal achievement and self-fulfilment through challenging and adventurous activities. For map, directions and a virtual tour, see the School website.

## **CO-CURRICULAR PROGRAMME**

The School has an extensive programme of co-curricular activities, almost all of which are supervised by academic staff members. By boys' participation in a variety of these activities, their skills and interests are developed, their education is enriched, and their growth is encouraged and monitored by trained staff who are able to develop boys' self-esteem within and beyond the classroom. Details of the co-curricular programme offered are found in each Sub-School Handbook.

## **INFORMATION AND LEARNING TECHNOLOGY**

Scotch has a dynamic approach to supporting information and learning technologies and began implementing a 1:1 learning programme with technology in 2009. In Years 1-4 the students have access to shared laptops and iPads where they develop an early understanding of information technologies and their use. In Years 5 to 12 the students have the exclusive use of a Macintosh laptop computer.

### **Learning Technologies Vision**

At Scotch we encourage a learning environment where the use of information and communication technologies is regarded as an integral part of teaching and learning so that it is used in a routine and natural way. The appropriate use of learning technologies is employed to further enhance high quality teaching and learning.

Learning technologies are used to support the teaching and learning approaches that allow students to assume greater responsibility for their own learning, such as student-centered learning, negotiated curriculum, guided discovery learning and developing innovation and invention competencies in students.

### **Information and Learning Technology (ILT) Management**

Scotch has a commitment to ILT and employs industry best practices to ensure that appropriate technology is implemented and supported. The ILT Strategic Plan, in conjunction with regular yearly reviews and operational plans, guides the College in the application of technology to teaching and learning, as well as in the area of administration and business process management. ILT at Scotch encompasses a professional support team responsible for the operation of the College's ILT resources, including maintenance and improvement of ILT Services and resources to facilitate 21st Century skills and best practices in teaching and learning.

### **1 Degree Office**

1° is located in the BRC in the Senior School, and the Library in the Middle School. 1° is a curriculum and application support area which exists to offer help and support for all members of the Scotch community in their information and learning technology needs. It is also a personal support and training centre for students, staff and parents. 1° is the "heart and soul" of technologies. ILT and 1° coaches include teachers and students who are specially trained and certified at 1°. Their role is to help all users with all hardware and software with in-house repairs. 1° creates a place that staff, students and parents can access support and 1:1 training sessions. 1° facilitates students with the 21st Century Skills programme and also provides ILT and 1° coaches software and curriculum integration ideas and support.

### **Scotch Technology Centre**

Scotch has a dedicated Technology Centre that provides service, support, and maintenance for IT operations. A team of technology professionals delivers support to the students and staff for any problems that arise in the use of ILT resources. Faults are diagnosed and repairs are provided onsite through certified technicians.

## **Scotch Infrastructure**

Scotch has an extensive technology infrastructure that provides seamless access to ILT resources for students. Resources available include filtered internet access and e-mail, internal collaboration sites such as iShare and iTunes U, printers, file storage and specialised software. Wireless networking enables students to access the network from their laptop anywhere within the school grounds.

## **Our Policies**

All students must adhere to the Acceptable Use Policy with regard to their use of the ILT resources (located in the Student Diary and online).

## **The Laptop Programme**

It is compulsory for all students in Year 5 to Year 12 to have a Scotch laptop computer. The laptop is hired from the school and hire charges are levied to the school account. Ensuring each student has a laptop is integral to developing the Information and Learning Technologies vision, and provides each student consistent access to technology resources at school and at home. We invite parents to access the Scotch Community online resources at [home.scotch.wa.edu.au](http://home.scotch.wa.edu.au) To access the features, each parent requires a unique user name and password. This is in the format of 's' and 6 digits eg, s123456. If you experience any difficulty, please contact ILT Helpdesk on (08) 93836866.

Our online resources include features such as:

Check up on Junior and Middle School Physical Education and Sport, JPSSA and PSA Sport,

Book a Scotch College event, and request an email to reset your Scotch password.

We encourage all parents to book an ILT workshop to up-skill yourself on how to manage your son's laptop at home, navigate our online resources or get the most out of mobile technologies.

## **ACADEMIC SUPPORT**

Academic Support staff work with boys in the Junior, Middle and Senior Schools. Support is given to boys with learning difficulties or disabilities. Academic Support staff also work with boys who demonstrate outstanding academic ability. Identification, intervention and support are central functions of the Academic Support Team (AST). For more details please refer to the relevant Sub-School handbook.

## **SCHOOL PSYCHOLOGICAL SERVICES**

A School Psychologist is a registered Psychologist whose task is to assist students, teachers, parents and the school community to solve a wide range of educational and psychological problems. The major areas where the School Psychologist can help include student learning, behaviour management and social/emotional issues.

As much as we would like it to be otherwise, families in the School community experience the same difficulties as families everywhere – family breakdown, mental illness, alcohol and substance abuse, relationship difficulties. Sometimes these get in the way of a boy's being happy at school or achieving his best. Or maybe issues at school, such as friendship difficulties or problems learning make it hard for him to stay on track.

This is where the services of a trained listener come in. "Guidance officers" of old may have advised clients of what to do. Today's approach is different: boys are listened to and helped to generate solutions they feel comfortable with. Empowerment, skill development and resilience are catchphrases of this approach. Referrals are made to specialists outside the school (eg. paediatricians, psychiatrists, speech pathologists) where appropriate.

Discussions between the School Psychologist and clients are confidential.

## **WHERE TO GET HELP**

The following is a list of contact numbers and websites for agencies which can assist in the provision of counselling and information for both parents and young people. Calls to these agencies remain confidential.

Counselling Services

Crisis Care

24 hour emergency counselling and assistance.  
Telephone (08) 9223 1111  
Psychiatric Emergency Team (24 hour service)  
Telephone 1300 555 788

### **Drug Information**

Family Drug Support (24 hour information line)  
Freecall 1300 368 186  
Alcohol and Drug Information Service (24 hour information line)  
Telephone (08) 9442 5000  
Freecall 1800 198 024

### **Parenting Information and Support**

Family Helpline  
24 hour telephone counselling and information service for families with relationship difficulties.  
Telephone (08) 9223 1100

### **People and Places That Can Help**

Headspace	<a href="http://www.headspace.org.au">www.headspace.org.au</a>
Kids' Helpline	<a href="http://www.kidshelpline.com.au">www.kidshelpline.com.au</a>
Lifeline Online Crisis Chat	<a href="http://www.lifeline.org.au/Find-Help/Online-Services/crisis-chat">www.lifeline.org.au/Find-Help/Online-Services/crisis-chat</a>
Mensline Australia – Young Men	<a href="http://www.menslineaus.org.au">www.menslineaus.org.au</a>
Quarry Health-Centre	<a href="http://www.fpwa.org.au/services/quarry/">www.fpwa.org.au/services/quarry/</a>
Reach Out	<a href="http://www.reachout.com">www.reachout.com</a>
Samaritans Youth Office	<a href="http://www.thesamaritans.org.au">www.thesamaritans.org.au</a>
SANE Australia	<a href="http://www.sane.org">www.sane.org</a>
Youth Beyond Blue	<a href="http://www.youthbeyondblue.com/">www.youthbeyondblue.com/</a>
Youthlink	<a href="http://www.youthlink.perthwa.net">www.youthlink.perthwa.net</a>

#### Online Self-help Programs for Mental Health

e-couch - [www.ecouch.anu.edu.au](http://www.ecouch.anu.edu.au)

An interactive self-help program which includes modules for social anxiety, generalised anxiety and depression. It teaches skills to help manage difficult times, and can help you to relax, get more active, think straighter and change the way you interact with other people.

