SCOTCH COLLEGE
Hawthorn, Melbourne

School Performance Information 2012
Edition: 31 August 2013
Scotch College

School Performance Information for 2012

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
E Broady BA (Drama & Literature) GradDipEd (Secondary) Melb [2009]
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 1 Co-ordinator, Literacy Co-ordinator [2002]
L K Eldridge BAppSc RMIT ACHPER: Outdoor Education Co-ordinator [2008]
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 SACAIE GradDipMathsEd MEd Deakin MACE: Year 5 Co-ordinator, Mathematics Co-ordinator [1994]
S Hamerton BSc (Hons) London, DipArts (Music), AMusA, FRGS [2009]
E C Ireson BTeach BA ACU [2007]
S E L Johnson BA(Hons) Monash GradDipEd Melb BSpecEd UNE: Head of Campbell House [2007]
C Koehne-Drube BTech (LOTE) BEd Deakin MLTAV AGTV: Head of LOTE [2004]
P Lewis BSc(Hons) PhD DipEd Monash GradDipEdAdmin Deakin MAppSc Curtin CertGiftedEd UNSW MACE, MRACI.C.Chem [1975*]
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]
K L McLennan BEd PostGradCertEdStudies Melb: Prep Co-ordinator [2008] [maternity leave Terms 3 and 4]
D McMenamin DipTeach BEd MEd Melb: Year 4 Co-ordinator [1993*]
M Moloney DipTeach Victoria College BEd Deakin: Year 2 Co-ordinator [2009]
A Nichol BEd GradDipEd RMIT: Head of Sport and Physical Education [2003]
J L Piggin BMus Melb TSTC SCV Hawthorn KMEIA [1999]
T Prangnell BEd ECU [2011] [maternity leave replacement Terms 3 and 4]
P A Richards DipEd WACAE BEd Curtin MRelEd Notre Dame WA: Year 6 Co-ordinator [2008]
A Sloss BTeachLearn Canterbury Uni, NZ [2011] [maternity leave replacement 2011]
A J Strempel DipTeach Burwood BA Monash BA Tabor College [2002]
A Tasca DipTeach (Primary) ACU BEd ACU MEd Monash [2009]
J M Thom BMus(Hons) Melb AMusA(Flute) KMEIA: Head of Music [1997]
R A Tinkler BA GradDipEd La Trobe [2007] [maternity leave from Term 2 2010]
N Tuffin BSocSci(Rec) RMIT GradDipEd RMIT MEd Melb MEd(SpecLearnDiff) Melb; Social Services Co-ordinator [2003]
C M Turner BAppSc BEd Deakin [2008]
P Williams DipTeach VicColl GradDipCompEd Deakin MEd Monash: Head of Art [2005]
E A Wyatt DipTeach SCAAE BA Adel GradDipTeach BEdSt Melb: Year 3 Co-ordinator [1996]

* indicates a break in service
ACADEMIC STAFF: SENIOR SCHOOL
(by Name, Qualifications, [Year of Commencement])

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 BA 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 7
P A Glover BA BSc Melb DipEd Haw CertAdolescentCounsell 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, Director of Athletics [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]
E L Atchison BA BEd Monash [2007]**
W C Baratta BSc(Hons) Monash PhD DipEd Melb [2012]
G C Bardwell MMusPerf Melb DipAudioEng VU [2000]
Andrew Barta BSc Melb BAppSc(Phot) RMIT DipEd Ballarat [2012]
R G Bayliss BA(Hons) PGCE(QTS) Warwick: Deputy Head Arthur Robinson House, 1st XV Rugby Coach, Overseas Student Officer[2000]
A Bhargava B Tech(Hons) India BEd UQ PhD AlfredNY MIEA MACerS MAAPT: Head of Physics, Chair of Science [2004]
V Bifano BA DipEd Melb: Head of Italian [2004]
T J Bowen BCom Melb DipEd SCV: Web Administrator, Acting Head of IT, TIC Rowing [1991]
S Boyd MA AppSc(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 MTech DipEd Melb: Year 10 Coordinator of Rowing [2011]
R R Cavalin Bsc Monash BTheol MCD DipEd ACU: Head of Social Education, SST Economics [2001]
D J Coleman BA(Hons) Notts PGCE(Des&Tech) Wales: TIC Sea Scouts [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 [1987]
C D Cutchue BA BTeach MEd Deakin: TIC Year 8 Outdoor Learning Program, TIC Touch Football, TIC SnowSports [2005]
G R Dans BEd VicColl BTheol MCD: TIC Christian Student Movement [2004]
D K del Porto BS MEH illinois APS: Head of Education Support, Psychologist [1997]
K Dempsey BA ANU DipEd Melb [2000]
J F de Rozario BMus(Perf) UWA DipEd Monash: Head of Strings [2005]
R J Diver BSc(Hons) DipEd Monash: House Activities Coordinator [1989]
J A Evans Bsc MEH DipEd Melb: VCE Coordinator [2008]
H Feutrill BSc(Hons) DipEd Melb [2002]
MACE: A TIC Program

