

SCOTCH COLLEGE

SCHOOL PERFORMANCE INFORMATION MEASURES 2008

Subject	School Performance Information
Academic Staff attendance	Average attendance rate – 95.86%
Staff retention	Staff Turnover 18.63%
Teacher qualifications	<p>Headmaster Revd A P Syme, MEd (Murd), BTh (SCD), MACEL, MACE</p> <p>Executive: Deputy Headmaster and Head of Senior School Mr P C Freitag, BSc(Econ)(Hons)(Lond), Teach Cert (UK), MEd Man (UWA), MACE Head of Junior School Mr G J Stowe, BEd, MEd, GradDip AdvStudies in Ed(Uni of Ballarat), DipTeach, PrimC(Ballarat CAE) <i>left mid Term 3</i> Director of Staff Services Mr G J Walter, AssocArch (WAIT), DipTeach (Claremont) Director of Curriculum Administration Mr A D Tibbitt, MA(Oxon), MEdMan (UWA), CertEd Director of Teaching & Learning Ms J M Skidmore, BA (UWA), TeachCert (Nedlands) Director of Marketing and Business Development Mrs K Quinn, DipBusMgmt (Sydney) Director of Information and Learning Technologies Mr A M McCarthy, BA Econ, BEd IT& Admin, (ECU), MEd ICT & Ed Admin (Murdoch) Bursar Mr G P Davidson, BCom (UWA), C.A. Chaplain Revd C W A Lewis, DipTheol</p> <p>Full-time Academic Staff: Mr B C Andrews, BA (Educ) (ECU) Ms R Austin, BA (UWA), DipEd (UWA) Mr E V Beagley, DipTeach(WACAE), BEd(Hons) (ECU) – <i>resigned 11/4/2008</i> Mr B C Beaton, BA (UWA), GradDipEd (ECU) Mr G D Bennett, BEc(Adel), GradDipEd.(SACAE) Mr W R Biffin, BSc. (Hons), DipEd (UWA) - <i>LSL 2008 school year</i> Mr M J Bradley, BA (NDA), GradDipEd (NDA) Mr J A Bridle, BEd (Canberra Uni), MSc (UWA) Mr S D Brogden, DipPHE(UWA), GradDipEd (UWA), Whitewater Guide Level 2 Canoe and Kayak (ATC), Whitewater Rescue Canoe, Whitewater Rescue Kayak, Whitewater Instructor Level 2 Kayak, Whitewater Instructor Level 2 Canoe (Aust Canoeing Inc) Mr P D L Burt, BPE, DipEd (UWA) Mrs A J Cathcart, BA Grad DipEd (Murdoch), Cert IV Photo Imaging (TAFE) Mrs M Cockerill, DipTeach (Claremont), Grad Dip Science/Maths(Curtin) Mr W J L Cordner, BA (Hons) (UWA), DipEd (WACAE), FRGS Mr R M Dall'Oste, BSc (Hons) DipEd (Latrobe) Mr S C Davey, BSc (Hons), BA(UWA) Mrs J S Davies, BPE, DipEd (UWA), MLM (Curtin)</p>

