

Scotch College

School Performance Report 2021

SCOTCH
COLLEGE



PREPARING BOYS FOR LIFE

Vision

A learning community with an international standard of excellence.

Mission

To develop young people with strength of character, self-understanding, a passion for sustained learning and spiritual inquiry who will become active members of the global community.

Values

Integrity
Service
Stewardship

2021 College Information



1431
Students



1897
Founded



International Baccalaureate
PYP, MYP, IBDP



Yr 11-12
Choice of WACE or IBDP



110
Boarding students



3
Languages taught:
French, Indonesian
and Spanish



167
Teaching staff



22
Staff with Masters
Degrees
(15 teaching +
7 non-teaching)



8
Staff with PhDs



40:60
Ratio of male to
female teaching staff

Beyond the College



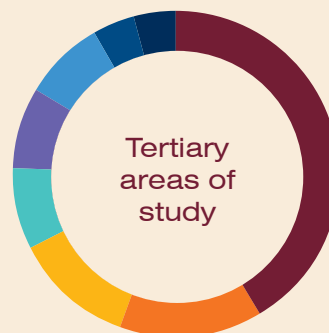
2021 leavers' destinations
(57 respondents)

79%	University
9%	Employment
5%	Apprenticeship
4%	TAFE
3%	Gap year



The College had 57 respondents and 43 of those attended university. Of the 43, the following university destinations were selected:

63%	University of Western Australia
14%	Interstate university
9%	Overseas university
7%	Curtin University
5%	Notre Dame University
2%	Murdoch University



The College had 57 respondents and 49 of those went on to tertiary study. Of the 49, the following areas of study were selected:

41%	Commerce
14%	Engineering
12%	Science
8%	Arts (including Philosophy)
8%	Health
8%	Other
4%	Law
4%	Medicine



Academic Results

ATAR at a Glance



99.70

Top ATAR

ATAR Score

99+ 5% (7 students)
95+ 18% (24 students)
90+ 38% (50 students)
80+ 70% (92 students)
70+ 80% (106 students)



85.95

Median ATAR

Scotch College (132 students)



100%

WACE Graduation

(State WACE graduation: 93%)



176

Candidates



83%

Gained University Access

to at least one WA university



2 Subject Certificates of Excellence

24 Certificates of Distinction

23 Certificates of Merit

65 Certificate II or higher

25 Certificate IV

(Qualification for university through an alternative academic pathway)

IBDP at a Glance



45

Top Score

(Equivalent to 99.95 ATAR)



38

Median IBDP Score

(ATAR median of 98.15)



38

Average IBDP Score

(World average 28.5)



100%

Graduation



24

Candidates



16

Scored at least one Grade 7



2.46

Average Bonus Points

(World average 1.2)

Combined ATAR and IBDP Results at a Glance



99.95
Combined Top ATAR



88.90
Combined Median ATAR



100%
Graduation Rate



86%
Access to at least one university
in WA by obtaining a 70+ ATAR or
completing the Certificate IV



Combined ATAR Scores

99+ 10% (16 students) **95+** 29% (45 students) **90+** 47% (73 students)
80+ 74% (116 students) **70+** 83% (130 students)

2021 NAPLAN Results

	Grammar and Punctuation	Numeracy	Reading	Spelling	Writing
Year 3					
National Average	434	405	439	423	421
Scotch Cohort Average	497	478	511	434	456
Year 5					
National Average	504	496	512	506	481
Scotch Cohort Average	538	543	555	533	522
Year 7					
National Average	535	552	544	550	524
Scotch Cohort Average	563	601	581	563	549
Year 9					
National Average	577	591	580	582	555
Scotch Cohort Average	621	643	626	607	596

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) <https://www.myschool.edu.au/school/49028/naplan/results>

Finance

Financial Report



●	\$39,434,789	Tuition and Boarding fees
●	\$8,003,453	Government grants
●	\$1,263,194	Other income

Staff and Students

Student Attendance (PK-12)

Year Level	Gender	Percentage Attendance
Pre-Kindy	F	87.1
Pre-Kindy	M	91.6
Kindy	F	93.3
Kindy	M	82.7
Pre-Primary	M	94.4
Y01	M	94.3
Y02	M	94.5
Y03	M	94.5
Y04	M	95.5
Y05	M	95.0
Y06	M	94.8
Y07	M	94.5
Y08	M	92.9
Y09	M	92.4
Y10	M	92.7
Y11	M	91.9
Y12	M	93.6
Whole School		92.6

Student attendance is managed in accordance with Scotch College's Student Attendance Policy and Procedures.

Student retention

Proportion of Year 9 students retained to Year 12 (or equivalent)	99.5%
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Staff

Academic staff attendance

Academic staff attendance	98%
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Staff turnover

Teaching staff	10%
Non-teaching staff	10%
Combined	10%

Workforce composition

(Includes teaching and non-teaching staff)

Male	45%
Female	55%



Parent Satisfaction

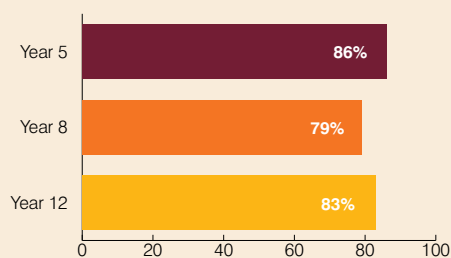
The top five reasons for choosing Scotch College:

- the College community
- son's friends and relationships with others
- safe and caring environment
- son's personal growth and development
- quality of teachers and staff.

Student Satisfaction

Every year, Scotch College conducts a survey of Year 5, 8 and 12 students to monitor the performance and track changes across all areas of the College's value proposition within each of the College's sub-schools.

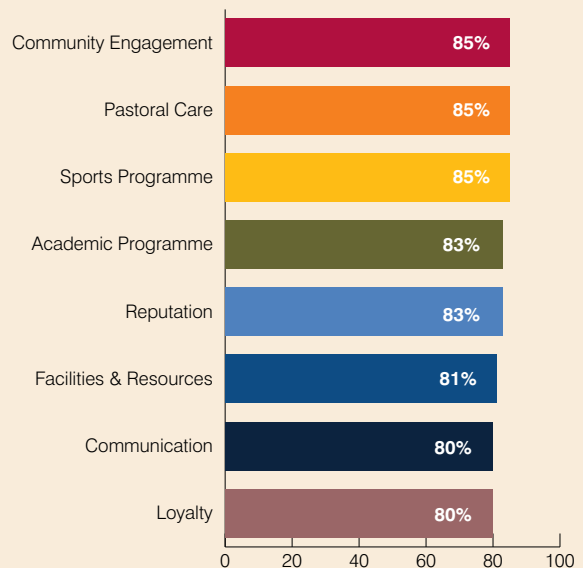
In 2021, 357 students completed the questionnaire in these year groups and the levels of overall student satisfaction with the College were very high:



Staff Satisfaction

Every five years, the College conducts a survey of its staff to capture, monitor and track the levels of satisfaction with the College, to drive continual improvement in the quality of education provided by the College.

In 2018, the results from 210 staff respondents demonstrate that the levels of overall staff satisfaction with the College were very high (>80%):



The top areas noted for staff expectations being exceeded at Scotch College were:

- the College's tradition
- Sports programme
- Co-Curricular programme.