_Coordinator

ATHLETICS

_JP Flynn DipTeach GoulburnCAE MEd Deakin CertElectronics City&GuildHall: Head of Design and Technology [1997]

_JN Francken BSc DipEd Monash: Deputy Head of Mathematics [2007]

_DR Galbraith BCom BEd Melb CPA [1977]

_CG Garrett BEd Rusden MEd(Drama) MEd(Curriculum) Melb: Year 7 and 8 Curriculum Coordinator [2002]

_PH Hadji BSc La Trobe BEd MEd DipEd MACE: TIC Scouts [2010]

_J Hallum DipA(Mus) VCA DipEd Haw: Head of Percussion [2000]

_S Hamerton BSc(Hons) Lon DipA VCA AMusA [2010]

_ZH Hamza BA DipEd Monash: Head of French [2003]

_CJ Hayes DipTeach SCV BEd(PhysEd) VicColl: Head of Physical Education, TIC Scotch at Cowes, Co-Director of Athletics Coaching (Field) [1979]

_TH Hawkins BEd BA(Hons) MEd Monash DipEd GradCertRE ACU: Head of Commerce [2009]

_RE Hill BSc Melb MEd CEA Deakin DipEd Monash: Head of General Science, TIC Outdoor Activities Program [2005]

_TA Hill BA(Hons) DipEd Monash: SST Philosophy, TIC Fencing [2007]

_PC Hillman BSc Melb DipEd MSC GradDipLib&InfoSvc MSC [2011]

_OC Hopkins BCA Melb&VCA MEd DipEd Melb CertlVCareersEd Swinburne: Co-TIC Satura [2006]


_KH Hoy DipEd(Tech) Melb [2011]


_SM Hunter BMus UQ [2011]

_PC Huybers MA GradDipTeach Amsterdam [2008]

_KL Iser BA DipEd Melb [2012]

_JJ Jackowski BSc(Hons) PhD Melb DipEd MelbSC: Head of Chemistry, TIC Winter Tennis [2001]

_LL Jiang DipEngLang Shanghai BTheol MCD PGDip Deakin CTAV Level 3 Chinese English Translator NAATI [1993]

_LH Johnson BBus Swinburne BEd UNE DipEd Melb [2010]

_MR Johnston BA(Hons) DipEd Utas MA PhD Melb HTAV: Head of History [1991]

_RS Johnstone BA DipEd UWA: Deputy Head of English, TIC Debating [2006]

_MS Jones BAppSc BSecEd Deakin [2010]

_D Kamte MA Bombay GradDiplIM RMIT DipEd Monash: TIC Public Speaking [2006*]

_JE Kane BCom LLB BLitt Melb DipEd La Trobe ATOM: Head of Arthur Robinson House, Head of Media Studies, TIC Cadets [1999]

_LK Kelly BA(Journalism) UniSA PGDipTeach Melb [2012]

_RA 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]

_TS Lavers BMus(Hons) MMus DipEd Abel MMus(Perf) Melb: Head of Keyboard [2003]


