

CONGRATULATIONS TO

The Class of 2015

SCOTCH
COLLEGE



Year 12 cohort

From the Headmaster

It gives me great pleasure to provide my report on the academic performance of the class of 2015. On behalf of the Scotch community I want all students to know that we are very proud of their achievements and know that each student can go forward with confidence into 2016 in pursuit of their chosen pathway.

Over the last five years we have implemented a system of community feedback via surveys so as to ensure that we continue to not only meet but exceed the expectations of our families with regards to the reasons for making Scotch their school of choice. Two consistently high rating reasons are the provision of a balanced education and the pursuit of academic success. Parents continually rate the quality of teaching and diverse learning opportunities as reasons for choosing Scotch and report that their expectations in both of these factors were either met, or more importantly exceeded. Balance means the provision of both a strong academic and co-curricular programme. In presenting this year's summary of academic achievement, I do so within the context that your son's success at Scotch should be a very personal measure composing far more elements than just an ATAR, IB Diploma score or a VET qualification.

Our goal is to ensure each individual improves on his potential and achieves personal success. In our College's core mission document it clearly states that at Scotch we value excellence; this is defined as personal excellence. Personal excellence is all I ever expected as a parent and all I will continue to expect of our students and myself as a Headmaster.



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Academic Profile – WACE, Diploma and VET

In total, 163 boys at Scotch sat the WACE examinations and 26 boys sat the International Baccalaureate Diploma Programme exams with the goal of attaining entrance into a tertiary institution of their choosing. In 2014 the College had 7% of students completing the IB Diploma, in 2015 this rose to 14%. It is also important to remember that other students made equally valuable decisions to pursue either VET or other alternative post school pathways with 3 boys achieving a Certificate II and 10 boys achieving a Certificate IV. The Dux of our VET programme, James Fox-Slater achieved outstanding personal success in his chosen academic course and work place components.

The following detailed summary pertains to those who pursued an ATAR or an IB Diploma score.



WACE Results

There were over 13,000 full-time eligible students from across the State who sat 4 or more WACE exams this year. The College's median ATAR was 84.3 compared to the state-wide median of 79.1. This equates to half of the Year 12s attaining an ATAR of 84 and above.

The breakdown of student numbers attaining an ATAR above 80 and their respective position in the WA cohort is represented in the following benchmarks.

Significant WACE benchmarks

3% achieved an ATAR above 99

placing them in the top 1% of their state-wide cohort

20% achieved an ATAR above 95

placing them in the top 5% of students of their state-wide cohort

35% achieved an ATAR above 90

placing them in the top 10% of students of their state-wide cohort

In summary, 62% of our students attained an ATAR of 80 and above. This is the minimum requirement for gaining entry into most of the Group of Eight Universities across Australia, comprising of University of Western Australia, University of Melbourne, Monash University, The Australian National University, University of Adelaide, Sydney University, University of New South Wales and The University of Queensland.



We had some outstanding subject performances in WACE released by the Schools Curriculum and Standards Authority. It was very pleasing to see that our WACE Dux, Vaughan Chin, achieved the highest ATAR possible of 99.95 and receiving a General exhibition. Vaughan also won the Mathematics Course Exhibition as well as receiving certificates of Distinction for Physics and Mathematics. Vaughan has chosen to pursue the highly sought after direct entry Philosophy degree at the University of WA and I am sure he will go on to make a significant contribution at the tertiary level.

Certificates of Distinction were also awarded to Oliver Heath for Drama, Finn Hombergen for English, Graham Stewart for Geography and Modern History and Samuel Humphry for Modern History. Scotch College students also received 12 Certificates of Commendation for achieving 10 A grades or more in their final year of study.

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International Baccalaureate Diploma Results

The comparative which follows, is based on the 2015 International Baccalaureate May Statistical Bulletin. 56,519 students sat the May exams; which collates the results of the majority of Diploma students from across the world. There were also 6,633 students who sat the Southern Hemisphere November exams. It is also worth noting that 211 nationalities sat the IBDP worldwide.

The College is delighted with the boys' achievements. Of the Scotch Diploma cohort, 19% graduated in the top 5% in the world, 24% placed in the top 10% in the world, with 73% of students earning a score that provides eligibility for entry to the GO8 Australian universities. Approximately 50% of the candidates scored a 90+ ATAR equivalency and all students continued to perform very well in Literature, Physics, Chemistry, History, Mathematics and Languages. The converted median ATAR for the IB cohort is 89.

The students also performed exceptionally well in core elements of the Diploma Programme. Within the Extended Essay 8 students scored an A grade and in the Theory of Knowledge 7 scored an A grade. These components of the Diploma are the most challenging, so our boys have performed exceptionally well.

Our students scored an average of 32 Diploma points, 2 points higher than the global average of 30.



