Scotch College
School Performance Information for 2013

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 [maternity leave replacement Terms 2 – 4]
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 SACAE 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 Jones  BAppSc(Phys Ed)  *RMIT* GradCert (IBYP & IBMP)  *Singapore* Head of Physical Education and Sport [2012]
C Koehne-Drube  BTeach (LOTE)  BEd  *Deakin* MLTAV AGTV: Head of LOTE [2004]
J J Lucas  BPhysEd  *ACPE* GradDipExercise&SportSc  Syd  ACHPER: Head of Waller House [2007]
B Marr  BPD(Hons)(Planning)  *MELb* DipEd  *LaTrobe*: Head of Healey House [2009]
M A McDonough  DipTeach  *Frankston* BSpecEd  *Monash* [2007]
D McMenamin  DipTeach  BEd  *MELb* [1993*]
M Moloney  DipTeach  *Victoria College*  BEd  *Deakin*: Year 1 Co-ordinator [2009]
J L Piggin  BMus  *MELb* TSTC SCV Hawthorn KMEIA [1999]
T Prangnell  BEd  *ECU* [2011]
J M Pride  DipTeach  *Frankston*  BEd  GradDipMediaStud  *VicColl*  GradDipCompEd  MEd  *MELb*: Head of Library [1998]
P A Richards  DipEd  *WACAe*  BEd  *Curtin*  MRelEd  *Notre Dame WA*: Year 6 Co-ordinator [2008]
A Rogers  BTeachLearn  *Canterbury Uni, NZ* [2011]
S Searle  Dip Teach (Mus)  *Burwood*: Acting Head of Junior school Music [maternity leave replacement 2013]
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]
N Tuffin  BSoCSci(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]
P Williams  DipTeach  *VicColl*  GradDipCompEd  *Deakin*  MEd  *Monash*: Head of Art [2005]
E A Wyatt  DipTeach  *SACAe*  BA  *Adel*  GradDipTeach  BEdSt  *MELb*: Year 3 Co-ordinator [1996]

* includes a break in service
ACADEMIC STAFF: SENIOR SCHOOL

Vice Principal
I J Savage BScEcon(Hons) PGCE Wales MACE [1976*]

Head of Upper School
R J McLaren BSc(Hons) DipEd Melb [1987]

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) StAndrews PGCE Cantab GIMA MACE: Head of Gilray, College Organist [1999]
S J Holding BEd Melb: Head of Davidson, SST Accounting [1987]
A C Cook BA Melb DipEd CertTV&Screening RMIT: Head of Forbes [2007]
S A De Domenico BAppSc RMIT BEd La Trobe DipEd VU: Head of Fleming [2008]
W I Hall BA DipEd Monash: Head of Eggleston, Staff Editor of Collegian [1996]
G E Patouras BA Monash: BEd GradDipTrain&Dev Melb, MEd Deakin MACE, AAIM: Head of Littlejohn, TIC On-Campus Activities [2004]
S J B Pallot BSc BEd Melb DipEd SCV: Head of Monash [1990]
G I Peckham BSc DipEd Melb: Head of Morrison, TIC Cricket [1991]
T J Rayner BA(Hons) Huddersfield PGCE Manchester: Head of Bond [2008]
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 8
P A Glover BA BSc Melb DipEd Haw CertAdolescentCounsell Monash [1984]

Head of Year 7
J S Prior BSc Sydney DipEd SydneyCAE [1983]