MoodGYM – [www.moodgym.anu.edu.au](http://www.moodgym.anu.edu.au)

A popular interactive program drawn from Cognitive Behaviour Therapy that helps users to prevent and manage depressive symptoms. Moodgym has been extensively researched and has been shown to be effective in reducing depressive symptoms and unhelpful thinking in users.

Beacon – [www.beacon.anu.edu.au](http://www.beacon.anu.edu.au)

Information about online applications for mental and physical health disorders. Websites throughout the world are reviewed and ranked by mental health researchers, and users are invited to provide ranking and comments.

BluePages – [www.bluepages.anu.edu.au](http://www.bluepages.anu.edu.au)

Information about depression including how it feels and how it is treated. Includes reviews of the evidence for the things that people do to manage depression, from taking medication to eating chocolate! BluePages also explains the type of help available and where to access this help. There are quizzes and a downloadable relaxation mp3.

### **HEALTH CENTRE**

Scotch College has a purpose built Health Centre on the Campus, which is staffed by a team of Registered Nurses. The Health Centre caters for the primary health care needs of students throughout their time at the College. The Health Centre provides 24 hour cover for boarders and nursing care for day boys during school hours.

In addition to providing acute care for illness and injuries for boarders and dayboys, the Health Centre has an

increased focus on health education, injury prevention and providing pastoral care for both day boys and boarders, as well as primary health assessment and referral to a variety of health professionals as required. The Health Centre is constantly updating our policies to provide the best possible, evidence based care for our students and staff. The Health Centre also provides assistance to the Health Department of Western Australia with the School Based Immunisation Programme.

The Health Centre plays a key role in the health of our boarders including organising appointments with allied health professionals in consultation with Parents and Guardians and ensuring follow up care.

The sporting programme at the College is an integral one and as such, nursing and first aid cover are provided for all sporting events for Junior, Middle and Senior School. This includes PSA sport, swimming and athletics carnivals that run throughout the year.

Mouthguards are compulsory for all boys who participate in Contact sport through the College. The Health Centre has a longstanding working relationship with Galadent who attend the school annually in March. For those parents who wish to take up this service for their son, further information will be posted in the newsletter closer to the time including costs and consent forms.

Annual flu vaccinations are offered to all College Staff and Boarding Students and run through the Health Centre. Further information is sent out to Parents and Staff nearer to the time.

#### Opening Hours

Monday to Friday 0800 – 1800

Saturday 0800 – 1300

These hours are applicable to school term dates.

#### After Hours

The “on-call after hours” service is provided by Registered Nurses ensuring 24 hour care for emergencies and Boarding house needs.

The overall aim of the Scotch College Nursing staff is to promote a philosophy of health and wellbeing, as well as building resilience and preventing illness.

### **The Health Centre Team**

Fiona Richmond RN/Nurse Manager

Sarah McCarthy RN

Leissa Munro RN

Bev Sinkin RN

Telephone: (08) 9383 6818

Mobile: 0402983086

Facsimile: (08) 9383 6889

Email: [healthcentre@scotch.wa.edu.au](mailto:healthcentre@scotch.wa.edu.au)

### **Scotch College Health Centre**

All Students

Students requesting to present to the Health Centre during school hours (except recess and lunch) must have their diary signed by their class teacher.

**Medical Forms** Parents/Guardians are required to provide their son’s current medical history to the Health Centre by completing the Current Student details Form. Parents must notify the Health Centre if there are any changes to their son’s medical details so that this information can then be updated.

### **Medications**

The Health Centre stocks the following over the counter medications: Paracetamol, Nurofen, Claratyne, Telfast, Polaramine, Sinatab PE, Chemists Own Cold and Flu, Buscopan, Immodium, Mylanta, Bisolvyn dry and chesty cough mixture.

Should a student require over the counter medications not listed above, parents/guardians must provide a supply for storage at the Health Centre.

If a student requires medication to be dispensed by the Health Centre Nurses, the Parent/Guardian must complete a Medication Request Form available from the Health Centre.

For Boarding Students: If any medications are required (either over the counter or prescribed) this must be authorised by the school Nurse. No medications are to be kept in Boarding unless this process is followed.

#### Appointments for Boarding Students

The Health Centre must be informed of any external appointments, either medical or dental and full details given including date, time, address and the name of who will be accompanying the student to the appointment. Other than in exceptional circumstances, such notification must be provided at least 2 working days before the appointment. Contact can be made via e-mail to [healthcentre@scotch.wa.edu.au](mailto:healthcentre@scotch.wa.edu.au) or by phone on 93836818.

Boarders should be accompanied to appointments by a family member or representative. If this is not possible, please contact the Health Centre, giving at least one week's notice to arrange a staff member to provide transport. This service is not available on Monday or Thursday mornings except for emergencies.

On return from appointments, boarding students must advise the Nurse on Duty of any follow-up appointments, treatment or medications required.

### **An Allergy Aware School**

The number of children with food allergies in Australia is increasing and it is estimated that 1 in 20 have a food allergy and 1 in 50 have a peanut allergy.

The most common food allergies are peanuts, tree nuts (walnuts, cashews, almonds etc), cow's milk, soy, seafood and eggs. Many children will outgrow their food allergies, however reactions to nuts, seeds and seafoods tend to be lifelong.

The symptoms of food allergy range from mild to life threatening and anaphylaxis is the most severe form of allergic reaction.

We need to accept that food allergies are serious and that food allergies can be fatal. Being an Allergy Aware School means that staff are trained in managing allergic reactions, students have action plans in the event of a reaction and we try to minimize the risk of exposure while students are at school.

### **UNIFORM SHOP**

The School operates a Uniform Shop for the convenience of parents and boys. The shop is located near the entrance to the playing fields at 35 Stirling Road, Claremont. The shop stocks all items of school uniform with the exception of shoes. Some individual sports items may be held by the Head of that particular sport, and boys will be advised if this is the case. Otherwise, all sport uniforms can be purchased from the Shop.

Parents and boys may purchase the whole uniform as well as a few Memorabilia items from the shop. All purchased items are charged to the boy's account - please note that we do not have any Credit/Savings/Eftpos card facilities.