_AB MacFie BA(Hons) UTas DipEd Melb [2008]**
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]
S A Martin DipTeach Melb GradDipSpEd Deakin CertCounselling&Psychotherapy [1998]
J M McFarland BA(Hons) BEd UQ GradCertEdMentoring Melb: Head of German [2011]
J R McNeill BA DipEd Melb [2008]
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]
E L P Moore BBehavSc La Trobe BEd GradDipCompEd SCV: Head of IT [2000]
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 BAppSc CertEd Deakin MEd Sydney DipEd ACU: Head of Aquatics [2012]
K D Oatley BSc DipEd Melb [1986]
M T O’Brien BA(Hons) LLB(Hons) DipEd Melb: TIC Indigenous Partnership Program [2003]
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 [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]
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]
R J Schmidli BEd Melb: Head of Brass, Head of Bands [1993*]
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]
D A Skelt BVSc Melb MVS Murdoch DipEd Melb [2010]
A P Slyfield BSc Waikato DipTeach Palmerston [2012]
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 [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]
L K Toivo BA(Hons) MEd Cantab PGCE York [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]
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) [2009]
G G Williams BSc (Hons) Monash BTeach Melb [2012]
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]

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

- Board members: 2 female, 15 male
- Principal: 1 male
- Senior staff\(^1\): 2 female, 3 male (Junior School); 3 female, 20 male (Senior School)
- Other teaching staff: 34 female, 97 male
- Other professional staff: 18 female, 17 male
- Administrative (non-teaching) staff: 77 female, 57 male
- Indigenous staff: 0

STAFF ATTENDANCE AND RETENTION

Academic Staff Attendance during 2012
Junior School: 98%
Senior School: 98%

Academic Staff Retention (from 2011)
Junior School: 97%
Senior School: 93%

ACADEMIC STAFF PARTICIPATION IN PROFESSIONAL LEARNING

All Staff
Academic staff are obligated by the Victorian Institute of Teaching to complete a minimum of 20 hours of professional development (PD) activity each year. The activity should be guided by one or more of the eight standards of professional practice within the domains of knowledge, practice and engagement.

All teaching staff are encouraged and supported to complete a minimum of 10 hours of PD activity that provides access to research and knowledge sourced from outside the immediate school environment per year. This can be completed by participating in the onsite activity arranged on the scheduled PD days during the school year and/or by attending PD activity off campus. The school maintains a record of PD of this nature for each member of staff.

All teaching staff are encouraged and supported to complete a minimum of 10 hours of internal activity considered PD. This activity includes; staff meetings, team meetings, department meetings, student teacher supervision, and mentoring. Each member of staff is encouraged to maintain their own record of PD of this nature.

\(^1\) Staff with significant oversight/management responsibilities
Junior School

Internal Training
All academic staff (46 including part time staff) were involved in over 98 hours of training on Monday and Wednesday afternoons and days at the start and finish of term. This included 38 after school PD sessions. There were also several Team Planning blocks that were utilised to develop curriculum and units of work throughout the year.

The following programs were offered as Professional Development for staff during 2012.
- ICT Programs for Mathematics and Reading (Pearson) (External Presenter)
- Australian Curriculum updates
- Visible Learning (External Presenter)
- OH&S 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)
- First Aid/Anaphylaxis Training

External Training
Total expenditure on external professional learning amounted to $24316 in 2012. 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 programs 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 programs, 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 2012 each member of the academic staff was required to attend the following programs for the purpose of PD:

- Academic Department meetings/workshops (four per semester of approximately 1.5 hours duration)
- 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, preparation for the advent of the National Curriculum, exploring methods of delivering subject specific curriculum, 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 professional development activity with Departmental colleagues.

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

- Classroom observation
- Adolescent Psychology
- Visible Learning (Hattie)
- Various software packages
- First aid including anaphylaxis and CPR updates

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 programs that extended beyond one day such as conferences, which generally took place during holiday periods.

The external training activity during 2012 included the following:

International conferences: Five (11 staff)
Interstate conferences: Nine (Nine Staff)
Local conferences: 36 (42 Staff)
Local workshops/Seminars: 144 (Approximately 200 staff)
Other, including post-graduate study, mini-bus license courses: Three (Three staff)
In all, 177 Senior School academic staff completed at least one externally sourced, accredited PD session; many experienced more than one. The average number of hours devoted to external PD activity during 2012 was 21.6 hours per staff member. The school’s PD budget in 2012 was $165,000.