Life at Scotch College

Start of the Academic Year

Junior School (Pre-Kindergarten to Year 5) and Middle School (Years 6–8) follow the traditional format for the commencement and conclusion of the academic year in one calendar year:

- Summer Term – late January or early February to April
- Autumn Term – April to July
- Winter Term – July to September
- Spring Term – October to December

Senior School (Years 9–12)

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

Years 10–12 each have four academic terms commencing in Spring Term and finishing at the end of Winter Term the following calendar year. For example, in 2021, the academic year commenced in Spring Term, 2020, and finished at the end of Winter Term, 2021.

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

Boarding Community

The Boarding House at Scotch College is home away from home to 110 boys from many places across the globe. It is a welcoming and vibrant environment where boys from Years 7 to 12 engage in many social, sporting, cultural and community service activities throughout the year.

Despite the challenges of COVID-19, we were able to continue with many of our usual activities, including the annual tradition of walking the Bibbulmun Track, visiting our families in the regions, and hosting events throughout Boarding Week in June.

Boarding Week was a great success, and we involved the boarders in spotlighting the rich variety of regional opportunities in the agricultural, mining, fishing and tourism industries that will be available to the boys, once they leave school.

The strong wellbeing programme in Boarding supports the younger boys to tackle any issues of homesickness or communal living, while the older students undertake the 'Tomorrow Man' programme and the senior students engage in programmes to ensure they are well prepared to live independently after school.

The academic tutoring programme is another strength of Boarding, with boys being able to access subject tutors every night as well as senior boarding staff keeping a close eye on each boy's academic tracking to ensure they are achieving their personal best. The reputation of our pastoral and academic support programmes in boarding often leads to local Perth families enquiring about boarding for their son, either as a full-time boarder or as a student who boards Monday–Friday.

Pastoral Care

Pastoral care is given a very high priority at Scotch College resulting in a strong pastoral care system. At the heart of what we do is the concept of knowing the boy.

Junior School

In the Junior School, the classroom teacher is the primary caregiver and parents know to liaise with that teacher. The teachers and students are supported by academic support teams as well as a psychologist and the Chaplain. This year in Junior School, we continued to use the Pastoral Care timeslots at the start and end of the day and after the recess and lunch breaks to provide valuable opportunities for teachers to spend ten minutes with their students, discussing any problems that arise, or accessing a range of mindfulness-based activities. This enables students to better control their emotions and focus their attention.

Middle School

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

Senior School

In the Senior School there is a vertical house system, and each house has several staff members (mentors) working with the House Head. The mentor period at the start of each day provides the opportunity for mentors to engage with the boys. The House Heads remain the key figure in our pastoral care system in Senior School, and they are supported by academic support teams, three psychologists and the Chaplain.

While the Headmaster has overall responsibility for pastoral care policies and strategies, pastoral care comes under the aegis of the Heads of Sub-Schools and the pastoral care teams on their respective campuses. There is also a Director of Wellbeing, who works with key pastoral care staff from Pre-K to Year 12 to ensure the interconnectedness and quality of our programmes.



Wellbeing

Despite on-going restrictions related to COVID, several initiatives provided the opportunity for the boys to focus on Wellbeing.

- In Junior School, our teachers continued to make use of various mindfulness programmes, particularly 'Smiling Mind'.
- In Middle School, a week-long incursion, the 'Guru in Residence' mindfulness programme, gave every student the opportunity to better understand mindfulness and meditation.
- In Years 9 and 10, weekly Wellbeing sessions included an emphasis on gratitude and mindfulness. The Year 9s were provided with a wellbeing journal and were introduced to 'Brain Reset', our own form of mindful meditation, which involves stretching and relaxing the body as well as enabling the mind to become calm. The Year 11 leadership course continues to provide another avenue for us to explore being a part of, and contributing to, community wellbeing. We continued to run 'Brain Reset' sessions after school each Wednesday for Years 10–12 students and these were well attended.
- Elements of Wellbeing were once again included in the Year 5 Moray camp and the Year 9 Rottneest camp, with a focus on gratitude and belonging.
- The House Singing Competition continues to be a significant event in the Senior School in terms of building connection and each year it goes from strength to strength.

A key aspect of Wellbeing at Scotch is a series of distinctive weeks which are designed to raise awareness of important issues. This year, we again ran 'RUOK? Week'

in September. Our Year 11 students take responsibility for Men's Health Week in June, with the focus being on boys being courageous enough to have difficult conversations and challenge inappropriate behaviour.

We also strive to provide an array of meaningful and on-going links across the sub-schools. The most popular and well-established of these are our Year 2–12 gatherings. The boys meet once a term and undertake different activities – from a mini-Olympics to reading their favourite books.

Staff have continued to undergo training to better support Wellbeing at the College. We have continued to offer both the Youth Mental Health First Aid and Gatekeeper Suicide Prevention courses to ensure that as many staff as possible are skilled in the early identification of students at risk of mental health issues. Several staff also took part in the Positive Schools conference towards the end of the year.

Child Protection

Scotch College undertook a full review of its Child Safe Program in 2020; we review and update the Child Safety Policy as well as related procedures and programmes annually. We conduct a whole-school child protection training session at the start of each year that all staff are required to attend. We continue to make our community aware of the Child Safety Code of Conduct, the Student Code of Conduct, and other relevant policies and procedures, including the Complaints Handling Policy.

In Junior School, we have adopted the 'Keeping Safe' programme from South Australia to ensure our students have a very good understanding of their own safety and of the safety of others.

Academic Enrichment and Extension

For boys of high academic ability, Scotch College offers a range of opportunities for academic enrichment, extension and acceleration via our Talantach Programme. These opportunities are delivered via targeted, differentiated and innovative educational programmes within and beyond the classroom, and often in collaboration with the College's local and international, academic and industry partners.

2021 saw a significant restructure with the appointment of a new Enrichment leadership team to ensure the College adapts to meet the needs of the increasing numbers of academically gifted and talented students.

With many of our international partnerships stalling due to COVID-19, the College looked inward with a series of innovative responses. The 'Connect to Create' programme provided the framework for a cross-campus project-based collaboration that brought together over 50 staff and students. Year 4 Junior School Enrichment students joined with Year 12 IB Diploma mentors around inter-disciplinary passion projects ranging through STEM, creative writing, art, philosophy, music and neuroscience.

In collaboration with the library team, the College gathered data on students' interests and established Enrichment Online, a curated list of free online courses offered via several international institutions that provided opportunities for students to engage beyond the mainstream curriculum. Through that programme, boys have completed online courses such as Stanford University's 'Stories of Infection' and The University of Edinburgh's 'Introduction to Philosophy'.

Effective differentiation is key to ensuring all students at Scotch receive daily challenge in each lesson. The College was fortunate to have educational consultant and Director of the Australian Association for the Education of the Gifted and Talented, Kylie Bice, embedded within the Junior School for the year, working closely with staff to further enhance their classroom differentiation.

The Enrichment Programme is increasingly characterised by unique and exciting collaborations between our sub-schools and cross-campus collaborations with Presbyterian Ladies' College. Made possible by the versatility and infectious curiosity of our Scholar in Residence, Akram Azimi, boys are now engaging in Introductory Philosophy courses across Years 3–8, designed to foster intellectual curiosity and expansive thinking.

