

# THE SCOTS SCHOOL ALBURY

## 2007 ANNUAL REPORT

This 2007 Annual Report of The Scots School Albury follows a format in response to the educational and financial reporting requirements as laid out in the *Registered and Accredited Individual Non-Government Schools (NSW) Manual* of the Board of Studies.

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# THE SCOTS SCHOOL ALBURY

*Educational Excellence in Regional Australia*

The Scots School Albury is a co-educational day and boarding school catering for students from Pre-school to Year 12. The amalgamation of Albury Grammar School (1866) and Woodstock Presbyterian Girls School (1894) led to the establishment of The Scots School Albury in 1972 on the original Grammar School site. It operates under the auspices of the Uniting Church in Australia (Victoria and Tasmania).

## **'Fide et Literis'** *"Faith and Learning"*

### **VISION**

To be a centre of excellence in learning and teaching where a deep regard is held for Christian values and the importance of community; where a holistic and broad education provides enriched life experiences.

The Mission of The Scots School Albury is to encourage and equip our students to succeed in life and contribute positively to the world.

Each student is challenged in a safe, caring community to :

- \* realise intellectual potential
- \* develop self discipline, tolerance and initiative
- \* develop spiritual, moral and ethical values
- \* participate in a wide range of activities
- \* contribute to the full and rich life of their community.

### **GOALS**

1. Strive for excellence in learning and teaching.
2. Maintain a whole school community wherein all members feel safe, respected and valued.
3. Base policies and practice on Christian values, encouraging faith development and spiritual growth.
4. Develop community, teamwork and personal development by providing diverse opportunities in sporting, outdoor, cultural and performing arts pursuits and in community service.
5. Develop and maintain accessibility and sustainability of The Scots School Albury as a centre of excellence in regional Australia.

# 1. Messages from Key School Bodies

## The School Board

The School Board had a very interesting and demanding time over the last year.

After an outstanding nine-year term, during which the school developed strongly in every aspect, Mr Warren Howlett informed the Board that he would retire as Principal at the end of 2007. The Board advertised within Australia and overseas in the search for a new Principal. The very high quality and number of candidates was a reflection on the good reputation of the school, its excellent facilities and the unique opportunity for senior educators to contribute to the development of our regional independent school. After a thorough evaluation, the Board was delighted to announce the appointment of Mrs Heather Norton as Principal and she took up office in January 2008.

The school continues to develop all facets of its programs. Academic results are outstanding and reflect the depth of teaching across all levels; they are not confined to a few talented students. Scots offers a broad range of programs in performing and visual arts, sport, technology, outdoor education and community service. A characteristic of Scots students is the extent to which they engage in a wide range of these activities. This gives them many experiences that stand them in good stead for interesting and productive lives beyond school.

The limited regional catchment for the school, demographic trends of fewer children of school age and changes in the regional economy, particularly in agriculture, puts pressure on the financial viability of Scots. The Board is very conscious of the balancing act involved in keeping fees within the reach of families and offering a first class package of programs and facilities. We are heartened by small but steady increases in enrolment that indicate that the balance is somewhere close to correct.

The Board has worked with members of the school community to develop concepts for a new indoor sports centre. As the school receives no government funding for capital developments, this extensive project must be financed through fees or fundraising. The Board is hopeful that the good work so far on the project will soon lead to a valuable new facility for the school.

Our school thrives because of the efforts of many people. Our dedicated academic staff and Principal are central to the school programs and they are supported by other excellent people in the boarding house, grounds and administration. The Parents and Friends, Scotsonians and Boarder Parent Group provide dedicated financial and other support to school activities. I thank my Board colleagues for their voluntary efforts through another fruitful year for the School.

Mr. Ian Thompson  
Chairman.

## **Student Representative Council**

Scots provides many opportunities for students to be involved in leadership. Representing our tutor (pastoral care) group on the SRC is an important part of being a member of the Scots School Community. Eighteen students from Year 8-11 meet weekly to discuss issues that affect the life of the school community. An enthusiastic team worked very hard during 2007 to tackle issues, lobby on behalf of students and raise funds for local and international charities. Year 11 students make up the office bearers of the SRC and supply leadership and direction for the group. A member of staff provides a mentoring role. Meetings were held weekly during term time. Members of staff oversee this important part of our school.

## **Prefects**

As part of our student leadership programme we also appointed 16 Year 12 Prefects. These Prefects affected change through regular Assemblies, Chapel services and sporting fixtures. They worked closely with the School to develop role statements for future years. Prefects are required to present themselves for interview and are appointed on the basis of an agreed process.

## **House Captains**

In conjunction with SRC and the Prefect body 8 House Captains, Year 12 students, are appointed to lead our Student Houses. Each House Captain works with their staff Head of House to organise House events such as Swimming and Athletics Carnivals.

## **2: Value added information**

### **From the Principal**

#### **From the Principal**

An Independent School offers students a whole school experience through a number of areas.

#### **Co-curricular programme**

In 2007 our students were able to be involved in a wide range of musical, dramatic, outdoor and sporting activities.

This is due to the enormous efforts of our staff and parents who are always willing to give our students opportunities to learn and grow.

This involves many weekends of coaching, driving students to events and a willingness to assist with organisation of games, performances and productions.

It is the Scots people who make this school community so strong: the volunteers, the participants, the helpers, the teachers and staff promoting excellence.

The strong co-curricular programme strengthens the bonds of respect and co-operation between staff and students. This benefits our students in their chosen area of pursuit and in their academic results.

A few examples in 2007 included the major Senior Production 'Sweet Charity' involving a hundred students, Mock Trial, the annual Music Festival; public speaking and debating.

#### **Curriculum**

This Annual Report presents student performance data in the School Certificate tests and Higher School Certificate examinations. The outstanding achievements and the considerable depth of achievement through the student body are strong indicators of success within the strong learning culture.

Numeracy and Literacy indicators show similar success and improvement. Strong learning support structures help students with difficulties in our open entry (non-selective) school.

### 3: School Performance in Statewide Tests and Examinations

#### Higher School Certificate Results

*The results from the Class of 2007 in the HSC were exceptional and continued the trend of students attaining impressive personal and collective results across all subjects.*

- . 96 students sat for and achieved the award of the NSW Higher School Certificate
- 23 two unit courses were offered and 7 one unit courses.
- Three students sat for at least 2 units of study as part of an accelerated study of a language, and 1 student completed the HSC after following a pathway programme studying Year 12 over two years.
- In total 99.8 % of candidates' results across the 2 unit courses were achieved at Band 2 or higher (i.e > 50). Whilst 94% of results for 1 unit courses were greater than 25/50 (i.e. Band E2 or higher).
- 83% of all results were greater than 70%.
- Two students attained Premier's Awards for All Round Achievement in the HSC, achieving Band 6 in at least 10 units.
- 28 students were included in the NSW Board of Studies Distinguished Achiever's List with results greater than 90 in 2 unit courses or 45 in 1 unit courses.
- 53 results were greater than 90 or 45/50 in 18 courses.
- Exceptional results were attained in Ancient History, Music Course 1, PDHPE, Business Studies, Physics, Modern History and Legal Studies.