Mr N P de Grussa, OAM - *on leave Terms 2 & 3*
 Miss S J Dempster, BA (UWA), DipEd(UWA)
 Mr K T Dillon, BA Ed Primary (ECU) – *commenced FT from 1/1/2008*
 Mr A F Doney, BA (UWA), DipTeach (Nedlands)
 Miss K S Dopson, BA (Hons), DipEd (UWA) – *full-time in 2008*
 Mr S Dornan, BSc (UWA) DipEd (Murd)
 Mr B J Duff, BCom (UWA), DipEd (UWA) – *commenced 1/1/2008*
 Ms D Dunne, BA (French and English Literature), Bacau (Romania) - *commenced FT from 1/1/2008*
 Mr S P Earnshaw, BEd (WAIT)
 Mr D J Edwards, BA (Educn) Secondary, Grad Cert OH&S - *commenced 29/4/2008*
 Ms V H Enfield-Kirk, Dip Teach (ECU), GradDip SpEd (Victoria)
 Ms L J Evans, BAppSc (WAIT), GradDipEd (Curtin)
 Mr J P Faint, BIT (Griffith), DEd Middle Schling (ECU)
 Mrs S J Ferguson (*formerly Priest*), BA (Hons), PGCEd (Swansea)
 Miss J N Fletcher, BSc (Mathematical Science) (Curtin), PG Dip Ed (Sec)(Curtin) - *commenced 21/7/2008*
 Ms P G Flugge, BEd (ECU)
 Ms S Forbes, BSc (Uof Maryland), DipEd (UWA)
 Mr R Foster, B Ed Specialist Maths Major (ECU) - *commenced 28/4/2008*
 Mr R A Foster, BPE, GradDipEd (UWA) - *resigned 14/3/2008*
 Mrs M P Freitag, TeachCert (UK) – *commenced 1/1/2008*
 Mr P Frusher, DipTeach (Graylands), BEd(Curtin)
 Mrs V Fuller, BEd (Vic) DipTeach (Vic) - *resigned 31/12/2008*
 Mr C T Gabriels, BHPE (Notre Dame)
 Mr A T Gale, BSc (Hons) (UWA) PG DipEd (ECU)
 Mr M T Gale BPHE (UWA), Grad Dip Ed (Notre Dame Aust)
 Mrs L Gannon, DipTeach (STC), BEd (WACAE), DipRSA (Lond) - *on leave Term 1*
 Mr B W Gunter, BA (ECU), BEd (ECU)
 Mr C R Haese, DipTeach (Nedlands)
 Mr R J A Hales, BA(Hons) Geog, DipEd (Vic)
 Mr R D Hill, BCM (UWA), Dip.Teach (UWA)
 Mr J E Hindle, BA(Hons), DipEd (UWA)
 Mr S C Hollingshead, BBus, GradDipEd (Curtin)
 Mr M Jahn, BEd (ECU) Phys Ed
 Ms K James BSc (Vic), Grad Dip Ed (JCU, Qld) - *resigned 11/4/2008*
 Mr D O Jones, BA(Ed) (WACAE), CertTradeStud
 Mr V E Jones, BA (ECU), BEd (ECU), MEd Admin (ECU) MPA (ECU) - *resigned 31/12/2008*
 Mr A E Keatch, BA(Sec) D&T (ECU)
 Mr B A Kerr, DipTeach, (WASTC), BA, BEd, MA (Curtin) FC
 Mr N Kime, BBus, BSc, DipEd (Sec) ECU – *became full-time as of 1/1/2008*
 Ms D V Lee, BScEd (MCAE), MEd Studies (NTU)
 Miss J Lee, BMus 1st Class Hons (UWA), DipEd (UWA) *commenced 1/1/2008*
 Mrs E M Leith, AMusA (UWA) (pianoforte), Dip Teach (ECU), BEd (ECU)
 Mrs L S Lilford, BPE, BEd (Witwatersrand), Specialist Cert Maths cum laude (Johannesburg) - *commenced 1/1/2008*
 Ms S C Lipscombe, BA(Psych) (UWA), GradDip(Counsel) (Curtin)
 Mrs F A Longhurst, TeachCert, DipTeach(WACAE), TeachHighCert.
 Mr H J Loosemore, BEc (UWA) DipEd (UWA)
 Mrs P J Lopez, BA (San Francisco) UniCum Laude, DipTeach (Churchlands)
 Mr C A Lucanus, BSc. (UWA), DipEd (WACAE Nedlands)