The Uniform Shop has a range of second hand items available for purchase, as well as being a venue for resale of boys' uniforms. Current items of uniform that are in good condition, washed, ironed - or in the case of Blazers, dry-cleaned - may be purchased by the shop if it is believed these items can be resold. We cannot guarantee to purchase all items and prices will vary depending on condition and stock levels. A second hand form is available from the shop and on the shop's website, detailing seller's name and all items included. If purchased by the shop, the amount is credited to the boy's school account.

During term time, the shop is always open:-

Tuesday	08h00 to 17h00
Thursday	07h30 to 11h30
Friday	07h30 to 11h30

### **SPECIAL BUSES**

Special buses run each day. These buses are intended to provide a service for students who live in areas not well served by public transport. You will need to view an Independent Schools timetable for exact departure times. For further help and advice call Transperth Infoline on 13 62 13 or visit their website for information that is regularly

updated at [www.transperth.wa.gov.au](http://www.transperth.wa.gov.au) Alternatively, Swanbourne railway station is adjacent to the school and many boys use the metropolitan rail network. If you have further queries, please contact the Head of the relevant Sub-School.

## **CODE OF BEHAVIOUR**

Boys are encouraged to achieve the best of which they are capable in the academic, co-curricular and community life of the School.

It is expected that students attending Scotch will show appropriate respect for the staff and property of the School. Students should exhibit behaviours, within the classroom and co-curricular life of the School, that indicate they are in pursuit of learning and education in its broadest sense and show respect for the rights of others to access the education provided by the School. Students should develop the abilities, knowledge and skills to work independently, cooperatively and collaboratively with fellow students towards their goals and aspirations with the guidance, instruction and care of School staff. They should show respect and care for those in the community and their property, and should demonstrate leadership in providing a positive example to peers and those younger than themselves, and responsibility towards the care of those boys. This is the context in which the following Code of Behaviour should be understood and observed.

### **Supervision**

Staff on duty begin at 8.15am (8.10am for the Junior School) and boys who are on campus are subject to normal staff supervision. No boy may leave the campus after 8.25am without staff permission. After 8.25am normal procedures apply, permission must be obtained to move off campus. Any boy who leaves the campus without permission after 8.25am and before the end of the teaching day, will be deemed to be absent without leave.

#### **End of Term Dismissal**

Classes continue until the end of term. Parents are therefore asked not to take boys out of School before the end of term. This applies also to mid-term long weekends.

#### **School and Personal Property**

**School Property:** Breakages or damage done to School property and apparatus should be reported at once to a teacher. Boys will be expected to make good any damage other than fair wear and tear.

**Personal Property:** Boys must not bring expensive equipment to School unnecessarily. All books, clothes, calculators, bags etc, are to be marked with the owner's name. The School reserves the right to inspect boys' property.

#### **Clearance**

If a boy leaves the School during the year, he must obtain a clearance that he has returned all School property on issue to him.

### **Bicycles**

Bicycles must not be ridden within the School premises. They must be stored in the spaces provided and should be locked. The School cannot accept any responsibility for bicycles. Boys must wear a cycle helmet when riding to and from School or a School function. Bicycles should be removed from storage at the end of the day before 4.00pm. Boys must register their bicycles with the Head of Sub-School

### **Public Appearances**

No boy may take part in any press interview, radio or television broadcast, or other public performance in which the name of the School is mentioned other than those officially approved by the School, or for which specific approval has been given by the School.

### **Haircuts**

It is difficult to define hairstyles or hair length satisfactorily in a time of rapidly changing social norms. Extremes in hairstyles, including colour, are not permitted. Hair should be properly groomed, clean and brushed. Extremes of short hair are also discouraged. Boys must be clean-shaven.

## **Appeals**

Every boy has the right of appeal to his Head of Sub-School or to the Headmaster.

## **Suspension/Expulsion**

Consistent with the Notice of Acceptance, decisions regarding suspension are determined by each Head of Sub-School, Head of Boarding or the Headmaster in consultation with other senior staff. Types of breaches that could trigger suspension would include:

- Possession of drugs
- Boys absent without leave from the Boarding House
- Rudeness to members of staff
- Persistent bullying of other students
- Other matters deemed of similar severity by the Headmaster

Also consistent with the Notice of Acceptance that is signed by both parents when their son is enrolled at School, the power for expulsion lies strictly with the College Council on the recommendation of the Headmaster. Such offences might include:

- Persistent breaches of School Policy including previous suspensions
- Sale of drugs to other students
- Violence to members of the School community (staff, students and parents)
- Other matters deemed of similar severity by the Headmaster, his delegate or other senior members of the academic staff.

## **Motor Vehicles**

It is anticipated that many boys, when they reach the appropriate age, will wish to obtain their driving licences. The School shares with parents the concern that misuse of motor vehicles can have tragic consequences. Accordingly parents are urged to treat the driving of a car as a privilege for their sons, and not a right that must be granted. It is considered inadvisable that boys should, under normal circumstances, be allowed to drive themselves to School on a regular basis.

The following rules apply concerning vehicles:

- No boy may ride a motorcycle or drive a motorcar to School without the express permission of the Headmaster or Head of Senior School. It is unlikely that permission will be given for a boy to ride a motorcycle to School or for a boy not in Year 12 to drive to School.
- Any boy who obtains a driving licence must report this to the Head of Senior School. Any boy wishing to request permission to drive to School, or to School functions, must firstly apply to the Head of Senior School for the appropriate forms.
- A boy who drives to School must park his car at the Gooch Pavilion car park. The School cannot undertake to provide parking space for boys' cars nor can it accept responsibility for their safety.
- Boys may not take other boys as passengers in their cars to or from School or School organised functions without the written permission of the parents of both driver and passenger.
- Boys may not hitchhike to or from School or any School function.

## **Violent/Aggressive Behaviour**

The School will not accept violent behaviour. In the event of violence a boy will be sent home for the rest of the day while the incident is investigated.

## **Smoking or other drugs**

The School believes that there is ample medical evidence that smoking is both habit forming and detrimental to health. Accordingly, boys must not smoke or be in possession of tobacco or other drugs.

## **Alcoholic Drinks**

The School appreciates that some parents may wish to educate their boys in the sensible and moderate use of alcohol, and accordingly may wish to offer the boy beer or wine in properly supervised circumstances. However, the use of alcoholic drinks in unsupervised situations can frequently leave boys in positions which they are unable

to handle satisfactorily.

Boys may not drink at School functions or functions associated with School groups. This includes overseas or interstate tours. It is unacceptable to take alcoholic drink to a party or similar function unless one has been invited to do so, or to drink too much. Clearly it is important that hosts provide adequate soft drink for social occasions.

### **Drug Education Policy**

A committee of staff, parents and students completed the Scotch College Drug Education Policy. The policy document outlines the School's expectations regarding drug use behaviour, related health and social risk and related law.