Other Activities

Several staff are book authors (school texts and scholarly books), others have prepared and given presentations, and contributed to their 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 program. Other staff have been involved in committees of subject associations, Boards of academic institutions, 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>1880</td>
<td>8</td>
<td>307</td>
<td>7</td>
</tr>
</tbody>
</table>

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

STUDENT ATTENDANCE

Overall

Junior School: 95.36%  Senior School: 95.19%

By Year Level

<table>
<thead>
<tr>
<th>Prep</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>94.13%</td>
</tr>
<tr>
<td>1</td>
<td>95.73%</td>
</tr>
<tr>
<td>2</td>
<td>96.35%</td>
</tr>
<tr>
<td>3</td>
<td>94.14%</td>
</tr>
<tr>
<td>4</td>
<td>96.01%</td>
</tr>
<tr>
<td>5</td>
<td>95.23%</td>
</tr>
<tr>
<td>6</td>
<td>95.70%</td>
</tr>
<tr>
<td>7</td>
<td>96.23%</td>
</tr>
<tr>
<td>8</td>
<td>95.87%</td>
</tr>
<tr>
<td>9</td>
<td>95.11%</td>
</tr>
<tr>
<td>10</td>
<td>94.06%</td>
</tr>
<tr>
<td>11</td>
<td>94.88%</td>
</tr>
<tr>
<td>12</td>
<td>95.00%</td>
</tr>
</tbody>
</table>

STUDENT RETENTION

Of the boys in Year 9 in 2009, 209 out of 228 (91.7%) were in the Year 12 class of 2012.
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
• 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
• 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 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 2012

Overall results for the 2012 National Assessment Program – Literacy and Numeracy (NAPLAN) were very 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 2012 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 2010 – 2012 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>98</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Writing %</td>
<td>100</td>
<td>100</td>
<td>98</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>98</td>
<td>100</td>
<td>100</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 2012 were again outstanding, with all 245 Year 12 boys qualifying for their VCE. Overall:

- 26.9% of VCE Study Scores were at or above 40
- 33.5% of boys achieved an ATAR of 95 or more
- 58.4% of boys achieved an ATAR of 90 or more
- The median ATAR score was 91.65

A tabular summary showing ATAR scores for the period 2010 - 2012 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>99.00 –</td>
<td>32</td>
<td>13.1</td>
<td>12.5</td>
<td>11.2</td>
<td></td>
</tr>
<tr>
<td>98.00 – 98.95</td>
<td>15</td>
<td>6.1</td>
<td>9.3</td>
<td>6.4</td>
<td></td>
</tr>
<tr>
<td>97.00 – 97.95</td>
<td>8</td>
<td>3.3</td>
<td>5.6</td>
<td>5.6</td>
<td></td>
</tr>
<tr>
<td>96.00 – 96.95</td>
<td>15</td>
<td>6.1</td>
<td>3.2</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>95.00 – 95.95</td>
<td>12</td>
<td>4.9</td>
<td>(33.5)</td>
<td>3.2</td>
<td>(33.8)</td>
</tr>
<tr>
<td>94.00 – 94.95</td>
<td>9</td>
<td>3.7</td>
<td>4.8</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>93.00 – 93.95</td>
<td>13</td>
<td>5.3</td>
<td>3.2</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>92.00 – 92.95</td>
<td>12</td>
<td>12.9</td>
<td>4.4</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>91.00 – 91.95</td>
<td>16</td>
<td>6.5</td>
<td>2.4</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>90.00 – 90.95</td>
<td>11</td>
<td>4.5</td>
<td>(58.4)</td>
<td>2.4</td>
<td>(51.2)</td>
</tr>
<tr>
<td>85.00 – 89.95</td>
<td>34</td>
<td>13.9</td>
<td>12.9</td>
<td>12.9</td>
<td></td>
</tr>
<tr>
<td>80.00 – 84.95</td>
<td>14</td>
<td>5.7</td>
<td>(78.0)</td>
<td>7.7</td>
<td>(71.8)</td>
</tr>
<tr>
<td>75.00 – 79.95</td>
<td>12</td>
<td>4.9</td>
<td>8.5</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>70.00 – 74.95</td>
<td>11</td>
<td>4.5</td>
<td>(87.3)</td>
<td>6.0</td>
<td>(86.3)</td>
</tr>
<tr>
<td>60.00 – 69.95</td>
<td>21</td>
<td>8.6</td>
<td>8.5</td>
<td>7.6</td>
<td></td>
</tr>
<tr>
<td>50.00 – 59.95</td>
<td>7</td>
<td>2.9</td>
<td>(98.8)</td>
<td>2.8</td>
<td>(97.6)</td>
</tr>
<tr>
<td>40.00 – 49.95</td>
<td>1</td>
<td>0.4</td>
<td>1.6</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>less than 40</td>
<td>2</td>
<td>0.8</td>
<td>(100)</td>
<td>0.8</td>
<td>(100)</td>
</tr>
<tr>
<td>Median ATAR Scores</td>
<td><strong>91.65</strong></td>
<td><strong>90.53</strong></td>
<td><strong>90.35</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**POST SCHOOL DESTINATIONS 2013**