Teaching Staff

M V Adem BSc(Hons) BTech(Hons) Melb: SST Psychology[2008**]
B P Ahern BA Melb MESt ALCAdel DipEd La Trobe: Head of Christian Education, TIC Year 9 Retreat [2010]
A R Argent BAppSc Foots DipEd Haw: Head of School House [2000]
Rev D J Assender BMin ThDip Assoc DipTh ACT DipEd ACU: Assistant to the Chaplain [2009]
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, Chair of Science [2004]
V Bifano BA DipEd Melb: Head of Italian [2004]
C J R Black BEd GradDipPhysEd&Rec SCV MESt Monash [1990]
T J Bowen BCom Melb DipEd SCV: Web Administrator, Acting Head of IT, TIC Rowing [1991]
S Boyd MAAppSc(TeachLib) Charles Sturt TSTC AALIA: Head of Library and Information Services [2000]
Rev G M Bradbeer BSc Strathclyde MA(Theol) ACT DipEd Haw DipTh FCC: Chaplain [1984]
R A Braidwood BSc DipEd Monash: Head of eLearning [2009]
R Briscoe BA BEd Melb BSW MSpEd Monash [2009]
J P Broadbear BEd Ball: Assistant Director of Sport, Deputy Head of McMeckan House [2006]
S D Buchanan BEd BA UQ DipEd Melb [2011]
B J Burton BA(Hons) DipEd Adel BEd Monash: Head of English, TIC Tennis [1987]
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 BEd 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 BTech MEAD Deakin: TIC Year 8 Outdoor Learning Programme, TIC Touch Football, TIC SnowSports [2005]
G R Dans BEd Vic Coll BTheol MCD: TIC Christian Student Movement [2004]
D K del Porto BS MEAd 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]
R J Diver BSc(Hons) DipEd Monash: House Activities Coordinator [1989]
J A Evans BSc MEAD DipEd Melb: VCE Coordinator [2008]
H Feutrill BSc(Hons) DipEd Melb [2002]
J P Flynn DipTeach GoulburnCAE MEd Deakin CertElectronics City&GuildHall: Head of Design and Technology [1997]
J N Francken BSc DipEd Monash: Deputy Head of Mathematics [2007]
D R Galbraith BCom BEd Melb CPA [1977]
C G Garrett BEd Rusden MEd(Drama) MEd(Curriculum) Melb: Year 7 and 8 Curriculum Coordinator [2002]
P Hadji BSc La Trobe BEd MEd DipEd Melb MACE: TIC Scouts [2010]
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]
C J Hayes DipTeach SCV BEd(PhysEd) VicColl: Head of Physical Education, TIC Scotch at Cowes, Co-Director of Athletics Coaching (Field) [1979]
T Hawkins BEd BA(Hons) MEd Monash DipEd GradCertRE ACU MEdMgt Melb: Head of Commerce [2009]
R E Hill BSc Melb MEd CEA Deakin DipEd Monash: Head of General Science, TIC Outdoor Activities Programme [2005]
T A Hill BA(Hons) DipEd Monash: SST Philosophy, TIC Fencing [2007]
P C Hillman BSc Melb DipEd MSC GradDipLib&InfoSvc MSC [2011]
O C Hopkins BCA Melb&VCA MEd DipEd Melb CertIVCareersEd Swinburne: Co-TIC Satura [2006]
K H Hoy DipEd(Tech) Melb [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]
M S Jones BAAppSc BSecEd Deakin [2010]
J E Kane BCom LLB BLitt Melb DipEd La Trobe ATOM: Head of Arthur Robinson House, Head of Media Studies [1999]
L Kelly BA(Journalism) UniSA PGDipTeach Melb [2012]
R A Kerr BEd Melb MBIT RMIT: Deputy Head of Library and Information Services [2003]
N Konstantatos BEd MCAE MA(Hons) Melb [2006]
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 B Teach(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, TIC Orienteering [1999]
O Marquet JPTimbaud Paris MA MTeach Bordeaux [2007]
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 [2008] CertAdolescentCounsell Monash