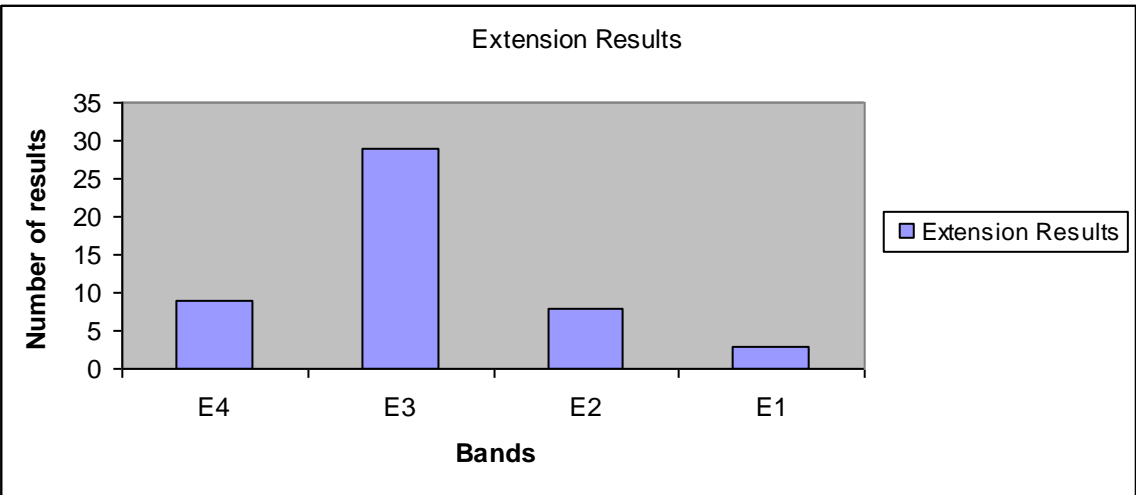
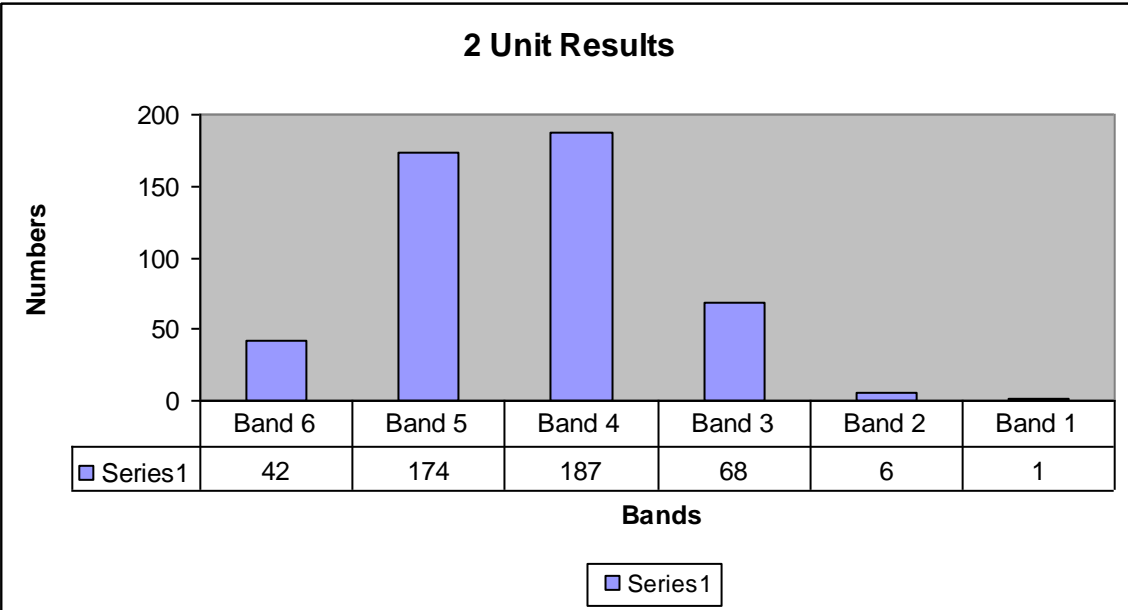
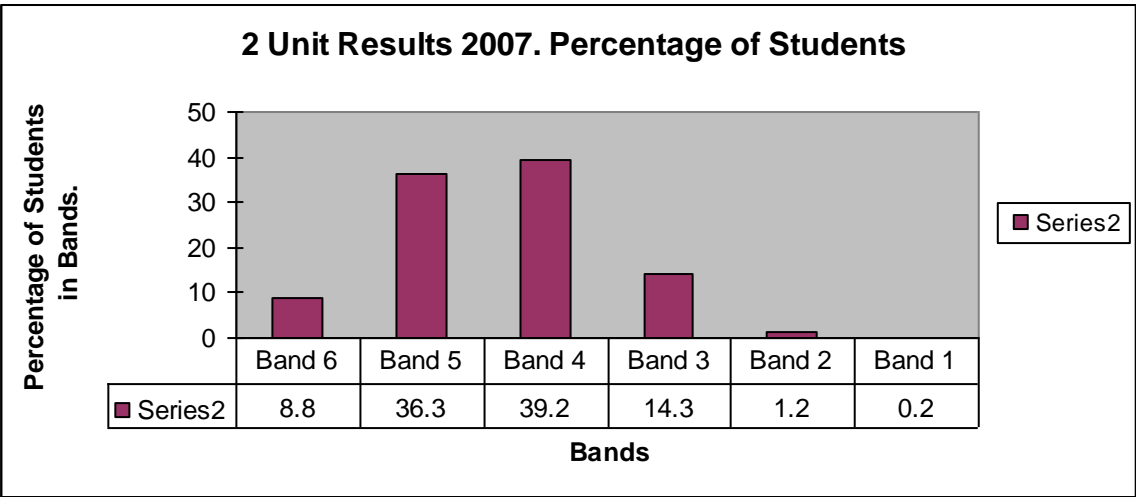
**Table Showing 1 and 2 Unit Courses**

*Achievement in Performance Bands*

*School Median, Mean and State Mean*

Subject	School Median Mark	School Mean	State Mean	Number of Students	Performance Band Achievement by Percentage and Number	
					Bands 3-6	Bands 1-2
Agriculture	71	68.93	73.43	9	100 %	
Ancient History	89	86.01	72.26	14	100%	
Biology	80	77.89	73.26	34	97%	3% [1]
Business Studies	78	77.99	69.78	39	100%	
Chemistry	80	78.42	74.81	26	100%	
Design and Technology	78	77.31	72.63	15	100%	
Drama	80	79.15	76.22	12	100%	
Economics	73	76.7	75.64	21	100%	
English (Advanced)	77	77.4	78.6	57	100%	
English (Standard)	70	68.2	65.16	39	96%	4% [1]
English Extension 1	36	36.49	39.02	12	100%	
English Extension 2	21	28.97	39.48	3	33%	66[2]
French Continuers	87	79.6	79.93	5	100%	
French Extension	41	41.3	41.54	1	100%	
General Mathematics	80	76.64	70.64	58	96%	4% [2]
Geography	78	78.97	76.97	7	100%	
History Extension	31	31	37.51	1	100%	
Information Processes & Technology	73	73.4	73.29	1	100%	
Japanese Continuers	74	74.67	78.4	6	100%	
Japanese Extension	43	42.4	39.88	2	100%	
Legal Studies	82	80.87	73.76	15	100%	
Mathematics	75	75.2	74.67	25	88%	12% [2]
Mathematics Extension 1	91 /38	81.49	77.91	18	100%	
Mathematics Extension 2	87	80.46	80.99	10	100%	
Modern History	85	82.29	74.71	15	100%	
Music 1	89	89.07	78.94	9	100%	
Personal Dev, Health & PE	86	82.67	73.03	42	100%	
Physics	84	81.1	73.31	18	100%	
Software Design & Develop	76	75.2	73.98	5	100%	
Visual Arts	83	81.2	79.51	6	100%	
German Continuers* (OHS)				1	100	
German Extension * (OHS)				1	100	
Metal and Engineering *Exam (TAFE)	65			2	50	50

\* Studied through TAFE, Distance Education Centres, Open High School.



The following students were recognized as Distinguished Achievers:

– Results in 2 Unit Course greater than 90, Extension Courses Greater than 45

Kathryn	Aplin	Ancient History, PDHPE, French Continuers
Eloise	Archer	Ancient History, Legal Studies (2006)
Roy	Bartram	Economics, Mathematics Extension 1
Cameron	Bloye	Music 1,
Stephanie	Buller	Business Studies
Zac	Cunneen	Business Studies
Jessie	Dawkins	Biology, Mathematics Extension 1, PDHPE
Alexander	Duncan	Mathematics Extension 1
Rian	Finnegan	Chemistry, Mathematics Extension 1, Mathematics Extension 2, Modern History, Physics
Kiera	Flynn	PDHPE
Anders	Furze	English Extension 2
Edward	Graetz	General Mathematics
Jaimie	Kelly	Biology, Business Studies, Economics, Mathematics
Gregory	Ley	Music 1
Madeline	Lingham	Music 1
Madeleine	McIntosh	Business Studies, PDHPE
Lara	Meers	Ancient History
Kane	Moroney	Ancient History, Music 1,
Emma	Pankhurst	PDHPE
Patrick	Panzer	Economics, German Continuers (Open High School), German Extension (Open High School)
Harry	Perry	General Mathematics
Kee	Pike	General Mathematics
Nicholas	Rennick	Chemistry, English Advanced, Mathematics Extension 1, Mathematics Extension 2, Physics, Japanese Extension, Japanese Continuers (2006)
Isobel	Sloan	Ancient History, Modern History,
Julian	Stirling	Design and Technology
Victoria	Sykes	General Mathematics, Modern History
Jess	Wallis-Hinde	General Mathematics
Anna	Whittaker	Biology, General Mathematics, PDHPE

## School Certificate Results

The results for the School Certificate demonstrated significant strengths across all six testing areas. It was pleasing to note the continuing trend of results being well above the state average.

