SCOTCH COLLEGE
Hawthorn, Melbourne

School Performance Information 2014
Edition: 31 August 2015
Scotch College

School Performance Information for 2014

ACADEMIC STAFF (by Name, Qualifications, [Year of Commencement])

PRINCIPAL
I T Batty BSc(Hons) CertEd Brunel [2008]

ACADEMIC STAFF: JUNIOR SCHOOL

Head of Junior School
J Abbott MEd Melb BA SocScience LaTrobe DipTeach Melb GradDipEdAdmin Melb [2011]

Deputy Head
G Phillips DipTeach SCV BEd VicColl [2003]

Director of Studies
B D Sampson DipTeach BEd SCV GradDipEdAdmin Melb [1992]

Director of Junior Primary
K Ikinger DipTeach Toorak Bed Deakin [2009]

Director of Education Support
C S Harrison BTeach BEd GradDipSpEd Deakin [1996]

Teaching Staff
M Bates BED Melb [2013]
I Clarke Bed LaTrobe CertEd Leicester CertBilingualImmersionEd Monash
T Colwell Bed JCU [2012]
G E Comport BEd Armadale TPTC Toorak: SRC Co-ordinator [2006]
J W Croxford DipTeach SCV BED Phillips Inst GradDipCompEd Deakin: Head of Information
Technology, Head of Teaching and Learning, Teacher in Charge Snowsports [2005]
C DiNatale DipTeach BEd PostGradDipEd (Primary) Melb DipTeach (Early Childhood) Deakin: Year 5
Co-ordinator, Literacy Co-ordinator [2002]
S E L Elliot BA(Hons) Monash GradDipEd Melb BSpecEd UNE: Head of Campbell House [2007]
A R Grant DipTeach BEd VicColl GradDipEdAdmin MEd Melb: Head of Bradshaw House, Scout Master
[2003]
S Grbac DipTeach VicColl BEd Deakin: House Convenor, Head of Peer Support [2005]
D S Gregory DipTeach SturtCAE BEd SCAE GradDipMathsEd MEd Deakin MACE: Mathematics Co-
ordinator [1994]
S Hamerton BSc (Hons) London, DipArts (Music), AMusA, FRGS [2009]
E C Ireson BTeach BA ACU [2007] [maternity leave Terms 2 – 4]
C Koehne-Drube BTeach (LOTE) BEd Deakin MLTAV AGTV: Head of LOTE [2004]
B Marr BPD(Hons)(Planning) Melb DipEd LaTrobe: Head of Healey House [2009]
M A McDonough DipTeach Frankston BSpecEd Monash [2007]
P McMahon BEd ACU MEd (Ed Leadership) Loyola Univ Chicago Head of Sport and Physical
Education
D McMenamin DipTeach BEd MEd Melb [1993*]
M Moloney DipTeach Victoria College BEd Deakin: Year 1 Co-ordinator [2009]
T Pavlovski BEd DipTeach ACU GradDipVis&PerfArts RMIT [2012]
J L Piggin BMus Melb TSTC SCV Hawthorn KMEIA [1999]
P A Richards DipEd WACAE BEd Curtin MRelEd Notre Dame WA: Year 6 Co-ordinator [2008]
A Rogers BTeachLearn Canterbury Uni, NZ [2011]
A J Strempel DipTeach Burwood BA Monash BA Tabor College [2002]
A Tasca DipTeach (Primary) ACU BEd ACU MEd Monash: Prep Coordinator, Science/SOSE Co-ordinator [2009]
J Thom BMus(Hons) Melb AMusA(Flute) KMEIA: Head of Music [1997]
N Tuffin BSoSci(Rec) RMIT GradDipEd RMIT MEd Melb MEd(SpecLearnDiff) Melb; Social Services Co-ordinator [2003]
D Waldie BEd Burwood Med GradCertGiftedEd Deakin DipTeach (Prim) Toorak; Enrichment Programme Co-ordinator [2013]
T Wensing BEd ECU [2011]
P Williams DipTeach VicColl GradDipCompEd Deakin MEd Monash: Head of Art [2005]
E A Wyatt DipTeach SACAIE BA Adel GradDipTeach BEDSt Melb: Year 3 Co-ordinator [1996]

* includes a break in service
ACADEMIC STAFF: SENIOR SCHOOL

Vice Principal
R J McLaren BSc(Hons) DipEd Melb [1987]

Head of Upper School
T J Rayner BA(Hons) Huddersfield PGCE Manchester [2008]

Head of Middle School
P L Cutinelli BA La Trobe GradDipCrim DipEd PGDipEdSt Melb [2001]

Dean of Studies
B J Woolacott BSc DipEd Melb [1979]

Director of Research, Teaching and Learning
P F Coutis BSc(Hons) PhD UNSW MEd QUT MACE MACEL [2012]

Dean of Boarding
C C Braithwaite BSc DipEd Monash [1987]

Dean of Students
S D Kong BBus RMIT DipTeach ATTI [1980]

Chief of Staff
Rev D G Watson BEd MCE BTheol MCD MEd PGDipEdSt Melb [2000]

Heads of House
D J Brown MA(Hons) St Andrews PGCE Cantab GiMA MACE: Head of Gilray, College Organist [1999]
A C Cook BA Melb DipEd CertTV&Screening RMIT: Head of Forbes [2007**]
S A De Domenico BAAppSc RMIT BEd La Trobe DipEd VU: Head of Fleming [2008]
J N Francken BSc DipEd Monash: Acting Head of Forbes [2007]
W I Hall BA DipEd Monash: Head of Eggleston, Staff Editor Collegian [1996]
S J Holding BEd Melb: Head of Davidson, SST Accounting [1987]
S J B Pallot BSc BEd Melb DipEd SCV: Head of Monash [1990]
G E Patouras BA Monash BEd Melb MEd Deakin MACE APS (Affiliate): Head of Littlejohn, TIC On-Campus Activities [2004]
G I Peckham BSc DipEd Melb: Head of Morrison, TIC Cricket [1991]
D A Skelt BVSc DipEd Melb MVS Murdoch: Head of Bond [2010]
K I Stalker BSc DipEd Melb: Head of Selby Smith, TIC 24 Hr Hike [1997]
G B Wemyss BSc Melb DipEd SCV: Head of Field [1977*]
P C Westmore BA Melb TCert UWA: Head of Lawson, TIC Golf [1995]
Head of Year 7
P A Glover BA BSc *Melb* DipEd Haw CertAdoleCounsel *Monash* [1984]

Head of Year 8
J S Prior BSc *Sydney* DipEd *SydneyCAE* [1983]