The School has an obligation to provide a safe environment for all its students. As a result, Scotch College does not permit students while on School premises, at any School-initiated function, excursion or camp to:

- smoke and/or possess tobacco products
- consume and/or possess alcohol
- deliberately inhale volatile substances (solvents)
- possess and/or use pharmaceutical drugs for non-medical purposes
- possess and/or use illegal drugs in accordance with the Misuse of Drugs Act, 1981
- possess and/or use drug-related equipment such as syringes (except in the case of lawful medical use), bongos, pipes etc.

Procedures have been developed with the health and welfare of Scotch College students in mind and include prevention and intervention strategies such as:

- working with parents and communicating on drug related concerns
- providing drug related workshops and information sessions for parents
- promoting a healthy lifestyle through the Health Education syllabus and within other School programmes
- identifying and acting upon drug related incidents.

The School's response to drug related incidents:

Actions may vary considerably depending on the details of the incident including the substance involved, the behaviour history of the student(s) identified as having a part in the incident and the impact of/on other students. The School's response will always be more serious when a student encourages (directly or indirectly) other students in any behaviours associated with drug use. Parents will be informed as soon as possible, of concerns expressed regarding any drug-related activities in which their sons may be engaging.

The student body will be informed of School sanctions, as soon as possible, and in an appropriate manner and forum.

### **Dances and Parties**

The following is taken from a letter addressed to parents from Headmasters and Headmistresses of the Schools in the Association of Independent Schools. It expresses the policy of this School.

We see it as being important to encourage young people to be able to gather at social events which are carefully planned and reasonably supervised. In this environment it is to be hoped that they may develop a positive sense of co-operation with adults in arranging and running their functions. In this way they can learn patterns of behaviour which will be relevant to their adult life. It is clear that while students in their final years at school are approaching adulthood, they still need to be governed by some constraints which take into account their status as school students and their responsibilities to the schools from which they come.

For private parties, whether in homes, or away from home, we expect that adult supervision will be provided, and that alcohol, cigarettes and drugs will not be available. We would also like to express the hope that parents will make themselves responsible for the transport arrangements for their sons to and from dances.

Planning of social events in advance and the clear definition of expectations, helps to eliminate unfortunate behaviour. The establishment of a guest list and the issuing of invitations can overcome the difficulties arising from unwelcome guests.

We feel that social activities form a significant part of the education of our youth and we seek your co-operation in working to achieve a worthwhile result - a joint outcome of the efforts of the schools and families.



## **Bullying**

Scotch College seeks to affirm each boy's worth and dignity. Bullying strikes at the basis of these values and militates against boys developing their full potential.

Boys are entitled to receive their education free from humiliation, oppression and abuse. Bullying affects everyone, not just the bullies and their victims. It also affects those who may witness violence, intimidation and the distress of the victim. It can damage the atmosphere of a class and even the climate of a school.

Bullying may be the misuse of power, position and privilege, or it may arise from attempts to establish these. It can take a number of forms - physical, verbal, gesture, electronic, extortion and exclusion - which when used deliberately and repeatedly seek to undermine another person.

Bullying in any of its forms is not acceptable in this School. Should students (or parents) wish to report bullying behaviour, they should contact any staff member whom they trust. The matter will be acknowledged as important and discussion will proceed to establish the best strategy to bring an end to the victimisation. The well-being of the student experiencing the bullying will be the primary focus of any intervention. However, strategies to effect change in the behaviour of the person(s) perpetrating the bullying and any onlookers will be a secondary focus in order to work towards securing a healthy social climate within the School. For violent behaviour or series of behaviours which constitute bullying, a boy may be immediately removed from contact with the student body by either being sent home or placed in isolation.

## **SCHOOL PUBLICATIONS**

### **Clan**

The Clan is a community magazine that focuses on activities in the School, Council, Foundation and Old Scotch Collegians. The magazine is a news pictorial that is mailed to prospective parents, current parents, Old Boys and staff. Currently 13,000 copies are distributed twice a year in May and October. The magazine has developed over the years to provide informative articles on important and interesting stories in the school. Please contact the Clan Editor in the Marketing and Business Development Office if you would like any further information.

### **Reporter**

Reporter is the School year book and is produced in-house by the Development Office. The year book is coordinated by staff members and involves a committee of Year 10 and 11 students who are responsible for the collection, proofing and layout of articles and stories from around the School.

The magazine features a wide range of photographs from the year and reports are written by the School Captains. Reporter is a magazine the students keep with them forever and will look through in later years to reminisce about younger days.

## **SONGS AND WAR CRIES**

### **SCHOOL SONG- GOD OF OUR FATHERS**

Blue was the banner raised in days of old  
Set in a mantle of maroon and gold  
This is the College standing on the hill  
God of our fathers, please be with us still!

Principles by which we stand  
Make every boy, mark every man  
No mistaking right from wrong  
In mind and body strong..

Born of a hundred proud and ancient clans  
Forged in the furnace of a brave new land  
Bound for a future time will yet fulfil  
God of our fathers, please be with us still

Blue was the banner raised in days of old  
Set in a mantle of maroon and gold  
This is the College standing on the hill  
God of our fathers, please be with us still!

Stand united, meet the test  
With honour compete, give only the best  
Bonding father, brother, son  
The baton passes on...

Born of a hundred proud and ancient clans  
Forged in the furnace of a brave new land  
Bound for a future time will yet fulfil  
God of our fathers, please be with us still  
Blue was the banner raised in days of old  
Set in a mantle of maroon and gold  
This is the College standing on the hill  
God of our fathers, please be with us still!  
God of our fathers, please be with us still!

### **SCOTLAND THE BRAVE**

Hark, when the night is falling  
Hear, hear the pipes are calling  
Loudly and proudly calling down through the glen;  
There where the hills are sleeping  
Now feel the blood a-leaping  
High as the spirits of the old highland men.

Towering in gallant fame  
Scotland my mountain hame  
    High may your proud banners gloriously wave;  
    Land of my high endeavour  
    Land of the shining river  
    Land of my heart forever  
    Scotland the brave.

Far off in sunlit places  
Sad are the Scottish faces  
Yearning to feel the kiss of sweet Scottish rain;  
Where tropic skies are beaming  
Love sets the heart a-dreaming  
Longing and dreaming for the homeland again.  
Towering in gallant fame, etc.

High in the misty highlands  
Out by the purple islands  
Brave are the hearts that beat beneath Scottish skies;  
Wild are the winds to meet you  
Staunch are the friends that greet you  
Kind is the light that shines in fair maidens' eyes.  
Towering in gallant fame, etc.

## SCHOOL WAR CRY

TALCA-MORE-TALCA-MORE,  
EAGLE-EAGLE-LAR,  
NARRA-NARRA-NARRA-NARRA,  
CONDA-LACKA-LA,  
SCOTCH, SCOTCH, WHO ARE WE?  
WE ARE SCOTCH, WE, WE, WE,  
BOOMA-LACKA BOOMA-LACKA,  
BOW, WOW, WOW,  
CHOOM-A-LACKA, CHOOM-A-LACKA,  
CHOW, CHOW, CHOW,  
SCOTCH.  
SCOTCH.