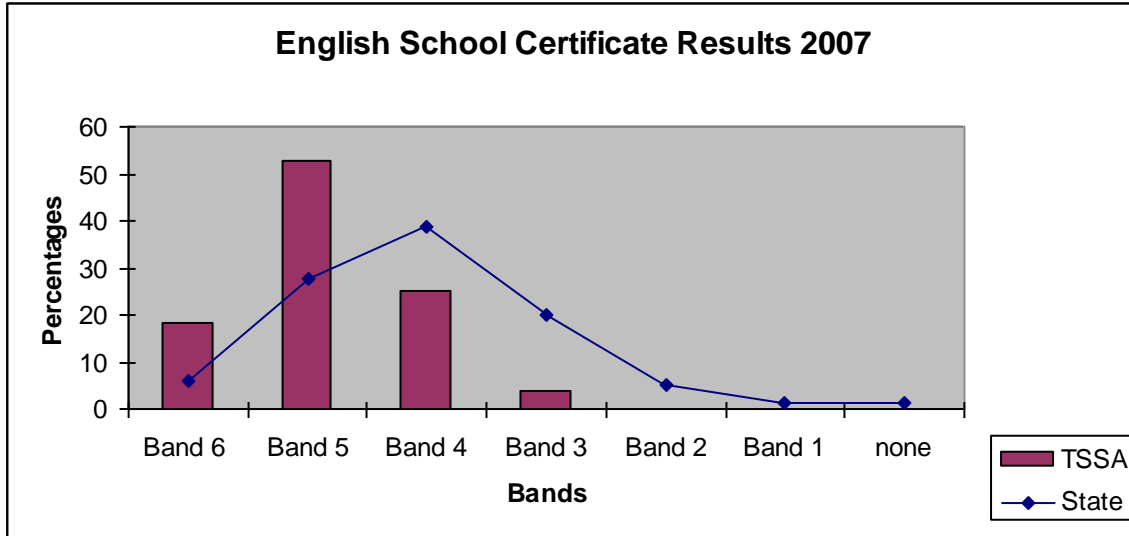
77 students sat for the NSW School certificate. One student completed Mathematics at an accelerated level. 18 subjects were offered to students of which 12 were elective courses.

**Table: School Certificate Test results, Performance Band Achievement**

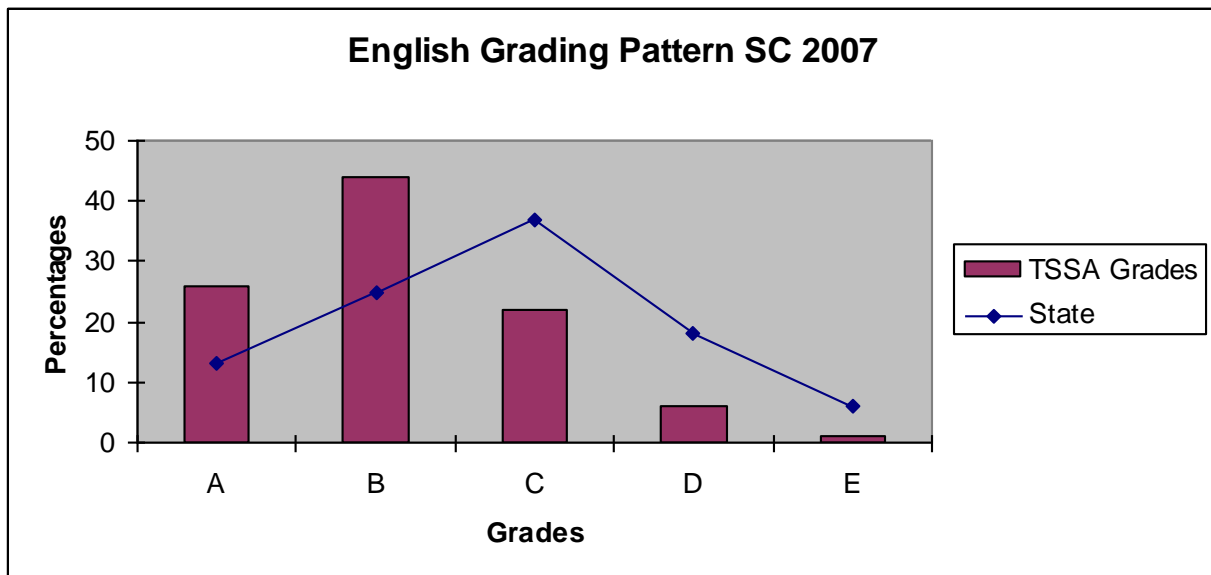
Subject	Number of Students	Performance Band Achievement by Percentage and Number		School Mean	State Mean	School Median Mark
		Bands 3-6	Bands 1-2			
English – Literacy Test	77	100%		82.61	74.76	83
Mathematics Test	78	100%		78.17	69.38	79
Science Test	77	100%		80.46	73.48	81
Australian History, Civics and Citizenship Test	77	98%	2%	80.01	72.14	80
Australian Geography, Civics and Citizenship Test	77	100%		80.12	74.60	80
		Highly Competent and competent	CND			
Computing Skills Test	77	100		87.39	80.28	88

## School Certificate Report 2007

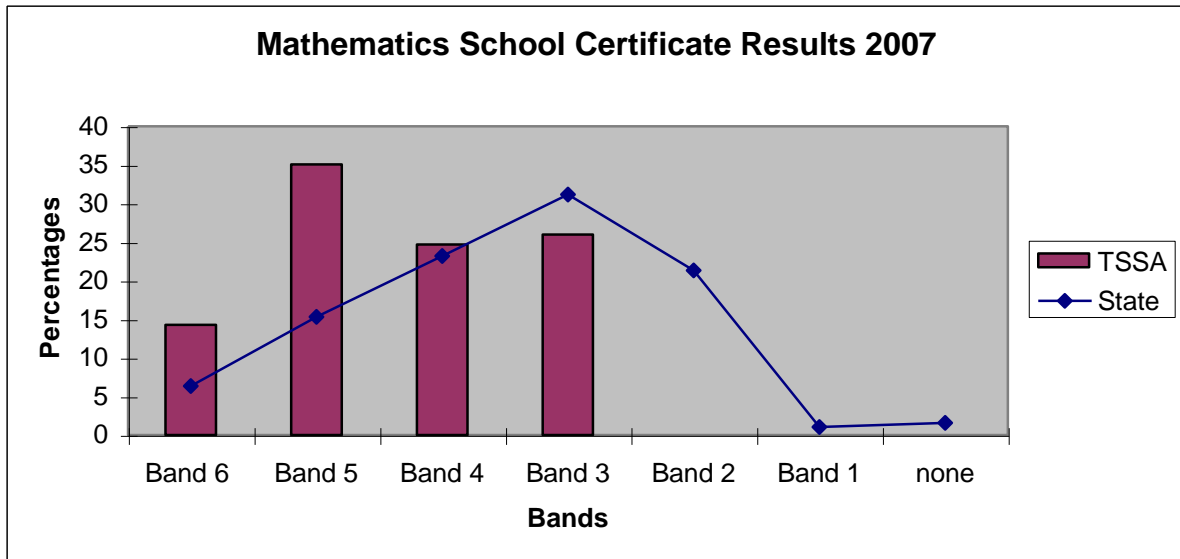
<u>English Literacy</u>							
	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	None
<b>TSSA</b>	18.42	52.63	25	3.94	0	0	0
<b>State</b>	5.95	27.64	38.58	20.08	4.91	1.33	1.48



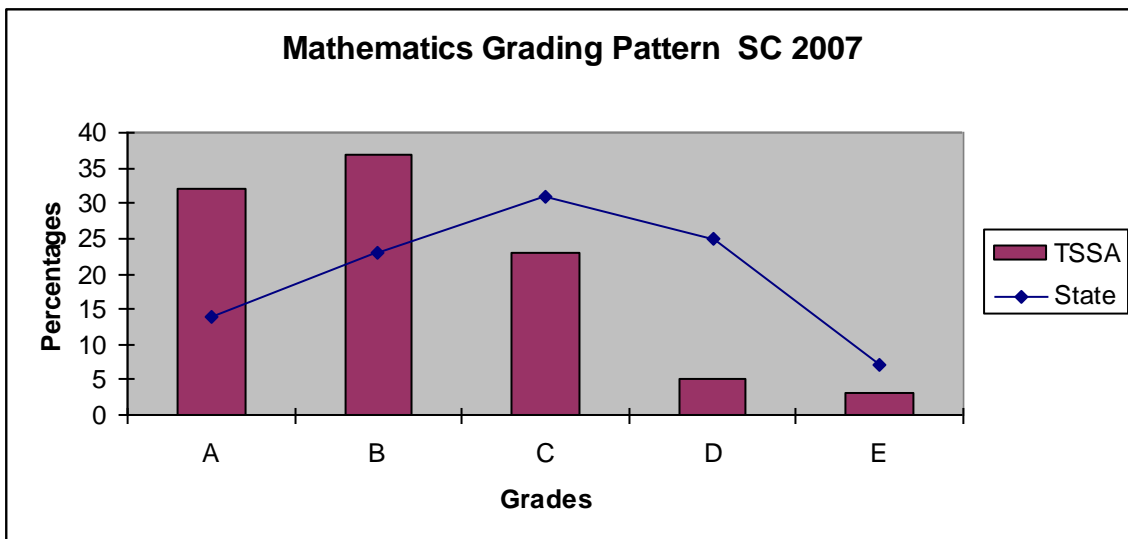
<u>English Grading Comparison Percentages</u>					
	A	B	C	D	E
<b>TSSA</b>	26	44	22	6	1
<b>State</b>	13	25	37	18	6



