School Performance Information Report for 2015

Scotch College Adelaide receives grant funding both recurrent and capital to assist with the operation of the College. Under our funding agreement with the Australian Government we are required to provide specified information to the community about the College’s performance.

As you would be aware, information has been provided regularly throughout the year in eNews, Scotch Reports and the Cluaran.

Although much of the information summarised below has already been communicated to the community we have consolidated below the nine school performance measures that we are required to publish under regulation 6.1 of the Schools Assistance Regulations 2009. This summary will provide more detail regarding the College and our performance than will be provided on the Government’s My School website.

Regulation 6.1 requires the following information to be published:

1. contextual information about the school, including the characteristics of the student body;
2. teacher standards and qualifications (as mandated in the relevant jurisdiction);
3. workforce composition, including Indigenous composition;
4. student attendance at school;
5. senior secondary outcomes, including the percentage of year 12 students;
6. student outcomes in standardised national literacy and numeracy testing;
7. parent, student and teacher satisfaction with the school;
8. post-school destinations;
9. school income broken down by funding source.

1. Contextual information about the school, including characteristics of the student body.

Scotch College is an independent, co-educational day and boarding school offering an outstanding education from Early Learning Centre (including the three-year-old and four-year-old program) to Year 12. Students are valued as individuals and we are committed to providing a quality educational program that is diverse and enriched by opportunities for all students to develop their unique talents, and meeting individual needs.

We have a culture of friendliness, respect and high expectations. We encourage Scotch students to be lifelong learners, passionate in what they do, be calculated risk-takers who look at things differently, problem solvers and critical thinkers, and able to work independently and collaboratively. Our students care about and give back to the community. We engender the values of perseverance, integrity and moral courage, which enables students to truly enjoy their life and work. Our students work with and respect each other, irrespective of background and this reflects our commitment to students be world ready. Technology has been embedded in every curriculum area for more than 25 years, resulting in a highly successful and effective teaching and learning environment.

We are proud of our diverse and extensive curriculum with its ability to extend the very able whilst assisting the less academically able. Our Co-curricular programs are diverse rich in sport, performing arts and activities and our students are expected to develop their skills in a range of areas during their time at the College.
1.1 Enrolments

At the end of Term 3 2015, the number of students in the College was as follows:

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Girls %</th>
<th>Boys %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC</td>
<td>94</td>
<td>59.6</td>
<td>40.4</td>
</tr>
<tr>
<td>Junior School</td>
<td>386</td>
<td>47.7</td>
<td>52.3</td>
</tr>
<tr>
<td>Middle School</td>
<td>286</td>
<td>46.2</td>
<td>53.8</td>
</tr>
<tr>
<td>Senior School</td>
<td>326</td>
<td>43.9</td>
<td>56.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1092</strong></td>
<td><strong>46</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

These numbers are different to the numbers reported on the My School website as it includes students from the Early Learning Centre and an extra mid-year Reception class.

The numbers of students include: 9 Indigenous students, 14 International students and 83 Boarding students. The Indigenous students are part of the Yalari Program which is a not-for-profit organisation that allows Indigenous children from regional, rural and remote Australian communities the opportunity to have a first class education at some of Australia’s best secondary boarding schools.

1.2 Programs which directly improve student outcomes

Co-curricular activities that are offered include:

- Athletics
- Badminton
- Basketball (boys and girls)
- Cross Country
- Softball
- Cricket (played on turf wickets)
- Equestrian
- Fencing
- Football
- Hockey (boys and girls)
- Golf
- Netball
- Rowing (boys and girls)
- SAPSASA events
- Sailing
- Soccer (boys and girls)
- Surfing
- Swimming
- Tennis (boys and girls)
- Volleyball (boys and girls)

In most cases these sports are under the guidance of qualified coaches with staff providing either coaching or managerial support.

The College plays annual inter-collegiate sport (Intercol) against Pulteney Grammar; a school of a similar size and profile. Football, netball and cricket are supported through school tours to New Zealand for the First XI and Melbourne for the First XVIII.

Students from Year 9 – 11 travel to Japan and France as part of their studies and Year 7 students to the Coorong. Generations in Jazz, continues as an annual event for our musicians, as is the Combined Schools Music Festival.
Other co-curricular activities offered in 2015 were:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Shows – Mitcham and Torrens Park Campus</td>
<td>Fencing</td>
</tr>
<tr>
<td>AMEB Speech and Drama</td>
<td>Film Making</td>
</tr>
<tr>
<td>Astronomy Club</td>
<td>French Club</td>
</tr>
<tr>
<td>Book Week Parade</td>
<td>Future Problem Solving</td>
</tr>
<tr>
<td>Caledonian Band/Dancers</td>
<td>Mathematics Enrichment</td>
</tr>
<tr>
<td>Circobats</td>
<td>Oliphant Science Awards</td>
</tr>
<tr>
<td>Chess</td>
<td>Pedal Prix</td>
</tr>
<tr>
<td>Choirs</td>
<td>Pipe Band and Highland Dancing</td>
</tr>
<tr>
<td>Clay Animation</td>
<td>Producing the Junior Primary newspaper – ‘The Lion Herald’</td>
</tr>
<tr>
<td>Debating</td>
<td>Robotics</td>
</tr>
<tr>
<td>Drama Club</td>
<td>Science Club</td>
</tr>
<tr>
<td>Dance – Jazz, Tap, Classical, Modern and Hip Hop</td>
<td>Sound House</td>
</tr>
<tr>
<td>iChampions</td>
<td>Sound Technology</td>
</tr>
</tbody>
</table>