H McWhinney DipTechEd(Merit) Jordanhill GradDipGraphCommEd GradDipEd&Trg(Tech) Haw [1986]
A M Merange BMus(Hons) Melb DipEd Monash [2006]
M Monaghan BEd GradDipSportMgt UTas ACHPER [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) PGDipMus(Perf) LMus Guildhall DipEd Monash: TIC Military Band, Co-TIC Satura [2006]
R T Nolan BA DipEd ACU: Head of Aquatics [2012]
K D Oatley BSc DipEd Melb [1986]
M T O’Bryan BA(Hons) LLB(Hons) DipEd Melb: TIC Indigenous Partnership Programme [2003]**
P J Officer BMus BEd 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 [2005]
Y P Pandji BEd(Hons) Melb [2007]
R J Papuga BA GradDipFineArt RMIT DipEd Melb AEV: Head of McMeckan House [1991]
N L Peters BSc(Hons) DipEd Melb [1990]
M E Philip DipArts(Mus) VCA DipEd Haw [1989]
L K Pizzarello BA(Hons) York MEd Cantab PGCEYork [2012]
S J Powell DipEd VU GradDip AppSci (Sports Coaching and Administration) Deakin: Director of Sport [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 BTech Deakin [2009]
J Ryan BSc PGCE Hull: TIC Rugby [2009]
P L Sanders BSc DipEd MTeach Melb [2010]
JA Scarff BSc DipEd Grad Dip Maths and Maths Education Melb[1994*]
R J Schmidli BEd Melb: Head of Brass, Head of Bands [1993*]
V A Scott BEng(Mech) GradDip (FSE) MTeach Dip Ed Melb [2013]
K A Sharp BSc Monash DipEd Melb [2010]
N L Sheezel BA GradDipA(PubPol) DipEd Melb GradDipAppFin&Inv SecIA: Assistant Staff Editor of 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 Programmes [1988]
N T Stephens BSc DipEd Melb [2011] CertAdolescentCounsell Monash

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]
W C Taylor BSc(Hons) Monash PhD DipEd Melb [2012]
P Usher BA DipEd Melb GradDipTourism Monash [2010]
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 GDipPsych RMIT MEd Melb AssocMAPS Provisional Psychologist [2013]
A Wallace BEd (Sec) Lib & Info Studies Melb Dip Arts Prof Writing & Editing RMIT [2013]
J N Watson BA(Hons) Massey DipTeach Auck [1990]
M-F Watterson BA(Hons) DipEd Melb: Head of Indonesian [2007]
M Waugh BEd BA(Hons) Deakin DipEd(StudWelf) MEd Melb [2009]
K L Whelan BEd MEd Melb [2013]
M A Williams BSc DipEd Monash: TIC Outreach Programme, Deputy Head of School House [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 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 GradDipCareersEd MSocSc(CareersEd&Devel) RMIT: TIC Soccer, TIC Futsal, TIC Lost Property [1990]

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

- Council members: 3 female, 14 male
- Principal: 1 male
- Senior staff\(^1\): 2 female, 3 male (Junior School); 3 female, 19 male (Senior School)
- Other teaching staff: 34 female, 97 male
- Other professional staff: 18 female, 17 male
- Administrative (non-teaching) staff: 64 female, 53 male
- Indigenous staff: 0

STAFF ATTENDANCE AND RETENTION

Academic Staff Attendance during 2013
Junior School: 98%
Senior School: 90%

Academic Staff Retention (from 2012)
Junior School: 97%
Senior School: 93%

ACADEMIC STAFF PARTICIPATION IN PROFESSIONAL LEARNING

All Staff
Both the Victorian Institute of Teaching and the school emphasise the importance and value of ongoing professional development (PD) activity for teaching staff. All teaching staff are encouraged and supported to complete the minimum 20 hours of standards referenced PD activity required for the maintenance of their VIT registration.

The school provides generous support for PD activity. A total of seven student free PD days are provided throughout the school year. These days are used for staff meetings, keynote addresses, workshops presented by Scotch staff and/or external providers, departmental meetings, departmental workshops and generic staff training programmes (e.g. First-aid). In addition the school supports and encourages staff to engage in a range of externally provided PD activity including attendance at appropriate conferences and day programmes offered by recognised providers. A record of PD activity arranged and financed by the school is maintained for each member of staff.