With the uncertainty surrounding the pandemic, a podcasting studio, Studio Scotch, was established to ensure we could continue to share the life and culture of the College. With COVID-19 more under control, the studio has expanded to document oral histories, student voice podcasts and an Old Scotch Collegians podcast for alumni. The Range project engages in disruptive dialogue and conversations about education. These are conducted within the context of our Talantach programme's partners in industry, academia and beyond. The series is published via major media platforms.

Demonstrating Scotch College's commitment to inclusivity and sustained innovation, our Talantach Scholarships were established for students who might otherwise not have the opportunity or means to attend the College. The College now has over 40 scholarship students who benefit from all that the College has to offer.

Music

Music Curriculum

The Scotch Music department delivers classroom music on a weekly basis for students from Kindergarten through to Year 12. Students are exposed to high-quality music education at all levels and are offered wide-ranging and rich opportunities to study western art music, jazz and contemporary music. They are provided with in-class experiences involving performing, composing, aural and analysis, culture and historical study, and using music technology. The material in each Music course is directed to all students, irrespective of individual theoretical understanding and level of practical proficiency. Every boy in Kindergarten through to Year 7 takes Music as a compulsory classroom course, fostering an understanding and enjoyment of music. Students in Years 6 and 7 have the opportunity to learn a new musical instrument and take part in large and small group performances. Rehearsing and performing within these groups develops a wonderful social dynamic and helps boys develop a sense of purpose and achievement.

Music Tuition

The Scotch Music department delivers music tuition on a weekly basis for students from Pre-Kindergarten through to Year 12. This programme balances academic rigour with student passion and enjoyment. The curriculum taught through each music tuition course is directed to all students, irrespective of individual theoretical understanding and level of practical proficiency. Students are offered wide ranging pathways to study western art, jazz and contemporary music and all music tuition is delivered following a recognised music syllabus. Students are provided opportunities for performance experiences, which include solo, small group and large ensembles. Our music tuition programme is delivered by a team of 30 dedicated music tutors, who taught 358 music lessons per week during 2021.

Music Ensemble

An extensive Music Ensemble programme exists at the College. Our desire is to see an ensemble performance opportunity for every student musician. Ensembles rehearse on a weekly basis and are structured in a two-tier approach: core ensembles are a compulsory element of each musician's study and elective ensembles provide a further opportunity for students to extend themselves and experience music in other settings. Ensembles include those derived from an orchestral, band or vocal context, jazz ensembles, contemporary ensembles, percussion (drumline) and other relevant groups that rehearse seasonally. COVID-19 restrictions meant that some music ensembles combined with students and staff from PLC under the Scotch–PLC memorandum of understanding were not able to rehearse and perform as freely as usual. With the global pandemic still declared and government restrictions in place, tours and camps were cancelled in 2021; however, most of our scheduled concerts and events in Autumn, Winter and Summer terms were still able to proceed, with audience capacity restrictions.

Pipe Band

The Scotch College Pipe Band was established in 1947 and forms an integral part of the College's identity. The band has achieved international recognition, and lessons in piping and drumming are available throughout secondary school. The Middle School Bagpipe Programme offers an introduction to piping for students in Years 7–8 and Highland Drumming in Year 8. Pipe bandmen are expected to provide the music for the weekly school assembly parades, plus devote considerable leisure time to public performances.

Drama

In 2021, there were three school drama productions: the Years 11 and 12 play *The Laramie Project* by Moises Kaufman; the Years 9 and 10 play *The Outsiders* adapted by Christopher Sergel from the book by S.E. Hinton; and the Middle School play *Charlie Pilgrim (Or A Beginner's Guide to Time Travel)* by Sam O'Sullivan.

Any student in the school is eligible to audition for a role on stage or be part of the production crew and take on the role of stage manager, sound or lighting technician or to assist backstage.

In 2021, Scotch College hosted the inaugural PSA Theatre Sports Competition, run by the Australian Institute of Theatre Sports. Students in Years 11 and 12 from five participating schools were introduced to a variety of improvisation games in an afternoon workshop, before competing against one another in a final performance, which was open for the school community to enjoy.

Debating

During 2021, 47 students from six year groups, supported by seven coaches, competed in nine Western Australian Debating League (WADL) and one Associate Heads of Independent Schools (AHISA) competitions.

In the WADL, one Year 12 team successfully made it through to the finals as division winners, advancing to the grand final.

The topics debated were engaging, wide ranging and included:

- whether athletes should be encouraged to make political statements at sporting events
- the abolishment of diplomatic immunity
- whether development aid should be distributed to individual citizens rather than their governments, and
- the support of the shaming of individuals as a tactic for activism.

AHISA operated as a training ground for those new to debating, providing the opportunity for the students to develop their skills in a lower stakes competition.

Congratulations to all teams on their participation in debating, taking the learning curve in their stride and working to develop their individual and team-work skills in an enjoyable manner.

Emergency Services Cadet Unit

The Cadet Unit at Scotch College is part of the Cadets WA Programme. The Cadet Unit is funded through the Department of Communities (administered by the Department of Emergency Services. Cadets). It is the aim of the Cadet Programme to train and practise young men in outdoor activities such as abseiling, climbing, caving, mountain biking, navigation and survival skills. The College's goal is to take the cadet out of his comfort zone and introduce him to new challenges. The Cadet Unit is also involved with community service, working with groups such as Friends of Ellan Park and the City of Stirling.

In 2021 the Scotch College Emergency Service Cadet Unit participated in several community service projects in partnership with the City of Stirling environment department around the local area. Activities included green stock collection, seed collection, tree planting, dune rehabilitation and garbage collection. The boys gained qualifications in technical roping, rope rescue and rock climbing, and attended a range of camps in which they learned a range of hard and soft skills, including communication, teamwork and search and rescue.

Outdoor Education

In 2021, the College was fortunate enough to be able to run all Outdoor Education expeditions as normally as possible, albeit with a few alterations to accommodate the restrictions due to COVID-19. The Outdoor Education programme has been developed to cater for all students from Years 3 to 10 with the aim of enhancing their knowledge and skills in teamwork, resilience, and leadership.

Boys are able to experience not only a variety of activities, but also a range of different locations across Western Australia including Exmouth, Karijini, Lancelin, Margaret River and Dwellingup.

The Outdoor Education team collaborate with the Boarding House staff to provide a programme for all boarding students to walk the length of the Bibbulmun Track. Students begin this amazing journey from Kalamunda in Year 7; walking sections of the Track each year, they endeavour to walk into Albany as an 'End to Ender' in Year 12.

Moray Scotch Outdoor Campus

Our Moray Outdoor Education Centre provides every boy with sense of adventure and real achievement to assist them to learn in an outdoor setting. At Scotch, our programmes engage students in outdoor adventure activities, where our skilled and qualified teachers assist students to reflect on their experiences. The boys experience a wide range of activities at Moray, including bushwalking, orienteering, geo-caching, river safety, raft building, canoeing, kayaking, rock climbing and abseiling with the high ropes course culminating in the 'leap of faith'. Students are involved in other basic camp craft skills designed to develop essential personal and social capabilities such as communication, resilience, self-confidence, leadership, teamwork, goal setting, personal autonomy and initiative.