Music Productions – A Taste of Scotch, Grandparents Day, Twilight concerts and A Taste of Christmas, City of Adelaide Elder Park Carols, Mitcham Council’s Carols by the Creek.
Caledonian Corps – Celidh, Credit Union Christmas Pageant, ANZAC Day parade, and providing support for many of the College functions
Musicals – HONK Jr., Jesus Christ Superstar
Dance Productions – Dance Synergy, Shaping Space

International Competitions and Assessments for Schools (ICAS) – Mitcham Campus compete regularly in Science, Writing, Mathematics, Computer Competitions. Students received Gold Medals, High Distinctions and Distinctions for their achievements.
Young Writer’s Competition, Australian Mathematics Competition, Mathematics Olympiad, Big Science are all events in which students can participate.

The College’s core curriculum is a predetermined body of skills, knowledge and abilities, which is taught to all students. In addition to the core curriculum we have significant learning experiences outside of the core curriculum.

These include:

- **Information Communication Technology (ICT)** – embedded into the learning for all students. A laptop program has been operating at Scotch College from 1992 for students from Year 7 – 12. iPad technology is used extensively in Year 5 and 6, computers and interactive whiteboards are in all classrooms for student use.

- **Mindlab program in Years 6 and 7** – Mindlab involves strategy thinking games and thought-based challenges that stimulate students to search for solutions in dealing with problems. These challenges to thinking create an environment with appropriate conditions for developing orderly and clearly defined habits of thought.

- **Outdoor Education** – provided for all students from Year 1 to 10. Students learn environmental understanding and conservation, map reading, survival skills, sailing, surfing, snorkelling, abseiling and teamwork. This is important in developing students who are adaptable and resilient with a respect for the natural environment.
• Health and wellbeing – The Health program forms part of Physical Education. The College’s wellbeing program is delivered as part of the Mentor system on the Torrens Park Campus. Year 4, 5 and 6 students had Wellbeing and Values Education (WAVE) taught as a specialist subject as well as the Home Group teachers taking responsibility.
• Art, Dance and Drama programs – students have the opportunity to engage with industry professionals
• Sporting Program - Students learn to value maintaining physical fitness and team commitment and it is expected that students will play sport for the College.
• Values education – an integral part of education at Scotch College. Our Youth Pastor is an important member of staff contributing to the values education program through curriculum development and pastoral care.
• A counselling team made up of two Psychologists provides students and families with social and emotional support.
• Special learning needs are catered for through our special programs. We offer Cross Curricular support for students with diagnosed learning needs. A Curriculum Enrichment Program is offered for students who have been identified as requiring additional extension activities to what is available in the classroom.
• A very broad curriculum – this enables students to experience a wide range of options. These include: Film Making, Agriculture, Fashion Design, Philosophy, Psychology, Music Technology and Outdoor Education.
• Specialist teachers – to provide for students from ELC through to Year 12 offering individual support and extension when necessary.
• Leadership skills – taught with an abundance of opportunities for students to practise these skills as House Captains, student representatives, sport and co-curricular activities leaders. Student Representative Council and Green Team in the Junior School, Student Leadership Teams in the Middle and Senior School. Leadership week in Year 11 invites students to develop goals for 2015.
• College owned/leased properties – Kangaroo Island (Kyre Campus) and Goose Island facilities add value to the Outdoor Education and Agriculture programs.
• Kyre at Year 8 provides an environmental experience for our students on our wilderness campus.
• College Farm – ensures our Agriculture programs are ‘hands on’ rather than just theoretical. Agriculture is a subject offered from Year 8 – 12.
• Excursions – a wide variety of experiences for all of our students that help extend the students’ learning experiences beyond the classroom

1.3 Early Learning Centre
Scotch College Early Learning Centre (ELC) is an Approved Long Day Care Centre situated in the leafy grounds of the Mitcham campus of Scotch College. The Centre is open from 7.30am – 6.00pm weekdays all year, except for public holidays and four weeks over the Christmas/New Year period.

The ELC is licensed to educate children from three years of age until school age, with a maximum of 75 children onsite at any time and approximately 100 children enrolled. We provide two Educational Programs:
• Fraser – children from approximately 3 – 4 years of age (children attend for a minimum of 2 days per week)
• Hamilton and Buchanan – children from approximately 4 – school age (children attend for a minimum of 3 days per week)
We also provide three Extended Care Programs:
- Before School Care – 7.30am – 8.30am
- After School Care – 3.30pm – 6.00pm
- School Holiday Program – 7.30am – 6.00pm, weekdays during school holidays, except Public Holidays and Christmas/New Year break.

Scotch College Early Learning Centre was awarded the Excellent rating by the Australian Children’s Education and Care Quality Authority (ACECQA) in 2014. The Centre demonstrated excellence in a range of areas including inclusive partnerships with children and families; practice and environments that enhance children’s learning and growth; and sustained commitment to professional development and support of educators.