Staff engage regularly in a range of activity in the course of their duties that qualifies as PD in that it references one or more of the standards. Such activity includes; staff meetings, team meetings, department meetings, student teacher supervision, mentoring, peer observation, VCAA setting/marking, professional reading. Staff are personally responsible for maintaining records of such PD.

\(^1\) Staff with significant oversight/management responsibilities
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 term. This included 40 after school PD 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 PD for staff during 2013:

- ICT Programmes for Mathematics and Reading (Pearson) (External Presenter);
- Australian Curriculum updates;
- Visible Learning (External Presenter);
- Occupational Health and Safety Training;
- Formative Assessment (External Presenter);
- Artist in residence (External Presenter);
- Author Staff Presentation (External Presenter);
- Action Research Teams;
- Developing a Writing Culture;
- iPads in the Junior School;
- Habits of Minds and Developing Creativity;
- Risk Taking in Learning;
- ICT - Scootle in the classroom (External Presenter); and,
- First Aid/Anaphylaxis Training.

External Training

Total expenditure on external PD amounted to $24316 in 2013. 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 Vic 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, Exploring and Implementing the Australian Curriculum.
Senior School

Internal Training

Throughout 2013 each member of the academic staff was required to attend the following programmes for the purpose of PD:

- 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 received at conferences or other PD activity with Departmental colleagues.

Dedicated Staff Days during the year provided teaching staff with training and information in the following areas:
  - Adolescent Psychology;
  - Personalised Learning and Peer Observation;
  - First aid – all teaching staff completed level II certificate course;
  - Training in the Learning Management System; and,
  - Occupational Health and Safety matters.

In addition to the above, in 2013 a Peer Observation programme was trialed by a group of staff with a view towards full implementation in 2014. Staff involved were placed in groups of three and encouraged to engage in a process of observing each other in class. The group then met together to discuss their experience. Reflection on one’s own practice in response to what was observed was encouraged. The trial and feedback received from participants confirmed that the practice had the potential to contribute positively to the ongoing PD of staff. A programme involving all staff is expected to be implemented in 2014.
**External Training**

During the course of the year all staff took advantage of the significant support available for PD 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 2013 included the following:

- Five international conferences (6 staff);
- 12 Interstate conferences (16 Staff);
- 29 Local conferences (37 Staff); and,
- 82 Local workshops/Seminars (approximately 130 staff).

In all, 185 academic staff completed at least one accredited PD activity; many completed more than one. The average number of hours devoted to external PD activity during 2013 was 20.0 hours per staff member. The school’s Staff Education budget in 2013 was $155,000.

**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>1886</td>
<td>6</td>
<td>229</td>
<td>5</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: 94.80%  Senior School: 94.90%

By Year Level

<table>
<thead>
<tr>
<th>Prep</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>95.84%</td>
</tr>
<tr>
<td>2</td>
<td>95.33%</td>
</tr>
<tr>
<td>3</td>
<td>95.02%</td>
</tr>
<tr>
<td>4</td>
<td>95.59%</td>
</tr>
<tr>
<td>5</td>
<td>93.19%</td>
</tr>
<tr>
<td>6</td>
<td>94.67%</td>
</tr>
<tr>
<td>7</td>
<td>96.40%</td>
</tr>
<tr>
<td>8</td>
<td>95.35%</td>
</tr>
<tr>
<td>9</td>
<td>94.71%</td>
</tr>
<tr>
<td>10</td>
<td>95.04%</td>
</tr>
<tr>
<td>11</td>
<td>93.72%</td>
</tr>
<tr>
<td>12</td>
<td>93.39%</td>
</tr>
</tbody>
</table>

STUDENT RETENTION

Of the boys in Year 9 in 2010, 207 out of 224 (92.41%) were in the Year 12 class of 2013.
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.