Service and Citizenship

Many of Scotch's in-house service and outreach activities were able to re-commence in 2021 following a COVID-19-impacted 2020.

Junior School

The Junior School Day of Action involved an afternoon of service-related activities with the following year groups undertaking the activities outlined below.

- **PK, K, PP & Year 1:** Collecting, sorting and preparing care packs and handwritten notes for HeartKids.
- **Year 2:** An afternoon tea and entertainment with the residents of Romily House.
- **Year 3:** An afternoon tea and choir with elderly residents from Curtin Heritage Living.
- **Year 4:** A river clean up at the Scotch College rowing shed at Freshwater Bay.
- **Year 5:** Undertook three different activities: cooking for the Salvation Army and handwritten notes; sorting donated stationary items for less resourced schools for Give Write in Subiaco; and a beach clean-up at North Cottesloe beach.
- **Pyjama Day** resulted in the Junior School students donating blankets to the homeless people of Perth.

Middle School

Boys helped by cooking weekly meals for the Salvation Army. There were hundreds of meals cooked by eager boys in the Cooking for the Homeless Club and donated to and distributed by the Salvos to those in need.

Senior School

- **World's Greatest Shave:** The joint Scotch/PLC Perth 'shave-a-thon', saw more than 100 Year 12 students shave their heads. Scotch raised a staggering \$82,000 for The Leukaemia Foundation, raising the most amount of any school in WA and the second highest amount of all schools in Australia.
- **'Big Freeze':** In August, the College held its first 'Big Freeze' fundraising event, in support of 'Fight Motor Neurone Disease'. Senior School boys purchased 'FightMND' beanies and could wear their beanies during the week and for Marching. The highlight for many was seeing teachers being dunked in an ice-filled dunk tank.
- **Year 10 Friday Service Programme:** The Friday afternoon service programme involves every Year 10 student undertaking a service focused activity each week. Some of the organisations the boys work and engage with to support the broader community are outlined below.
- **Soup Kitchen:** Each Thursday the Senior School students continued to cook meals for the Salvation Army.
- **Uniting Winter Appeal:** The Senior School community collected socks and gave generously to support the practical help that Uniting WA give to those in our wider community facing crisis, homelessness and struggling with challenging situations during the cold winter months.
- **Claremont Nedlands Cricket Club All Abilities Team:** The College's relationship with the Claremont-Nedlands Cricket Club (CNCC) has continued to grow with students supporting this group each Friday evening at Cresswell Park.

- **Disabled Surfing:** The Scotch Senior students once again assisted with a disabled surfing day in December 2021.
- Each of the 10 house groups focused their efforts to undertake a service activity, which engaged members from each of their houses. A few examples of the house service activities included Red Nose Day for Remembrance Day, Tim's Ride and donating sporting equipment for Fair Game.

External partners and on-site service programmes included:

- Balga Primary School
- Balga Senior High School
- People Who Care
- North Cottesloe Surf Life Club
- Friends of Lake Claremont
- Second Bite
- Swanbourne Primary School
- The Salvation Army
- ELC at Scotch
- On-site Soup Kitchen
- On-site STEM
- On-site Sport Assist

Whole of College Initiatives

- **Uniting Christmas Appeal:** Christmas saw the explosion of goodwill amongst the Senior, Middle and Junior School communities with an incredible 500kg of food donations received and provided through the Uniting Christmas Appeal to assist those in need over the festive season.
- **Boardies Day:** The Middle and Senior students raised funds for Surf Lifesaving WA by participating in the annual Boardies Day.

The Duke of Edinburgh's International Award

The Duke of Edinburgh Award has been running at Scotch College since 2000. Students at Scotch College can use the many Co-Curricular opportunities available to them to help with their Award. These include, but are not limited to, musical lessons, sporting commitments, Outdoor Education programmes, tours, community service initiatives and peer tutoring.

Through these opportunities, boys have learnt or improved on skills, persevered at improving their fitness, worked in the local community to improve an aspect of someone's life and challenged themselves with an adventurous journey. This journey has helped them to develop leadership skills, experience new places, meet new friends and some boys have challenged their fears.

The Duke of Edinburgh's International Award is a scheme that benefits all young men for their future, whether it is gaining entry to a university or that job of a lifetime. In 2021, 45 Scotch boys completed their Duke of Edinburgh Awards. Of those, 21 completed their Bronze Award and 19 completed their Silver Award. Five Scotch young men, who displayed incredible resilience and commitment to the programme, completed their Gold Award. This Award was presented to them at Perth Town Hall by the Governor of WA, Kim Beazley.

Sport

Scotch College is a member of the PSA (Public Schools Association), a body which is primarily for the provision of a strong sporting competition between the boys' independent schools in and surrounding Perth, Western Australia.

Sport is compulsory at the College, although occasional exemptions are granted to boys if they are training at an elite level outside the school or if their commitments in Co-Curricular pursuits such as Music are such that their academic performance would suffer if they were also committed to College sport.

Boys in Years 10 to 12 compete on Saturday mornings and train twice a week, usually on Tuesday and Thursday for 1.5 to 2 hours. Boys in Years 8 and 9 compete on Friday afternoons in school time and train twice a week, usually on Monday and Wednesday for 1.5 hours. Boys in Year 7 train on Wednesday afternoons.

The College has expectations that all academic staff involve themselves in the Co-Curricular programme so teams are coached by staff as well as outside coaches, most of whom are Scotch old boys or high-performance coaches. Where there is a cluster of teams coached by outside coaches, a staff 'Manager' is appointed to monitor behaviour and dress standards and to be the point of reference for parents and emergencies.

Highlights of the PSA Sport calendar year are as follows. It must be noted that it was an extremely successful sporting year, winning five trophies at 1st team level.

Summer Season:

- Scotch won the Challenge Trophy by winning the Head of the River (Rowing)
- Scotch won the Darlot Cup (Cricket)
- Scotch won the Corr Cup (Tennis)
- Scotch's Swimming Team finished 2nd, which was a great performance.

Winter Season:

- Scotch won the Alcock Cup (Football).

Athletics:

- Scotch won the Alcock Shield (Athletics). This was the 4th year in a row and the 6th time in 7 years that Scotch has won the athletics.
- Approximately 1200 students from Years 7 to 12 were engaged in the PSA Sport programme across the year.

Clubs

Scotch College considers clubs to be an important component in the range of Co-Curricular activities on offer. The expected outcomes include:

- socialisation in a relaxed atmosphere
- the provision of leadership opportunities for boys
- excellent opportunities for staff to relate to boys outside of the classroom (part of the College's aim of 'knowing the boy'), and
- learning new skills/ competencies which are not available in the classroom (e.g., in several clubs, Information Technology skills are extended beyond what is included in the Curriculum).