Scotch College ELC has 14 highly skilled staff members of whom:

- Four have a Bachelor of Early Years Education;
- Four have a Diploma of Children’s Services;
- Two have a Certificate III in Children’s Services;
- One is studying a Masters in Teaching (Early Childhood Education);
- Two are studying a Bachelor of Early Childhood Education;
- One has a Graduate Diploma in Mediation and Conflict Resolution; and
- Two have an advanced Diploma in Community Sector Management.

As a Centre of excellence it is very important that we continue to demonstrate excellence in all that we do. In 2016 we have four areas of focus. Focus areas for 2016. Our main focus, and Research Project topic, has been on collecting data to better inform practice, thus improving student outcomes. In 2015 we created Wellbeing Scales which measured the wellbeing of students and gives us longitudinal data on their engagement and wellbeing. This year we are focusing on the learning environment and the role of the educator within that environment and are creating agreed criteria which we can then measure to determine the effectiveness on student learning. We are also focusing on the implementation of technology to assist students to learn and for them to begin documenting their own learning. Gifted education is another key area of focus, along with embedding sustainable practices throughout our Centre (which is the focus of the Centre's Long-term Project).

### 1.4 Wellbeing and Positive Education

At Scotch we believe that education of the whole child involves a mix of traditional and innovative academic instruction for lifelong learning and the nurturing of the moral, physical, social-emotional and spiritual elements of human development. We maintain that wellbeing is central to learning.

Scotch is committed to Positive Education and applying the principles of positive psychology in all areas of the organisation. We ensure that all staff and the broader Scotch community also have access to information about positive psychology and its impact on the culture of the school.

A growing body of research supports our belief that we can and must teach skills and provide opportunities that increase positive emotion, engagement, positive relationships, meaning in life and accomplishment. Dr. Martin Seligman’s model is called PERMA. (P) Positive Emotion, (E) Engagement, (R) Positive Relationships, (M) Meaning, (A) Accomplishment. In adopting PERMA we:
• Improve the wellbeing of our students and staff such that individuals and groups flourish
• Adopt a comprehensive range of signature positive psychology practices within the classroom
• Use a strengths-based approach when working with children, focusing on what is right for them, acknowledging their abilities and taking an interest in their aspirations
• Motivate our children and help them to improve in school by encouraging them to embrace a love of learning and the resilience to remain optimistic in the face of adversity
• Promote the optimal functioning of young people.

Providing opportunities for our students to experience positive emotions such as inspiration, pleasure and peace is important to their wellbeing. So too is a sense of engagement. Students can experience a deep sense of engagement when working on projects that genuinely interest and challenge them, participating in sports and learning new skills. Feeling connected in some way to a cause bigger than oneself and having a sense of purpose is also integral to student wellbeing. So, volunteer work and performing acts of kindness are part of the broad school experience. Finally, accomplishing things in life can contribute to a sense of fulfillment. Scotch values this and encourages its students to achieve in a range of areas and to strive to reach their personal best.

1.5 The House System

Students on the Torrens Park campus are allocated to a House. There are six houses (Cameron, Campbell, Douglas, Gordon, McGregor and Stewart) vertically grouped from Years 7 – 12, each with around 85 - 90 students. Teaching staff are allocated as Mentors to either a Middle School Mentor group: Years 8 and 9 or as Senior Mentors to Years 10, 11 and 12. Mentor groups are also vertically grouped with an average Mentor group size of 16 - 20 students. Year 7 students are part of the House system but they are with their Homegroup teachers for mentoring.

The Head of House is well informed on each student’s academic, emotional, physical, social and spiritual wellbeing. The Head of House, with the assistance of the Mentors, maintains close communication with the student’s teachers. The valuable teacher-student-parent partnership is fostered by the close communications encouraged by Scotch.

For students, the House system provides:
• Guidance, care and support
• A vehicle for communication with the school (House notices/discussions with the Head of House or House Mentor)
• Opportunities for organisational and leadership roles
• An identity and opportunity to belong to a smaller community within the larger community of the College.

The Houses also provide a forum for a range of competitive sporting events and for social interactions. House competitions are held in Swimming, Athletics, Cross Country and Singing. Leadership is based on student’s contribution to House as well as to the community.

In the Junior School (Mitcham Campus) there are four Houses: Montrose, Kyre, Lovat and Bruce.
Students belong to a House throughout their seven years on Mitcham Campus. House competitions are held throughout the year where students compete in Swimming, Athletics, Cross Country, Chess, Tug of War, Soccer and Music competitions.

1.6 Global Alliance for Innovative Learning

The Global Alliance for Innovative Learning (GAIL) is a progressive confederation of 8 schools that are geographically dispersed, who espouse and practise comparable educational principles and ideals. All members of the GAIL are forward thinking, independent, co-educational schools. Each school is committed to developing informed, globally active learning communities, that encourage contemporary solutions to international issues through collaboration, inquiry and service learning initiatives. The alliance is committed to building genuine connections based on authentic engagement, meaningful relationships, cooperation and trust. Implicit in this alliance is the belief that the whole is greater than the sum of the parts.