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 2013**

Overall results for the 2013 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 2013 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 2011 – 2013 is as follows:

<table>
<thead>
<tr>
<th>Area</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>100</td>
<td>100</td>
<td>98</td>
<td>100</td>
</tr>
<tr>
<td>Writing %</td>
<td>100</td>
<td>100</td>
<td>97</td>
<td>100</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>98</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 2013 were again excellent, with all 243 Year 12 boys qualifying for their VCE.

Overall:

- 27.0% of VCE Study Scores were at or above 40;
- 32.9% of boys achieved an ATAR of 95 or more;
- 52.3% of boys achieved an ATAR of 90 or more; and,
- the median ATAR score was 90.65.

A tabular summary showing ATAR scores for the period 2011 - 2013 is presented on the next page.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>99.90 – 99.00</td>
<td>28</td>
<td>11.5</td>
<td>13.1</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>98.00 – 98.95</td>
<td>20</td>
<td>8.2</td>
<td>6.1</td>
<td>9.3</td>
<td></td>
</tr>
<tr>
<td>97.00 – 97.95</td>
<td>18</td>
<td>7.4</td>
<td>3.3</td>
<td>5.6</td>
<td></td>
</tr>
<tr>
<td>96.00 – 96.95</td>
<td>10</td>
<td>4.1</td>
<td>6.1</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>95.00 – 95.95</td>
<td>4</td>
<td>1.6</td>
<td>(32.9)</td>
<td>(33.5)</td>
<td>(33.8)</td>
</tr>
<tr>
<td>94.00 – 94.95</td>
<td>11</td>
<td>4.5</td>
<td>3.7</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>93.00 – 93.95</td>
<td>10</td>
<td>4.1</td>
<td>5.3</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>92.00 – 92.95</td>
<td>12</td>
<td>4.9</td>
<td>12.9</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>91.00 – 91.95</td>
<td>4</td>
<td>1.6</td>
<td>6.5</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>90.00 – 90.95</td>
<td>10</td>
<td>4.1</td>
<td>(52.3)</td>
<td>(58.4)</td>
<td>(51.2)</td>
</tr>
<tr>
<td>85.00 – 89.95</td>
<td>33</td>
<td>13.6</td>
<td>13.9</td>
<td>12.9</td>
<td></td>
</tr>
<tr>
<td>80.00 – 84.95</td>
<td>21</td>
<td>8.6</td>
<td>(74.5)</td>
<td>(78.0)</td>
<td>(71.8)</td>
</tr>
<tr>
<td>75.00 – 79.95</td>
<td>12</td>
<td>4.9</td>
<td>4.9</td>
<td>8.5</td>
<td></td>
</tr>
<tr>
<td>70.00 – 74.95</td>
<td>10</td>
<td>4.1</td>
<td>(83.5)</td>
<td>(87.3)</td>
<td>(86.3)</td>
</tr>
<tr>
<td>60.00 – 69.95</td>
<td>23</td>
<td>9.5</td>
<td>8.6</td>
<td>8.5</td>
<td></td>
</tr>
<tr>
<td>50.00 – 59.95</td>
<td>7</td>
<td>2.9</td>
<td>(95.9)</td>
<td>(98.8)</td>
<td>(97.6)</td>
</tr>
<tr>
<td>40.00 – 49.95</td>
<td>7</td>
<td>2.9</td>
<td>0.4</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>less than 40</td>
<td>1</td>
<td>0.4</td>
<td>(100)</td>
<td>0.8</td>
<td>(100)</td>
</tr>
</tbody>
</table>

Median ATAR: 90.65

POST SCHOOL DESTINATIONS 2014

University/TAFE
- Monash University: 45%
- University of Melbourne: 29%
- Deakin University: 14%
- RMIT University: 5%
- Swinburne University: 3%
- Latrobe University: <1%
- Victoria University: 0%
- Other tertiary (private providers): <1%
- TAFE: 2%