Junior School Co-Curricular club

- Art
- Aviation
- Backgammon
- Chess
- Cycling
- European Handball
- French Games
- Homework
- iMovie
- JS Chorus
- Judo
- Lego
- Lego League Explore
- Mindfulness
- Perth Run Club
- Speakers Challenge
- Swim Squad
- Science
- Young Engineers
- ToonWorld

Middle School Co-Curricular clubs

- Chess
- Community & Service
- Creative Writing
- Debating
- Dungeons & Dragons Club
- eSports
- Harry Potter Club
- Kitchen Garden Cooking Club
- Lego League
- Minecraft Club
- Mini Indoor Games Club
- MTB (Bike Club)
- Warhammer Club



Educational Tours

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

- All Year 9 students participate in the Rottneest Camp during Summer Term. This camp has a pastoral care base, and the students take part in activities including ecology, history, art, survival, service and snorkelling.
- Boarding students in Years 7–9 are required to walk sections of the Bibbulmun Track. From Year 10 onwards, boarding students have the option to finish walking the entire track, a 1000km journey from Kalamunda to Albany. This is attained over a 6-year period culminating in the students becoming End to Enders in Year 12.
- In Year 10, students select from a variety of 'expeditions' within Western Australia. Two expeditions are held during the July holidays with the balance of expeditions held during the final week of Winter Term. It is compulsory for students to take part in one of these expeditions.

The established schedule of interstate and overseas tours is both varied and challenging and the opportunities are welcomed by the students. The following tours, which are usually provided, were cancelled in 2021 due to COVID-19:

- In Year 9 all students travel to Canberra for an educational based tour, followed by a few days in the snow.

- Music tours regularly take place in the Eastern States, as do Drama tours.
- The Scotch Pipe Band, on alternating years, participates at a Tattoo, either in Europe or North America.
- Sporting, cultural, history and community and service tours take place on a two-year rotational basis. Tours have recently gone to Jigalong, Victoria, Tasmania, New South Wales, Singapore, Thailand, Cambodia, Japan, Europe, North America, South Africa, India, Indonesia and New Zealand.
- Students have the option to be involved in educational immersion tours such as a tour to Stanford University USA, or involvement in Philosothon and World Scholars Cup Tours interstate.

Round Square

Round Square was not applicable in 2021 due to COVID-19 impacting several planned events. Usually, the Round Square programme is the basis of the student exchange programme across the globe.

Staff Qualifications

College Executive

Headmaster

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

Head of Senior School

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

Head of Middle School

Mr B P Gill, BAEd (ECowan), BEd (Curtin), Med (ECowan)

Head of Junior School

Mrs M Hodges, BBus (Curtin), GradDipEd (Murdoch)

Director of Teaching and Learning

Mrs C J Fugill, BAEd (ECowan), MLdrshp (Monash)

Director of Student and Staff Wellbeing

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

Director of Co-Curricular

Mr R A Foster, BPHE (UWA), DipEd (UWA)

Director of Admissions, Engagement and Communications

Mr D Kyle, BA (UWA), DipEd (UWA) GradCertLR (Curtin)

Director of Information and Learning Technologies

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

Chaplain

Rev G P van Heerden BTheol (Hons), M.Theol (Rhodes), BA (Rhodes), MA (Rhodes)

Chief Financial Officer

Dr I J Anthony, BSc (Hons) (UWA), PhD (UWA)

Academic Staff

Full-time and Part-time

Mr D A Alderson, BA (UWA), DipEd (UWA)

Mrs F M Alexander, BA (Curtin), BEd Conversion (Curtin)
Cert IV T&L (Oxford Brookes)

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

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

Ms M E Baker, BCommunication (NDameAust), GradDipEd (NDameAust)

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

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

Mrs S M Blunt, BEd (WACAE), PostGradDipBusComp (Curtin), Cert IV TAFE

Mr P J Bolton, BEd (Curtin)

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

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

Mr M P Brinsden, BHPE (NDameAust)

Mr S D Brogden, BHPE (UWA), DipEd (UWA),
DipOutdoorRec (NDameAust)

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

Mr O J Burke, BEng (UWA), GradDipEd (UWA)

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

Mr S A Bycroft, BA (ECowan), GradDipTeach (ECowan)

Mr M Campbell, BA Ed (ECowan)

Mr A E Castiglione, BAEng (Curtin), GradDipEd (Prim) (ECowan), AdvDipPerfArtsAct (ECowan)

Mrs S Carniello, BEd (Switzerland)

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

Ms R M Cirillo, BA Psych (Curtin), BEd (Curtin), GradCert (NDameAust), MEd (EdLeadPol) (Monash)

Ms A G Clancy, BEd Primary (Melbourne)

Ms C M Collins, BA (Hons) (NDameAust), GradDipEd (UWA)

Ms S Combes, BATHCmnSt (Murdoch), (FirstClassHons)
ThDraSt GradDipEd (Sec) DraMdia (Murdoch),
QualTeachStat (OTTP)

Mrs E N Cooper, BA (ECowan) BA Ed (ECowan)

Mrs F M Craig, BAPsych (ECowan), GradDipEd (ECowan)

Miss O B Creagh BA (Curtin) GradDipEd (ECowan)

Mr J Creighton, BPE, BEd, Dip.Teach (Otago, NZ)

Mrs L Crofts, BA (ECowan)

Mrs R S Cumming, BA (WACAE), GradDipEd (ECowan)

Mr R M Dall'Oste, BSc (Hons), DipEd (LaTrobe)

Mr A F Doney, BA (UWA), DipTeach (Nedlands)

Mr S Duncan, BEd (NDameAust)

Ms A M Duratovic, BMus (ECU), Dip.Ed (ECU), Hons (ECU)

Mr R J Edwards BEd (ECowan)

Mrs C A Eleftheriou, BA (UND), HDipEd (UND)

Mrs C M Ellis, BA (UWA), BEd (UWA)

Mrs N J Eidne, BSc (Hons) (UCT) GradDipEd (UCT)

Mrs L McCormack, BAppSc (Hons) (UQ)

Ms L J Evans, BAppSc (WAIT), GradDipEd (Curtin)

Mrs T R Fitzpatrick, BA (UWA), GradDipEd (UWA)

Mr R Foster, BEd (ECowan)

Mr C T Gabriels, BHPE (UWA), GradDip Ex Sci (NDameAust)

Mr M T Gale, BPHE (UWA), GradDipEd (UWA)

Mr S P Galipo, BEd (ECowan), GradCertEd (ECowan)

Ms R Gaudieri, BEd (Murdoch), BSport (Murdoch)

Mr D A Gault, BPHEd UWA), GradDipEd (UWA)

Mr T M Giese, BEd (UNS), BSc (UNS)

Mrs G Giglia, BA (UWA), DipEd (UWA)

Miss K Gooding, BA (Hons) (UWA), BEd (UWA)

Ms A P Goodison, BSc (ECowan), BEd (ECowan)

Mr E Grant, BA (ECowan), BCreativeArts (ECowan)

Mr A G Gray, BSc (NDameAust), GradDipSc (UWA),
GradDipEd (UWA)

Ms K E Gray, BA (NDameAust), BEd (NDameAust)

Mrs M D C Grech, BEd (WACAE), DipTeach (ECowan)

Ms K A Green, BSocSc DramaPerformStudies MediaComm (UKZN), PostGradEd (UKZN)

Mr N S Guard, BA (ECowan), DipEd (NDameAust)

Ms K A Guy, BOutEd (LaTrobe), GradCertEd (LaTrobe)

Dr B Hale, BA (Hons) (ECowan), PhD (ECowan)

Mr R J A Hales, BA (Hons) Geog (Victoria), DipTeach (Christchurch)