## SCHOOL HAKA

Leader: A wai pa Kini Kino  
Response: Kino Kino; Kino Kino  
Leader: E tara huna  
Response: Huna, huna.  
Leader: E a te Kotiro  
Response: Turaki turaki, paniki paniki  
Turaki turaki, paniki paniki  
A ha ha'  
Ati! a te! a ta! Scotch!

## PRIVACY POLICY

**YOUR PRIVACY IS IMPORTANT** - This statement outlines Scotch College's policy on how the School uses and manages personal information provided to or collected by it.

The School is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.

The School may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to Schools' operations and practices and to make sure it remains appropriate to the changing School environment.

The type of information the School collects and holds includes (but is not limited to) personal information, including sensitive information, about:

- boys and parents and/or guardians ('parents') before, during and after the course of a boy's enrolment at the School
- job applicants, staff members, volunteers and contractors
- other people who come into contact with the School.

### Personal Information you provide

The School will generally collect personal information held about an individual by way of forms filled out by parents or boys, face-to-face meetings and interviews, and telephone calls. On occasions people other than parents and boys provide personal information.

### Personal Information provided by other people

In some circumstances the School may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another School.

## **Boys and Parents**

In relation to personal information of boys and parents, the School's primary purpose of collection is to enable the School to provide schooling for the boy. This includes satisfying both the needs of parents and the needs of the boy throughout the whole period he is enrolled at the School.

The purpose for which the School uses personal information of boys is primarily to keep parents informed about matters related to their child's schooling, through:

- correspondence, newsletters and magazines
- day-to-day administration
- looking after boys' educational, social and medical well-being
- seeking donations and marketing for the School
- satisfying the School's legal obligations and allowing the School to discharge its duty of care

In some cases where the School requests personal information about a boy or parent, if the information requested is not obtained, the School may not be able to enrol or continue the enrolment of the boy.

## **Job applicants, staff members and contractors**

In relation to personal information of job applicants, staff members and contractors, the School's primary purpose of collection is to assess and (if successful) to engage the applicant, staff member or contractor, as the case may be.

The purposes for which the School uses personal information of job applicants, staff members and contractors include:

- administering the individual's employment or contract, as the case may be
- for insurance purposes
- seeking funds and marketing for the School
- to satisfy the School's legal obligations, for example, in relation to child protection legislation

## **Volunteers**

The School also obtains personal information about volunteers who assist the School in its functions or conduct associated activities, such as the Scotch College Parents' Association and Old Scotch Collegians Association, to enable the School and the volunteers to work together.

## **Marketing and Fundraising**

The School treats marketing and seeking donations for the future growth and development of the School as an important part of ensuring that the School continues to be a quality learning environment in which both boys and staff thrive. Personal information held by the School may be disclosed to an organisation that assists in the School's fundraising, for example, the Scotch College (WA) Foundation.

Parents, staff, contractors and other members of the wider School community may from time to time receive fundraising information. School publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.

The School may disclose personal information, including sensitive information, held about an individual to:

- another school
- government departments
- medical practitioners
- people providing services to the School, including specialist visiting teachers, workplace trainers, work experience providers and sports coaches
- recipients of School publications, such as "Clan" and "Reporter"
- parents and anyone you authorise the School to disclose information to.

## **Sending information overseas**

The School will not send personal information about an individual outside Australia without:

- obtaining the consent of the individual (in some cases this consent will be implied); or
- otherwise complying with the National Privacy Principles.

## **Sensitive information**

In referring to 'sensitive information', the School means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record, that is also personal information; and health information about an individual. Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

## **Management and security of personal information**

The School's staff are required to respect the confidentiality of boys' and parents' personal information and the privacy of individuals.

The School has in place steps to protect the personal information the School holds from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and passworded access rights to computerised records.

## **Updating personal information**

The School endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by the School by contacting the Privacy Officer of the School at any time.

The National Privacy Principles require the School not to store personal information longer than necessary.

You have the right to check what personal information the School holds about you. Under the Commonwealth Privacy Act, an individual has the right to obtain access to any personal information which the School holds about them and to advise the School of any perceived inaccuracy. There are some exceptions to this right set out in the Act. Pupils will generally have access to their personal information through their parents, but older current students may seek access themselves.

To make a request to access any information the School holds about you or your son, please contact the School Headmaster in writing. Such information may not be available immediately on request and parents are advised to inform the School of their intentions when making first contact.

The School may require you to verify your identity and specify what information you require. The School may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the School will advise the likely cost in advance.

## **Consent and rights of access to the personal information of boys**

The School respects every parent's right to make decisions concerning their son's education. Generally, the School will refer any requests for consent and notices in relation to the personal information of a boy to his parents. The School will treat consent given by parents as consent given on behalf of the boy, and notice to parents will act as notice given to the boy.

Parents may seek access to personal information held by the School about them or their son by contacting the Headmaster or the School Privacy Officer appointed from time to time. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the School's duty of care to the boy.

The School may, at its discretion, on the request of a boy grant him access to information held by the School about him, or allow a boy to give or withhold consent to the use of his personal information, independently of his parents. This would normally be done only when the maturity of the boy and/or his personal circumstances so warranted.

## **Inquiries**

If you would like further information about the way the School manages the personal information it holds, please contact the Headmaster or Privacy Officer (the Bursar).

## **COMPLAINTS AND GRIEVANCES PROCEDURES**

If the source of the complaint is a parent or guardian:

- Parents are encouraged to make their own decision about the appropriate member of staff in the School to whom their complaint should be made. If in doubt, however, the points below offer some guidance:
- If a complaint to a classroom teacher is of a minor nature and easily resolved then the teacher and parent should act together to resolve the issue between them.
- If the complaint is of a more substantial nature the teacher should refer the complainant to a more senior member of staff in the appropriate area. In the Junior School this would normally be the Head of the Junior School; in the Middle School this would normally be the Head of Middle School; in the Senior School it may be a Curriculum Leader, House Head, Director of Teaching and Learning or the Head of Senior School.
- If the matter cannot be resolved at this level it should be referred to the Headmaster. Failing resolution the parent may request that the matter be referred to the Chairman of the College Council who, together with the Council, is the final authority on matters concerning the School.
- In all instances of complaint the School's representative shall record the issues and steps which have been taken to resolve any complaints. The Headmaster, or senior members of staff, may choose to interview students without parents or staff members being present.