Mrs S G McCowan, BA, DipEd, PostGradDipArts, MA (UWA)
 Miss A McNally, BEd (Murdoch)
 Mrs C Mecham, BA Ed (Media) ECU - *commenced 1/1/2008*
 Mr S R Mecham BA (Edu) (ECU)
 Mr C M Menage, BComm, DipEd (Curtin)
 Mrs J A Michelly, DipEd, MA (UWA)
 Ms I H Mikajlo, Orff Cert. Level 1, BMus Perf Hons, BA Perf Mus, Dip Arts Management,
 Grad Dip Ed, MMus – commenced *1/1/2008*
 Mr P Moro, DipTeach (Sec) BEd (Qld) - *on leave Terms 1-4, resigned 20/10/2008*
 Mr M Morrow, BHumKin (UBC), DipEd (UWA) – *resigned 11/4/2008*
 Mr J B Mulvey BA (WAIT), DipEd (Nedlands), PostGrad DipEd (ECU), MA (Leadership
 & Management) – *resigned 15/8/2008*
 Mr M A Neave BEd (D&T)
 Mr P G Newman, BEd (ECU)
 Mr W K Norman, BA (Fine Arts), BTeach (Prim) (Deakin), Grad Dip T/L (ECU)
 Miss N Notley, BA, GradDipEd (ECU)
 Mr D Picknoll, BPE(UWA), DipEd (NDA) GradDipOP (ECU), MA (Leadership &
 Management (NDA) - *on leave Term 2 and resigned 13/10/2008*
 Mr D L Price, BA(Hons) (Murdoch), DipEd (UWA)
 Mr D J Quinlivan, BAppSc. (WAIT), DipEd (WACAE), DipVal (WAIT)- *on leave Terms 1 & 2*
 Mr W J Ramsay, BSc (Acadia NS), BEd (UPEI Canada)
 Mr R W G Reberger BSc (UWA) DipEd (Murd)
 Mr P Reuvers, BA (Hons)(Witwatersrand), TeachHighDip(JCE) – *retired 14/7/2008*
 Mrs A J Ritchie, BA(Prim), BEd (Curtin)
 Mr S P Ritchie, BSc (Hons) DipEd
 Mr A J Robb, BEcon (UWA), GradDipEd (Nedlands)
 Mr M A Rourke, BA (Hons) ECU, DipEd (Murdoch) – *resigned 2/4/2008*
 Mr J A Rugg, BA Hons (Dunelm), PGCE (Kings) – *commenced 1/1/2008*
 Mrs A J Rule, M^{es} Lettres (Grenoble), DipEd (UWA) – *resigned 31/12/2008*
 Miss K Sabitay, BEd(ECU), AdvCertArt & Design (TAFE Geraldton), DipTeachPrim
 (WACAE)
 Mr M A Scaife BEd (Curtin), DipTeach (Nedlands)
 Mr L P Scott, BA (Natal) UED (Natal) - *resigned 31/12/ 2008*
 Mr C J Shand, TeachCert (Reading Univ) - *resigned 11/4/2008*
 Ms A J Simpson, BA PerfArts, AssocDeg Broadcasting (WAAPA), DipEd (ECU)
 Mr T M Simpson, BMus, GradDipEd (Adelaide)
 Mrs T J Stillitano, BA Educ (ECU), Dip in Educn (Hearing Impaired) (Melbourne)
 Mr C M Stone, BSc, PGCEd (Brunei) - *resigned 31/12/2008*
 Mrs S Thomas, BEd(Prim) (ECU)
 Mrs K V Turner, GradDipAppSc(ECU), DipTeach (Churchlands), TeachCert (Graylands)
 Mr G Variyan, BSc, GradDipEd (Secondary) (ECU) – *commenced 28/4/2008*
 Mr G S Vardell, BA (UWA), Grad Dip Ed (Notre Dame) – *commenced 18/8/2008*
 Mrs C M Walsh, BEd (Maths), DipTeach (WACAE), DipScEd (Maths) (Curtin),
 GradDipArts (Religious Studies) (ECU) – *resigned 10/7/2008*
 Mr J Webb, MA, DipEd (UWA)
 Mrs A J Webster, LLB (Hons) (Edinburgh), PGCE (Prim) (Dundee) – *commenced 1/1/2008*
 Mr S H Whiston, BJournalism Hons (Surrey IAD UK), GradDipEd (Primary) (ECU) –
commenced 1/1/2008
 Mrs J M Whitely, BA, DipEd. (UWA)
 Mr P J Williams, ADipMM
 Mrs R D Williams, MEd, BEd(ECU), DipTeach (WACAE) - *on leave Terms 1 & 2 and resigned*
28/7/2008