**University/TAFE**
- University of Melbourne: 35%
- Monash University: 34%
- Deakin University: 14%
- RMIT University: 10%
- Latrobe University: 2%
- Swinburne University: 1%
- Victoria University: <1%
- Other tertiary (private providers): 2%
- TAFE: 2%

**Fields of Study**
- Commerce: 33% includes Property, Construction Management, IT
- Sciences: 22% includes Biomedical, Forensics
- Society and Culture: 12%
- Health: 11%
- Law: 8%
- Agriculture/Environment: 5%
- Creative Arts: 5%
- Engineering: 4%
VALUE ADDED DATA

A sample of 169 boys from the class of 2012, spanning the full range of abilities, had both a general ability score from Year 5 or 6 (from entrance testing using either the OLSAT or MYAT instruments) 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:

- 152/169 boys (90%) were in the top 50% of the population (OLSAT/MYAT score), but 168/169 boys (99%) were in the top half of the ATAR cohort
- 107/169 boys (63%) were in the top 20% of the population (OLSAT/MYAT score), but 129/169 boys (76%) are in the top 20% of the ATAR cohort
- 56/169 boys (33%) were in the top 10% of the population (OLSAT/MYAT score), but 95/169 boys (56%) were in the top 10% of the ATAR cohort
- 39/169 boys (23%) were in the top 5% of the population (OLSAT/MYAT score), but 53/169 boys (31%) were in the top 5% of the ATAR cohort
- 11/169 boys (7%) were in the top 1% of the population (OLSAT/MYAT score), but 17/169 boys (10%) 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 programs, health and Christian education, and cultural opportunities. Some specific examples of these activities follow.
Junior School

- Buddy/Peer Support Program – Year 6 assisting younger boys
- Access Unit – providing educational support and individualised enrichment
- Digital Learning Diaries at all year levels
- 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 program
- 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 program of interschool fixtures, participation for some boys in Senior School cross country, running and rugby teams
- Snow Sports program
- Outdoor Education program from Prep to Year 6
- House program of sport and other activities
- Social Service program
- Regular assemblies and Chapel services
- Art – Biennial Artist in Residence program
- A Thinking Skills program for all Year 5 and 6 boys: *Habits of Mind*
- Rock and Water program at Year 4
Senior School