If the source of the complaint is a student:

- Students are encouraged to make their own decision about the appropriate member of staff in the School to whom their complaint should be made. If in doubt, however, the points below offer some guidance:
- The teacher and student should act to resolve a minor complaint to the satisfaction of both parties. If the student feels he cannot raise the matter directly with the staff member concerned, he may approach another staff member, one of the School Chaplains or one of the School Psychologists.
- If a satisfactory resolution is not achieved, or if the matter is of a substantial nature, the matter should be referred to an appropriate senior staff member.
- Failing a resolution at that level the matter should be referred to the Headmaster for appropriate action.
- A record of the issues and steps taken to resolve the matters should be kept by the School's representatives.

If the source of complaint is a staff member:

- Complaints of a minor nature should be resolved between colleagues.
- A more senior staff member (ie. Head of Sub-School, Chaplain etc) acting as facilitator can be requested by either party. Complaints related to sexual or sex based harassment should be dealt with according to the School's policy.
- Other complaints should be directed to the Headmaster. During any stage of the process, a person may choose to have a supporting person present at discussions or interviews with the Headmaster. If unresolved, the staff member may write to the Chairman of Council, who, together with Council, is the final authority on matters concerning the School. If complaints relate to physical, sexual or emotional abuse of children, the following procedures should be followed:

If the complaint is against a School employee

- The student should be directed to the School Psychologist who should take and record details from the student. The School Psychologist should then inform senior members of staff.
- The Headmaster or other senior member of staff will investigate the matter.
- If, after investigation, there are no grounds for further action, the student should be advised that no action will be taken.
- If the complaint is deemed frivolous or mischievous the student should be informed and at the discretion of the Headmaster, the matter referred to the parents of the student.

- If the complaint of alleged verbal or emotional abuse can be substantiated, the matter should be discussed immediately with the employee concerned.
- If the employee agrees that the student's allegations are true, appropriate action will be taken by the Headmaster.

If the employee disputes the allegation the Headmaster should conduct a further investigation making sure all actions are documented, as are findings and decisions.

Subsequent action by the Headmaster will depend upon the findings.

In all such cases the Headmaster will consult with the Chairman of Council at the earliest possible moment once actions are deemed serious enough for further investigation.

For complaints of a serious physical nature the School's governing body should seek legal advice in relation to the School's actions towards the employee.

Any police action relating to non-sexual physical abuse should be left to the parents to initiate unless it is considered to be staff misconduct.

For complaints of alleged sexual abuse the School's governing body should seek legal advice immediately in relation to the School's actions towards the employee. Parents must be contacted immediately. Investigations of the alleged sexual abuse, unless obviously frivolous or mischievous, should be left to the police.

Complaint from students against people outside the School:

If the Headmaster or member of the Executive is convinced that the complaint is justified and of a serious nature, the matter should be discussed by the Headmaster with the Chairman of the School Council, with a view to making contact with the police.

## **REGISTRATION AND ENROLMENT**

The Application for Registration should be made to Manager of Admissions. A non-refundable remittance applies and must accompany each Application for Registration. Receipt of an application does not guarantee entry to the College. Places are allocated strictly in the order of the application date however the School reserves the right to allocate at its discretion in special circumstances.

### **Points of Entry**

The official entry points to the College are at the year levels where the number of classes are increased. Places are allocated some years ahead. The main student intakes into the College are at Years 1, 6, 7 and 8. Boys commencing Year 1 will usually turn six on or before June 30th of the year of entry. The School accepts students into other years, subject to the availability of places. The Admissions Office can advise parents of the availability of places and students may be waitlisted for entry at any time.

The International Baccalaureate Programme underpins the Scotch College curriculum and maximises learning opportunities. Entry points into the College aim to accommodate the Primary Years Programme (Years 1-5) and Middle Years Programme (Years 6-10).

### **Entry at Year 1**

The International Baccalaureate's Primary Years Programme (PYP) begins at Year 1 and entry at this point allows students the optimal time to develop their skills within the programme. The School will increase the number of spaces available in Year 3 so that students entering at this point will be able to experience three years of the PYP and effectively develop the inquiry approach to learning. Entry at Year 1 allows students the time to benefit from this challenging programme.

### **Entry at Year 6**

Entry at Year 6 is the natural starting point of the International Baccalaureate's Middle Years Programme (MYP). In Year 6 students begin a stimulating programme where they are taught to become independent learners who can recognise relationships between school subjects and the world outside. They build upon the spirit of the Primary Years Programme to develop an understanding of the process of learning and a sense of personal and cultural identity.

## **Entry at Year 7 and Year 8**

Students entering at Year 7 or 8 will undertake the same curriculum as those students already participating in the International Baccalaureate's Middle Years Programme (MYP). The MYP is designed so that all the students benefit from the holistic, integrated approach to teaching and learning no matter when they enter the programme. Students entering Year 7 or 8 still have the opportunity to gain an internationally recognised certificate of educational achievement at the end of Year 10.

Admission applications are processed strictly in order of receipt, with the largest influx of new students at the main entry points. However, parent enquiries are always welcome as vacancies may occur at other year levels. Scotch College maintains a waiting list and places new students in the School as vacancies arise.

## **Conditions of Entry to the School**

All boys admitted to the College are expected to abide by its rules and regulations as stated in this Handbook on the Scotch College Website [www.scotch.wa.edu.au](http://www.scotch.wa.edu.au). Parents of boys who enrol must also be prepared to abide by these rules and regulations. A student's attendance at school may be terminated at any time at the discretion of the Headmaster and the College Council.

## **Endowment Fee**

A compulsory, non-refundable, non-transferable Endowment Fee based on one-quarter of the annual Senior School tuition fee will be payable to Scotch College when a place in the School is accepted. The fee is payable to Scotch College and each year helps to swell a perpetual fund of capital known as the Endowment Fund, the object of which is to generate increasing amounts of income and thus help to secure a truly independent long-term future for the College. The fee is the same payable for day boys and boarders, including overseas students. The full Endowment Fee in 2013 is \$5,650.

For boys entering at levels Year 1 to Year 10 the full Endowment Fee is payable, at Year 11, 50% of the fee, and at Year 12, 25%. In the case of families, the full fee is payable for the first son, 50% for the second, 25% for the third and nil for the fourth and subsequent sons. The discount applies if the first son has left the College, provided that an Endowment Fee was paid for the first son. Any queries regarding the Endowment Fee should be directed to the Bursar or the Manager of Admissions.

## **Full Fee Paying Overseas Students**

Scotch College attracts a diverse student body and enjoys an excellent reputation and strong demand for places. Our school is a home away from home for students from across Australia and around the world.

The School has a limited number of placements available to full fee paying overseas students. Proficiency in English as a second language is required to be eligible for these placements and Full Fee Paying Students must board at the College.

Under Commonwealth Government legislation, new citizens (with some exceptions) do not qualify for State and Commonwealth per capita grants. In these cases an additional fee is levied to compensate for those subsidies and to cover additional necessary administrative services. Overseas students, who do not qualify for State or Commonwealth per capita grant subsidies, will be charged an additional fee to compensate for those subsidies and to cover additional necessary administrative services. That fee in 2013 is \$8,000 per annum, payable with the fee instalment.