	<p>Mr S F Zander, DipTeach (Stuart CAE), BEd, BSc, MEd (NT University) - <i>one year contract concluded 31/12/2008</i></p> <p>Mr B D Zani, BA, BEd (UWA) – <i>commenced 28/4/2008</i></p> <p>Part-time Academic Staff:</p> <p>Mrs H Beaton, BMusEd (Hons) UWA – <i>resigned 31/12/2008</i></p> <p>Ms P M Bermingham, BA, DipEd (Melbourne)</p> <p>Miss C M Bonnet-Joyner, BA (Bordeaux), PGCE (Lond) - <i>on maternity leave 2008 and resigned 26/9/2008</i></p> <p>Mr J M Caniglia, Cert IV Sports (Development) (MtLawley TAFE), BA Exercise & Sports Medicine, GradDipEd (Secondary)(N Dame Aust)</p> <p>Ms C J Casey BA (Hons), Grad DipEd (EDU)</p> <p>Mrs J M Coffey, DipTeach (Claremont TC)</p> <p>Mrs D Cooke, BA, GradDipTeach (Sec) (Auck.), Grad Dip Sc T/L (ECU)</p> <p>Mrs K A Edwards, BEd (Montreal)</p> <p>Mrs L R Gunzburg, BAppSc (SP &H)</p> <p>Mrs L J Jenkins, BA (WAIT), DipEd(WASTC), TeachHighCert</p> <p>Mrs M P Jenner, BA French (UK) - <i>on maternity leave Terms 2 to 4</i></p> <p>Ms A Johnson, BMusEd (Hons) (UWA)</p> <p>Mr I M Lindsay, MEd, MusB, AMus, ARMTA, TeachCert, MACE</p> <p>Mrs C Menage, BSc, Dip Mod Langs (UWA), Grad Dip Ed, MEd (Curtin),</p> <p>Mrs J E Mills BA (Hons), GradDipEd (UWA)</p> <p>Mr B J Nugent, BA, LLB (UNE), MPsyh (UWA)</p> <p>Miss S H Ream, BMusEd (UWA)</p> <p>Mrs Y P Ridderhof, BA (WAIT), DipEd (WASTC), TeachHighCert</p> <p>Mrs M Shier BA Prim (ECU) - <i>resigned 22/8/2008</i></p> <p>Mr A Skeggs, DipTeach (Homebush) – <i>commenced 28/4/2008</i></p> <p>Mrs B J Stout, DipTeach (STC Nedlands)</p> <p>Mr L Sullivan, MA OE (Griffith Uni), GradDipEd - MS (ECU), BA Business - Mktg (QUT)</p> <p>Mrs V L Ward, GradDipArt (ECU), DipTeach</p> <p>Dr J J Weeda, BA (Hons), DipEd, PhD (UWA), CTEFL (RSA)</p> <p>Mrs M J Zuidersma, BA (UWA), DipTeach (Nedlands)</p>
<p>Senior secondary outcomes</p>	<p>In 2008, one student earned the 5th highest overall mark in the State, a maximum TER of 99.95, a General Exhibition, a Certificate of Excellence and a Certificate of Distinction in Applicable Mathematics, Chemistry, Calculus, Economics and Physics.</p> <p>One student earned a Subject Exhibition in History with another student receiving 100 marks for English Literature, and another student receiving 100 marks in both Applicable Mathematics and Calculus.</p> <p>In addition:</p> <ul style="list-style-type: none"> • 8.6% of students were in the top 1% of the Country • 30.4% of students were in the top 5% and • 49% of students were in the top 10% <p>10 Scotch boys were awarded Curriculum Council Certificates of Distinction as a result of being placed in the top 0.5% of students in at least one subject in the following areas:</p> <ul style="list-style-type: none"> • Accounting • History (3) • Calculus

	<ul style="list-style-type: none"> • Chemistry • Economics • English Literature • English (2) • Applicable Mathematics • Discrete Mathematics (2) • Physics <p>16 Certificates of Excellence were awarded to boys who received 10 or more Grade As from Year 11 and 12.</p>																		
Proportion of Year 9 students retained to Year 12 (or equivalent)	Almost all boys who join us at Year 8 continue to Year 9. 92.13% of students who were at the school in Year 9 continued through to Year 12. Approximately 3 to 5 boys each year choose alternative educational involvement such as Agricultural schools, but the major reason for boys leaving school before they reach Year 12 is due to changes in parental employment either inter-State or overseas.																		
Post-school destinations	<p>Each year in November a Post Graduate Destination Survey is posted to graduates from the previous year (see attached) Information is collated and used by the Careers Adviser and administrative staff (OSC) as required. This information is used in conjunction with tertiary intake data provided by universities and TAFE to ascertain drop out rates and course changes.</p> <p>The 165 Leavers of 2008 made the following choices:</p> <p>141 applied to public universities 133 were offered a place 82 enrolled in University 36 deferred 10 enrolled at Notre Dame university 3 enrolled in TAFE 34 chose other destinations*</p> <p>* (private training, interstate/overseas universities/employment)</p>																		
Parent, student and teacher satisfaction	A comprehensive survey of parents, staff and boys was conducted in 2007. One of the most pleasing aspects of the survey information is that the overall satisfaction with the School is reasonably high. Research Solutions said that any business that received this overall response from stakeholders would be well pleased with their progress. Just over 90% of parents recommend Scotch to other parents and a remarkably similar figure is reflected in staff recommendation to others as a place to work.																		
Proportions of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks	<p>In 2008 the following results were achieved in the NAPLAN testing.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>Spelling</i></td> <td style="text-align: center;">2008</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 3 100% (*90%)</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 5 99% (*89%)</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 7 100% (*91%)</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 9 96% (*88%)</td> </tr> </table> <hr style="width: 50%; margin: 10px auto;"/> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>Reading</i></td> <td style="text-align: center;">2008</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 3 100% (*90%)</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 5 99% (*89%)</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 7 100% (*93%)</td> </tr> </table>	<i>Spelling</i>	2008		Year 3 100% (*90%)		Year 5 99% (*89%)		Year 7 100% (*91%)		Year 9 96% (*88%)	<i>Reading</i>	2008		Year 3 100% (*90%)		Year 5 99% (*89%)		Year 7 100% (*93%)
<i>Spelling</i>	2008																		
	Year 3 100% (*90%)																		
	Year 5 99% (*89%)																		
	Year 7 100% (*91%)																		
	Year 9 96% (*88%)																		
<i>Reading</i>	2008																		
	Year 3 100% (*90%)																		
	Year 5 99% (*89%)																		
	Year 7 100% (*93%)																		