Mrs O J Harnwell, BEd (EarlyChldhdEd) (FirstClassHons)

Mr M S Hildebrandt, BEd (Curtin)

Ms G P Hodgson, BA (Murdoch), GradDip UPP (RMIT), GradDipEd (Murdoch)

Mrs S C G Hodgson, BAppSc (WAIT), GradDipEd (Murdoch)

Ms G K Hoff, BASecEd (UW), BAEng (UW)

Ms F L Hogan, BPHE (UWA), GradDipEd (UWA)

Mr R T Holdman, BEd (NDameAust)

Ms S S Hommen, BEd (Curtin)

Mr T P Iwanowski, BSc (Kings), PGCE (Roehampton), QTS (UK)

Mr M Jahn, BEd Phys Ed (ECowan)

Mr J Kandiah, BEcon (UWA) BCom (UWA) GradDipEd (NDameAust)

Mr M Kelly, BSc (Glasgow), PGDE (Strathclyde)

Ms L M Kerrigan, BA (Curtin), GradDipEd (Murdoch)

Mr M A G Kleinschmidt, BEd Hons (QUT), BA (QUT)

Mr R R Knight, BA (ECowan), BEd (ECowan)

Mrs J A Langley, BSc Hons (Leeds), PGCE (Leeds)

Ms D V Lee, BScEd (MCAE), MEd Studies (NTU)

Mr W Liauw, BEd (AJCU) (Indonesia)

Mrs L S Lilford, BEd (Witwatersrand)

Mr H J Loosemore, BEcons (UWA), DipEd (UWA), ACE

Mrs P J Lopez, BA Cum Laude (San Francisco), DipTeach (Churchlands)

Mr S C Loveday, BEd (MusEd) (ECowan)

Mr S A McLean, BSc (UWA), BEng (UWA), DipTeach (ECowan)

Mr S R Mecham, BA Ed (ECowan)

Mr A J Mellor, BSc ExchthSci (UWA), GradDipEd (UWA), MAppSc SpCoach (UQ)

Ms J E Mills, BA (Hons), GradDipEd (UWA)

Mr K S Mitchell, BPED (Sec) (NDameAust)

Mrs T A Morley, BBusSt (Hons), PostGradEd (KU), MA (KU)

Mrs E J Muddle, BEd (WACAE), CTEFL (Cambridge), DipTeach (CTC), GradCertEd (NDameAust)

Miss D M Mullin, BEd Primary (Murdoch), GradDipEd

Ms K L Muni, BA (Curtin) DipEdSec (ECowan)

Mr M A Neave, Cert IV Hosp & Mngmt (TAFE), BEd (D&T)

Mr M S Ninkov, BA (UWA), MTeach(HumSpEd) (UWA)

Mrs N M A Noble, BA (Hons) (UOP), GradDipEd (NDameAust)

Mr W K Norman, BA (Deakin/ECowan), BTeach (Deakin), GradDip T/L (ECowan)

Mr S W O'Connell, BHPE (NDameAust)

Mr T J N Orford, BEd(Sec)HPEOutEd (ECowan), Cert III SptRec (AFLSportsReady)

Mrs T O'Shea, BA (Hons) (Stranmillis UC, Belfast)

Ms L K O'Toole, BA, GradDip (UTAS)

Mr J J Owenell, BBSec (NDameAust), BEd (NDameAust)

Mrs L Palmer, BEd (ECowan)

Dr M Papas, BCom (UWA), GradDipHRM (UWA), GradDipCCS (Curtin), GradDipEd (UWA), PhD (UWA), MCA (Curtin)

Dr N Papas, BA (UWA) BSc (UWA), GradDipEd (UWA), PhD (UWA)

Mrs A Paunoski, BMusEd (UWA)

Miss E M L C Perrot, BA (UFC), MEd (UFC), DipEd (UWA)

Mrs S Pett, BA (Plym), MEd (Exe), PGCE (West England)

Mrs T K Phillips, BEd (USQ)

Mr D J Quinlivan, BAppSc (WAIT), DipEd (WACAE), DipVal (WAIT)

Mr R W G Reberger, BSc (UWA) DipEd (Murdoch)

Miss S Reyhani, BCompMathsSc (UWA), BEngHons (UWA), GradDipEd (UWA)

Mrs A J Ritchie, BA Prim, BEd (Curtin)

Mr S P Ritchie, BSc (Hons) (Otago), DipTeach (UWA)

Mr C T Robinson, BSc (Hons) (Oxford), PGCE (Bristol)

Ms J E Roche, BA (Kent), PGCE Art & Design (Middlesex)

Mr J A Rugg, BA (Hons) (Durham), PGCE (Kings), ARICS (UK)

Miss R Sayers, BA (Hons) QualTeachStatus (UC), DipEarlychldhdEdCare (Sierra)

Mr M A Scaife, BEd (Curtin), DipTeach (Nedlands)

Mrs M A Scarvac, BEd (Curtin)

Mr S Scotti, BEd (ECowan), Cert IV Training and Assessment

Ms S Sekulov, BEd Primary (ECowan)

Ms R A Shiel, BA (Hons) (Essex), PGCE (Bath)

Mr T M Simpson, BMus, GradDipEd (Adelaide)

Mrs P Souris, BSc (UWA), GradDipEd (UWA)

Ms N P M Spanbroek, BA (Curtin), GradDipEd (Murdoch)

Mrs T L Spartalis, BEd (Hons) (Curtin)

Mr S Sterrett, BA (Hons) (Middlesex), GradDipEd (UWA), MEdL (UWA)

Mrs J P Sullivan, BMusEd (Hons) (UWA), AKC (Earlychldhd & Primary) (UQ)

Mrs M N Sullivan, BA (ECOWAN), GradDipEd (ECowan)

Dr C Tay, BA (UWA), GradDipEd (Curtin), PhD (UWA)

Mrs S M Tredget, BA (French) (Hons) (UOL), PtGradCertEd (ML French) (Keele) BilEd (Leeds)

Mr P C Tresise, BSc (UWA) LLB (Murdoch) GradDipEd (ECowan)

Mr D Turco, BSc (ECowan), GradDipEd (ECowan)

Mrs R M Turkich, BA (ECowan), BEd (ECowan)

Mr B Tyrell, BEdITMultMedAccBus (NDameAust), MEd LeadMan (NDameAust), Cert IV Workplace Training (AOT), Cert IV Training and Assessment (Pinnacle)

Mr B G Van Ingen-Kal, Cert IV (WATI), DipEd (UP)

Mrs S M Varley, BA (ECU), GradDipEd (ECU)

Ms C S Vinton, BA (ECowan), GradDipEd (ECowan)

Mr M J Walker, BMus (UWA), GradDipEd (UWA)

Mrs A L Ward Gordon, BA Joint Hons (Leeds), PGCE (Keele)

Dr N Warrington, BSc Hons (Leicester), GradDipEd (UWA), PhD (Leicester)

Mr T A Waterman, BCom (UWA), DipEd (ECU)

Mr B E Watson, BEd (Hons) (ECowan), DipTeach (WACAE)

Mrs A J Webster, LLB (Hons) (Edinburgh), PGCE Prim (Dundee)

Ms K E Webster-Blythe, BA (Hons) (Cardiff), PGCE (Wales), CELTA (UK)