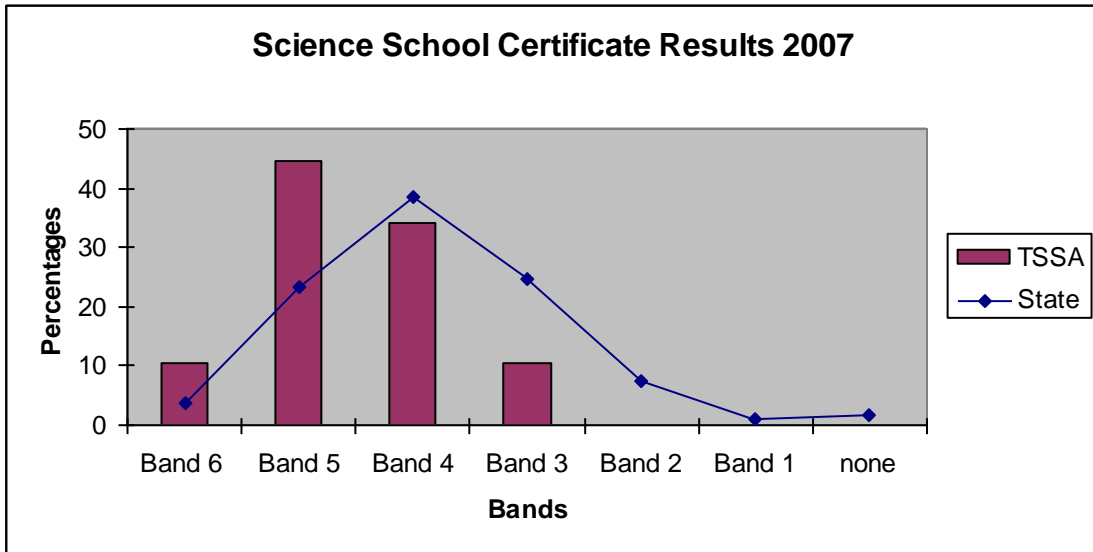
<b>Mathematics</b>							
	<b>Band 6</b>	<b>Band 5</b>	<b>Band 4</b>	<b>Band 3</b>	<b>Band 2</b>	<b>Band 1</b>	<b>None</b>
<b>TSSA</b>	14.28	35.06	24.67	25.97	0	0	0
<b>State</b>	6.35	15.3	23.21	31.18	21.33	1.02	1.57



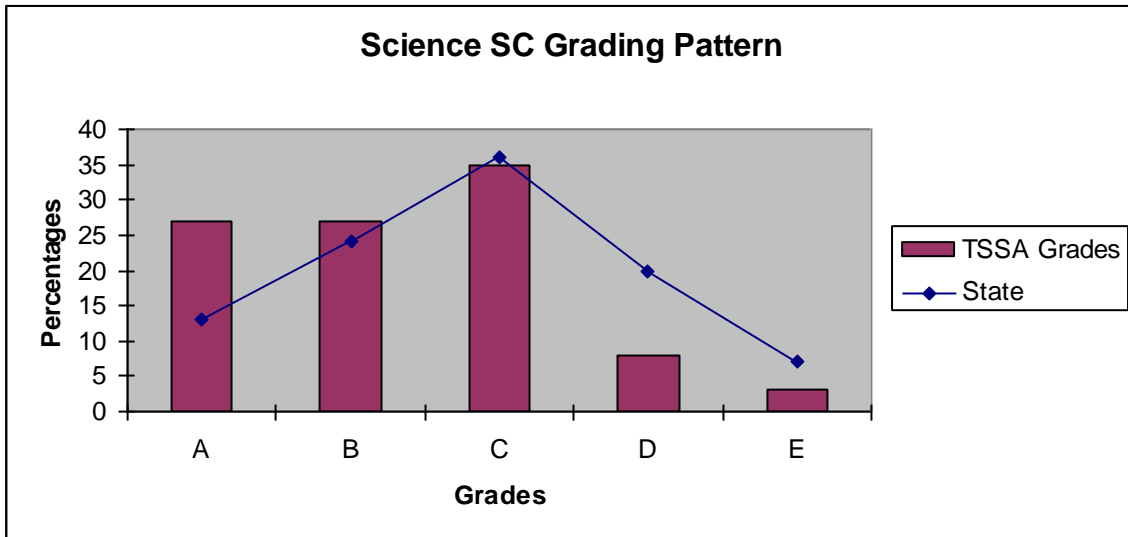
<b>Mathematics Grading Pattern Compared with State</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>TSSA</b>	32	37	23	5	3
<b>State</b>	14	23	31	25	7



<b>Science</b>							
	<b>Band 6</b>	<b>Band 5</b>	<b>Band 4</b>	<b>Band 3</b>	<b>Band 2</b>	<b>Band 1</b>	<b>None</b>
<b>TSSA</b>	10.52	44.73	34.21	10.52	0	0	0
<b>State</b>	3.85	23.23	38.42	24.66	7.36	0.92	1.54

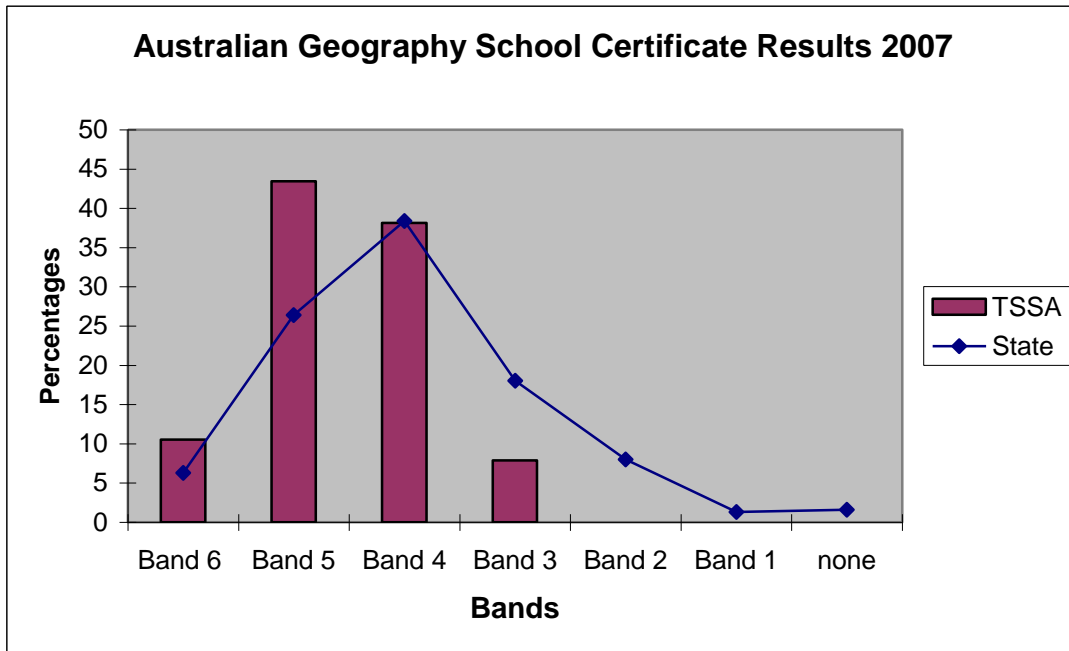


<b>Science Grading Pattern Compared with State</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>TSSA</b>	27	27	35	8	3
<b>State</b>	13	24	36	20	7