	<table style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2"></td> <td style="text-align: center;">Year 9</td> <td style="text-align: center;">95% (*92%)</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td style="text-align: center;"><i>Writing</i></td> <td colspan="3" style="text-align: center;">2008</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">98%</td> <td style="text-align: center;">(*95%)</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 5</td> <td style="text-align: center;">98%</td> <td style="text-align: center;">(*91%)</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 7</td> <td style="text-align: center;">97%</td> <td style="text-align: center;">(*90%)</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 9</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">(*86%)</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td style="text-align: center;"><i>Numeracy</i></td> <td colspan="3" style="text-align: center;">2008</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">(*95%)</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 5</td> <td style="text-align: center;">99%</td> <td style="text-align: center;">(*91%)</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 7</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">(*95%)</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 9</td> <td style="text-align: center;">99%</td> <td style="text-align: center;">(*93%)</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> </table> <p>* Indicates the % above the National Benchmark for Western Australia</p>			Year 9	95% (*92%)	<hr/>				<i>Writing</i>	2008				Year 3	98%	(*95%)		Year 5	98%	(*91%)		Year 7	97%	(*90%)		Year 9	92%	(*86%)	<hr/>				<i>Numeracy</i>	2008				Year 3	100%	(*95%)		Year 5	99%	(*91%)		Year 7	100%	(*95%)		Year 9	99%	(*93%)	<hr/>																																																																			
		Year 9	95% (*92%)																																																																																																																						
<hr/>																																																																																																																									
<i>Writing</i>	2008																																																																																																																								
	Year 3	98%	(*95%)																																																																																																																						
	Year 5	98%	(*91%)																																																																																																																						
	Year 7	97%	(*90%)																																																																																																																						
	Year 9	92%	(*86%)																																																																																																																						
<hr/>																																																																																																																									
<i>Numeracy</i>	2008																																																																																																																								
	Year 3	100%	(*95%)																																																																																																																						
	Year 5	99%	(*91%)																																																																																																																						
	Year 7	100%	(*95%)																																																																																																																						
	Year 9	99%	(*93%)																																																																																																																						
<hr/>																																																																																																																									
<p>Changes in benchmark results from the previous year</p>	<p>The table below shows the % of students at the College who achieved above the National Benchmark in NAPLAN testing for 2007 and 2008, as well as the % difference.</p> <p>Change in % of Students above the National Benchmark from 2007</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>Spelling</i></td> <td></td> <td style="text-align: center;">2007</td> <td style="text-align: center;">2008</td> <td style="text-align: center;">Difference</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">85%*</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">+15%</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 5</td> <td style="text-align: center;">98%</td> <td style="text-align: center;">99%</td> <td style="text-align: center;">+1%</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 7</td> <td style="text-align: center;">95%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">+5%</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 9</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="5"><hr/></td> </tr> <tr> <td style="text-align: center;"><i>Reading</i></td> <td></td> <td style="text-align: center;">2007</td> <td style="text-align: center;">2008</td> <td style="text-align: center;">Difference</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">Same</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 5</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">99%</td> <td style="text-align: center;">-1%</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 7</td> <td style="text-align: center;">99%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">+1%</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 9</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">95%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="5"><hr/></td> </tr> <tr> <td style="text-align: center;"><i>Writing</i></td> <td></td> <td style="text-align: center;">2007</td> <td style="text-align: center;">2008</td> <td style="text-align: center;">Difference</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">85% *</td> <td style="text-align: center;">98%</td> <td style="text-align: center;">+13%</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 5</td> <td style="text-align: center;">98%</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">-2%</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 7</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">97%</td> <td style="text-align: center;">-3%</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 9</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="5"><hr/></td> </tr> <tr> <td style="text-align: center;"><i>Numeracy</i></td> <td></td> <td style="text-align: center;">2007</td> <td style="text-align: center;">2008</td> <td style="text-align: center;">Difference</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">Same</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 5</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">99%</td> <td style="text-align: center;">-1%</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 7</td> <td style="text-align: center;">99%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">+1%</td> </tr> <tr> <td></td> <td style="text-align: center;">Year 9</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">99%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="5"><hr/></td> </tr> </table> <p>*includes students with recognised learning difficulties</p>	<i>Spelling</i>		2007	2008	Difference		Year 3	85%*	100%	+15%		Year 5	98%	99%	+1%		Year 7	95%	100%	+5%		Year 9	N/A	96%	N/A	<hr/>					<i>Reading</i>		2007	2008	Difference		Year 3	100%	100%	Same		Year 5	100%	99%	-1%		Year 7	99%	100%	+1%		Year 9	N/A	95%	N/A	<hr/>					<i>Writing</i>		2007	2008	Difference		Year 3	85% *	98%	+13%		Year 5	98%	96%	-2%		Year 7	100%	97%	-3%		Year 9	N/A	92%	N/A	<hr/>					<i>Numeracy</i>		2007	2008	Difference		Year 3	100%	100%	Same		Year 5	100%	99%	-1%		Year 7	99%	100%	+1%		Year 9	N/A	99%	N/A	<hr/>				
<i>Spelling</i>		2007	2008	Difference																																																																																																																					
	Year 3	85%*	100%	+15%																																																																																																																					
	Year 5	98%	99%	+1%																																																																																																																					
	Year 7	95%	100%	+5%																																																																																																																					
	Year 9	N/A	96%	N/A																																																																																																																					
<hr/>																																																																																																																									
<i>Reading</i>		2007	2008	Difference																																																																																																																					
	Year 3	100%	100%	Same																																																																																																																					
	Year 5	100%	99%	-1%																																																																																																																					
	Year 7	99%	100%	+1%																																																																																																																					
	Year 9	N/A	95%	N/A																																																																																																																					
<hr/>																																																																																																																									
<i>Writing</i>		2007	2008	Difference																																																																																																																					
	Year 3	85% *	98%	+13%																																																																																																																					
	Year 5	98%	96%	-2%																																																																																																																					
	Year 7	100%	97%	-3%																																																																																																																					
	Year 9	N/A	92%	N/A																																																																																																																					
<hr/>																																																																																																																									
<i>Numeracy</i>		2007	2008	Difference																																																																																																																					
	Year 3	100%	100%	Same																																																																																																																					
	Year 5	100%	99%	-1%																																																																																																																					
	Year 7	99%	100%	+1%																																																																																																																					
	Year 9	N/A	99%	N/A																																																																																																																					
<hr/>																																																																																																																									
<p>Expenditure</p>	<p>For the year ended 31 December 2008, the School had 104 teaching staff participate in</p>																																																																																																																								