- Year 7 Transition Program – includes peer support from Year 11 boys and a one-week orientation camp with their team teaching staff (held in Term 1)
- Year 8 Outdoor Learning Program Camp for all Year 8 boys (one week duration); addressing a range of learning outcomes, in particular Teamwork, Communication and Thinking in an outdoor adventure environment
- Teaching teams at both Year 7 and 8 – boys are taught by a cooperative team of teachers who address a range of generic skills through the classroom program; staff teams (3 – 4 teachers for each Form) meet regularly to review programs and learning opportunities, needs and other issues
- ‘Habits of Mind’ are introduced and developed across the curriculum in Years 7 and 8; generic skills and abilities are also reported on in Academic Reports
- Year 9 House Retreat for all Year 9 boys as they embark on the Upper School journey
- Peer Support program where Year 11 mentors support new boys to the Senior School in Years 7 – 11
- House system providing pastoral care through a Head of House and a team of Tutors at Years 9 – 12; each Tutor Group consists of approximately 20 boys who engage 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 Program, 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 Program, Environmental Program; a Venturer group also meets on Friday evenings
- Debating – 120 boys competed in DAV competitions; another 60+ were involved in other ways, including House debating
- Public Speaking – 116 speakers competed in school, state and national competitions
- Extensive Library co-curricular program, 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 – three fully staged play productions and one musical co-production (120 boys and 60 girls in total), one workshop production (11 boys), 25 individual Year level performances (approximately 510 boys) and two public speaking presentation evenings for boys taking the Communication Studies elective (35 boys).
- A Core Skills programme is introduced to boys in Years 7 and 8, spanning Thinking, Learning, Community, Organisation and Information Literacy skills that is explored in both Pastoral Care programmes and across the curriculum. Boys’ development in these Core Skills is reported to parents at the end of each semester.
Extension Studies, Music, Sport and Student Exchanges

Extension Studies – The school offers an Extension Studies program led by Ms Michele Linossier. In 2012 opportunities for extension included a comprehensive Chess program with over 50 boys at competition level, Challenge/Extension debating, including an accelerated DAV participation. Online and British parliamentary style mooting, international debating, Student Constitutional Conventions, and UN activities were also offered. The Australian Science Engineering Challenge experience continued, with various academic competitions such as the Australian Geography Competition and MAV Maths Games days. A mentoring project for Science Extension at Year 8 was trialed with a focus on Science Talent Search and the JYPT program. Boys attended workshops at tertiary institutions in the areas of Engineering and Science. Olympiad programs in Mathematics, the Sciences, Informatics, Geography and Linguistics were taught. University enhancement courses continued and boys enjoyed a range of Philosophy extensions such as the Philosothon and lunchtime cafe, da Vinci Decathlon and writing extension programs. Numerous single day activities were undertaken within the Boroondarah Extension Cluster.

Music – In addition to class lessons there is the opportunity for individual lessons in school hours. There were around 840 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 120 formal concerts / recitals / performances involving boys. Music ensembles tour regularly, with the Symphony Orchestra touring Europe in January, and other ensembles touring parts of Australia and China.

Sport – All boys are expected to play a summer and winter sport requiring practices during the week and competitive events (normally on Saturdays), in addition to participation in the House sporting program. The range of sports offered is extensive, including Athletics (all year round), Australian Football, Badminton, Basketball, Cross-country running, Cricket, Cycling, Diving, Futsal, Golf, Gymnastics (also all year round), Hockey, Lawn Bowls, Orienteering, Rogaining, Rowing, Rugby, Squash, Snow Sports (all disciplines), Soccer, Surf League, Swimming, Table Tennis, 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, 35 exchange students from non-English speaking countries were hosted by Scotch families and attended classes for periods of 1-10 weeks, and 23 Scotch boys made the return exchange for periods of 4-10 weeks. Two students from China, 11 students from France (Lyon), 20 students from Germany (Bremen and Bavaria) and two students from Indonesia (Java) were hosted by Scotch families. One Scotch boy travelled to France (Dax), and 18 Scotch boys travelled to Germany (Bremen and Bavaria) 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 2012 and a summary of results appears below.

Junior School Parent Satisfaction (2012)

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, 174 parents responded; some of these were family responses, others individual responses. The responses were spread evenly over Years P – 6.