Fields of Study
- Commerce: 31% includes Property, Construction Management, IT
- Sciences: 23% includes Biomedical, Forensics
- Society and Culture: 14%
- Engineering: 8%
- Law: 8%
- Health: 3%
- Agriculture/Environment: 4%
- Creative Arts: 6%
- Other (Teaching, Aviation): 3%
VALUE ADDING

VCE Results

A sample of 168 boys from the class of 2013, spanning the full range of abilities, had both a general ability (MYAT) 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:

• 133/168 boys (79%) are in the top 50% of the population (MYAT score), but 163/168 boys (97%) are in the top half of the ATAR cohort*

• 81/168 boys (48%) are in the top 20% of the population (MYAT score), but 124/168 boys (74%) are in the top 20% of the ATAR cohort

• 46/168 boys (27%) are in the top 10% of the population (MYAT score), but 89/168 boys (53%) are in the top 10% of the ATAR cohort

• 45/168 boys (27%) are in the top 5% of the population (MYAT score), but 52/168 boys (31%) are in the top 5% of the ATAR cohort

• 12/168 boys (7%) are in the top 1% of the population (MYAT score), but 15/168 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 all 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 2008, including those students who moved or left school before Year 12.
Junior School Activities

- 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 in the classrooms;
- LOTE – 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;
- Art – Biennial Artist in Residence programme;
- Habits of Mind Thinking Skills programme across the whole Junior School;
- Rock and Water programme at Year 4;
- Social Skills programme, incorporating Bounce Back and Rock and Water, at Year 3; and,
- Day O: Write Around Scotch – Writer’s in Residence for the whole Junior School.
Senior School Activities

- 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 and 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 Camp for all Year 8 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;
- 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 Years 9 – 12, with each Tutor Group, consisting of approximately 20 boys, engaging in extra sporting and cultural opportunities (e.g. debating, chess, choral competition);
- Clubs and Societies offered – 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, 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 and 8 having one of Sports training, Scouts and Hiking Programme, and Years 9 to 12 having one of Cadets, Sea Scouts, Pipe and Military Bands, Indigenous Partnership, Sport First Aid, Outdoor Activities, Outdoor Expedition, Twenty-four Hour Hike, Social Services, Leadership Programme, Environmental Programme;
- Venturer group which meets on Friday evenings;
- Debating – 154 boys competed in DAV competitions, while another 60 or more were involved in other ways, including House debating;
- Public Speaking – 116 speakers competed in school, state and national competitions;
- Extensive Library co-curricular programme, including a major biennial literature festival, the Breakfast Series speakers forum of significant public figures, a Drawing club, and “The World’s Longest Literary Lunch”;
- Drama – 25 Year level evening performances (approximately 516 boys) and one public speaking presentation evening for boys taking the Communication Studies elective (15 boys);
Extension Studies, Music, Sport and Student Exchanges

Extension Studies – Programme led by Ms Michele Linossier. In 2013 opportunities included weekly mentoring, single day enrichment activities, and self-contained programmes, which ranged from a few sessions to months of preparation. The Informatics mentor programme continued with growing numbers, Science enrichment was experienced via visits to the Synchrotron, 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 a group of Year 10 boys who spent a week in project management in an Engineering Company. Challenge/Extension debating continued and included accelerated DAV debates for Year 8 boys and International debating via the Prometheus Cup in Singapore. Online and British parliamentary style mooting, Student Constitutional Conventions, and UN activities were also offered. Scotch participated with other GALEs schools in Tiltshift, an international think tank held in Singapore. 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 from the Year 8 trial of 2012, including participation in the Junior Young Physicists’ Tournament. Boys attended workshops at tertiary institutions in the areas of Engineering and Science. Olympiad programmes in Mathematics, the Sciences, Informatics, Geography and Linguistics were taught. 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 school concerts and in assemblies; and there were over 100 formal concerts / recitals / performances involving boys. Music ensembles tour regularly, with the Symphony Orchestra planning to tour the USA in January, and other ensembles touring parts of Australia.