The GAIL is an international framework that encourages student exchanges, staff research fellowships and the opportunity to collaborate through the undertaking of purposeful service learning projects on a global scale. The creation of intellectual property through interaction will permit all members of the alliance to enhance their own practice, whilst providing a forum to inform and influence the practice of others. It is when we rub shoulders and engage authentically with those from other countries, cultures and backgrounds that we truly learn and discover the common humanity that transcends our differences.

Member Schools include: Scotch College Adelaide, Woodstock School India, Prestige College South Africa, Robert Gordon's College Scotland, Kimbal Union Academy USA, Kristin School New Zealand, The Grange School Chile and Western International School of Shanghai China.

1.7 Programs which indirectly improve student outcomes

There is a strong support for school initiatives including the newly introduced Principal’s Scotch Distilled lecture series which are well attended by current and former parents. Scotch Distilled started with the Battle of Waterloo, by the Principal in Term 2 and in Term 3, Old Collegian Sarah Snook presented around her movies and TV performances.

As part of building the community the following have been organised for both parents and students:

- Community Service Week for Year 8 – St. Vincent de Paul, Minton Farm, Carrick Hill, Blankets of Love, World Vision, 40 Hour Famine, John Fawcett Foundation
- Anzac Day and Remembrance Day ceremonies
- Student Wellbeing programs e.g. Reconciliation Week, Fashion Parade, Dig Deep for Tomorrow, Walkathon for Catherine House
- Year 12 Blue and Gold – Yalari fundraising
- Pink Ribbon Breakfast
- White Ribbon Walk
- Australian Business Week
- Global Convention
- Clean Up Australia Day
• Blood Donor Mobile
• Family Life Seminars for Year 2 - 6
• Self-initiated Service Learning activities for Year 10
• Gifted and Talented Parent seminars
• Grandparents Day at the Junior School and Middle School

Our Parents and Friends supporter groups on both the Mitcham and Torrens Park campuses contribute wholeheartedly to the ethos of the College. Parent support groups in Sport - Rowing, Football, Tennis, Netball and Cricket, and the Boarding community provide volunteer support and guidance.

Community Dinners are held throughout the year – Eyre Peninsula, South East, Blinman, London, Hong Kong and Broken Hill. Our Old Collegians network is very strong with links to sporting organisations and a week of celebrations in August culminating with the Old Collegians’ dinner. The College Council meets monthly to ensure that Scotch is professionally and energetically managed and organised. Members of the Council bring innovation and ideas, which in turn add value to the College.

Our facilities are used extensively by the community: Old Collegians, Education Authorities, Performing Arts groups, Parents and Friends and the Fencing Association regularly use the sporting fields, Chapel, Barr Smith Theatre, Drawing Room and McBean Centre. The RU Brown Annual Piping Competition, Circobats, Golf SA and Fencing SA use our facilities.

Throughout the year Scotch has been visited by interstate and overseas schools in order to see our students at work in classrooms using ICT and History. Our staff are regularly invited to attend conferences and present papers e.g. Physical Education, Geography, History, Home Economics ICT and Positive Education symposiums. Scotch College staff are well represented on professional associations, SACE curriculum committees, moderation and examination panels. As part of the Australian Curriculum review, Scotch has had staff invited to attend consultation forums. This ensures that our staff are up-to-date with recent curriculum changes.

2. Teacher Standards and Qualifications

A complete list of teacher qualifications is available on pages 171 – 172 of the 2015 annual magazine called the Cluaran. The teaching staff at Scotch College are highly qualified with the list of qualifications including Doctorate, Masters and Bachelor Degrees, Graduate Diplomas, Diplomas and Certificates.

• 51% of the teaching staff have two professional qualifications (this has changed in recent years due to Universities requiring teachers to have one 4 year degree)
• 22% have three or more professional qualifications
• 5% have four or more professional qualifications

In addition, Scotch College teaching staff all have current Child Safe Training, Basic Emergency Life Support Course Certificates with updates for CPR training conducted in December 2015 and Asthma First Aid Training Certificates. 19 staff including PE, Boarding and co-curricula all have current Bronze Medallion Training. Camp leaders have Senior First Aid Certificates and two staff their Wilderness Certificates. Seizure management and anaphylaxis information sessions were conducted for staff throughout the year.
2.1 Staff Attendance

Teaching and non-teaching staff are reported on separately and the calculations have been formulated from the actual number of staff, rather than from full time equivalents. Staff engaged on a short-term basis, such as volunteers, sport coaches, music tutors and boarding tutors have not been included in this calculation. For teaching staff, only school term time was used for the calculation. Non-teaching staff absences were calculated using the standard 48-week working year.

The absences were mainly from carer’s leave, sickness or bereavement.

- **Teaching Staff**
  - the average daily attendance rate for teaching staff in 2015 was 98.6%.

- **Non-Teaching Staff**
  - the average daily attendance rate for non-teaching staff in 2015 was 96.1 %.

Both of these attendance figures are high and contribute to the College being able to deliver consistent teaching programs and service to the College community.

2.2 Teaching Staff Retention

Scotch College continues to be an employer of choice and teaching staff retention is very high. The College is able to attract high quality teachers when a vacancy occurs and our staff continue to win promotion positions, which is reflective of a highly capable staff.