Teaching Staff
M V Adem BSc(Hons) BTeach(Hons) *Melb*: SST Psychology, TIC Athletics [2008**]
B P Ahern BA *Melb* MEDst ALCAdel DipEd *La Trobe*: Head of Christian Education, TIC Year 9 Retreat [2010]
A R Argent BAAppSc *Foots* DipEd Haw: Head of School House [2000]
G C Bardwell MMusPerf *Melb* DipAudioEng *VU* [2000]
R G Bayliss BA(Hons) PGCE(QTS) *Warwick*: Deputy Head Arthur Robinson House, Overseas Student Officer [2000]
A Bhargava BTech(Hons) *India* BEd UQ PhD *AlfredNY*: Head of Physics [2004]
V Bifano BA DipEd *Melb*: Head of Italian [2004]
C J R Black BEd GradDipPhysEd&Rec SCV MEDst *Monash* [1990]
T J Bowen BCom *Melb* DipEd SCV: Web Administrator, Acting Head of IT, TIC Rowing [1991]
R A Braidwood BSc DipEd *Monash*: Head of eLearning [2009]
R Briscoe BA *Melb* BSW MSpeD *Monash* [2009]
J P Broadbear BEd *Ball*: Assistant Director of Sport, Deputy Head of McMeckan House [2006]
D J Brosche BSc *Melb* DipEd *Melb* MTeach *Melb* [2014]
S D Buchanan BEd BA UQ DipEd *Melb* [2011]
K L Cameron BA *Monash* MTeach *Melb*[2014]
Rev D N Campbell BD (Hons) *Abdn* DipTh *Edin* MA NWU : Chaplain [2014]
G Cardaci BSc(Hons) DipEd *Monash*: TIC Astronomy Club [2002]
L M Carey BSc(Hons) *Brunel* MTeach DipEd *Melb*: Year 10 Coordinator of Rowing [2011**]
R R Cavalin BEdC *Monash* BTheol *MCD* DipEd ACU: Head of Social Education, SST Economics [2001]
D J Coleman BA(Hons) Notts PGCE(Des&Tech) *Wales* [2005]
J P Collins BSc(Hons) *Monash* DipEd *Melb* [1993]
M L Collins MA DipEd *Melb* PhD *Illinois* MACE VATE: TIC Collegian [1990]
C J Commons BSc(Hons) PhD DipEd *Melb* ADAPE STAV CEA: Director of Admissions, TIC Cross Country [1987]
C D Cutchie BA BTeach MEd *Deakin*: TIC Year 8 Outdoor Learning Program, TIC Touch, TIC Snowsports [2005]
G R Dans BEd *VicColl* BTheol *MCD*: TIC Christian Student Movement [2004]
D K del Porto BS MEd *Illinois* APS: Head of Education Support, Psychologist [1997]
K Dempsey BA ANU DipEd *Melb* [2000]
J F de Rozario BMus(Perf) WA Conservatorium DipEd *Monash*: Head of Strings [2005]
J P Edwards BAAppSc *RMIT* [2014]
J A Evans BSc MEd DipEd *Melb*: VCE Coordinator [2008]
H Feutrill BSc(Hons) DipEd *Melb* [2002]
J P Flynn DipTeach *GoulburnCAE* MEd *Deakin* CertElectronics City&Guild*Hall*: Head of Design and Technology [1997]
C G Garrett BEd Rusden MEd(Drama) MEd(Curriculum) Melb: Middle School Curriculum Coordinator [2002]
P Hadji BSc La Trobe BEd MEd DipEd Melb MACE [2010]
C Hainstock MEd Charles Sturt CertIII Lib/Info Services BEd Alberta [2014]
J Hallum DipA(Mus) VCA DipEd Haw: Head of Percussion [2000]
S Hamerton BSc(Hons) Lon DipA VCA AMusA [2010]
Z H Hamza BA DipEd Monash: Head of French [2003]
T Hawkins BEc BA(Hons) MEd DipEd GradCertRE ACU MEdMgt Melb: Head of Commerce, TIC Scouts [2009]
C J Hayes DipTeach SCV BEd(PhysEd) VicColl: Head of Physical Education, TIC Scotch at Cowes, Co-Director of Athletics Coaching (Field) [1979]
R E Hill BSc Melb MEd CEA Deakin DipEd Monash: Head of General Science (T1&2), TIC Outdoor Activities Program (T1&2) [2005]
T A Hill BA(Hons) DipEd Monash: SST Philosophy, TIC Fencing [2007]
P C Hillman BSc Melb DipEd MSC GradDipLib&InfoSvc MSC: Head of Library and Information Services [2011]
O C Hopkins BCA Melb&VCA MEd DipEd Melb CertIVCareersEd Swinburne: Co-TIC Satura [2006]
K H Hoy DipEd(Tech) Melb: TIC Hockey [2011]
A J S Hunter BMus(Hons) Melb LMusA(Piano): Deputy Director of Music, Head of Choral Music [1998]
S M Hunter BMus UQ [2011]
P C Huybers MA GradDipTeach Amsterdam [2008]
J J Jackowski BSc(Hons) PhD Melb DipEd MelbSC: Head of Chemistry, TIC Winter Tennis [2001]
L L Jiang DipEngLang Shanghai BTheol MCD PGDip Deakin CTAV Level 3 Chinese English Translator NAATI [1993]
L H Johnson BBus Swinburne BEd UNE DipEd Melb [2010]
M R Johnston BA(Hons) DipEd UTas MA PhD Melb: Head of History/Politics/Philosophy [1991]
R S Johnstone BA DipEd UWA: Deputy Head of English, TIC Debating [2006]
C Jones BSc(Hons) Leicester PGCE MEd Sheffield [2014]
M S Jones BAppSc BSecEd Deakin [2010]
D Kamte MA Bombay GradDiplIM RMIT DipEd Monash: TIC Public Speaking TIC Great Scot [2006*]
J E Kane BCom LLB BLitt Melb DipEd La Trobe ATOM: Head of Arthur Robinson House, Head of Media Studies [1999]
J Kearney DipA BA BLaw(Hons) GradDip Legal Practice MTeach Melb[2014]
L Kelly BA(Journalism) UniSA PGDipTeach Melb [2012]
E Kupraiou DipTeach Melb GradDipLib&InfoSt Melb [2011]
T S Lavers BMus(Hons) MMus DipEd Adel MMus(Perf) Melb: Head of Keyboard [2003]
E Leckie BA(Hons) La Trobe BTeach(Hons) Melb [2013]
K L Lindquist BA DipEd Melb [2012]
F Maguire BA BEd Monash [2008]
P Mander BMusEd Melb AMusA: Senior Voice Teacher [2009]
M J Manning BSc(Hons) DipEd Monash: Head of Biology and Environmental Science, Chair of Science, TIC Orienteering [1999]

O Marquet JPTimbaud Paris MA MTeach Bordeaux [2007]

M P Mason BA(AppA) Monash DipEd(Prim) BallTC AssocDipDesign(Ceramics) GradDipTechEd Haw: Head of Art, Aesthetic Adviser, TIC Volleyball Curator of Scotch College Art Collection [1996]

B F Mathews BA Monash DipEd La Trobe [2013]

J M McFarland BA(Hons) BEd UQ GradCertEdMentoring Melb: Head of German [2011]

J R McNeill BA DipEd Melb CertAdoleCounsel Monash [2008]


A M Merange BMus(Hons) Melb DipEd Monash [2006]

M Monaghan BEd GradDipSportMgt UTas ACHPER: TIC Year 9 Outdoor Expedition [2008]

S Mühlemann BA BSc(Hons) DipEd Monash [2009]

J W Murphy BA La Trobe DipEd VU GradDipSportMgt Deakin GradDip(Careers) Swinburne: SST Legal Studies [2000]

D A C Musk BMus(Hons) PG DipMus(Perf) LMus Guildhall DipEd Monash: TIC Military Band, Co-TIC Satura [2006]

G Neumann BA(Hons) MA Deakin DipEd Melb [2014]

R T Nolan BAppSc CertEd Deakin MEd Sydney DipEd ACU: Head of Aquatics [2012]

K D Oatley BSc DipEd Melb: House Activities Coordinator [1986]

P J Officer BMus Melb DipEd Haw STCA(Adv) [1990]

J Opie BSc DipEd Monash BEd Melb MEd(Special) Monash GradCertCareers RMIT [2008]

N G Pacitti BSc(Hons) Glasgow DipEd Melb GradDipA Melb: Head of Mathematics TIC Gymnastics [2005]

Y P Pandji BEd(Hons) Melb [2007]

R J Papuga BA GradDipFineArt RMIT GradDipEd Melb: Head of McMeckan House [1991]

A Patel MSc India(Gujarat) MCS VU DipEd Melb [2014]

N L Peters BSc(Hons) DipEd Melb [1990]

M E Philip DipArts(Mus) VCA DipEd How [1989]

L K Pizzarello BA(Hons) PGCEYork MEd Cantab [2012**]