Drama – One Year 7-8 play production (35 boys, 25 girls); one Year 9-10 play production (35 boys, 18 girls); one Year 11-12 play production (6 boys, 20 girls); one Year 10-12 musical co-production (28 boys, 25 girls); and, one student-written play production (10 boys Year 9);

Sport – All boys are expected to play a summer and winter sport 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.

Language Exchanges – In all 55 students from non-English speaking countries were hosted by Scotch families and attended classes for periods of 1-10 weeks, and 32 Scotch boys made the return exchange for periods of 4-10 weeks. Specifically 26 students from China (Beijing and Shanghai), 10 students from France (Lyon), 13 students from Germany (Bremen and Bavaria), 4 students from Indonesia (Java) and 2 students from Italy (Milan) were hosted by Scotch families, and 16 Scotch boys travelled to France (Lyon), 13 Scotch boys travelled to Germany (Bremen and Bavaria) and 3 Scotch boys travelled to Indonesia (Java) to stay with their 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 2013 and a summary of results appears below.

Junior School Parent Satisfaction (2013)

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 opportunity to comment on any aspect of the School’s operation, through a free-response item. In total, 38 parents responded; some of these were family responses, others individual responses. The responses were spread evenly over Years P – 6.

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the overall quality of the teaching your son has received</td>
<td>5.1</td>
</tr>
<tr>
<td>Please rate the overall quality of the teaching your son has received in English</td>
<td>5.2</td>
</tr>
<tr>
<td>Please rate the overall quality of the teaching your son has received in Mathematics</td>
<td>5.3</td>
</tr>
<tr>
<td>Please rate the quality of the teaching your son has received in the Access Unit</td>
<td>5.3</td>
</tr>
<tr>
<td>Please rate how well the staff have encouraged your son to work to his full academic potential</td>
<td>5.1</td>
</tr>
<tr>
<td>Please rate how well the School has catered for your son's learning needs</td>
<td>5.1</td>
</tr>
<tr>
<td>Please rate how well the School has provided a safe environment for your son</td>
<td>5.2</td>
</tr>
<tr>
<td>Please rate how confident you are that there is someone at the School who understands your son's needs</td>
<td>5.0</td>
</tr>
<tr>
<td>Please rate the quality of the School's anti-bullying / harassment practices</td>
<td>4.4</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 academic activities</td>
<td>5.0</td>
</tr>
<tr>
<td>Please rate the quality of the School's behaviour management / discipline practices</td>
<td>4.6</td>
</tr>
<tr>
<td>Please rate the quality of the teaching facilities in the Junior School (e.g. classrooms, Library, classroom resources, specialist areas, etc.)</td>
<td>5.5</td>
</tr>
<tr>
<td>Please rate the appropriateness of the class sizes for your son's learning</td>
<td>4.5</td>
</tr>
<tr>
<td>Please rate the quality of the School's response to any concerns you may have had about your son(s)</td>
<td>4.8</td>
</tr>
</tbody>
</table>
Please rate the quality of the School’s process in selecting student leaders 4.2
Please rate the quality of the school’s inter-school sporting programme for boys in Years 5 and 6 4.6

Senior School Parent Satisfaction (2013)

Results were gathered on 16 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 opportunity to comment on any aspect of the School’s operation, through a free-response item. In total, 202 parents responded; some of these were family responses, others individual responses. The responses were spread evenly over Years 7 – 12.

<table>
<thead>
<tr>
<th>Response</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>4.9</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>4.5</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>4.6</td>
</tr>
<tr>
<td>Please rate the quality of the School’s anti-bullying/harassment practices</td>
<td>4.7</td>
</tr>
<tr>
<td>Please rate the quality of the subject choice guidance your son has received</td>
<td>4.6</td>
</tr>
<tr>
<td>Please rate the quality of the tertiary course / career planning information your son has received</td>
<td>4.3</td>
</tr>
<tr>
<td>Please rate the quality of the tertiary course / career planning advice your son has received</td>
<td>4.0</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>4.7</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>4.5</td>
</tr>
<tr>
<td>Please rate the quality of the parent-teacher interviews</td>
<td>4.5</td>
</tr>
<tr>
<td>Please rate the quality of the reporting of your son’s progress in his academic activities</td>
<td>4.9</td>
</tr>
<tr>
<td>Please rate the quality of the reporting of your son’s progress in his other activities</td>
<td>4.6</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 at the end of each semester. Academic performance (at Years 7 – 10) is related to 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 2013 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, 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, 108 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.