and teacher participation in professional learning	<p>some form of professional development outside of school professional development days. The cost of this external professional development before salaries was \$253,352 giving an average expenditure per teacher of \$2,203. Add to that the salaries of staff on professional development of a further \$303,110 at an average of \$2,636 per teacher. These figures exclude relief teaching. The in-house development days cost in teacher time, \$120,423 or an average of \$1,047 per teacher.</p> <p>The all inclusive average cost per teacher on all professional development activities including teachers' salaries was \$5,886.</p>
Student attendance	<p>Throughout 2008 the average percentage of absentees at the Junior School (Years 1 - 7) was 3.8% and 4.5% in the Senior School (Years 8 to 12).</p>
Value added	<p>Pastoral Care: Pastoral care is given a very high priority at Scotch College and the School has developed a strong pastoral care system. In the Junior School the classroom teacher is the primary care giver and parents know to liaise with that teacher. In the Senior School there is a vertical House system, and each House has several staff members working under the House Head. Staff and students know who to turn to when there is an issue about the boy, and the House Heads are supported by academic support teams as well as a Psychologist in each part of the School. While the Headmaster is in overall charge of all school activities, pastoral care comes under the aegis of the Head of Junior School and the Head of Senior School on their respective campuses. * In 2009 the School now has Junior, Middle & Senior Schools with a Head of each School.</p> <p>Music: Scotch College currently provides 455 weekly instrumental music lessons to boys in Years 1 to 12. 29 Music specialists teach a full range of orchestral, band, voice and other musical instruments to boys. 17 Senior School and 8 Junior School formal music ensembles rehearse on a weekly basis throughout the year. There were 20 formal music performances scheduled throughout 2008. Additionally, there are numerous weekly solo and group music performance opportunities for Scotch College musicians throughout the year.</p> <p>Pipe Band: The Scotch College Pipe Band was established in 1947, and forms an integral part of the school's identity. The band has achieved International recognition, and lessons in piping and drumming are available throughout secondary school. Prospective learners present themselves to the Pipe Band Master for enrolment on the first day of the school year. This applies to Year 8 students only. Lessons commence immediately, and continue through to Year 12. Pipe Bandsmen are expected to provide the music for the weekly school assembly parades, plus devote considerable leisure time to public performances.</p> <p>Drama: In Drama we run one or two major School Productions per year comprising either a Year 11 and 12 production and/or a Middle School production, or a whole school Musical or Play. Any student in the school is eligible to audition for roles on stage and any student is eligible to apply for roles back stage. Most productions involve 60 plus students involved. We have an inter-house Theatre Sports competition for points towards the house trophy once a year. Each house puts forward teams for middle school and teams for year 11 and 12 to compete.</p> <p>Dance: In Dance the boys attend classes and work with choreographers to create works to perform at the ACHPER Festival and at the ACHPER Gala night performance and other invitational performances each year. A Break dance club is run by students for year 8 students during the weekly clubs period.</p> <p>Debating: Scotch College enters teams from Year 8 to Year 12 in the Western Australian Debating League (WADL) and AHISA Inter-School competitions. Each inter-school team is allocated a coach, and debaters acquire valuable skills in organisation, teamwork and public speaking. Both Senior and Junior Inter-House Debating competitions run at Scotch College every year, and points won from this competition contribute to each house's efforts to win the House Cup. Boys are encouraged to watch these debates and support their house</p>