D Poutakidis BSc La Trobe DipEd Melb [2011*]

S J Powell DipEd VU GradDipAppSc(SportsCoach&Admin) Deakin: Director of Sport, Acting TIC Athletics [2013]

G T Reifarth MA Germany(Jena) PhD Germany(Berlin) DipEd RMIT [2012]

P G Rickard BMusEd BEd Melb MEdSt Monash: Head of Woodwind, TIC Class Instrumental Music [1982]

P J Riley BA DipEd Melb BLitt Deakin: TIC Badminton [1993]

S A Ritchie MA Monash BEd SCV GradDipEdAdm Haw: Head of Drama and Communication Studies [1979]

M G Rivett BA(Hons) DipEd Melb SEV: TIC Sports First Aid [2008]

G F Robins BCom La Trobe MA GradDipA Melb DipEd ACU [2002]

D T Russell BSc BTeach Deakin [2009]

J Ryan BSc PGCE Hull: TIC Rugby [2009]

P L Sanders BSc MTeach DipEd Melb [2010]


J A Scarff BSc DipEd GradDipMaths&MathsEd Melb: Acting Head of General Science (T3&4) [1994*]

R J Schmidli BEd Melb: Head of Brass, Head of Bands [1993*]
V A Scott BEng(Mech) MTeach GradDipFSE DipEd Melb: Acting TIC Outdoor Activities Program (T3&4) [2013]
K A Sharp BSc Monash DipEd Melb [2010]
N L Sheezeal BA GradDipA(PubPol) DipEd Melb GradDipAppFin&Inv SecIA: Assistant Staff Editor Collegian [2004]
M McD Smith BA(Hons) Melb MA Leicester DipEd Monash [1975*]
R V Smith BSc(Hons) PhD Melb GradDipCareersEd RMIT: Head of Course & Career Services, TIC Football, TIC Indigenous Programs [1988]
N T Stephens BSc DipEd Melb CertAdoleCounsel Monash [2011**]
A Tally BA(Hons) La Trobe DipEd Melb [2004]
E M Tarran BA(Hons) DipEd Melb: Head of Languages, Director of Language Centre [1996]
C P Taylor BA MA Sorbonne QTS CILT DipEd CDU [2010]
P J Tonkin BSc DipEd Monash [2014]
M Urwin BA(Hons) DipEd Melb FACE [2014]
P Usher BA DipEd Melb GradDipTourism Monash [2010]
C van Boxel BA(Hons) Auckland DipEd Christchurch [2014]
A Viney BMus ANU DipEd Monash GradDipBus Deakin GradCertMktg Monash [2010]
D L Visnovsky BEd Deakin GradDipLib&InfoMgt Melb [2012]
M M Walker BSc Monash MEd Melb GradDipPsych RMIT AssocMAPS(Prov): Psychologist [2013]
M-F Watterson BA(Hons) DipEd Melb: Head of Indonesian [2007]
M Waugh BEd BA(Hons) Deakin MEd DipEd(StudWelf) Melb [2009]
K L Whelan BEd MEd Melb: Acting SST Psychology [2013]
M A Williams BSc DipEd Monash: TIC Outreach Program, Deputy Head of School House, Acting Deputy Head of Mathematics [2003]
M A Williams BA(Hons) DipEd GradDipEnvSt Adel: Head of Geography [2012]
T A Woodruff BA(Hons) DipEd Melb LLB Monash: Director of Rowing, 1st VIII Coach, Director of Rowing Coaches [2005]
C Wu BAdmin Guangdong MTeach Melb [2010]
J Xu BA Fudan Shanghai MEd CertLOTEMeth Melb CertJapLan&Lit CertLibSc China CLTFA ASA: Head of Chinese [2002]
M A Zannoni BA DipEd La Trobe MSocSc(CareersEd&Devel) GradDipCareersEd RMIT: TIC Soccer, TIC Futsal, TIC Lost Property [1990]

* indicates a break in service
** indicates on leave
STAFF PROFILE (TEACHING AND NON-TEACHING)

- Council members: 3 female, 14 male
- Principal: 1 male
- Senior staff: 2 female, 3 male (Junior School); 3 female, 18 male (Senior School)
- Other teaching staff: 54 female, 97 male
- Other professional staff: 16 female, 18 male
- Administrative (non-teaching) staff: 47 female, 30 male
- Indigenous staff: 0

STAFF ATTENDANCE AND RETENTION

Academic Staff Attendance during 2014

<table>
<thead>
<tr>
<th>School</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior School</td>
<td>98%</td>
</tr>
<tr>
<td>Senior School</td>
<td>92%</td>
</tr>
</tbody>
</table>

Academic Staff Retention (from 2013)

<table>
<thead>
<tr>
<th>School</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior School</td>
<td>97%</td>
</tr>
<tr>
<td>Senior School</td>
<td>97%</td>
</tr>
</tbody>
</table>

ACADEMIC STAFF PARTICIPATION IN PROFESSIONAL LEARNING

All Staff

The school undertakes to support teaching staff to achieve the minimum 20 hours of standards referenced professional learning activity required by the Victorian Institute of Teaching. There is broad recognition that this activity contributes significantly to the teaching practice of every member of the teaching faculty.

The support provided includes the provision of 6.5 student free professional learning days throughout the school year. Professional learning on these days is achieved through a variety of avenues. Time on these designated days is occupied by: keynote addresses delivered by recognised experts focusing on current issues in education; workshops presented by Scotch staff and/or external providers on a broad range of topics; departmental meetings generally focusing on curriculum development; departmental workshops; and, generic staff training (e.g. First-aid). In addition the School supports and encourages staff to engage in a range of externally provided professional learning activities including attendance at appropriate conferences and day programmes offered by recognised providers. A record of professional learning activity arranged and financed by the school is maintained for each member of staff.

In addition to the structured activities described above teaching staff also engage, in the course of their teaching duties, in a range of tasks that qualify as professional learning in that they reference one or more of the standards. Such activity includes: staff meetings; team meetings; department meetings; student teacher supervision; mentoring; peer observation; VCAA setting/marking; and,

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1 Staff with significant oversight/management responsibilities
professional reading. Staff are personally responsible for maintaining records of such professional learning.

**Junior School**

**Internal Training**

All academic staff (46 including part time staff) were involved in over 88 hours of training on Monday and Wednesday afternoons and days at the start and finish of each term. This included 40 after school professional learning sessions. There were also weekly Team Planning blocks that were utilised to develop curriculum and units of work throughout the year.

The following programmes were offered as professional learning for selected staff during 2014:

- Personalising Learning and Peer Observations (Vic Zbar)
- Habits of Minds (Andrew Grant)
- Bounce Back (Helen McGrath)
- The Secret Agent Society (SAS) Program
- Personally Significant Learning (Prof Erica McWilliam and Prof Peter Taylor)
- Defibrillator Training
- Epilepsy Training: Part 1 - Epilepsy Foundation of Victoria
- Anaphylaxis Update
- First Aid: CPR Update
- Diabetes Training
- CASEA Co-Facilitator
- Maths: Catering for range of Abilities
- Seven Steps to Writing Success
- Creating an Inquiry Classroom
- Flipped Learning
- I’m Appy: Using iPads in early Years
- Creating Digital resources with ibook Author
- Thinking and Learning Conference
- Blended Learning: Creating Video Tutorials
- Talking About books in Literature Circles
- Literacy Coordinators Network
- Profiling Developmental Standards for Additional Needs Students
- First Nations Artists
- Developing a Growth Mindset
- History Teachers F-6 Conference
- ACHPER Conference 2014
- Kidsmatter Partners in Wellbeing
- Whole School Approach to Behavioural Management
- AGTV Leadership Team Conference
- Primary School History Curriculum
- Revisiting Shared and Guided Reading
- 21st Century Learning
- Benchmarking and Guided Reading
- Drama Victoria Conference
- Primary Performing Arts Day
- Embodying Stories: Drama/Story Telling
- Deputy Heads IPSHA: Kidsmatter
- Big Kodaly Day
- Autumn Primary Music Seminar 2014
- Penquin Librarian's Professional Learning
- Responding to Suicidal Indications
- Assessment for Learning in Inquiry Class
- Am I Gifted?
- Developing Thinking Mathematicians
- Australian Curriculum for Primary Teachers: Arts
- Visual Arts Interest Group Study Tour
- Street Art
- Building Community through Reading
- Australian Curriculum: Teaching Geography and History