At the time of the Census in 2015 Scotch employed the full time equivalent of 94.7 teachers. At the end of the 2015 academic year 93% of the teaching staff were retained for the 2016 academic year. The reasons for teachers leaving were:

- Two staff retired
- Four staff moved to other schools for promotion
- Bereavement of one staff member

2.3 Expenditure and Teacher participation in Professional Learning

Action in Learning was a strategic priority for our staff in 2015 based on the results of School Improvement Program from 2014. Action in Learning supports the College wide teaching and learning goals for continuous improvement. Staff formed interest groups with an elected leader who helped to form a question with the group based on reading current research, asking survey questions and analyzing teaching practices. The process lasted for two terms and then at the end all groups shared what they had found.

A wide array of topics were looked at by staff. Questions covered were as follows:

- What is good practice in boarding staff models?
- Improve the implementation of ‘Coaching’ to increase the academic results of students and the wellbeing of both staff and students.
- How does introducing core units and choice curriculum study units influence student learning and motivation in Year 8 and 9 classroom music
- How does using the iPad assist in observational assessment across Specialist classrooms?
- What happens to student behaviors in our classroom when we introduce mindfulness?
- How might we improve the spelling program in Year 2?
- How can we develop in our Middle School students care for the needs of others?
• How do we design a cross curricular program for the middle school to address the following criteria?
  a) Student year level curriculum outcomes
  b) Location dependent
  c) Stand alone
• What is needed to enable teachers to provide effective, efficient continuous feedback to students via SEQTA at Year 8 level.
• How does explicitly explaining learning intentions impact student engagement in Year 7?
• What would a ‘life’ program look like in the Scotch College Year 9 curriculum context.
• What do we need to do to increase students’ awareness and usage of a wide variety of research resources?
• What should the senior English learning space for our students look like in the future?
• What happens when we transform Year 5 into a paperless year level for the student and the environmental and financial costs to Scotch College? (*paperless relates to worksheets and printing)

As part of the College’s professional learning program for staff we offer a Middle Leaders program to develop the capacity and ownership of the day to day operations of the College. This has been well received and supported by all leaders.
Professional Learning Activities for Teachers

Professional Learning for the teaching staff at Scotch College is an ongoing high priority. In 2015 an average of $720 was spent per teacher, this is less than in 2014 as the College engaged in more professional learning with teachers on a Monday afternoon.

- 'What's the Buzz' Training Day
- 2015 Autism/Aspergers Workshops
- An introduction to coding and computational thinking
- Teachers Casio Workshop - Calculus at Year 11
- Creative Writing for Teachers
- Duty of Care - Boarding
- Dyslexia How to Accommodate R-7 students in the classroom
- Early Career Science Teachers Conference 2015
- EduTech
- Engaging Novels
- History Teachers Association Annual Conference
- Improving STEM Education & Skills Outcome
- Inclusive Reading in the 21st Century
- Independent Primary Schools Teacher Librarian Hub Group PD Day
- International Conference 2015
- Intertextuality in English
- Investigating Physical Sciences - Years 8 to 10
- iPad Toolbox 4 the classroom
- Labcon 2015
- Labelling (Chemical) with Chemwatch FFX
- Leading a Digital School
- Learning Walk - Melbourne 'like' schools
- Learning Workshop in STELR
- LMASA Hub Meeting
- Making waves through Science
- MASA 2015 Annual Conference

National Dance Forum
Pasco Professional Learning Workshop
PETAA Picture This: Teaching Language & Literacy through Literature
MASA Consultation AC Senior (Maths)
MASA Year 12
Maths Prepared - a free workshop for senior school mathematics teachers
Physics assessment meetings
Q & SA CEDA Conference
Research in Special Education (RISE)
SACE Biology Marking
SACE Chemistry marking
SACE Dance clarifying Forum
SACE Moderation
SACE Physics Moderation
SACE Research Project Marking
SACE Research Project Moderation
SACE Stage 1 Implementation
SASTA Early Career Science Teachers Conference 2015
SASTA Psychology Exam Preparation
SASTA Teachers new to Nutrition
Stage 1 Implementation - English
Stage 2 Physics Writing
STEM in Middle School
Teachers new to SACE stage 2 Chemistry
Using Powerful Questioning to Guide Science
Wool4School
IEA SACE Assessment

At Scotch the Professional Learning of non-teaching staff is valued and supported by the College. In 2015 an average of $233 was spent per person.

3. Workforce Composition, including Indigenous Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Torrens Park teachers (FTE)</td>
<td>61.15</td>
</tr>
<tr>
<td>Mitcham Campus teachers (FTE)</td>
<td>39.2</td>
</tr>
<tr>
<td>Specialist Support (includes Boarding)</td>
<td>21</td>
</tr>
<tr>
<td>Administrative and Clerical</td>
<td>30</td>
</tr>
<tr>
<td>Building Operations Maintenance &amp; other staff</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total Staff</strong></td>
<td>184.35</td>
</tr>
</tbody>
</table>

The above table represents the number of employees (full time and part-time) at the College. There is currently one Indigenous full time member of staff.