Please rate the overall quality of the teaching your son has received 5.3
Please rate the overall quality of the teaching your son has received in English 5.2
Please rate the overall quality of the teaching your son has received in Mathematics 5.0
Please rate the quality of the teaching your son has received in the Access Unit 5.6
Please rate how well the staff have encouraged your son to work to his full academic potential 5.1
Please rate how well the School has catered for your son's learning needs 5.0
Please rate how well the School has provided a safe environment for your son 5.3
Please rate how confident you are that there is someone at the School who understands your son’s needs 5.1
Please rate the quality of the School’s anti-bullying / harassment practices 4.6
Please rate the quality of the parent-teacher interviews 4.7
Please rate the quality of the reporting of your son’s progress in his academic activities 5.0
Please rate the quality of the School's behaviour management / discipline practices 4.7
Please rate the quality of the teaching facilities in the Junior School (e.g. classrooms, Library, classroom resources, specialist areas, etc.) 5.4
Please rate the appropriateness of the class sizes for your son's learning 4.2
Please rate the quality of the School's response to any concerns you may have had about your son(s) 5.0
Please rate the quality of the School's process in selecting student leaders 4.3
Please rate the quality of the school's inter-school sporting program for boys in Years 5 and 6 4.8

Senior School Parent Satisfaction (2012)

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, 351 parents responded; some of these were family responses, others individual responses. The responses were spread evenly over Years 7 – 12.

| Please rate the overall quality of the teaching your son has received | 5.0 |
| Please rate how well the School has encouraged your son to work to his full potential in his academic program | 4.8 |
| Please rate the quality of the School's encouragement of curiosity and independent thinking in your son | 4.7 |
| Please rate the quality of the homework set for your son | 4.5 |
| Please rate how well your son has been mentored in his academic work | 4.4 |
| Please rate how confident you are that there is someone at the School who understands the range of your son's needs | 4.6 |
| Please rate the quality of the School's anti-bullying/harassment practices | 4.6 |
| Please rate the quality of the subject choice guidance your son has received | 4.6 |
| Please rate the quality of the tertiary course / career planning information your son has received | 4.3 |
| Please rate the quality of the tertiary course / career planning your son has received | 4.0 |
| Please rate how well your son has been encouraged to work to his full potential in the sporting program | 4.6 |
| Please rate how well your son has been encouraged to work to his full potential in the cultural program (e.g. music, drama, debating...) | 4.3 |
| Please rate the quality of what your son has learned about society, including individuals' rights and responsibilities | 4.6 |
| Please rate the quality of the parent-teacher interviews | 4.5 |
| Please rate the quality of the reporting of your son's progress in his academic activities | 4.8 |
| Please rate the quality of the reporting of your son's progress in his other activities | 4.4 |
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 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 programs, including academic, pastoral, co-curricular and careers. The exit survey of boys from the Class of 2012 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, 61 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well you were supported in developing good learning techniques and study habits</td>
<td>5.0</td>
</tr>
<tr>
<td>The degree to which you were encouraged to be responsible for your own learning</td>
<td>4.9</td>
</tr>
<tr>
<td>The comfort you felt in seeking assistance from your teachers</td>
<td>5.3</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>4.9</td>
</tr>
<tr>
<td>The overall quality of teaching in Year 12</td>
<td>5.5</td>
</tr>
<tr>
<td>The overall quality of the academic learning environment at Scotch</td>
<td>5.2</td>
</tr>
<tr>
<td>The degree to which you felt safe at school</td>
<td>5.7</td>
</tr>
<tr>
<td>The degree to which you felt valued as an individual</td>
<td>5.2</td>
</tr>
<tr>
<td>The degree to which you were encouraged to participate in a wide range of activities</td>
<td>5.4</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>5.3</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 programs are being received.

**Senior School**

Every teacher, every year, for every class, gives boys in their classes opportunity to complete an online survey that includes the following questions, answered on a 4 point Likert scale. The scale has a minimum score of 1, 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 2012. Classes that meet less than twice a week are not surveyed.