Dr J J Weeda, BA (Hons) (UWA), DipEd (UWA), PhD (UWA), CTEFL (Cambridge)

Mr A E Wells, BSc (ECowan), GradDipEd (ECowan)

Mr S H Whiston, BJourn (Hons) (Surrey IAD), GradDipEd (Primary) (ECowan)

Mrs A P Wilkes, BSc (ECowan), GradDipEd (Murdoch)

Mr G J Williams, BA Hons (Liverpool), PGCE (Chester)

Mr C J Wisniewski, BA (UWA), DipEd (UWA)

Mr A Wood, LLB (Hons) (Bournemouth), DipEd (ECowan)

Mrs S H Wydra, BMusEd (UWA)

Mr B S Young, BEd (WACAE), MEdMgmt (Hons) (UWA), MRE (NDameAust)

Mrs G Youngleson, BA (UCT), GradDipEd (ECowan)

Mr B D Zani, BA, BEd (UWA)

Mrs M J Zuidersma, BA (UWA), DipTeach (Nedlands)

Education Assistants/Aides

Full-time and Part-time

Ms J Barsden, Cert III Children's Services (TAFE), AssocDip Dental Therapy (WAIT)

Miss J Beaumont

Mr D J Bell, Cert IV (Conservation & Land Management) (TAFE)

Miss M J Bridle

Miss A E Civiello, BA (UWA), MTeach (NDameAust)

Ms G Daly, Cert III TeachAsst (TAFE)

Mrs N I Dorai-Raj, BEd (NDameAust)

Mr L M Dwyer, BEd PESocSci (ECowan)

Ms Z Elliot, DipBusMktg (Macleay College)

Ms M G Farr, BPolEcSS (USYD)

Ms C J Farrell, BAVisArt (ECU), Cert III EdSupp (OC)

Miss H L Goodman, BEd (NDameAust)

Mrs C M Hector, Cert III EdSupp (FTTA), Cert III Special Needs (FTTA)

Mrs A E Jenkins, Cert IV EdSupp (ATP)

Mrs A M Jubber, AdvDip, PPed (South Africa)

Ms J A Kitto, Cert IV Ed Assistant (ECowan)

Ms S L Lock, BA (Curtin), GradDipEd (ECowan)

Mrs D M Marshall, DipEarlyChldhdEdu (EC)

Ms G A McCutcheon, DipTeach (Churchlands)

Ms E Paterniti, Cert III Ed Supp

Ms S Pethic, BEd (ECowan)

Ms F Pinardi, Cert III TeachAsstSpNd (NtAust), Cert III CTEFLA (Zurich), Dip ATCL (Trinity), Adv Dip LTCL (Trinity) SpDr

Ms M Rae, BA (Hon) (Murdoch) Cert III EdAssist (ECowan)

Miss H M Rogers

Ms R J Tsen, Cert III EdSupp (FE)

Mrs K Tyler, AssocDegSc (Library Technology), Cert I ESL MS (Adelaide), Cert I TeachAsst (ECowan)

Mrs E H Varian, DipSocSci (MRC), DipChildServ (ECowan)

Mrs N L Veitch, Cert III Education Support (FEC)

Mr D A Watson

Mrs T Wheeler, Cert III Disability

Admin, Ancillary and Facilities Staff

Full-time and Part-time

Mrs P Adams CertOfficeStud (Administration Assistant – Admissions, Engagement & Communications)

Mrs J A Allcock (Administration Officer – Tours, Exchanges & Service)

Mr J Anderson (Pipe Band Programme Instructor)

Miss K L Anthony B.S.Chem (Murdoch) (Administration Officer – Shared Services)

Me L J Anticevic TradeCertPlastering (DTWD) (Facilities Trade Assistant)

Mr A Azimi BSc and Law (Hon) (UWA) (Scholar in Residence)

Mr C H Bailey (Pipe Band Master)

Mrs M A Ball BSocSciPsych (SUT) (Boarding House Parent)

Mr P Barry DipLabTech (TAFE) (Laboratory Technician)

Ms T A Beale BA (Hons) (Curtin) (Art Technician)

Mr M T Beaver AdvDip Music Industry (ECowan) (Venues and Events Co-ordinator)

Mrs B Boisen (Personal Assistant to the Chief Financial Officer | Executive Assistant to Council)

Mr M A Bozich (Rowing Operations Manager)

Mr A Brown Cert III Parks and Gardens (CIT) (Gardener)

Mr T Burrows GCertANIM (AFTRS) (Digital Content Creator)

Mrs M Ceic GradCertAviationMGMT (RMIT), AdvCertTravOfAdm (Administration Officer – Co-Curricular & Wellbeing)

Mrs K J Chesson BA (Curtin) (Alumni Assistant)

Mr D W Chitty (Groundsperson)

Mrs J M Coffey DipTeach (ClaremontTC) (Academic Support Case Manager)

Mrs M J Colling (Executive Assistant to the Director of Advancement and Philanthropy)

Miss S Costanzo BAJ (Curtin) (Administration Officer – Alumni)

Mrs M A Cross MA (Hons) (Edin), PGCAS (Aberdeen), DipABRSM (Associated Board of the Royal Schools of Music) (International Baccalaureate Administrator)

Mr M C Davies BA (Curtin), (Design & Technology Technician)

Miss N F Dimasi BDigMedia (Murdoch), DipIT (SMT) (Information and Learning Technology Support Officer)

Mr G J Dwyer BCom (UWA) (Boarding Mentor)

Mrs C F J Elms GradCertHRM (Curtin) (Personal Assistant to the Head of Academic Support and School Psychologist)

Mr B D Evans (Groundsperson)

Mr R G Fenwick (Grounds Co-ordinator)

Mrs J K Fink (Junior School Secretary)

Miss A FitzPatrick (Food Design Technician – Middle School)