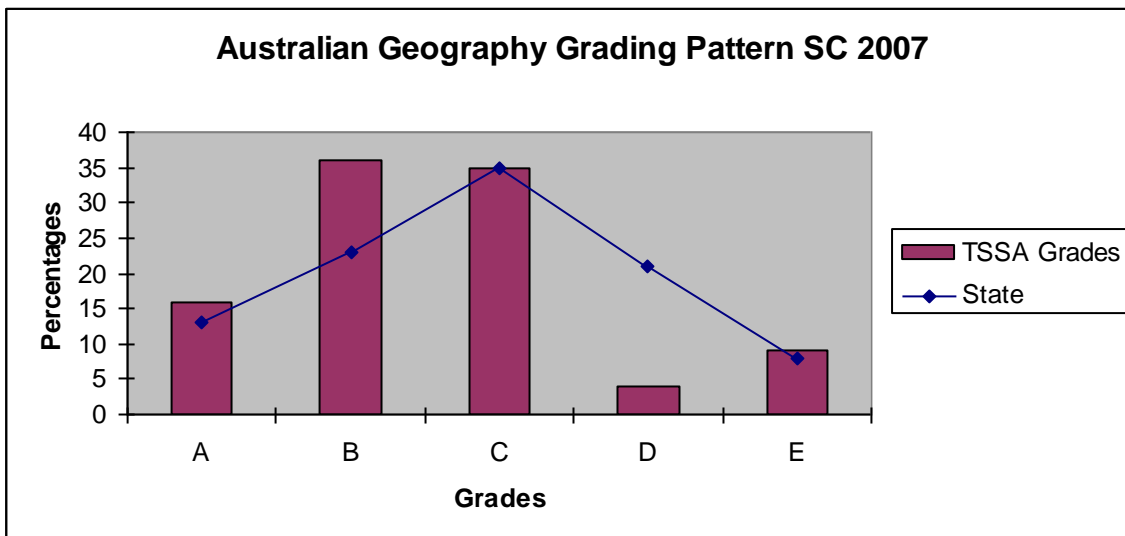
### Australian Geography

	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	None
<b>TSSA</b>	10.52	43.42	38.15	7.89	0	0	0
<b>State</b>	6.28	26.37	38.38	18.02	7.99	1.32	1.61

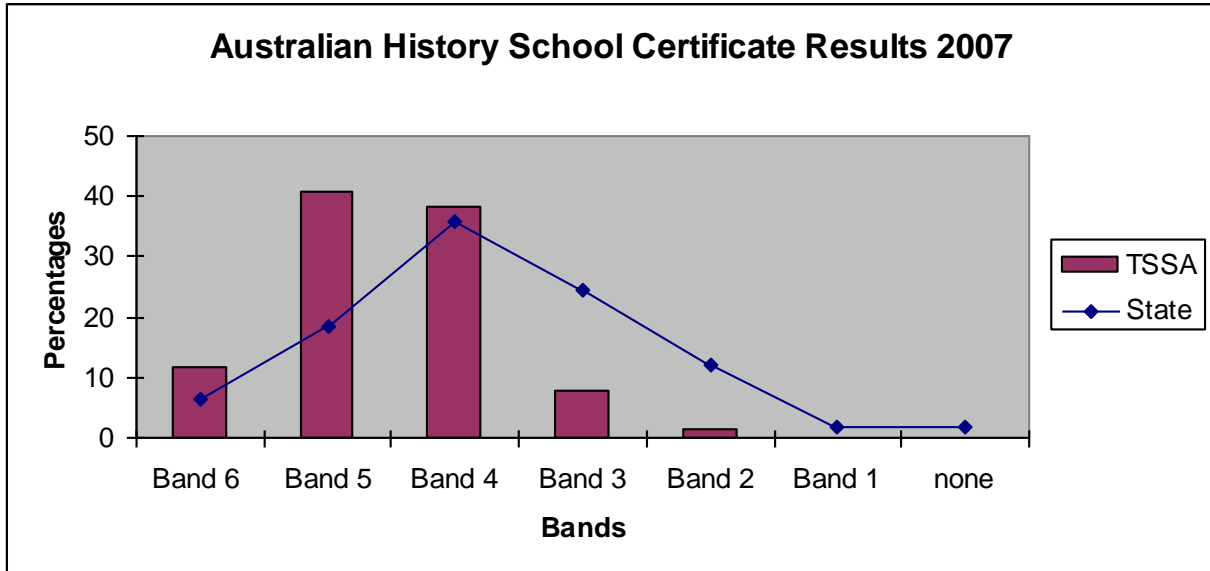


### Australian Geography Grading Pattern Compared with State

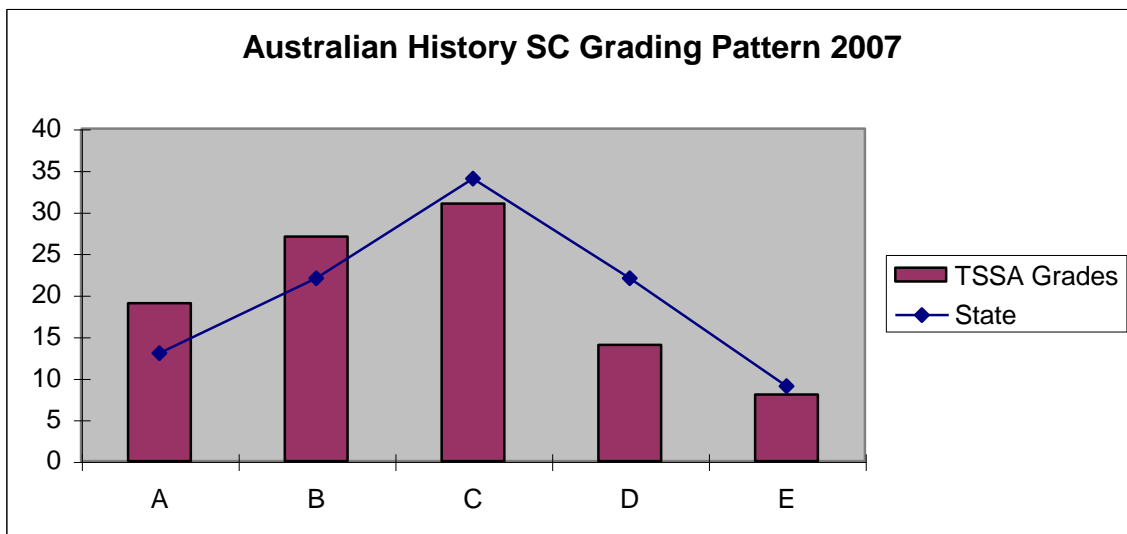
	A	B	C	D	E
<b>TSSA</b>	16	36	35	4	9
<b>State</b>	13	23	35	21	8



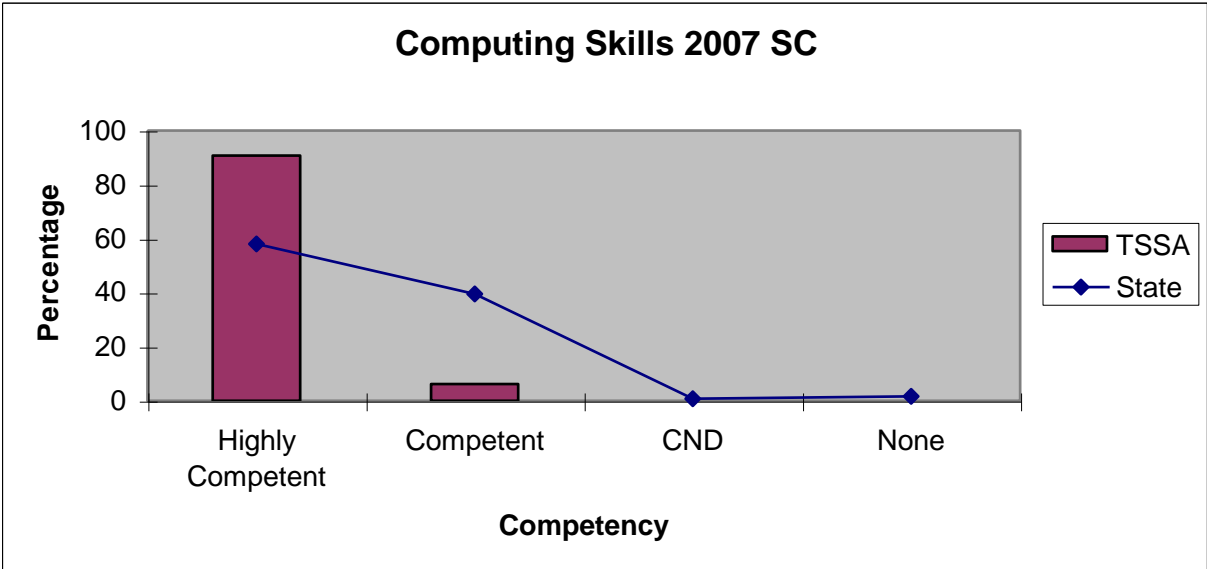
<b>Australian History</b>							
	<b>Band 6</b>	<b>Band 5</b>	<b>Band 4</b>	<b>Band 3</b>	<b>Band 2</b>	<b>Band 1</b>	<b>None</b>
<b>TSSA</b>	11.84	40.78	38.15	7.89	1.31	0	0
<b>State</b>	6.28	18.37	35.74	24.35	11.91	1.69	1.62



<b>Australian History Grading Pattern Compared with State</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>TSSA</b>	19	27	31	14	8
<b>State</b>	13	22	34	22	9



<b>Computing Skills</b>				
	<b>Highly Competent</b>	<b>Competent</b>	<b>CND</b>	<b>None</b>
<b>TSSA</b>	90.78	6.21	0	0
<b>State</b>	58.06	39.51	0.82	1.59