**External Training**

Total expenditure on external professional learning amounted to $22280 in 2014. A total of 38 staff participated in training off campus. The training covered a range of conferences, seminars and workshops, and covered materials relevant to all year levels. Specific topics included: Kodaly Music Workshops; AGTV Conference; a range of art programmes including Printing on Clay; Gifted Education; Habits of Mind; ICTEV Conference; Teaching Practices including evidence based strategies; Visible Learning and Differentiated Curriculum; Supporting boys with Language difficulties; a range of iPad programmes; Open-Ended Mathematics; Engaging all boys in Mathematics; Drama Victoria Conference; Teaching Grammar; Health and PE Conference; Rock and Water in Primary years; 21st Century Learning; Improving Outcomes with Technology and Evidence Based Research; Autism; Keeping Books Alive; and, Exploring and Implementing the Australian Curriculum.
**Senior School**

**Internal Training**

Throughout 2014 each member of the academic staff was required to attend the following programmes for the purpose of professional learning:

- Academic Department meetings/workshops (four per semester of approximately 1.5 hours duration); and,
- Non-teaching Staff Days (one at the commencement of each school term, 2.5 days at the conclusion of the school year, a total of 6.5 days).

Academic Department meetings focused on particular subject areas and provided opportunity for staff to engage in activities such as: updating subject knowledge; embedding the Australian Curriculum; exploring methods of delivering subject specific curriculum; familiarisation with a new learning management system; curriculum mapping; consideration and development of common assessment tasks; and, simply engaging in productive conversation about the process of teaching and learning.

Academic Department gatherings also provided opportunity for staff to share learning gained from conferences or other professional learning activity with Departmental colleagues.

Dedicated Staff Days during the year provided teaching staff with training and information in the following areas:

- Leadership skills for academic department managers;
- Personalised learning;
- Enhancing teaching with technology;
- Responding to suicidal indicators;
- Flipped learning;
- First aid – all teaching staff completed CPR and Anaphylaxis updates; and,
- Occupational health and safety matters.

In addition to the above, in 2014 a Peer Observation programme was implemented following a trial period in the previous year. The opportunity to observe colleagues and reflect on the experience has been embraced by members of the teaching staff. Peer observation has been recognized by teaching staff of the School as very effective professional learning. Staff members have gained valuable insight into their own practice and been both challenged and affirmed through this process.

**External Training**

During the course of the year all staff took advantage of the significant support available for professional learning activity provided from sources beyond the School. Some externally sourced training was provided by visitors invited to the school campus. However, most of this activity took place off campus. Activity generally occurred during term time except those programmes that extended beyond one day such as conferences, which generally took place during holiday periods.
The external training activity during 2014 included the following:

- 4 International conferences (4 staff);
- 12 Interstate conferences (12 Staff);
- 42 Local conferences (47 Staff); and,
- 98 Local workshops/Seminars (approximately 130 staff).

In all, 175 academic staff completed at least one accredited professional learning activity; many completed more than one. The average number of hours devoted to professional learning activity during 2014 was 36.5 hours per staff member. The School’s expenditure on staff professional learning during 2014 was $154,565.

**Other Activities**

A number of staff were invited to present at conferences and seminars during the year. Others have contributed to professional journals and newsletters, contributed to Victorian Curriculum and Assessment Authority (VCAA) committees and working groups, and served as examiners and assessors in the Victorian Certificate of Education (VCE) assessment programme. Some staff have been involved in committees of subject associations, and community organisations working with young people.
CHARACTERISTICS OF THE STUDENT BODY

<table>
<thead>
<tr>
<th>Total</th>
<th>Funded*</th>
<th>LBOTE^</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>1893</td>
<td>6</td>
<td>244</td>
<td>7</td>
</tr>
</tbody>
</table>

* Individual boys funded under State and/or Commonwealth disability grant schemes.

^ Boys with a language background other than English

STUDENT ATTENDANCE

Overall

Junior School: 95.20%  
Senior School: 94.59%

By Year Level

<table>
<thead>
<tr>
<th>Prep</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>94.87%</td>
</tr>
<tr>
<td>1</td>
<td>94.50%</td>
</tr>
<tr>
<td>2</td>
<td>95.20%</td>
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<tr>
<td>3</td>
<td>94.86%</td>
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<tr>
<td>4</td>
<td>95.27%</td>
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<td>5</td>
<td>95.02%</td>
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<td>6</td>
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<td>7</td>
<td>95.62%</td>
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<tr>
<td>9</td>
<td>94.56%</td>
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<td>10</td>
<td>94.09%</td>
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<tr>
<td>11</td>
<td>94.29%</td>
</tr>
<tr>
<td>12</td>
<td>94.27%</td>
</tr>
</tbody>
</table>

STUDENT RETENTION

Of the boys in Year 9 in 2011, 242 out of 257 (94.16%) were in the Year 12 class of 2014.
PROCEDURES FOR MANAGING STUDENT NON-ATTENDANCE

Junior School

Student attendance is collected:

- at the start of every school day;
- at all scheduled sports practices and matches; and,
- at all other scheduled activities.

Parents can telephone, email or send a note in advance of these absences. Alternatively, the information can be sent after the event.

Boys that leave school during the day require the presence of an accompanying parent/guardian. The absences and reasons for them are recorded on the Student Information System (SIS).

Unexplained absences are followed up by Form Teachers. Absences may indicate the need for pastoral attention; this again is the responsibility of Form Teachers. Missed work is available from class teachers.

Records of absences from other activities (including sport) are held by the responsible teachers/coaches.

Senior School

Student attendance is collected at the following times:

- at the start of period 1 on every school day;
- at the start of period 5 (straight after the lunch break) every school day;
- at all scheduled sports practices and matches;
- at all other scheduled activities; and
- at the start of scheduled semester examinations.

Parents can telephone, email or send a note in advance of absences. Alternatively, the information can be sent after the event.

If a boy does not arrive at school in period 1, and no information has been received from the parents/guardians, then the parents/guardians are telephoned.

Boys that leave school during the day require information from the parents/guardians, and their absence is recorded.

Absences from classes and reasons for these are recorded on the Student Information System (SIS). Unexplained absences are followed up by Form Teachers (Years 7 and 8) or either Heads of House or House Tutors (other years levels) and reasons recorded on the SIS. Absences may indicate the need for pastoral attention; this again is the responsibility of Form Teachers and House Tutors or Heads of Year/Heads of Houses.

Missed work for boys who are absent is available from class teachers and/or on the School’s Learning management System.
Records of absences from other classes (apart from periods 1 and 5) and other activities (including sport) are held by the responsible teachers/coaches. Details of absences from examinations are held by Form Teachers and Heads of Year/Heads of House.

NAPLAN DATA 2014

Overall results for the 2014 National Assessment Program – Literacy and Numeracy (NAPLAN) were strong. In each of Years 3, 5, 7 and 9 the average performance of boys in the five domains of Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy, was above, or substantially above, the Australian schools’ average.

A summary of the School’s 2014 NAPLAN data relative to Minimum National Benchmarks is provided below.