team. Debating at Scotch College continues to be a co-curricular area which invites much support and participation from the school community. It is an activity where the older, more experienced boys naturally give advice to the younger. The lunchtime Debating Club was started in 2004 to nurture this trend. It is a forum where boys can share ideas and strategies, but also prepare for upcoming debates.

Senior boys who excel in debating have the opportunity to try out for the Western Australian State Debating Team. Students from all over the Metropolitan area compete for very limited places in this squad annually, and Scotch is proud to have had boys in previous years as members of this prestigious team.

Emergency Service Cadet Unit: The Cadet Unit at Scotch College is part of the Cadets WA programme. We are funded through the State Government and our host organization is the Fire and Emergency Services Authority of Western Australia. Boys join the Cadet programme when they reach Year 10 and may remain until Year 12. It is the aim of the Cadet programme to train and practice young men in outdoor activities such as abseiling, climbing, caving, mountain biking, surfing, navigation and archery 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, we work closely with Brother Ollie's Wheel Chairs for Mine Victims, The Cerebral Palsy Association of WA and Princess Margaret Hospital.

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, river safety, raft building, canoeing, kayaking, rock climbing, abseiling and the high ropes course culminating in the 'leap of faith'. Camping out 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 take part in an Aboriginal Cultural Experience that encourages the boys to explore issues of Aboriginal Culture, spirituality and reflective practices.

The Duke of Edinburgh Award: The Award is open to all students. Students are guided by staff in their independent choices and achievement of each Award, but those who complete an Award do so under their own determination. Most recently, the Design and Technology Department and our students have been working hard to set up wheelchair building equipment in the school workshop. The wheelchairs built by our boys are sent around the world to children who have lost limbs from land mine explosions. 'The Wheelchair Project' was started by Brother Ollie Pickett in 1998 through the Rotary Club of Scarborough. This community service project provides an excellent opportunity for our boys to become involved in the Duke of Edinburgh Award.

Community and Service: The principle aim of the Service Programme is to engage boys in activities which allow them to view the world from different perspectives. Through participation in Service Action, boys have the opportunity to experience contact with diverse groups in the community. Engaging boys in service projects challenges them to reflect on their world view and possibly shift their perceptions. Boys at any level of the School may be involved in Service activities. These can range from participation in community based fundraising appeals such as The Red Cross Doorknock, Red Nose Day and Bandana Day to more physically challenging projects such as maintaining gardens for the elderly or assisting with surfing for the disabled. Other service opportunities include:

Community activities with groups such as The Pipe Band, Concert Band and Cadets; Activities organized through Houses; Student Council initiatives, such as Casual Clothing Days; and Service completed as part of IB Personal Projects. All Year 10 boys undertake a programme of Service activities on Friday afternoons throughout the year. These activities enable boys to accrue the hours needed for West Australian Certificate of Education graduation. Boys are required to complete two of eight diverse activities of various degrees of challenge, each six weeks in duration. Year 8 boys are required to complete one term of a Lunchtime Service Club (see details below). All other boys in the College are encouraged to look for Service opportunities both within school and elsewhere. Completing Service activities can contribute towards the awards of Colours and Honours for Service.