**Table: School Certificate Grading Pattern for all courses**

Subject	Number of Students	Performance Band Achievement by Percentage and Number	
		Grades A – C	Grades D – E
English	77	93	7
Mathematics –	78	92	8
Science	77	89	11
Australian Geography	77	87	13
Australian History	77	78	22
Commerce 100 Hours	6	100	
Commerce 200 Hours	44	100	
French 100 Hours	1		100
French 200 Hours	17	88	12
Japanese 200 Hours	17	88	12
Agriculture 200 Hours	10	100	
Design and Technology 100 Hours	2	100	
Design and Technology 200 Hours	10	80	20
Food Technology 100 Hours	5	100	
Food Technology 200 Hours	15	80	20
Industrial Technology Metal 100 Hours	14	79	21
Industrial Technology Timber 100 Hours	14	93	7
Information and Software Technology 100 Hours	3	110000	
Information and Software Technology 200 Hours	26		
Drama 100 Hours	4	75	25
Drama 200 Hours	29	90	10
Music 100 Hours	2	50	50
Music 200 Hours	9	78	22
Visual Arts 100 Hours	5	100	
Visual Arts 200 hours	14	79	21
PDHPE 100 Hours	5	100	
PDHPE 200 Hours	72	88	12

## Literacy & Numeracy Assessments in Years 3 & 5 2007

Table 1: BST and PWA results – percentages above benchmark

2007 Test	Year 3	Year 5
	Percentage of students meeting the National Benchmark	Percentage of students meeting the National Benchmark
Basic Skills Test (BST) Aspect of Literacy	100%	100%
Aspects of Numeracy	100%	100%
Primary Writing Assessment	100%	100%

Table 2: BST and PWA results – percentages in skills bands

2007 Test	Year 3			Year 5		
	Bands 4-5	Bands 2-3	Band 1	Bands 5-6	Bands 3-4	Bands 1-2
Basic Skills Test (BST)						
Aspect: Overall Literacy	75%	25%	0%	74%	26%	0%
Aspect: Reading	70%	25%	5%	75%	25%	0%
Aspect: Language	80%	20%	0%	68%	32%	0%
Primary Writing Assessment						
Aspect: Overall Numeracy	77%	23%	0%	67%	33%	0%
Aspect: Overall Numeracy	70%	30%	0%	81%	16%	3%
Aspect: Number, Patterns & Algebra	75%	25%	0%	78%	19%	3%
Aspect: Measurement & Data, Space & Geometry	75%	25%	0%			
Aspect: Measurement & Data				85%	12%	3%
Aspect: Space & Geometry				65%	35%	0%

In 2007 all students in Year 3 and Year 5 achieved above the benchmark for the BST Assessments in Literacy, Writing and Numeracy.

In **Year 3**, the % distribution in Bands was as follows:

### **Overall Literacy**

Band 5 (35%); Band 4 (40%); Band 3 (20%), Band 2 (5%)

### **Writing**

Band 5 (29%); Band 4 (48%); Band 3 (24%), Band 2 (0%)

### **Overall Numeracy**

Band 5 (50%); Band 4 (25%); Band 3 (12.5%), Band 2 (12.5%)

In **Year 5**, the % distribution in Bands was as follows:

**Overall Literacy**

Band 6 (37%); Band 5 (37%); Band 4 (23%), Band 3 (3%)

**Writing**

Band 6 (20%); Band 5 (47%); Band 4 (33%), Band 3 (6%)

**Overall Numeracy**

Band 6 (55%); Band 5 (26%); Band 4 (13%), Band 3 (3%) Band 2 (3%)

The continued 100% result for students achieving above National Benchmark results is extremely satisfying and affirming of the programs we implement within classrooms. Over half of the Year 3 & 5 cohorts achieving the top Band in Overall Numeracy is a stunning achievement.

Although, all students surpassed National Benchmark expectations in the Writing Assessment, our Year 5 result provided us with an area of reflection as just less than 70% of the group received a result in the band 5 and 6 area. This is also the case in the Numeracy Aspect: Space & Geometry.

Two of our students are eligible for the Even Start initiative in 2008. A boy in Year 3 received a below benchmark result in Reading. A girl in Year 5 received a Band 2 result in Number, Patterns & Algebra and a Band 1 result in Measurement & Data.

The cohort in Year 5 sat the BST as Year 3 students. Maintenance of a 100% result above National Benchmarks in Overall Literacy & Overall Numeracy is excellent. This is reflected against the context of this cohort increasing in size from one class in Year 3 to two in Year 5.

## Literacy and Numeracy Assessments Year 7

In 2007, 65 students in Year 7 participated in the Literacy and Numeracy National Assessment tests SNAP and ELLA developed by the NSW Department of Education and Training.

### *2007 Literacy and Numeracy National Assessment*

Assessment	% of Students above National Benchmarks
Reading	98
Writing	100
Language	100
Numeracy	87

On the ELLA literacy scales students performed well above the national benchmarks with 100% of students above these levels in Writing and Language.

99% of student's results in the literacy achievement were either proficient (28%) or high (71%).

On the SNAP numeracy scales 93% of students' overall numeracy achievement was either proficient (39%) or high (52%). 9% were at elementary achievement level. Five students did not meet the National Benchmarks for Numeracy.

#### ***Table: ELLA & SNAP results.***

#### ***Percentage Above Elementary Performance***

2007 Test	Year 7 Percentage of Student Achievement Elementary Band or Higher	
	School	State wide
English Language and Literacy Assessment ELLA		
Writing	100	(95)
Reading	100	(96)
Language	100	(93)
Secondary Numeracy Assessment Program SNAP	100	(93)

## 4: Professional Learning and Teacher Standards

### Professional Learning

PD records are now being held and recorded for all staff and the table below reflects recorded PD activities undertaken by any staff member employed at the school

In Term 3 the secondary teaching staff were involved in a one-day in-service, at the start of Term 3, following up on the 2006 AIS Assessment for Learning.

Description of Professional Learning Activity	Number of Staff
2007 National IWB Conference	1
AHISA Senior Staff Conference	1
AIS Pastoral Care Conference	1
Australian School Librarians Assoc. 20th Biannual Conference	2
Boarding for the Y Generation	1
BOS Geography Consultation Meeting	1
Certificate IV in Business Management	1
Drama Teachers PD Secondary Focus Day	1
Emotional Intelligence and Building Resilience	1
English Teachers' Assoc. State Conference	1
Food & Beverage Service	1
French Primary Teachers Meeting	1
GTA NSW Annual Conference	1
Hospitality Certificate II Exam	1
HSC & SC 2006 Feedback & Advice	3
HSC Business Studies Marking & Assessment Workshops	1
IEU - Staying Healthy, Safe and Sane in an Independent School	1
Introduction to Using Interactive Whiteboards for the Primary Classroom	3
JSHAA Leadership Meeting	1
K-12 Japanese Teachers' Conference	1
Managing & Advising Students for the HSC	1
MANSW Annual Conference	1
MAZE Training	1
Melbourne Timber & Woodworking Industries	1
Mind Matters Leading Health & Wellbeing	1
Music Band Workshop & Sibelius Computer Skills	1
NIDA Open Program	1
Ohisama - Connect	2
Overview Timetable Development	1
PD opportunity for Admin. Staff	2
Pod casting in the classroom	1
Premier Pro Workshop	3
Pro Desktop CAD course	5
Pro Desktop Engineer Training	2
Set Design Workshop	1

Sounds Great! 2007 Vic State Music Conference	3
South West Coast Piping & Drumming Workshop	1
Teaching Students with Special Needs (TSWOO)	1
Technology Training for Maths Teachers	1
Text Analysis Skills	1
The Complete Package 7-12 PDHPE	2
The Dynamic Library - The place to be	2
Truth to Tell Minster In-Service	1
VET Teacher Training Program	1
VET Teacher Training Program	1
Working with Boys, Building Fine Men Conference	1

## Teaching standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or	<b>71</b>
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	<b>2</b>
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	<b>1</b>

Note: All teachers in the third category have been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher. The teachers in the third category are all registered with the NSW Institute of Teachers as transition scheme teachers and are undertaking study to complete their teaching requirements.

## 5: Teacher Attendance and Retention Rates

In 2007 the average daily staff attendance was approximately 98.625%.

There was a slight increase in turnover of teaching staff due to retirements and spouse transfers.

The staff retention rate was approximately 91%.

## 6: Student Attendance and Retention Rates in Secondary Schools

### Retention Rates

The actual retention rate is calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year. For example, this would identify the number of students who were enrolled in Year 10 who have continued to Year 12 at the same school.

Table 1:

Years compared	Year 10 Total enrolment on census date	Year 12 Total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2005-2007	100	97	84	97%	84%

Based on the information provided a number of the students who left at the end of Year 10 and Year 11 do so because they have sought an exchange overseas or want a change in environment for their final years of schooling. Some students leave to pursue vocational training.