Specialist support services are offered with two College Psychologists and Nurse. There are also 15 casual boarding staff and 11 casual staff employed in the kitchen, ELC and Boarding.
4. Student Attendance at School

The attendance rate is generated from the aggregate number of actual days in attendance over the number of days possible for the entire year. The actual attendance rate is 93.9% for the school year, which is less than the attendance rate on the My School website of 95% for all students across the campus (this figure is based on a Term 1 and 2 audit in 2015). The rates of attendance at each year level are reported below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>94.1%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.6%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.7%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.1%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.8%</td>
</tr>
<tr>
<td>Year 7</td>
<td>93.5%</td>
</tr>
<tr>
<td>Year 8</td>
<td>95.1%</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.4%</td>
</tr>
<tr>
<td>Year 10</td>
<td>93.8%</td>
</tr>
<tr>
<td>Year 11</td>
<td>91.5%</td>
</tr>
<tr>
<td>Year 12</td>
<td>93.4%</td>
</tr>
<tr>
<td>Average</td>
<td>93.9%</td>
</tr>
</tbody>
</table>

Parents contact the College to explain absences. A phone call is made to parents if contact has not occurred. Parents of Senior School students (Year 10 – 12) receive an automatic SMS when they are absent. If for any reason a student has a prolonged absence, then a discussion occurs between Heads of Schools to work out an arrangement to help the student meet learning outcomes. If a return to school cannot occur, then a report is made to the Government’s School Truancy Officer.

5. Senior Secondary Outcomes

5.1 The Cohort:

Of all the students completing the year we had a 100% SACE completion rate. 114 students were enrolled in a Year 12 equivalent course in 2015. 110 students were eligible for SACE completion combined with an ATAR (students completed at least 4 subjects and the Research Project) and 100% achieved this goal.

As a school we celebrate the united efforts of all and the remarkable results of many individuals. Our Dux of Sciences, achieved a perfect score of 99.95 and was one of six students to receive an ATAR of 99 (top 1% of students across Australia). This student also received a Governor’s Commendation (one of twenty-eight) from over 14 000 who sat the SACE. Twenty-five percent of the class achieved a result of 95 or higher. We welcomed forty-nine new members to the Scotch 90s Club. Perfect study scores (Merits) were attained by twenty-one students and there was a total of thirty-two. Our best ever results on this measure.

We had over seventy-five percent of our students studying Mathematics and Science subjects at Year 12. Of note Chemistry, Physics and Psychology performed well above state average. In all three Mathematics programs our students demonstrated consistent high achievement against like schools. The same can be said for Modern History, Dance and Drama. Sixty-nine percent of students achieved English results of B+ or higher which is twenty-eight percent higher than the state average. Similarly, in Visual Arts and Design the selection of four students for the SACE Exhibition and the award of three merits is testament to the breadth of our program where students may pursue their passion and experience success. Overall the 2015 results saw an improvement in all subject areas.
Year 11 Results
The achievement of our Year 11 students was a highlight with seventy-eight percent completing a SACE Stage 2 subject other than the Research Project. Of those there were 6 awarded merits. Some other highlights are:

- Research Project 35.2% of our students achieved in the A grade band.
- 60% of Year 11 students studying a Stage 2 subject (excluding the Research Project) were in the A range grade.
- 91 students in Year 11(thirty more students than in 2014) sat for at least one Year 12 subject as part of the “Plus One Concept”, excluding the Research Project. Students chose from the following subjects: Agriculture, Business & Enterprise, Biology, Creative Arts – Film Making, Dance, Ensemble Performance, French, Food & Hospitality, Geography, Physical Education, Psychology, Visual Art – Design, Solo Performance, Workplace Practices and Design & Technology.

These results demonstrate strong value-added performance from one of the countries leading coeducational independent schools. By any measure Scotch is an exceptional academic school. The 2015 results further add to this reputation. Our students will go on to study in South Australia, interstate and around the globe. The SACE affords them this opportunity.

5.2 The Subjects
Scotch students studied 32 different subjects at Year 12 level. This included some external subjects – Workplace Practices (Football). Also some subjects at Year 12 that offer two classes in one e.g. Visual Art and Design.

In 2015, 17 students from Years 10, 11 and 12 enrolled in external Vocational and Education and Training (VET) programs.

These included:
Certificate I Courses - Construction
Certificate II Courses - Creative Arts (Media), Commercial Cookery, Retail, Community Services (Child Care) Retail Makeup and Skin Care
Certificate III courses - Retail Operations, Business, Animal Studies, Creative Industries (Media), Sport and Recreation, Fitness, Retail Operations
Certificate IV courses - Photo Imaging

Overall Achievement:
110 students achieved their SACE with an ATAR score and the range of ATAR results were from 99.95 to 39.85. In 2015 students received 32 merits i.e. a score of 20 out of 20.

37.8% of our students received an A grade for their subjects studied. This compares with a state average for 2015 of 22.3% for the total number of A grades. Scotch College students were 15.5% better than the state average.

44.5% of our students had an ATAR over 90, whereas the state average is 10%. The median ATAR was 88.1 - i.e. 50% of students scored higher than this figure.
6. **Student Outcomes in Standardised National Literacy and Numeracy Testing (NAPLAN)**

This data shows the average achievement of a child’s peer group at the school against achievement bands compared to the national average and the percentage of students who achieved at or above the national literacy and numeracy minimum standard, compared with their peers throughout South Australia.