A visa for entry to Australia cannot be obtained until the student has been granted a place in an appropriate school. In light of this, a percentage of the Endowment Fee paid on behalf of a Full Fee Paying Student may be refunded if the boy is unable to take his place at the School. (Details are sent to parents of overseas students at the time of formal application for enrolment).

## **SCHOLARSHIPS**

Scotch College offers both academic and music scholarships for entry at Year 7 level and are open to both current students and those not currently attending Scotch College. Scholarships allow for 25% to 100% remission of tuition fees throughout a boy's secondary school career.

Scotch College also offers Scholarships for current students in Year 11. Scholarships to enter the Junior School are not available. For further information, please contact the Admissions Manager on 9383 6809.



## **Year 7/8**

Up to five open Year 7 scholarships are offered each year. Scholarships are awarded on the basis of academic excellence determined by examinations held each year.

G Gordon Gooch – awarded to the top student

J A Gooch – awarded to a Scotch College Middle School student

Entrance – awarded to outstanding students from any school

In addition, there are scholarships available for boys of outstanding musical ability. The availability of scholarships and application details are advertised in January each year.

## **Year 11 Scholarships**

P C Anderson Memorial Scholarship – awarded to sons or grandsons of Old Scotch Collegians for academic merit, leadership qualities, co-curricular involvement and achievement in PSA Sport.

W R Dickinson Scholarship – available to all current Year 11 Scotch College students. This scholarship is awarded for academic merit, leadership qualities, co-curricular involvement and achievement in PSA sport.

## **Bursaries**

Bursaries are open to boys of any year group to help parents pay boys' fees. In all cases, the financial circumstances of the family are taken into consideration. Applications can be made in confidence to the Headmaster.

## **WA Gardner Bequest**

Is open to sons and grandsons of Old Scotch Collegians to cover the whole or part of tuition of boys who would otherwise be unable to attend the school.

## **Boarders' Bursary**

Full Bursary information and application forms may be obtained by applying in writing to the Headmaster's Personal Assistant, Scotch College, PO Box 223, Claremont, WA 6910.

## **ASSISTANCE**

Assistance for Isolated Children (Commonwealth Government)

To be eligible, the student must live at least 16km from the nearest Government school which provides tuition in the appropriate years of schooling and at least 4.5km from the nearest transport service to that school.

Students whose homes are within 4.5km of the transport service may qualify if they live at least 56km from the school, or if the travelling time to and from the school takes 3 hours or more a day. A student may also be eligible if, on the advice and recommendation of guidance officers of the State Education Department, he lives away from home so that he can receive at school specialised remedial teaching. Further details can be obtained from Centrelink at [www.centrelink.gov.au](http://www.centrelink.gov.au)

## **Second Home Assistance**

Where a second home is maintained in order to enable a student to live at home and attend school on a daily basis, a family may qualify for Second Home Benefits.

If the student is over 16, the Youth Allowance assistance applies. Eligible students under 16 receive a minimum allowance, with additional payments subject to a means test on family income.

## **Boarding Away from Home Allowance (WA State Government)**

Children who qualify for Commonwealth Assistance for Isolated Children (see above) are also eligible for an annual allowance from the State Government. Application forms will be distributed by Centrelink to those who have qualified for the Commonwealth Isolated Children or Second Home allowance, in November or December of the preceding year. Forms are also available at the School or from the Department of Education Services.

## **Secondary Assistance Scheme**

Parent/Guardians who hold a Centrelink Family Health Care Card, Centrelink Pensioner Concession Card or Veterans' Affairs Pensioner Concession Card who have student/s in Year 8-12 can claim the allowance up to and including the year the student turns 18 years of age. NOTE: Card held must be current in first term of School Year. To apply for the scheme or to obtain more information please enquire at School reception.

## **Transport Commission Travel Subsidy**

Students permanently resident in specified remote parts of WA may qualify for three return and two single trips between home and school each calendar year, using regular services. Remote areas are defined as:

“All that portion of Western Australia not included in the South West Land Division nor that area south of the 30th degree parallel south latitude and west of the 123rd meridian, but includes that area further than 80km radius from Esperance bounded on the northern side by a line drawn in a north east direction from Esperance, on the eastern side by the 123rd meridian and on the southern side by the coast.”

Application forms are available from Reception. Further enquiries should be directed to the Public Transport Centre.

## **Family Allowance**

An allowance for children up to the age of 16, and full-time students up to the age of 18 is available, subject to a means test on the combined family income. Further details are available from the Family Assistance Office [www.familyassist.gov.au](http://www.familyassist.gov.au)

## **FINANCE AND INSURANCE**

### **School Finances**

The College is a body corporate, incorporated under the provisions of the Uniting Church in Australia Act 1976 and is managed financially by the College Council. The accounts are audited each year in accordance with its constitution.

The College does not pay levies to any Church authorities, nor does it receive any subsidies from them. Capital Expenditure for improvements and new buildings is funded from gifts to the School Building Fund, from depreciation provisions, surpluses generated in recurrent operations, and external borrowings (See Scotch College (WA) Foundation).

### **Insurance**

The School has limited insurance cover against fire on students' personal effects. Loss by burglary or theft is not covered, and parents are advised to check their own householders' or other policies as to the cover provided outside the family home. In particular, parents should make sure that expensive personal items such as musical instruments, computers, mobile phones, and bicycles, are insured.

Some Insurance Companies have Student Accident policies for cover seven days a week, which do not duplicate Medicare benefits. We emphasise that it is the parents' responsibility to arrange all necessary cover for their children. Remission of fees due to absence arising from illness will be made only in exceptional circumstances (see Financial section).

### **School Accounts**

Annual tuition and boarding fees are payable in four instalments, each instalment being one quarter of the annual fee. Fee instalments are due and payable on the first day of each term following billing.

Boys entering the College are required to pay each fee instalment one term in advance. Accordingly, fees for Term One 2013 are due and payable at the start of Term Four 2012 with Term Two 2013 due at the start of Term One 2013 etc. No fee will be payable for the last term of the boy's attendance - typically the fourth term in Year 12. For further information contact the College Bursar.

A boy may not begin another term if the fee instalment for the preceding term remains unpaid fourteen days before the new term is to commence. Any concession will be forfeited if payment is not made within 14 days from the start of a term. A further charge will apply to each account not paid by the due date. The College Council has set that charge at \$150 for each and every reminder account mailed.

Remission of fees because of absence due to illness or for any other cause will be made only in exceptional circumstances at the discretion of the College Council.

For overseas students the annual fee must be paid at the start of the year except by special arrangement with the Headmaster.

There are three ways in which fees can be paid:

1. Bill Pay or BPay - telephone and Internet banking
2. Direct Debit - debiting your nominated bank account
3. Paying by cheque - Cheques should be made payable to 'Scotch College' and crossed 'not negotiable'.

Note: Receipts will not be issued unless requested.