Students entering Year 12 have either changed to the school in Year 11 or have returned from student exchange. There was also an increase in the number of boarders. Two (2) Exchange Students.

### Student Attendance

The average student attendance rate for 2007 is 98.2%.

The attendance rate was influenced generally by:

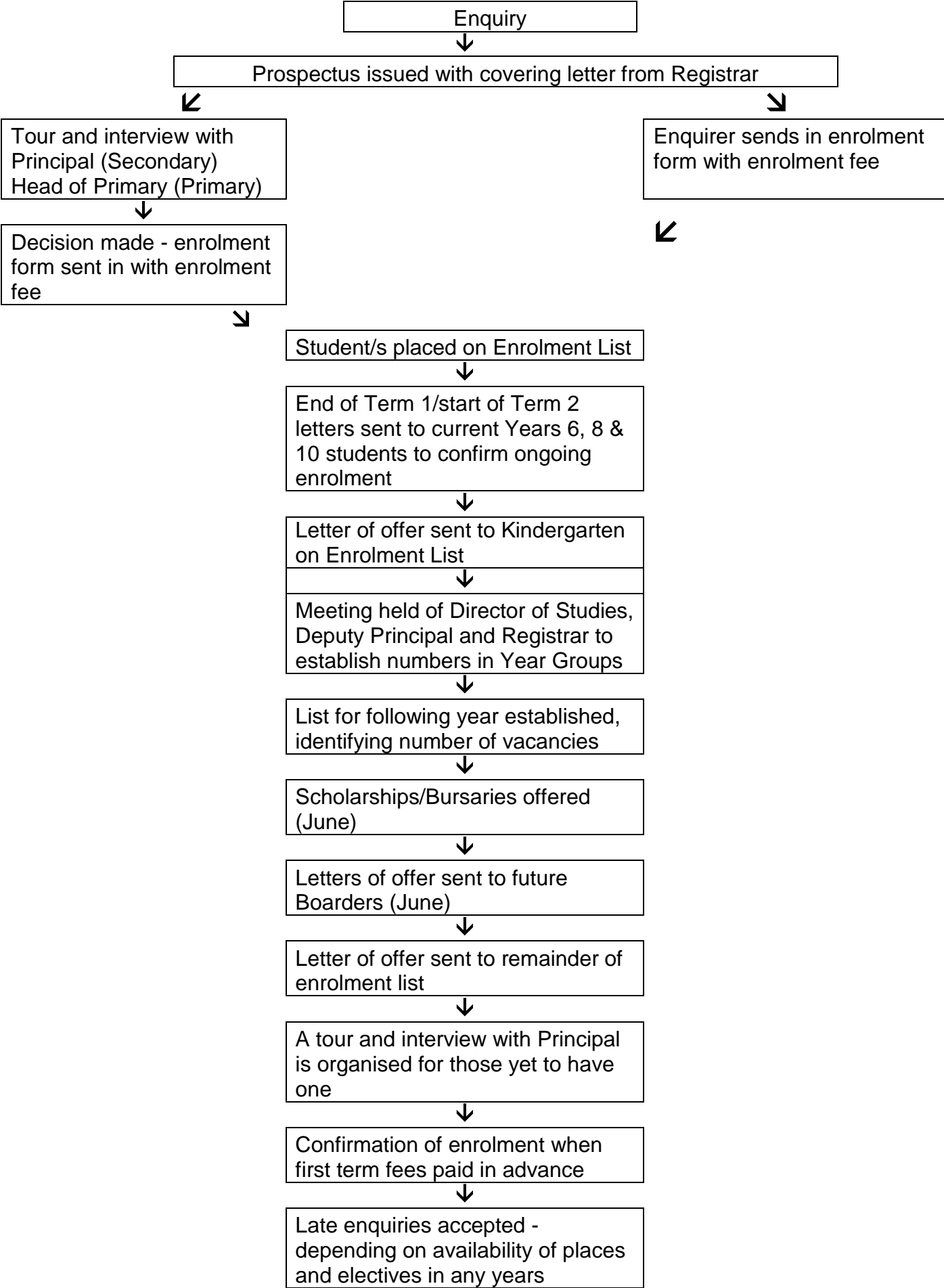
- a) Illness
- b) Short exchange – students spending time in schools overseas for short periods
- c) Family holidays – some families extend holiday periods into term time to travel.
- d) Students were away for co curricular events which they pursue privately.

## **7: Post School Destinations**

In 2007, 80% of our Year 12 students received university offers throughout Australia with approximately 50% of the students deferring their offer until 2008. 5% of our students have started a TAFE Course. A further 4% of the group have gained apprenticeships and 11% are in full time employment. Of the students that have deferred, two of the students are taking an organised GAP placement with all of the others in full time employment or a combination of working and travel.

# 8: Enrolment Policies and Profiles

## Enrolment Policy/Procedures



# **Enrolment Policy**

## **Conditions of Entry**

### **Programmes and activities**

- The programs and activities offered by the school are reviewed annually. These amendments can be found in the School Handbook which is produced in December each year.

### **Absences**

- The process of dealing with absences from school can be found in the School Handbook.

### **Behaviour of Students**

- Policies relating to behaviour of students can be found in the School Handbook.

### **Exclusion from the School**

- If the principal, or any person deputing for the principal, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the principal or deputy may exclude the student permanently or temporarily at their absolute discretion.
- If the school council or the principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the school council or the principal may require the parent to remove the child from the school.

No remission of fees will apply in either case.

### **Uniforms**

- The school requirements for students in relation to uniform can be found in the School Handbook.

### **Notice of Withdrawal**

- Terms of Withdrawal or Cancellation of Enrolment or Change of Status
- One term's notice of withdrawal shall be given in writing to the Principal, otherwise one term's fees shall be payable.
- As from 2006, when the school is notified that a student (under 15 years of age) is withdrawing, a destination request will be included with the letter of withdrawal and sent to the parent/guardian. If the information is not returned within 2 weeks a Department of Education and Training Officer with home school liaison responsibilities will be notified of the student's name, age and last known address. After the Department of Education have been contacted the destination of the student will be recorded as "Unknown". These procedures and correspondence will be recorded in the student's personal file.

## **Fees and Increases**

- A statement relating to the determination of fees and fee increases can be found in the School Handbook.
- Fees are reviewed annually in October.

## **Books and Stationery**

- Text books and stationery packs are ordered in Term 4 for the following year. This is processed through the Scots Shop. These items are to be paid for prior to pick at the end of Term 4.
- For day-to-day needs Day Students may purchase items and pay at the time. Boarders may have the cost of items placed on their accounts.

## **Urgent Medical Treatment**

- If a student needs urgent hospital or medical treatment of any nature and the school is unable to contact the parent or guardian after making reasonable efforts you authorise the school to give authority for such treatment. You indemnify the school, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

## **Personal Belongings**

- Students are responsible for their personal belongings and the school will not be liable for any loss of these belongings.

## **School Activities**

- In order to maximise the student's Education experiences the school encourages students to participate in School based sports and activities.

## **Amendment of Terms and Conditions**

- The council may alter these conditions of entry at any time by notifying parents/guardians in writing. Alterations will apply from the date of the notice.

## **Change of Address**

- Notification of change of address/phone numbers are to be forwarded to the School within 7 days of the change taking place.

## **Disability Discrimination Act**

The Scots School Albury complies with the Disability Discrimination Act.

The Scots School Albury is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating with the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

The school has 700 students of whom 519 are in the secondary school. There are approximately equal numbers of boys and girls throughout the school. The school has 113 Boarders. As it is a non-selective school, the students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs.