Our highest achieving IB student Frank Lee scored 42 out of a possible 45 Diploma points placing him in the top 2% of students worldwide from a global cohort of 63,152 students. 5 students scored above 40 points placing them in the top 5% globally.

The College had some outstanding results with students achieving

a perfect score of 7 in English Literature Higher Level (HL), Economics HL, History HL, Chemistry HL, Physics HL, Psychology HL, French B HL, Visual Art HL, Mathematics Standard Level (SL), Biology SL, Mathematics Studies SL, French B SL and Mandarin B SL.

For the first time in the history of the Diploma Programme we had two students, Frank Lee and Thomas Truscott, receive a perfect score of 7 in Mathematics Higher Level. This is simply outstanding.

A subject score of 7 places students within the top 10% globally of all IB Diploma students.

For further information about the Diploma Programme and the International Baccalaureate in general you can go to www.ibo.org

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Final reflections

The boys have performed very well and in the majority of cases performed as well or better than expected. The analysis provided is simply to give our community a macro look at how our Year 12 cohort performed. At the start of 2016 I will again ask my teaching and learning team to oversee a student-by-student, subject-by-subject analysis to be completed by all Curriculum Leaders, teachers and any other staff involved in improving teaching and learning at our College, including myself.

This in-depth analysis takes place every year regardless of where we finish on the annual league tables that will once again appear in the weekend West Australian on Saturday 9 January under the oxymoron heading of “How your school rates”. The position on the league table published in the West Australian will never be the driver for how we measure our academic success, teaching programmes or how we prepare our students. Appearing 1st or 50th will receive the same level of attention it deserves from me as an experienced educator. The reason for this is that where we appear on a table, based on one limited algorithm, will never be used to determine whether we are achieving academic excellence or meeting the needs of all of our students.

Further proof of this is that due to the recent changes in the Year 11 and 12 WACE programmes and graduation requirements, a new way of calculating a league table will have to be developed in 2016 for use this time next year. This means all the focus on the tables in previous years is irrelevant because moving forward we will be comparing a new set of data based on another algorithm. I very much empathise with many of the state and independent schools who end up being unfairly judged on such a shallow measure of what makes a good school.

The use of a league table to measure academic success is even more problematic for Scotch given that we have students doing the IB Diploma (whose performance does not even get taken into consideration when generating the tables) this will be even more pronounced in 2017 given the increasing size of the IB cohort.

Our agenda of continual improvement will be driven by our annual subject-by-subject analysis, coupled with assessing how the teachers and each student has performed in all of the subjects we offer.

Our students’ interest and performance in the Sciences and Mathematics within both the Diploma and WACE programmes is a further driver for developing our Science Technology Engineering and Mathematics (STEM) strategic refocus over the coming years. This includes strengthening our current partnerships with the Harry Perkins Institute of Medical Research and other planned initiatives in the STEM field. Our College has already established an outstanding reputation in the fields

of Humanities and Business that will be further extended and developed. Our goal is to excel at everything we offer including encouraging a greater uptake of the Arts. Anything less is not acceptable.

In 2015 our boys excelled and achieved excellence in local and international academic challenges that we will build upon in 2016. We remain committed to providing Scotch boys with opportunities to be benchmarked on the international stage in programmes such as our inaugural Summer School Programme ‘Stanford International Youth Program’ that took place at Stanford University in September 2015. Stanford specifically wrote this programme for Scotch College and we have been given an open invitation to return to Stanford. We are also continuing to pursue a strategy to enhance and build on our current VET programme and its respective offerings. In October 2015 we submitted an alternative VET programme for consideration by the School Curriculum and Standards Authority and we currently are awaiting the outcome of their assessment. Our goal is to ensure that students who do not wish to pursue an ATAR or IB Diploma score can pursue a strong and viable VET academic alternative. In 2015 over 18 Year 10 students completed an exchange programme with overseas member schools through our participation as a member of the Round Square group of schools. This is aimed at providing our boys with exposure to other school systems and curriculums in order to prepare them for graduation into the global community. You may wish to find out more about the Round Square organisation at www.roundsquare.org

Our achievements and strategic intentions highlight the College’s commitment to preparing our students to achieve personal academic excellence locally and globally. I would like to acknowledge and thank our sister school PLC, and their teachers for supporting and working to deliver our cross campus upper school classes. This initiative continues to deliver more choice to the students at both colleges.

Finally, I would like to acknowledge the entire Year 12 cohort for their commitment to their educational journey at Scotch. Furthermore, thank you to all of the staff who are simply outstanding in their areas of teaching expertise. While we are reporting on Year 12 results, this is the culmination of the work of many teachers over the learning journey of each boy. It is the teachers’ drive that ensures each boy works towards achieving personal academic excellence. Thank you for your continued support and I look forward to reporting on the class of 2016.

Dr Alec O’Connell
Headmaster
8 January 2016