How well you were supported in developing good learning techniques and study habits 5.0
The degree to which you were encouraged to be responsible for your own learning 4.7
The comfort you felt in seeking assistance from your teachers 5.5
The overall quality of the relationships you had with your teachers 5.4
The overall quality of teaching in Years 7 – 11 4.7
The overall quality of teaching in Year 12 5.5
The overall quality of the academic learning environment at Scotch 5.3
The degree to which you felt safe at school 5.8
The degree to which you felt valued as an individual 5.2
The degree to which you were encouraged to participate in a wide range of activities 5.3
The degree to which you were encouraged to develop your personal interests and talents 5.0
The overall educational experience at Scotch (teaching, learning, personal development and activities) 5.5
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 every 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 5100 responses in 2013. Classes that meet less than twice a week were not surveyed.

I can understand the material presented in class 3.4
I know what I am supposed to be doing in class 3.5
I can see how new ideas connect with previous work 3.4
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 3.4
My ideas and opinions are respected in class 3.4
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 3.3

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 2013. In total 214 boys responded to eight items on a four-point Likert scale, with a minimum of 1, and a maximum of 4. A summary of the results is attached below.

I could understand the work in class 3.2
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 3.6
My teacher showed me how I could improve my work 3.5
I found the work interesting 2.9

Other Senior School Feedback

Feedback was also sought formally during 2013 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, a pilot Bring Your Own Device (BYOD) programme, end of year programmes, and the inaugural 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 Library and Information Centre was conducted, incorporating feedback from boys, teaching staff and Library 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 2013, 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 2013 (25 responses)

Job satisfaction: 4.6
School organization satisfaction: 4.3
Professional development satisfaction: 4.8

Senior School results for 2013 (82 responses)

Job satisfaction: 4.9
School organization satisfaction: 4.8
Professional development satisfaction: 4.7

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

### Year ended 31 December 2013

<table>
<thead>
<tr>
<th>Income</th>
<th>$ ('000)</th>
<th>% of Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Boarding Fees</td>
<td>51,137</td>
<td>87%</td>
</tr>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>4,619</td>
<td>8%</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>1,231</td>
<td>2%</td>
</tr>
<tr>
<td>Other Private income</td>
<td>1,795</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>58,782</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$ ('000)</th>
<th>% of Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary &amp; Related Costs</td>
<td>31,760</td>
<td>54%</td>
</tr>
<tr>
<td>Non Salary Costs</td>
<td>17,902</td>
<td>30%</td>
</tr>
<tr>
<td>Buildings &amp; Property</td>
<td>4,430</td>
<td>8%</td>
</tr>
<tr>
<td>Depreciation</td>
<td>4,397</td>
<td>7%</td>
</tr>
<tr>
<td>Surplus Retained for Capital Purposes</td>
<td>293</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>58,782</strong></td>
<td></td>
</tr>
</tbody>
</table>

Graphical representations of these figures are given on the next page.
Tuition & Boarding Fees, 51,137, 87%

Commonwealth Recurrent Grants, 4,619, 8%

State Recurrent Grants, 1,231, 2%

Other Private income, 1,795, 3%

Income
Year Ended 31 December 2013

Salary & Related Costs, 31,760, 54%

Non Salary Costs, 17,902, 30%

Depreciation, 4,397, 7%

Buildings & Property, 4,430, 8%

Surplus Retained for Capital Purposes, 293, 1%

Expenditure
Year Ended 31 December 2013