NATIONAL BENCHMARKS

The percentages of Year 3, 5, 7 and 9 boys meeting minimum national benchmarks in the period 2012 – 2014 is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading %</td>
<td>96</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Writing %</td>
<td>96</td>
<td>100</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>Numeracy %</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Spelling %</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation %</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

SENIOR SECONDARY OUTCOMES

VCE results in 2014 were again excellent, with all 259 Year 12 boys qualifying for their VCE. Overall:

- 26.4% of VCE Study Scores were at or above 40
- 33.6% of boys achieved an ATAR of 95 or more
- 51.4% of boys achieved an ATAR of 90 or more
- The median ATAR score was 90.25

A tabular summary showing ATAR scores for the period 2012 - 2014 is presented on the next page.
<table>
<thead>
<tr>
<th>ATAR Range</th>
<th>2014 Number of Boys</th>
<th>2014 % of class</th>
<th>2013 % of class</th>
<th>2012 % of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>99.00 – 99.95</td>
<td>29</td>
<td>11.2</td>
<td>11.5</td>
<td>13.1</td>
</tr>
<tr>
<td>98.00 – 98.95</td>
<td>19</td>
<td>7.3</td>
<td>8.2</td>
<td>6.1</td>
</tr>
<tr>
<td>97.00 – 97.95</td>
<td>16</td>
<td>6.2</td>
<td>7.4</td>
<td>3.3</td>
</tr>
<tr>
<td>96.00 – 96.95</td>
<td>14</td>
<td>5.4</td>
<td>4.1</td>
<td>6.1</td>
</tr>
<tr>
<td>95.00 – 95.95</td>
<td>9</td>
<td>3.5</td>
<td>1.6</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Totals for 95.00 - 99.95</strong></td>
<td><strong>87</strong></td>
<td><strong>33.6</strong></td>
<td><strong>32.9</strong></td>
<td><strong>33.5</strong></td>
</tr>
<tr>
<td>94.00 – 94.95</td>
<td>15</td>
<td>5.8</td>
<td>4.5</td>
<td>3.7</td>
</tr>
<tr>
<td>93.00 – 93.95</td>
<td>9</td>
<td>3.5</td>
<td>4.1</td>
<td>5.3</td>
</tr>
<tr>
<td>92.00 – 92.95</td>
<td>4</td>
<td>1.5</td>
<td>4.9</td>
<td>4.9</td>
</tr>
<tr>
<td>91.00 – 91.95</td>
<td>9</td>
<td>3.5</td>
<td>1.6</td>
<td>6.5</td>
</tr>
<tr>
<td>90.00 – 90.95</td>
<td>9</td>
<td>3.5</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Totals for 90.00 - 99.95</strong></td>
<td><strong>133</strong></td>
<td><strong>51.4</strong></td>
<td><strong>52.3</strong></td>
<td><strong>58.4</strong></td>
</tr>
<tr>
<td>85.00 – 89.95</td>
<td>32</td>
<td>12.4</td>
<td>13.6</td>
<td>13.9</td>
</tr>
<tr>
<td>80.00 – 84.95</td>
<td>24</td>
<td>9.3</td>
<td>8.6</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>Totals for 80.00 - 99.95</strong></td>
<td><strong>189</strong></td>
<td><strong>73.0</strong></td>
<td><strong>74.5</strong></td>
<td><strong>78.0</strong></td>
</tr>
<tr>
<td>75.00 – 79.95</td>
<td>20</td>
<td>7.7</td>
<td>4.9</td>
<td>4.9</td>
</tr>
<tr>
<td>70.00 – 74.95</td>
<td>15</td>
<td>5.8</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Totals for 70.00 - 99.95</strong></td>
<td><strong>224</strong></td>
<td><strong>86.5</strong></td>
<td><strong>83.5</strong></td>
<td><strong>87.3</strong></td>
</tr>
<tr>
<td>60.00 – 69.95</td>
<td>17</td>
<td>6.6</td>
<td>9.5</td>
<td>8.6</td>
</tr>
<tr>
<td>50.00 – 59.95</td>
<td>8</td>
<td>3.1</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>40.00 – 49.95</td>
<td>6</td>
<td>2.3</td>
<td>2.9</td>
<td>0.4</td>
</tr>
<tr>
<td>30.00 – 39.95</td>
<td>2</td>
<td>0.8</td>
<td>0.4</td>
<td>0</td>
</tr>
<tr>
<td>&lt;30</td>
<td>2</td>
<td>0.8</td>
<td>0.8</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>259</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Median ATAR** | **90.25** | **90.65** | **91.65**
POST SCHOOL DESTINATIONS 2015

University/TAFE
Monash University 23%
University of Melbourne 44%
Deakin University 13%
RMIT University 8%
Swinburne University 5%
Latrobe University <1%
Victoria University <1%
Other tertiary (private providers) 3%
TAFE 2%

Fields of Study
Commerce 34% includes Property, Construction Management, IT
Sciences 27% includes Biomedical, Forensics
Society and Culture 12%
Engineering <1%
Law 7%
Health 5%
Agriculture/Environment 5%
Creative Arts 9%
Other (Teaching, Aviation) <1%
VALUE ADDING

Senior School: VCE Results

A sample of 181 boys from the class of 2014, spanning the full range of abilities, had both a general ability score from Year 5 and an ATAR result*. This sample is large enough to deliver a representative, and interesting, perspective on the degree to which Scotch boys improve their academic standing relative to the general population as they move through the School:

- 141/181 boys (78%) are in the top 50% of the population (MYAT score), but 177/181 boys (98%) are in the top half of the ATAR cohort
- 90/181 boys (50%) are in the top 20% of the population (MYAT score), but 134/181 boys (74%) are in the top 20% of the ATAR cohort
- 52/181 boys (29%) are in the top 10% of the population (MYAT score), but 94/181 boys (52%) are in the top 10% of the ATAR cohort
- 51/181 boys (28%) are in the top 5% of the population (MYAT score), but 60/181 boys (33%) are in the top 5% of the ATAR cohort
- 22/181 boys (12%) are in the top 1% of the population (MYAT score), but 17/181 boys (9%) are in the top 1% of the ATAR cohort

These figures indicate that the learning experiences of boys in Years 7 – 12 are clearly adding value to their academic performance across ability ranges.

Boys also benefited from their participation in cultural, sporting, social development, ethical and values development programmes, health and Christian education, and cultural opportunities. Some specific examples of these activities follow.

*Note: the ATAR cohort referred to in the statistics above is the population of the State-wide Year 7 cohort from 2009, including those students who moved or left school before Year 12.
Junior School

Activities and Programmes

- Buddy/Peer Support Programme: Year 6 assisting younger boys;
- Access Unit: providing educational support and individualised enrichment;
- Digital Learning Diaries at all year levels;
- iPads to support ICT use in the classrooms;
- Languages: German is taught to all boys from Year 1 to 6;
- Year 6 Canberra/Government tour each year;
- Year 5 Sovereign Hill tour each year;
- Year 6 has regular scheduled access to fully equipped Science laboratories in the Senior School;
- Year 6 Robotics programme;
- Learning Management System: 24/7 home (and school) access for boys and parents to details of current classwork, homework, assignments, schedules and resources;
- Music: individual lessons available in school hours in addition to class lessons;
- Orchestra, ensembles and choir groups regularly perform in school concerts;
- Drama: scheduled lessons for all classes and one major production per year;
- Sport: as well as a regular programme of interschool fixtures, participation for some boys in Senior School cross country, running, rowing and rugby teams;
- Snow Sports programme including both Alpine and Cross Country Snow Sports;
- Outdoor Education programme from Prep to Year 6;
- House programme of sport and other activities;
- Social Service programme;
- Regular assemblies and Chapel services;
- Habits of Mind Thinking Skills programme across the whole Junior School;
- Rock and Water programme at Year 4;
- Social Skills programmes, including Bounce Back (Whole School) and Rock and Water (Year 3);
- Day O: German Day; and,
- Year 3 Environment programme at Healesville campus: fortnightly visits to campus to focus on Environmental Studies and Sustainability.
Senior School