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand the material presented in class</td>
<td>3.4</td>
</tr>
<tr>
<td>I know what I am supposed to be doing in class</td>
<td>3.4</td>
</tr>
<tr>
<td>I can see how new ideas connect with previous work</td>
<td>3.3</td>
</tr>
<tr>
<td>At the end of each lesson I know what I have achieved</td>
<td>3.2</td>
</tr>
<tr>
<td>When I have something to say, I find it easy to participate and contribute in class</td>
<td>3.2</td>
</tr>
<tr>
<td>My ideas and opinions are respected in class</td>
<td>3.3</td>
</tr>
<tr>
<td>I can ask questions when I do not understand something</td>
<td>3.4</td>
</tr>
<tr>
<td>I know I can get help outside class if I need it</td>
<td>3.3</td>
</tr>
<tr>
<td>The classroom environment allows me to do my work</td>
<td>3.1</td>
</tr>
<tr>
<td>I know the kind of behaviour that is expected in class</td>
<td>3.6</td>
</tr>
<tr>
<td>The homework I am set supports and develops my learning in the subject</td>
<td>3.2</td>
</tr>
<tr>
<td>My work is corrected and returned in a reasonable time</td>
<td>3.3</td>
</tr>
<tr>
<td>The marking of my work gives me clear indications of where I have succeeded and where I need to improve</td>
<td>3.3</td>
</tr>
<tr>
<td>I find the lessons interesting</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Boys could also make a ‘free response’ comment about each class. Analysis of survey free responses shows significant appreciation for good teaching.
Junior School

Boys in Years 5 and 6 completed a survey on their classroom learning experiences at the end of 2012. In total 175 boys responded to eight items on a four-point 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 3.4
I could join in class activities 3.4
My teacher listened to my ideas 3.4
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 3.6
I found the work interesting 2.9

Other Senior School Feedback

Feedback was also sought formally during 2012 on 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 Program (an outdoor-situated generic skills adventure program), the Year 9 Retreat Program, staff perspectives on boys’ plagiarism, and satisfaction of Boarders and Boarders’ parents. Results from these surveys were analysed and reported to those in charge of relevant programs for use in planning and developing future strategies.

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 2012, 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 2012 (32 responses)
Job satisfaction: 4.3
School organization satisfaction: 3.2
Professional development satisfaction: 3.7

Senior School results for 2012 (85 responses)
Job satisfaction: 5.0
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 2012

## Income

<table>
<thead>
<tr>
<th>Source</th>
<th>$(’000)</th>
<th>% Of Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Boarding Fees</td>
<td>47,300</td>
<td>87%</td>
</tr>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>4,373</td>
<td>8%</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>1,303</td>
<td>2%</td>
</tr>
<tr>
<td>Other Private income</td>
<td>1,629</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>54,605</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>$(’000)</th>
<th>% Of Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary &amp; Related Costs</td>
<td>30,281</td>
<td>55%</td>
</tr>
<tr>
<td>Non Salary Costs</td>
<td>13,993</td>
<td>26%</td>
</tr>
<tr>
<td>Buildings &amp; Property</td>
<td>4,061</td>
<td>7%</td>
</tr>
<tr>
<td>Depreciation</td>
<td>5,322</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Surplus Retained for Capital Purposes</strong></td>
<td>948</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>54,605</strong></td>
<td></td>
</tr>
</tbody>
</table>

Graphical representations of these figures are given on the next page.
Salary and Related Costs, $30,281, 55%

Tuition and Boarding Fees, $47,300, 87%

Buildings and Property, $4,061, 7%

Depreciation, $5,322, 10%

Commonwealth Recurrent Grants, $4,373, 8%

State Recurrent Grants, $1,303, 2%

Other Private income, $1,629, 3%

Surplus Retained for Capital Purposes, $948, 2%

Other Private income, $1,629, 3%

Commonwealth Recurrent Grants, $4,373, 8%

State Recurrent Grants, $1,303, 2%

Other Private income, $1,629, 3%

Surplus Retained for Capital Purposes, $948, 2%

Tuition and Boarding Fees, $47,300, 87%

Buildings and Property, $4,061, 7%

Depreciation, $5,322, 10%

Commonwealth Recurrent Grants, $4,373, 8%

State Recurrent Grants, $1,303, 2%

Other Private income, $1,629, 3%

Surplus Retained for Capital Purposes, $948, 2%

Tuition and Boarding Fees, $47,300, 87%

Buildings and Property, $4,061, 7%

Depreciation, $5,322, 10%

Commonwealth Recurrent Grants, $4,373, 8%

State Recurrent Grants, $1,303, 2%

Other Private income, $1,629, 3%

Surplus Retained for Capital Purposes, $948, 2%