Sport in the Senior School: Scotch is the 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 music are such that their academic performance would suffer if they were also committed to Scotch sport. Boys in Years 10 to 12 compete on Saturday mornings and train twice a week, usually on Tuesday and Thursday afternoons for 1.5 to 2 hours. Boys in Years 8 and 9 compete on Friday afternoons in school time and train twice a week, usually on Monday and Wednesday afternoons for 1.5 hours. The school has expectations that all academic staff involve themselves in the co-curricular programme so most teams are coached by staff. The shortfall of coaches is made up by hiring outside coaches, most of whom are Scotch Old Boys. 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 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 (numbers of boys in brackets)

Basketball (145), Cricket (151), Rowing 173, Sailing (24), Street Dance (7), Strength and Conditioning (43), Swimming (18 do it as a sport but entire squad for carnivals is 130), Tennis (151), Social Tennis (49), Volleyball (46), Water Polo (68)

Winter Sports

Badminton (44), Cross Country (40), Australian Rules (252), Hockey (139), Soccer (191), Rugby (165), Street Dance (12), Recreation Games (34).

Athletics

In the second half of Term 3 a squad of approximately 150 boys trains for the Quads and PSA Inters Athletics Carnivals. This is the only period in the year that others do not have school sport.

Clubs in the Senior School: Most Clubs operate during an extended lunchtime on Tuesdays. All Year 8 boys are expected to be involved in a Club and older boys may participate or take a leadership role. On average approximately 25% of the boys in the Senior School participate in at least one Club. Currently sixteen teachers and ten senior boys are involved in organising and/ or supervising a club. One teacher co-ordinates the programme and is allocated 30 hours of co-curricular for that task. Expertise from outside the school is sometimes employed. Year 8 boys apply to be in a particular Club and they normally get their first or second preference. Boys make a new choice each term unless they are in a Club which operates on a semester cycle.

Outcomes

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, especially for year 8 boys, almost half of whom are new to the school
- the provision of leadership opportunities for senior 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.)

Clubs in Term 1, 2008:

Rockets (make and fire a rocket)

French Cooking

Chess (a popular Club - players can represent their House and/ or school in competition)

Model-making (car, aeroplane and strategy game models)

Sporting games/ fitness

Fishing (boys make their rod from a kit)

Pottery

Computer Game Programming

Electronics

Architecture (computer)

Street Dance

Community and Service clubs are also run on the extended lunchtime on Tuesdays. Each Year 8 boy is expected to complete one Community and Service Club over one term. This involves the boys 'actioning' what they learn about the needs of others in the Local, National and International Communities as well as focusing on Environmental issues relevant to society today.

Clubs

include:

Knitwits- boys knitting squares to make blankets for young single Mum's at a Perth shelter.

Eco Warriors- investigating and taking action to reduce environmental damage on a local and national level

Widcards – Making cards for sale to raise money for Tanzania.

Waterwise Gardens- Helping boys learn to make more waterwise gardens and then planning their own gardens.
Tree Huggers- growing seeds to seedlings for planting on farms.
Gift-of -the-Gab- Preparing a book of their lives to send to Tanzania which are translated into Swahili.

Boys accumulate hours which are added to their Community and Service records which may in the future contribute to their opportunity to receive 'College Colours' for Service to the Community. Community and Service is an integral part of the IB requirements in the framework on Areas of Interaction and of particular relevance in allowing our boys to see that they have a broader role in their respective communities: Awareness, Investigation, Reflection and Action.

Staff who run these activities have a genuine interest in the Service offered and are responsible for organising information and the necessary materials and knowledge needed to work with the students. There are currently 7 staff working with this, Knitwits needs more than one staff member as much personal help is needed for the boys.

Junior School Sport: Students enjoy a wide range of sports throughout the school year. In 2008 the following sports were offered.

SUMMER SPORTS

Water Polo
Tennis
Cricket
Basketball
Modcrosse

WINTER SPORTS

Soccer
Australian Rules Football
Rugby
Hockey
Volleyball

Boys train and play interactive games each week. They were also involved in Athletics, Swimming and Cross Country.

Junior School Clubs: Boys were offered a variety of activities during 2008 both before and after school.

Cooking Club
Running Club
Homework Club
Dance Club
Jazz Club
Chess Club
Ping Pong Club
Book Club

Make a Game Club
Maths Club
Typing Club
Lunch Time Sport
War Hammer Club
Athletics Club
Future Problems Solvers Club
Athletics Club

EDUCATIONAL TOURS

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

In Year 9 all boys have the opportunity to opt to go to Canberra for an educational tour, followed by a few days in the snow.

In Year 10 the tour has traditionally been offered to New Zealand for trekking. It has now moved into Year 11.

Music tours regularly take place to the eastern states as do Drama tours and the Scotch Pipe Band every second year goes to a Tattoo, whether in Europe or more recently in North America.

Sporting and cultural tours continue to take place. A Rugby tour went to North America in 2008 as well as a Hockey tour to South Africa and a Basketball tour to the Eastern States.

In 2007, a Community Service tour went to India to work in orphanages and a Community Service tour will go to Tanzania in 2008 to work at a local primary school near the town of Moshi.

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