Activities and Programmes

- Teaching teams at both Year 7 and 8: boys are taught by a cooperative team of teachers who address a range of core skills through the classroom programme, and staff teams (3 – 4 teachers for each Form) meet each timetable cycle to review programmes, learning opportunities, needs and other issues;
- Year 7 Transition Programme: includes Peer Support from Year 11 boys and a one-week orientation camp with their teaching team (held in Term 1);
- Year 8 Outdoor Learning Programme for all boys (one week duration): addressing a range of learning outcomes, in particular Thinking, Learning, Communication and Organisation in an outdoor adventure environment (held in Term 2);
- Core Skills programme introduced to boys in Years 7 and 8: spanning Thinking, Learning, Community, Organisation and Information Literacy skills that are explored in both Pastoral Care programmes and across the curriculum;
- Core skills are introduced and developed across the curriculum in Years 7 and 8 and related outcomes are reported on in Academic Reports;
- A Bring Your Own Device (BYOD) programme for all boys in Years 7 – 8. The BYOD programme is designed to provide:
  - increased access to digital devices and electronic resources for classwork, including research;
  - improved flexibility in learning and teaching (e.g. to pursue a research topic of interest for a short period within a lesson without the need to book a laboratory);
  - encouragement for boys to adopt sound independent learning strategies;
  - increased ability to work collaboratively with other students within and beyond the bounds of the classroom; and,
  - more efficient interaction with the School’s new Learning Management System.

- Academic Challenge programmes at Years 7, 8 and 9 to extend the learning of highly able boys in the areas of English, Mathematics, Science, History and Languages;
- “Restorative Practice” approach to pastoral care and behaviour management;
- Year 9 House Retreat for all Year 9 boys as they embark on the Upper School Journey;
- House system providing pastoral care through a Head of House and a team of Tutors at Year 9 – 12 with each Tutor Group, consisting of approximately 20 boys, engaging in extra sporting and cultural opportunities (e.g. debating, chess, public speaking and chorals);
- Clubs and Societies offered: includes Amnesty International, Astronomy, Chess, Christian Movement, Duke of Edinburgh Award Scheme, Literature, Scotch at Cowes, SCUBA and Snowsports;
- Learning Management System: 24/7 home access for boys and parents to details of current classwork, homework, assignments, schedules, school policies, sporting information, shared spaces, videos of teachers giving lessons on specific subjects, online threaded discussions and other ICT resources;
- Services and Activities on Thursday afternoons (and a number of camps) are mandatory for all boys, with Years 7 – 8 boys choosing from Sports training, Scouts and Hiking Programme, and Years 9 – 12 boys choosing from Cadets, Pipe and Military Bands, Indigenous Partnership, Sports First Aid, Outdoor Activities, Outdoor Expedition, Twenty-four Hour Hike, Social Services, and Environmental Programme;
- A student exchange programme to the UK, India, America and South Africa;
- Trips to overseas countries including South America, Nepal and Cambodia;
Debating: 168 boys across Years 8 – 12 competed as Victoria’s largest single school squad in the Victoria-wide DAV competition, while another 70 or more were involved in other ways, including House debating, representation at National level through the Victorian State Team, the Evatt United Nations Youth Association competition and a number of British Parliamentary contests;

Public Speaking: 96 speakers competed in school and state competitions;

Drama: Twelve individual Year level performance evenings (involving approximately 340 boys)

Extensive Library co-curricular programme, including:

- Drawing club: met weekly bringing together about a dozen boys with a passion for drawing – mostly manga figures popular from graphic novels.
- Chess: played Monday – Thursday. A non-competitive arrangement where boys can develop their skills in an unthreatening environment.
- Writing Club: met fortnightly and averaged a dozen boys from Years 7 to 12. The group existed to build skill and confidence in writing freely and with flair. The boys were given writing tasks and were interested in one another’s work. An editor visited monthly to give the boys feedback and critically reviewed their writing.
- Literature Club: met every Friday lunchtime for fun-filled activities relating to books. The club boasted regular attendances of between 20 – 30 boys. The program varied from literature quizzes to guest speakers, from book buying expeditions to excursions from/to MLC Literature Club.

- Books, Blokes and Brekky: involved 70 boys over a hearty breakfast listening to Will Kotsakis talk about his writing journey and how to get published. Will is the author of The First Third which was short listed in the 2014 Children’s Book Council Awards.
- The Best Books for Boys evening: invited Year 7 – 8 boys and their parents to find out about the richness of adolescent literature available. Favourite recommendations were showcased and much borrowing and discussion took place.

**Extension Studies, Music, Sport and Student Exchanges**

*Extension Studies:* Programme led by Ms Michele Linossier. In 2014 opportunities included weekly mentoring, single day enrichment activities, and other extension programmes. Activities included the Informatics mentor programme continued with growing numbers, Science enrichment was experienced via visits to the Victorian Space Education Centre, Humanitarian Engineering days with Engineers Without Borders, and Chemist for a Day with Victoria University, to name a few. Work experience and extension came together for two groups of Year 10 boys who spent a week in project management in different Engineering Companies.

Challenge/Extension debating continued and included accelerated DAV debates for Year 8 boys. Internationally Scotch was the only Australian school at the Yale-NUS College Model United Nations in Singapore attended by 1100 students from around the world. The Scotch team of eight was awarded the most Outstanding Overseas Delegation Award. British parliamentary style mooting continued and Student Constitutional Conventions, and UN activities were also offered. Scotch participated with other GALES schools in Tiltshift, an international think tank held in Indore India. Various academic competitions such as the Australian Geography Competition and MAV Maths’ Games days were held. The mentoring project for Science Extension at Year 9 continued. Boys attended workshops at tertiary institutions in the areas of Engineering and Science. A Global citizenship extension program was introduced while Olympiad programmes in Mathematics, the Sciences, Informatics and Geography were again offered. University enhancement courses continued
and boys enjoyed a range of Philosophy extensions, the da Vinci Decathlon at Years 7 and 8, and a writing extension culminating in a visit to the Melbourne Writer’s Festival.

**Music:** In addition to class lessons, there is the opportunity for individual lessons in school hours. There were around 850 elective instrumental courses of lessons across both Junior and Senior School; 58 groups (orchestras, ensembles, bands and choirs) perform regularly in external concerts, competitions, school concerts and in assemblies; and there were over 60 formal concerts / recitals / performances involving boys. Music ensembles tour regularly; the Symphony Orchestra toured the USA in January, and other ensembles toured parts of Australia.

**Drama:** One Year 7 – 8 play production (50 boys); one Year 9 – 10 play production (30 boys); one Year 11 – 12 drama production (30 boys); one Year 10 – 12 musical co-production (15 boys); and, one student-written play production (seven boys from Year 9); and, the Professional Play Season (Voluntary attendance at a student-chosen season of professional Melbourne shows for approximately 35 boys).

**Sport:** All boys are expected to play a summer and winter sport, each typically requiring two practice sessions per week and competitive events (normally on Saturdays). Spring sports are also offered to boys and are non-compulsory with the exception of Year 7 and 8. In addition to our interschool competition, boys also participate in the House sporting programme. The range of sports offered is extensive, including Athletics (summer and winter), Australian Football, Badminton, Basketball, Cross-country running, Cricket, Cycling, Diving, Futsal, Golf, Gymnastics (summer and winter), Hockey, Lawn Bowls, Orienteering, Rowing, Rugby, Squash, Snow Sports (all disciplines), Soccer, Swimming, Table Tennis (summer and winter), Tennis (summer and winter), Touch Rugby, Volleyball and Water Polo. There are regular sporting tours involving a substantial number of sports, interstate and overseas.