Mr J Flint BA (Curtin), GradDipEd (ECowan), DipFA (TAFE) (Art Technician – Senior School)	Mr J S Marginis BPsych (Curtin), MPsych (Curtin) (School Psychologist)
Ms K L Flowers BA AppSc (Curtin) DipEd (ECowan) (Senior Librarian)	Mr R J Markwell (ILT Systems Engineer)
Mr G W W Ford Dip Mngmt (TAFE) (Manager of Business Services)	Mr S D McCarthy Dip Networking (TAFE) (ILT Support Officer)
Ms L J Fudger Cert IV Training & Assessment (Administration Assistant – Music & Events)	Mrs L McCoy (Executive Assistant to the Headmaster)
Mr J W Gallacher Cert III Carpentry and Joinery (Carpenter)	Mrs D J McConnell (Accounts Receivable Officer)
Miss S L Gatti BFA (Curtin) (Receptionist)	Mrs Y McDonald BA (UniMelb) MEd (UniMelb) (Archivist)
Mrs L Gauld DipSecStudies (Scotland) (ILT Office Co-ordinator)	Mr M A McGuinness (Bus Driver and Deliveries)
Miss L D Graham (Middle School Secretary)	Miss C L McKay BCreatIndustGraphDesign (ECowan) (Library Services Assistant – Graphics)
Mr M L Grosse Cert IV Business (TAFE) (Personal Assistant to the Director of Boarding)	Miss K V Mewett BSc Psych (Curtin), PostGradDip (Library & Info Science) (Curtin) (Library Services Specialist)
Ms I Halim MAcct (Curtin) (Payroll Officer/Assistant Accountant)	Mr L Miedzyblocki (Trades Assistant)
Mrs F J Hannington (House Parent)	Mr S C Mitchell, BScCompSc IntSoftwearDev (Murdoch) (Information and Learning Technology Support Officer)
Mr C F Harding Cert III Agriculture (TAFE) (Apprentice Grounds Person)	Mrs C Morton (Personal Assistant to the Head of Junior School)
Mrs K Helm Cert IV Lab Technician (CIT), Dip Lab Tech (VTS) (Laboratory Technician)	Mrs E L Murdoch BSocWk (Curtin), GradDip ILS (Curtin), (Library Services Specialist)
Mrs K F Hobbs DipMgt (AIM) (Administration Assistant – Teaching & Learning)	Ms A L Murphy RN (Nurse)
Mr S C Hollingshead BBus (Curtin), GradDipEd (Curtin) (ILT Manager)	Mr J G Murray SQA in bagpipes level 8 & SCQF level 6 (NPC Glasgow) (Pipe Band Programme Instructor)
Ms I Hunt BSc (Cape Town) (Uniform Shop Manager)	Mrs L Murray (Personal Assistant to the Head of Middle School)
Mr W C Jackson BA (CSU) (Indigenous Student Mentor Senior Boarding Mentor)	Miss R S Nicholson BComHRMIndRel (Curtin) (Human Resources Officer)
Mrs A M Johnson (Accounts Payable Officer)	Mr M Pannell (Curator of Wickets)
Mr A Jones BSc (Computer Science) (ECowan) (Information Architect)	Ms L B Perriam, (Library Services Assistant), BA (ECowan), Dip (Information Science), MSc (ECowan)
Mrs H Joyce RN (Nurse)	Mr A D Pomfret (Gardener)
Ms R A Kennington (Personal Assistant to the Head of Middle School)	Mrs K Quinn Dip Bus Mgmt (Sydney) (Director of Advancement and Philanthropy)
Mr M J Kruyt Certificate III CabMk (TAFE) (Carpenter/ Joiner)	Mrs K L Read (Receptionist)
Ms R M Lakomy BBusAcc (UNE) (Admissions and Database Officer)	Mrs F Richmond RN (Nurse Manager)
Mr M A Lane Cert III Sports Turf Mngmt (CIT) (Facilities Grounds Co-ordinator)	Mr M D Roberts HNCCCompSE (Database Developer)
Mr M A Lee BE (Hons) (UOS) (Facilities Trade Assistant)	Ms V Roddan (Student Services Officer)
Ms S Leung BA/J (Curtin) (Digital Marketing & Publications Coordinator)	Mrs M K Ross, RN (Nurse)
Ms J A Lilburne BCom (UWA) (Uniform Shop Assistant)	Ms S B Sadgrove (Laundry Assistant)
Ms S C Lipscombe BA Psych (UWA), GradDipCounselling (Curtin) (School Psychologist)	Mr J A Santelli BBus (ECowan), CPA (Manager of Finance)
Ms H D Locke Cert III Bus, Cert III Children's Studies (Personal Assistant to the Head of Senior School)	Mrs E R Satriani (Laundry Assistant)
Ms K Lorimer BSc (Hons) (Deakin), MPsych (Monash) (School Psychologist)	Mr A J Schonfeld MPsych (SQ), BSc (Hons) (UQ), (Psychologist- Senior School)
Mrs C E Lucas (Junior School Secretary)	Mrs S Scott, BASc (NDameAust), GradDipEd (UWA) (Manager of Admissions)
Mr M R Luton BA (KENT), NVQII (MIDKENT) (Facilities Maintenance Co-ordinator)	Mr D W Seaby (Groundsperson)
Mrs R J Manning RN (Nurse)	Mrs M Shahbazi, BSc (Geology) (FUM) (Laboratory Technician)
	Mr P D Sherman (Pool Maintenance)
	Mrs N L Sierakowski BComMktPR (Curtin) Cert III Bus (TAFE) (Alumni Officer)
	Mrs B A Simkin, RN (Nurse)
	Ms L A Sinclair BA (Hons) (Curtin) (Academic Service Officer)
	Mrs P C Seaby (House Parent)

Mrs C Smith (Administration Assistant – Middle School)
 Mrs K A Smith (Facilities Management Officer)
 Mr K G Sorrell Cert III SpTuMgt (TAFE) (Groundsperson)
 Dr N Spadaccini, BSc (Hons) (UWA), PhD (UWA)
 (Curriculum Administrator K–12)
 Mr G A Spence BSc EnvSci (Ulster), MSc Marine (Herriot
 Watt), PGDipHRM (Auckland) (Director of Human
 Resources and Staffing)
 Mr M B F Spratt (Indigenous Student Programme
 Coordinator)
 Mr R Steenkamp BComms (UWA), GradDip AppCorpGov
 (GIA) (Head of Swimming)
 Mr C A Stretch (Senior Boarding Mentor)
 Mrs D Sukuroska Cert IV BusAdmin (AOC), Cert IV FinSer
 (EPT) (Administration Officer – Senior School)
 Ms M A Sullivan (Food Design Technician)
 Mrs T M Swinny BComm (ECowan), Cert IV HR (AHRI)
 (Senior Human Resources Advisor)
 Ms A M Thomas BHRMgt (NDameAust), BBSc(NDameAust)
 (Human Resources Advisor)
 Ms H N Tomshin BComm (HRM) (Murdoch), LLB
 (Murdoch), GDLP (College of Law) (Risk and Compliance
 Manager)
 Mrs J E Toovey, Cert III (Food Technician)
 Mrs P J Turner (Assistant Curriculum Administrator)
 Ms G J Turvey (Music Resources Co-ordinator)
 Mrs J K Usher BBus Marketing (ECowan) (Personal
 Assistant to the Director of Boarding)
 Mr M L Valentine BEd (ECowan), DipTeach (WACAE),
 PostDipEdSt (ECowan) (Special Projects Officer –
 Remote Learning)
 Ms T M Vance (Laundry Assistant)
 Mr I W Waldock (Bus Driver)
 Mr M R Washbourne, BTech (Curtin) (Technical Support
 Officer)
 Mr M R Watts, Adv Craft Carpentry (C&G) (Operations and
 Project Manager)
 Mrs V J Wells (Senior Administration Officer Student
 Services)
 Mrs S Willis (Laundry Supervisor)
 Mr T M Wilson (Design & Technology Technician)
 Mr W R Wingfield (Administration Assistant - Sport)
 Mrs T D Winter (Art Technician – Middle School) Cert II
 VisArts (VETIS)
 Ms E C Winterbottom BComAd (Curtin), BAGrDesCrAdv
 (Curtin) (Digital Marketing Officer)
 Mr N Wood (Web Programmer)
 Ms D R Wright, BA (UWA), BA Psych (UWA), DipEd. (UWA)
 (Uniform Shop Assistant)
 Mrs M D Ziepe BEd (Nedlands) DipTeach (Nedlands)
 (MultiLit Co-ordinator)
 Mr K L Zrinski (Information and Learning Technology
 Support Officer)

SCOTCH
COLLEGE



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