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Average achievement of peer group</th>
<th>National Average</th>
<th>% of Scotch students Band 2 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Band 6</td>
<td>Band 4</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>Band 5</td>
<td>Band 4</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>Band 5</td>
<td>Band 4</td>
<td>100</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>Band 6</td>
<td>Band 5</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Band 5</td>
<td>Band 4</td>
<td>100</td>
</tr>
</tbody>
</table>

The national minimum standard for Year 3 is Band 2
100% of Scotch students achieved the national minimum standard.

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Average achievement of peer group</th>
<th>National Average</th>
<th>% of Scotch students Band 4 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Band 7</td>
<td>Band 6</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>Band 6</td>
<td>Band 5</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>Band 7</td>
<td>Band 6</td>
<td>100</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>Band 7</td>
<td>Band 6</td>
<td>98</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Band 7</td>
<td>Band 6</td>
<td>100</td>
</tr>
</tbody>
</table>

The national minimum standard for Year 5 is Band 4
98.8% of Scotch students achieved the national minimum standard.

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Average achievement of peer group</th>
<th>National Average</th>
<th>% of Scotch students Band 5 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Band 7</td>
<td>Band 7</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>Band 7</td>
<td>Band 6</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>Band 7</td>
<td>Band 7</td>
<td>98</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>Band 7</td>
<td>Band 7</td>
<td>98</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Band 7</td>
<td>Band 7</td>
<td>100</td>
</tr>
</tbody>
</table>

The national minimum standard for Year 7 is Band 5
98.2% of Scotch students achieved the national minimum standard.

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>Mean Scores for Scotch students</th>
<th>National Average</th>
<th>% of Scotch students Band 6 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Band 8</td>
<td>Band 7</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>Band 7</td>
<td>Band 7</td>
<td>87</td>
</tr>
<tr>
<td>Spelling</td>
<td>Band 8</td>
<td>Band 7</td>
<td>94</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>Band 8</td>
<td>Band 7</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Band 8</td>
<td>Band 7</td>
<td>99</td>
</tr>
</tbody>
</table>

The national minimum standard for Year 9 is Band 6.
93.8% of Scotch students achieved the national minimum standard.

Note: It must be noted that any children who are withdrawn from the testing by parents or are absent are not included in the class percentage. Students who do not meet the national standards receive literacy and numeracy support.
7. **Parent, Student and Teacher Satisfaction with the School**

In Term 1 various groups were formed gathering information through discussion to formulate key questions. These groups equipped the Senior Leadership Team with meaningful discussion for the strategic plan in Term 2. The following stakeholders were consulted:

- Staff through Faculty Heads and Heads of House meetings and to each employee
- Staff through PD discussion groups
- Students through appropriate forums
- Parents and former parents through P&F groups and other support groups
- Old Collegians through various individual conversations and meetings

The key questions asked of Parents, Students and all Staff

Consultation of these groups was around the following: What Scotch does well – what are the main attributes of a Scotch student at transition points – end of ELC, Junior School, Middle School, Senior School. General questions were around Globalisation, Wellbeing, ICT, Boarding and Education for the 21st Century.

### 7.1 Parents

Parent engagement is high and we have developed systems and processes to leverage the excellent skills sets our parents are able to share with us in the development of many areas across the school including arts and sports support groups, various working committees including Parents and Friends and Council sub committees. Focus groups were formed throughout the year to gather research for the College’s strategic plan. There is a strong support for school initiatives including the newly introduced Principal’s Scotch Distilled lecture series which are well attended by current and former parents.

The level of interaction and interest in our programs both in and out of school hours, support of parent information evening is strong. We seek feedback from parents in many forums both informal and formal about our educational offering. We have continued a steady growth in enrolments and much of this may be attributed to the positive conversations and pride our current parents have in the school. Key areas for comment are the strength of coeducational programs, our engagement with social issues and service, class sizes, the partnership between home and school and of course our strong connected community. Next year we will conduct our triennial survey for parent satisfaction as part of our wider College snapshot.

### 7.2 Students

Each year we survey our leaving class to gain insight into what we are doing well and what we need to improve upon. The feedback consistently reflects a high degree of satisfaction with the overall Scotch experience. Students appreciate the level of intrinsic motivation that is fostered in them during their journey. This comes about as a result of the level of responsibility, consultation and ownership which they experience. Engagement and satisfaction is measured and evidenced in a number of ways. This year we trialled a PIVOT feedback program to offer constructive comments about their learning in English and Languages. The measure is taken twice during the year and teachers given clear feedback about areas where they may improve or maintain high standards that are expected by students of the College. Compared to national data our students consistently rated our teaching staff above national averages. This may be attributed to the quality of tuition and perhaps more importantly the quality of relationships between staff and students for which the College is well known.
Student satisfaction is also evidenced by the level of participation in our cocurricular programs. Over the last 18 months we have fostered a stronger team approach across Years 6 and 7 in sport and this has resulted in record numbers of students wanting to represent the College. Students are empowered through opportunity at Scotch and there are a multitude of enrichment activities available for students to engage in. The ongoing development of our Cocurricular offering with 21st century employment and life skills as the framework to shape our offering, has not only seen greater student participation in our offering but also an increase in demand for specific skills. These are delivered through different contexts including STEM, the Arts, Cultural and Entrepreneurial pursuits.