**Languages Exchanges:** In all, 43 students from non-English speaking countries were hosted by Scotch families and attended classes for periods of 1 – 10 weeks, and 47 Scotch boys made the return exchange for periods of 5 – 10 weeks. Specifically 19 students from China (Beijing and Shanghai), 7 students from France (Lyon), 13 students from Germany (Bremen and Bavaria), and 4 students from Indonesia (Java) were hosted by Scotch families, and 19 Scotch boys travelled to France (Lyon), 11 Scotch boys travelled to Germany (Bremen and Bavaria) and 17 Scotch boys travelled to Indonesia (Bali) and stayed with host families.
PARENT SATISFACTION

There are direct and indirect methods for measuring parent satisfaction. Factors monitored by the School that are considered relevant to an assessment of parental satisfaction include: the size of waiting lists at each year level; the number of complaints/criticisms received by the School; the number of boys leaving the School before the end of Year 12; and solicited and unsolicited expressions of satisfaction. In order to add a further quantitative element to the School’s assessment of parental satisfaction, a large scale major parent satisfaction survey was carried out in May-June 2007. This survey provided quality data on parental perceptions of both the importance of different aspects of the School’s operations, and the School’s performance on those measures. At regular intervals since 2007, the School has conducted follow up surveys using subsets of items identified by parents as important in the 2007 survey. The most recent survey was conducted in December 2014 and a summary of results appears below.

Junior School Parent Satisfaction (2014)

Results were gathered on 18 items, covering academic, pastoral care, co-curricular, communication/administration and cultural aspects of the Junior School. Parents were asked to rank each of the items on a 6-point scale. The best score on any item is 6; the lowest score is 1. The results in the table below show the mean scores for each response. There was also opportunity to comment on any aspect of the School’s operation, through a free-response item. In total, 52 parents responded; some of these were family responses, others individual responses. The responses were spread reasonably evenly over Years P – 6.

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the overall quality of the teaching your son has received</td>
<td>5.2</td>
</tr>
<tr>
<td>Please rate the overall quality of the teaching your son has received</td>
<td>5.1</td>
</tr>
<tr>
<td>in English</td>
<td></td>
</tr>
<tr>
<td>Please rate the overall quality of the teaching your son has received</td>
<td>5.1</td>
</tr>
<tr>
<td>in Mathematics</td>
<td></td>
</tr>
<tr>
<td>Please rate the quality of the teaching your son has received in the</td>
<td>5.0</td>
</tr>
<tr>
<td>Access Unit</td>
<td></td>
</tr>
<tr>
<td>Please rate how well the staff have encouraged your son to work to</td>
<td>5.1</td>
</tr>
<tr>
<td>his full academic potential</td>
<td></td>
</tr>
<tr>
<td>Please rate how well the School has catered for your son’s learning needs</td>
<td>5.0</td>
</tr>
<tr>
<td>Please rate how well the School has provided a safe environment for</td>
<td>5.5</td>
</tr>
<tr>
<td>your son</td>
<td></td>
</tr>
<tr>
<td>Please rate how confident you are that there is someone at the School</td>
<td>5.0</td>
</tr>
<tr>
<td>who understands your son’s needs</td>
<td></td>
</tr>
<tr>
<td>Please rate the quality of the School’s anti-bullying / harassment</td>
<td>4.9</td>
</tr>
<tr>
<td>practices</td>
<td></td>
</tr>
<tr>
<td>Please rate the quality of the parent-teacher interviews</td>
<td>4.8</td>
</tr>
<tr>
<td>Please rate the quality of the reporting of your son’s progress in his</td>
<td>4.9</td>
</tr>
<tr>
<td>academic activities</td>
<td></td>
</tr>
<tr>
<td>Please rate the quality of the School’s behaviour management /</td>
<td>4.9</td>
</tr>
<tr>
<td>discipline practices</td>
<td></td>
</tr>
<tr>
<td>Please rate the quality of the teaching facilities in the Junior School</td>
<td>5.6</td>
</tr>
<tr>
<td>(e.g. classrooms, Library, classroom resources, specialist areas, etc.)</td>
<td></td>
</tr>
<tr>
<td>Please rate the appropriateness of the class sizes for your son’s</td>
<td>4.6</td>
</tr>
<tr>
<td>learning</td>
<td></td>
</tr>
<tr>
<td>Please rate the quality of the School’s response to any concerns you</td>
<td>5.2</td>
</tr>
<tr>
<td>may have had about your son(s)</td>
<td></td>
</tr>
<tr>
<td>Please rate the quality of the School’s process in selecting student</td>
<td>4.9</td>
</tr>
<tr>
<td>leaders</td>
<td></td>
</tr>
<tr>
<td>Please rate the quality of the school’s inter-school sporting</td>
<td>5.4</td>
</tr>
<tr>
<td>programme for boys in Years 5 and 6</td>
<td></td>
</tr>
</tbody>
</table>
Senior School Parent Satisfaction (2014)

Results were gathered on 17 items, covering academic, pastoral care, co-curricular, communication/administration and cultural aspects of the Senior School. Parents were asked to rank each of the items on a 6-point scale. The best score on any item is 6; the lowest score is 1. The results in the table below show the mean scores for each response. There was also an opportunity to comment on any aspect of the School’s operation, through a free-response item. In total, 258 parents responded; some of these were family responses, others individual responses. The responses were spread evenly over Years 7 – 12.

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the overall quality of the teaching your son has received</td>
<td>4.9</td>
</tr>
<tr>
<td>Please rate how well the School has encouraged your son to work to his full potential in his academic programme</td>
<td>4.6</td>
</tr>
<tr>
<td>Please rate the quality of the School’s encouragement of curiosity and independent thinking in your son</td>
<td>4.7</td>
</tr>
<tr>
<td>Please rate the quality of the homework set for your son</td>
<td>4.5</td>
</tr>
<tr>
<td>Please rate how well your son has been mentored in his academic work</td>
<td>4.3</td>
</tr>
<tr>
<td>Please rate how confident you are that there is someone at the School who understands the range of your son's needs</td>
<td>4.4</td>
</tr>
<tr>
<td>Please rate the quality of the School's anti-bullying/harassment practices</td>
<td>4.6</td>
</tr>
<tr>
<td>Please rate the quality of the subject choice guidance your son has received</td>
<td>4.3</td>
</tr>
<tr>
<td>Please rate the quality of the tertiary course / career planning information your son has received</td>
<td>4.1</td>
</tr>
<tr>
<td>Please rate how well your son has been encouraged to work to his full potential in the sporting programme</td>
<td>3.8</td>
</tr>
<tr>
<td>Please rate the quality of the tertiary course / career planning advice your son has received</td>
<td>4.6</td>
</tr>
<tr>
<td>Please rate how well your son has been encouraged to work to his full potential in the cultural programme (e.g. music, drama, debating...)</td>
<td>4.3</td>
</tr>
<tr>
<td>Please rate the quality of what your son has learned about society, including individuals' rights and responsibilities</td>
<td>4.6</td>
</tr>
<tr>
<td>Please rate the quality of the parent-teacher interviews</td>
<td>4.4</td>
</tr>
<tr>
<td>Please rate the quality of the reporting of your son's progress in his academic activities</td>
<td>4.7</td>
</tr>
<tr>
<td>Please rate the quality of the reporting of your son's progress in his other activities</td>
<td>4.4</td>
</tr>
<tr>
<td>Please rate the quality of your son's learning experience in the Bring Your Own Device (BYOD) programme this year (Year 7 and Year 8 only)</td>
<td>3.9</td>
</tr>
</tbody>
</table>
STUDENT SATISFACTION

Seeking feedback from boys is routine in good teaching. Data is continually gathered on learning tasks (completion and quality), and on more subjective factors such as engagement and interest in class. Through Progress Reports (four per year) and Academic Reports (two per year), parents are informed formally six times a year of their son’s academic performance, use of class time, and homework completion and quality, with extended comments from teachers and pastoral carers provided at the end of each semester. Academic performance (at Years 7 – 10) is described using standards-referenced rubrics rather than norm referencing. However, the term student satisfaction generally refers more to boys’ attitudes than to performance (though clearly the two are related). Indirect measures, such as student attendance and retention are also relevant to attitudes, though more difficult to interpret.