Parents may choose to pay the annual fee at the start of a year. In such cases a rebate for early payment will be credited to their account at the end of the school year.

Enquiries on all matters concerning fees should be directed to the Bursar by mail or by telephoning (08) 9383 6800. The College Council is always prepared to negotiate with parents if financial difficulties arise, and to consider a proposal to defer payment for a reasonable period. Applications for deferment of fees should be made at the beginning of the term to which the account relates.

#### Goods & Services Tax

Educational courses which form part of the School curriculum and course materials are GST free. Items sold to parents and hire fees will attract GST and where applicable extra charges will show this. Uniforms, for example, will be sold at a price that includes GST.

Advice indicates that Boarding fees are also free of GST. However if GST is determined to apply to the meal proportion of boarding fees this will be charged in addition to the published boarding fee and shown separately on each fee statement. Extras such as pharmaceuticals, recreational activities and dry cleaning charges to boarders include GST. The items which attract GST and the tax paid will be shown on each term fee statement which is a "Tax Invoice". The School ABN Number is 21 144 950 591.

#### Forward Fees Programme

Under the School's Forward Fees Programme tuition and boarding fees may be paid in advance for any number of future years provided that payment must be lodged at least 12 months in advance. For more information or an application form, contact the College Bursar.

### **Changes to Enrolment**

One term's notice in writing must be given to the Admissions Office prior to the removal of a pupil from the School. In default of such notice, one quarter of the annual fee is payable.

Boarders are expected to remain as boarders for the full year, from Summer Term through to and including Spring Term. Applications for boarders to become day boys during the year will only be considered in exceptional circumstances and in any event, the annual boarding fee is payable. Parents wishing to change the status of a boarder to a day boy in the following year must give a term's notice in writing to the Admissions Office. In default of such notice one quarter of the annual boarding fee is payable. Boarding fees are payable for the full calendar year even though a boy may be withdrawn from boarding before the year is complete.

Except where a boy has completed Year 12 it will be presumed that he will be returning to the School the following year unless notice in writing is given by the 31st October. If a boy is withdrawn or does not return the following year or changes from a boarder to a day boy without the proper notice being given, a quarter of the annual fee will be payable and (in the case of withdrawal or failure to return the following year) where an Endowment Fee has been paid, the Endowment Fee will be forfeited.

### **Archives**

The School Archives contain a collection of records dating back to the foundation of the School in 1897. These are conserved to ensure longevity with the assistance of volunteers. Archives are a valuable resource for staff and students; provide research services to the School and the extended community. For Enquiries, donations or further information please contact the Archivist on 9383 6888 or email [Archives@scotch.wa.edu.au](mailto:Archives@scotch.wa.edu.au)

### **Old Scotch Collegians (WA) Inc**

The Old Scotch Collegians (WA) Inc (the Association) a Committee. Details may be found on the Scotch website, Old Boys tab.

The objects of the Association are as follows:

-To further the welfare of the College and the Association; without limiting the generality of (a), to provide both

financial and non-financial assistance of any kind to the College, ex-scholars of the College and any sporting, cultural or other association of ex-scholars of the College;

-To promote friendship and unity among ex-scholars of the College; and

-To maintain the interest of ex-scholars in the College.

All boys leaving school will receive copies of the CLAN magazine each year. All students are encouraged to become life members in their final year at School and parents are encouraged to pay a \$187.00 life membership fee for their sons. This fee is included in the last School account on an 'opt in/opt out' basis. For further information please contact the Manager of Old Scotch Collegians on 9383 6849 or [OSC@scotch.wa.edu.au](mailto:OSC@scotch.wa.edu.au) .

### **Scotch College (WA) Foundation (Inc)**

The Scotch College Foundation is an incorporated body established in 1985 to develop a capital base in order to secure the future of the College. Through the gradual development of a substantial Endowment Fund financed principally by the Endowment Fee, the Foundation aims to provide the College with regular contributions to support major capital works and to enhance the academic and cultural environment of the school.

### **Parents' Association**

The Association was founded in 1970 and has the following objectives:

To encourage close liaison and good understanding between parents of boys.

To foster and promote the welfare and progress of Scotch College and to cooperate with the Headmaster or his appointee to this end.

To cooperate, through the Headmaster or his appointee, with any other body or organisation deemed to be promoting the welfare of Scotch College.

Membership is open to parents who have, or have had, a boy at Scotch. For those who wish to, the quarterly subscription of \$25.00 (inc. GST) may be paid with the School fees each term. The Association organises two main functions each year - a Family Welcome Barbecue at the beginning of the School year and functions for each year group so that parents can get to know others who have boys in that year group.

The Parents' Association has recently helped fund several projects including the Senior School air conditioning, swimming pool heating, choir risers, a grand piano and the refurbishment of Gooch Pavilion.

The AGM for the Parents' Association is held early in October. Monthly committee meetings are held and Junior, Middle and Senior School parents are invited to volunteer to serve on Committee. Correspondence to the Association may be addressed to the School. The email address is: [parentsassoc@scotch.wa.edu.au](mailto:parentsassoc@scotch.wa.edu.au)

### **Mothers' Auxiliary**

The Mothers' Auxiliary was formed in 1973 to foster and promote the welfare and progress of Scotch College in co-operation with the Headmaster and other bodies associated with the welfare of the School. Its purpose is to develop friendship and communication amongst parents of boys at the School both present and past, to support the Parents' Association and to help the School by providing hospitality at various functions.

In this capacity the Mothers' Auxiliary organises the Headmaster's Morning Tea for Year 8 Parents, the Year 11 Dance, the Year 12 Ball, the Valedictory Dinner, the Year 7 Graduation Breakfast, a Junior School Fathers' Day Breakfast, as well as other events including refreshments on Orientation Day and March Out, to support the School.

Correspondence to the Mothers' Auxiliary may be emailed to [MothersAuxiliary@scotch.wa.edu.au](mailto:MothersAuxiliary@scotch.wa.edu.au)

### **Support Groups**

The aim of the Support Groups is to further the educational endeavours of the School in the widest possible terms. The Support Groups' function is to provide support to the staff and students of the School wherever possible, and to develop public outreach.

There are many Support Groups made up of enthusiastic volunteers. In addition to the Parents' Association and the Mothers' Auxiliary there are many groups specific to particular activities. They are listed on the School website under 'Current Parents'. They include Basketball, Cross Country/Athletics, Cricket, Friends of Performing Arts at Scotch (FOPAS), Football (SOFAS), Hockey, Music (FOSM), Pipe Band, Rowing, Rugby, Sailing, Soccer, Swimming, and Water Polo.

The Support Groups are an opportunity to support the School and the boys in particular, and to form friendships with other parents.

For information on any of the Parent Support Groups, please contact: Kate Quinn, Director of Marketing & Business Development on 9383 6832 or [kquinn@scotch.wa.edu.au](mailto:kquinn@scotch.wa.edu.au) .