Students regularly meet with the Principal and the Deputy Principal – Head of Torrens Park Campus and have indicated increased levels of satisfaction would come from development such as
- Resource Centre update
- The gym is due for an update air flow, space, refurbishment
- Social Spaces for all year levels

### 7.3 Teachers

After successfully implementing a School Improvement Program over the last three years where teacher concerns about how we did our jobs and operated as a business were addressed we are now enjoying the outcomes of many of the teacher led or suggested initiatives. We are now in Year 3 of our Professional Learning program and as a part of that staff are engaged in Action in Learning each year for continuous improvement which supports College wide Teaching and Learning goals such as Differentiation for 2016. Low staff turnover and staff engagement in a wide range of activities beyond the classroom is indicative of the level of satisfaction. Using distributive leadership practices, our management structures have fostered an environment where staff feel well supported and have engagement with the College. As part of the appraisal process staff are asked to highlight the areas which foster their ownership if their role. Areas cited include autonomy, trust, small class sizes and structured support. Next year we will conduct our triennial survey for parent satisfaction as part of our wider College snapshot.
8. Post School Destinations

8.1 Tertiary Destinations
The University of Adelaide remains the most common tertiary destination for our students, essentially a steady flow over the past years. 2015 numbers are up 7% from 2014. The proportion of students from the 2015 cohort who chose to study at the University of South Australia has decreased 8%. Flinders University placements have remained steady for the 2015 cohort. The number of students pursuing tertiary study interstate increased slightly to 15% of the cohort. TAFE and other Registered Training Organizations (including Apprenticeships) reduced significantly on the previous two years to only 1% of the cohort. University seems the most popular destination for Scotch students in further study. One student has accepted a University offer overseas. This was linked to a special interest scholarship that enabled them to pursue sport at a high level.

Tertiary Destinations for 2015 Cohort

- University of Adelaide 45%
- University of South Australia 18%
- Flinders University 20%
- Interstate Universities 15%
- TAFE or RTO 1%
- Overseas 1%

8.2 Overall Destinations
The percentage of students going directly on to study at university (74%) is a slight reduction from previous years. Interestingly, 19% of this cohort has chosen to take a GAP year or defer their tertiary studies, a significant increase on previous years. This may be a reflection on the increased number of opportunities for Scotch students to take part in structured exchange programs as well as increased involvement in overseas teaching or camp programs. The number of students going directly into employment or looking for work (6%) is a noticeable decrease from last year, but still reasonably close to the longer term average.

Overall Destinations for the 2015 Cohort

- University 74%
- University deferred 19%
- TAFE or RTO 1%
- Employment or looking for work 6%
8.3 Fields of Education

Health Sciences remains the favoured area of interest for our students with 28% of the cohort choosing to study in this field, a slight drop on 2014. Intended career options in this area for the 2015 cohort include Optometry, Speech Pathology, Medicine, Medical Imaging Psychology, Physiotherapy, Paramedic Science and Occupational Therapy. Some students have selected Biomedical Science, Medical Science, Health Science and Human Movement as a tertiary pathway to post-graduate medicine. One student from this cohort was accepted into undergraduate Medicine at Adelaide University. Engineering attracted more interest than the 2014 cohort with 11%. Creative and Performing Arts, Architecture and Building demonstrated typical representations from the cohort compared to previous years. General Arts, Media & Communication dropped 8% in 2015 but studies in Law increased 7% from 2015. Business and Commerce remained steady from 2014 to 2015 at 20%.

9. School Income Broken down by Funding Source

The independent school sector remains competitive for enrolments. Year on year growth has been a key part of the College’s improving financial health and in 2015, our full time equivalent enrolments grew by 3.9%. In 2016, we anticipate our roll to reflect another year of modest growth. Tuition and Boarding income from these enrolments remains our primary source of income (68%), followed by Government Grants (19%), Trading Activities (8%) and Interest & Other Income (8%).

Operating Income 2015

- Tuition and Boarding Fees: 68%
- Trading Activities: 8%
- Government Grants: 19%
- Interest & Other Income: 5%

Intended Fields of Study for 2015 Cohort

<table>
<thead>
<tr>
<th>Field</th>
<th>% of Cohort's University Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td>5%</td>
</tr>
<tr>
<td>Creative &amp; Performing Arts</td>
<td>4%</td>
</tr>
<tr>
<td>Engineering</td>
<td>11%</td>
</tr>
<tr>
<td>General Arts, Media &amp; Comm.</td>
<td>6%</td>
</tr>
<tr>
<td>Hospitality, Tourism &amp; Event Management</td>
<td>0%</td>
</tr>
<tr>
<td>Natural &amp; Physical Sciences</td>
<td>7%</td>
</tr>
<tr>
<td>Business/Commerce</td>
<td>20%</td>
</tr>
<tr>
<td>Trades</td>
<td>1%</td>
</tr>
</tbody>
</table>