Exit Survey of Year 12 Boys

Departing Year 12 boys are contacted by phone to complete an Exit Survey in the middle of the year following their departure. This gives most boys an opportunity to reflect on their school experience after having had some tertiary study experience. The survey includes questions on experiences of boys across a wide range of programmes, including academic, pastoral, co-curricular and careers. The exit survey of boys from the Class of 2014 showed strong appreciation for the quality of the teaching and learning environment at the School. Particularly positive reference was made to the quality of teaching, including relationships with teachers, the overall educational experience, the manner in which boys are valued as individuals, encouragement to participate in a wide range of activities, and the degree to which boys felt safe at school. At the time of publication of this Report, 77 responses to the survey had been received. A subset of question items, and the average response on a Likert scale from 1 (lowest) to 6 (highest), is included below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well you were supported in developing good learning techniques and study habits</td>
<td>4.9</td>
</tr>
<tr>
<td>The degree to which you were encouraged to be responsible for your own learning</td>
<td>5.0</td>
</tr>
<tr>
<td>The comfort you felt in seeking assistance from your teachers</td>
<td>5.5</td>
</tr>
<tr>
<td>The overall quality of the relationships you had with your teachers</td>
<td>5.2</td>
</tr>
<tr>
<td>The overall quality of teaching in Years 7 – 11</td>
<td>4.7</td>
</tr>
<tr>
<td>The overall quality of teaching in Year 12</td>
<td>5.4</td>
</tr>
<tr>
<td>The overall quality of the academic learning environment at Scotch</td>
<td>5.1</td>
</tr>
<tr>
<td>The degree to which you felt safe at school</td>
<td>5.8</td>
</tr>
<tr>
<td>The degree to which you felt valued as an individual</td>
<td>5.4</td>
</tr>
<tr>
<td>The degree to which you were encouraged to participate in a wide range of activities</td>
<td>5.6</td>
</tr>
<tr>
<td>The degree to which you were encouraged to develop your personal interests and talents</td>
<td>5.0</td>
</tr>
<tr>
<td>The overall educational experience at Scotch (teaching, learning, personal development and activities)</td>
<td>5.4</td>
</tr>
</tbody>
</table>
Class Surveys

The Senior School’s class survey system is central to the ongoing work of using data to support boys’ learning. Class surveys contain a series of questions designed to elucidate the quality of the learning environment from the boys’ perspective, and provide teachers with feedback that allows them to best meet boys’ learning needs. Survey data is collated by the system and presented to teachers numerically, providing a valuable “snapshot” of how the School’s academic programmes are being received.

Senior School

For each class, every year, teachers are asked to give boys opportunity to complete an online class survey that includes the following questions, answered on a 4 point Likert scale. The scale has a minimum score of 1, and a maximum score of 4. The number in brackets at the end of each question shows the average score for each item from a sample of over 5400 responses in 2014. Classes that meet less than twice a week are generally not surveyed.

I can understand the material presented in class 3.4
I know what I am supposed to be doing in class 3.4
I can see how new ideas connect with previous work 3.3
At the end of each lesson I know what I have achieved 3.3
When I have something to say, I find it easy to participate and contribute in class 3.3
My ideas and opinions are respected in class 3.3
I can ask questions when I do not understand something 3.5
I know I can get help outside class if I need it 3.4
The classroom environment allows me to do my work 3.2
I know the kind of behaviour that is expected in class 3.6
The homework I am set supports and develops my learning in the subject 3.3
My work is corrected and returned in a reasonable time 3.4
The marking of my work gives me clear indications of where I have succeeded and where I need to improve 3.4
I find the lessons interesting 3.2

Boys could also make a ‘free response’ comment about each class. These comments show significant appreciation for good teaching.
Junior School

Boys in Years 4, 5 and 6 completed a survey on their classroom learning experiences at the end of 2014. In total 258 boys responded to nine items on a four-point Likert scale, with a minimum score of 1, and a maximum score of 4. A summary of the results is attached below.

I could understand the work in class 3.3
I could join in class activities 3.6
My teacher listened to my ideas 3.3
Other boys listened to my ideas 2.9
I could get on with my work in class 2.9
When I did not understand something I could get help from my teacher 3.5
My teacher showed me how I could improve my work 3.5
I found the work interesting 3.0
How happy were you at Scotch this year? 3.6

Other Senior School Feedback

Feedback was also sought formally during 2014 on a range of other aspects of school life and parent satisfaction. For example, surveys were conducted to gather feedback on Year 7 Camps, the Year 8 Outdoor Education Programme (an outdoor-situated generic skills adventure programme), the Year 9 Retreat Programme, the Bring Your Own Device (BYOD) programme, end of year programmes, and the Year 7 and Year 8 academic Challenge Programmes. Results from these surveys were analysed and reported to those in charge of relevant programmes for use in planning and developing future strategies. In addition, a large scale review of the School’s Science department was conducted, incorporating feedback from boys, teaching staff and technical staff.

TEACHER SATISFACTION

Teacher satisfaction at Scotch College is assessed by an online survey, covering three dimensions of teacher satisfaction: job satisfaction; satisfaction with the organisation of the School; and, satisfaction with personal professional development. This survey was administered at the end of 2014, asking teachers to reflect on their year of service. Questions were based on a 6 point Likert scale for each dimension. Maximum satisfaction is indicated by a score of 6, minimum satisfaction by 1.

Junior School results for 2014 (20 responses)
Job satisfaction: 5.1
School organization satisfaction: 4.5
Professional development satisfaction: 4.4

Senior School results for 2014 (85 responses)
Job satisfaction: 4.9
School organization satisfaction: 4.8
Professional development satisfaction: 4.8

There was also a range of constructive and thoughtful free response comments from staff of both schools.
FINANCIAL INFORMATION

Year ended 31 December 2014

<table>
<thead>
<tr>
<th>Income</th>
<th>$'000</th>
<th>% of Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Boarding Fees</td>
<td>51,832</td>
<td>86%</td>
</tr>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>4,942</td>
<td>8%</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>1,179</td>
<td>2%</td>
</tr>
<tr>
<td>Other Private income</td>
<td>2,158</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$60,111</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary &amp; Related Costs</td>
<td>36,517</td>
<td>61%</td>
</tr>
<tr>
<td>Non Salary Costs</td>
<td>13,010</td>
<td>22%</td>
</tr>
<tr>
<td>Buildings &amp; Property</td>
<td>4,019</td>
<td>7%</td>
</tr>
<tr>
<td>Depreciation</td>
<td>736</td>
<td>1%</td>
</tr>
<tr>
<td>Surplus Retained for Capital Purposes</td>
<td>5,829</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$60,111</strong></td>
<td></td>
</tr>
</tbody>
</table>

Graphical representations of these figures are given on the next page.
Income: Year Ended 31 December 2014

- Tuition & Boarding Fees, 51,832, 86%
- Commonwealth Recurrent Grants, 4,942, 8%
- State Recurrent Grants, 1,179, 2%
- Other Private income, 2,158, 4%

Expenditure: Year Ended 31 December 2014

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- Surplus Retained for Capital Purposes, 5,829, 9%
- Non Salary Costs, 13,010, 22%
- Buildings & Property, 4,019, 7%
- Depreciation, 736, 1%