## **9: Student Welfare Policies, Discipline Policies, Reporting Complaints and Receiving Grievances Policies**

### **A. Policies for Student Welfare**

The Scots School Albury seeks to provide a safe and supportive environment which:

- minimizes the risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place (or developed) during 2007:

<b>Policy</b>	<b>Changes in 2007</b>	<b>Access to full text</b>
<p><b>Child Protection Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• Definitions and concepts</li> <li>• Legislative requirements</li> <li>• Preventative strategies</li> <li>• Reporting and investigating "reportable conduct"</li> <li>• Investigation processes</li> <li>• Documentation</li> </ul>	<p>No changes from 2006</p>	<p>Issued to all staff and members of school Board</p> <p>Full text in staff handbook</p> <p>Parents may request copy by contacting school.</p>
<p><b>Security Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• Procedures for security of the grounds and buildings</li> <li>• Use of grounds and facilities</li> <li>• Emergency procedures</li> <li>• Travel on school-related activities</li> </ul>	<p>Lockdown and emergency procedure evaluated and new procedures to be trialled in 2008</p>	<p>Full text in staff handbook</p> <p>Parents may request copy by contacting school.</p>
<p><b>Supervision Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• Duty of care and risk management</li> <li>• Levels of supervision for on-site and off-site activities</li> <li>• Guidelines for supervisors</li> </ul>	<p>No changes in 2007.</p>	<p>Full text in staff handbook</p>
<p><b>Codes of Conduct Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> <li>• Behaviour management</li> <li>• The role of the student leadership system</li> </ul>	<p>Anti-bullying, Behaviour management policies and strategies revised as part of on-going process</p> <p>Student leadership policy to be revised in 2008</p>	<p>Full text in</p> <ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• Student diary</li> <li>• Parent information booklet</li> <li>• School website</li> </ul>
<p><b>Pastoral Care Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• The pastoral care system</li> </ul>	<p>Pastoral care structure reviewed. Major changes saved for 2008.</p>	<p>Full text in Staff Handbook.</p> <p>Text of health and</p>

<ul style="list-style-type: none"> <li>• Availability of and access to special services such as counselling</li> <li>• Health care procedures</li> <li>• Critical incident policy</li> <li>• Homework policy</li> </ul>	<p>Health care procedures in Boarding House reviewed as part of ongoing process. New School Nurse to be appointed.</p>	<p>homework policy in</p> <ul style="list-style-type: none"> <li>• Student diary</li> <li>• Parent information booklet</li> <li>• Boarders handbook.</li> </ul>
<p><b>Communication Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being</li> </ul>	<p>Nil</p>	<p>Full text contained in</p> <ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• Parent information booklet</li> </ul>

## **B. Policies for Student Discipline**

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through

The Staff Handbook

The Student Diary

The Parent Information Booklet.

During 2007 the School's discipline policies and procedures were evaluated and continually monitored. All policies are in place and available; and will be subject to ongoing review.

## **C. Policies for Complaints and Grievances Resolution**

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook. An appropriate outline of the policy and processes is also provided in the Parent Information Booklet and the Student Diary.

## 10: School-Determined Improvement Target

Achievement of priorities identified in the 2006 Annual Report

AREA	PRIORITIES	ACHIEVEMENTS
LEARNING and TEACHING	<ul style="list-style-type: none"> <li>• Enhanced ICT resources,               <ul style="list-style-type: none"> <li>- In particular interactive whiteboards for Primary</li> <li>- Provision of computer pod for Secondary English</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All classrooms in Primary are equipped with Whiteboards</li> <li>• Computer pod is operational in English Department.</li> </ul>
	<ul style="list-style-type: none"> <li>• Sustaining of strong numeracy and literacy results</li> </ul>	<ul style="list-style-type: none"> <li>• This has continued to be an area of achievement as documented in this report</li> </ul>
	<ul style="list-style-type: none"> <li>• Integration of <i>Assessment for Learning</i> practices into learning and teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• This has been adopted by departments. More work to be carried out in this area as it is one where we can constantly learn. PD provided for staff in July.</li> </ul>
	<ul style="list-style-type: none"> <li>• Increased accessibility and variety of reading resources in Primary; including oral reading plays, poetry and reading texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have greater access to texts, plays and poetry.</li> </ul>
	<ul style="list-style-type: none"> <li>• Review learning and teaching in the Sciences.</li> </ul>	<ul style="list-style-type: none"> <li>• Addressed; new programmes in place and in design.</li> </ul>
	<ul style="list-style-type: none"> <li>• Purchase and production of Maths Activity Centres K to 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed – students working on this centre.</li> </ul>
	<ul style="list-style-type: none"> <li>• Development and consolidation of broader subject choices in Years 11 and 12, by introducing VET subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• VET Subjects offered – Metal and Engineering, Hospitality and Building Construction.</li> </ul>
	<ul style="list-style-type: none"> <li>• Establishment of a sister-school relationship with a Japanese school</li> </ul>	<ul style="list-style-type: none"> <li>• This was finalised on 21<sup>st</sup> March 2007. This relationship is on-going.</li> </ul>

SCHOOL COMMUNITY	<ul style="list-style-type: none"> <li>• Strong and clear communication with the school community at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>• The relationship in all areas of the school continues to open, strong and clear. Groups such as the Boarder Parent group, the Parents and Friends group and the use of Year Group parent groups have assisted in this role.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluation of and response to parent surveys of 2007.</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys were completed by new parents and exiting Year 12 students.</li> </ul>
	<ul style="list-style-type: none"> <li>• Take opportunities for community feedback: mini-surveys, exit surveys, Principal's Dinners.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued with the programme of Principal's Dinners and mini surveys.</li> </ul>
FACILITIES and RESOURCES	<ul style="list-style-type: none"> <li>• Refinement of the design for the Indoor Sports Centre.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued with this design. The Scots School Albury Board decided against the inclusion of a swimming pool.</li> </ul>
	<ul style="list-style-type: none"> <li>• Development of Intranet to be accessible to the school community beyond the school boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Intranet operational – PD provided for staff to access more effectively.</li> </ul>
STUDENT WELFARE	<ul style="list-style-type: none"> <li>• Review the secondary pastoral care structure.</li> </ul>	<ul style="list-style-type: none"> <li>• This was held over until the appointment of a new Principal.</li> </ul>
	<ul style="list-style-type: none"> <li>• Review student management procedures and policies.</li> </ul>	<ul style="list-style-type: none"> <li>• This is an ongoing process. This was completed through Year Level Co-ordinators.</li> </ul>

### Achievement of priorities for 2007 re Primary School

Area	Priorities	Achievements
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>• Mathematics Text 'Maths Plus' Book review and extension of varied learning opportunities</li>   <li>• English Creative Writing development</li>   <li>• Science as a Middle Schooling initiative</li> <li>• Enhanced Science curriculum for Years 5-6</li>   <li>• Tracking of students in Reading – Fluency, Spelling &amp; Comprehension and in Numeracy</li>   <li>• Strengthening of the Learning Support Centre</li>   <li>• Enhanced ICT resources &amp; teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Review of the Maths Plus textbook as a comparison against any new text that integrate IWB's</li> <li>• Continuation of an inter-school Maths Competition Day and an intra school Maths Day</li>   <li>• Class level involvement in Poetry competitions, following a curriculum focus upon the Poetry genre</li>   <li>• Utilising the Secondary Science Centre for Year 6 Science classes on a weekly basis</li>   <li>• Development of ongoing Assessments for new students entering the school</li>   <li>• Integrate the K-6 Assessment Plan into the planning and assessment regime</li>   <li>• Interactive Whiteboards installed from Year 2 – 6 to be increased into Year 1 in 2008</li> </ul>
<b>Student achievements</b>	<ul style="list-style-type: none"> <li>• Sustain strong Numeracy &amp; Literacy results</li>   <li>• Meet individual student learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of all Year 3 students achieved higher than the benchmark in all three assessment areas of the BST</li> <li>• 100% of Year 5 students achieved results higher than the benchmark in 'Aspects of Numeracy' and the 'Primary Writing Assessment'.</li> <li>• 100% of all students in Year 5 achieve higher than the benchmark in 'Aspects of Literacy'</li>   <li>• Continue to provide "Buddy" learning opportunities in Literacy and Numeracy between upper year level classes and the Infant</li> </ul>

	<ul style="list-style-type: none"> <li>Maintain sustainable opportunities for Performing Arts &amp; Music performances</li> </ul>	<p>classes</p> <ul style="list-style-type: none"> <li>Creation of more opportunities for Learning Support upper primary classrooms</li> <li>Provision of enrichment activities through the 'Tournament Of Minds' competition, Creative Writing competitions and other curriculum activities</li> <li>Continuation of 'Windbags' and 'Primary Strings' derived from the Middle Years Orchestral Band program</li> <li>Creation of an Intermediate Band (Year 5 to 8)</li> <li>Ensuring all K-6 students perform on stage at the Albury-Wodonga Eisteddfod, major ensemble, chorale and instrumental groups perform at the Scots Music Festival</li> <li>Reintroduce a Boys and Girls only singing group</li> <li>Continue Theatrical Productions at school: through the Infant Production, Year 3-4 Concert and the 5-6 Production</li> </ul>
<b>Student welfare</b>	<ul style="list-style-type: none"> <li>Enhance the implementation of Pastoral Care programs</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of the "Life Skills" programs for Year 6</li> <li>Increased Cross Age learning opportunities Numeracy, Literacy and Health</li> </ul>
<b>Staff development</b>	<ul style="list-style-type: none"> <li>Increased opportunities for Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff have received training in the use of Interactive Whiteboards</li> <li>Mathematics and English Coordinators have had opportunities to attend in servicing for their particular areas through membership of MANSW (Maths) and PETA (English)</li> </ul>
<b>Facilities and resources</b>	<ul style="list-style-type: none"> <li>Creation of a Native Garden and Vegetable patch</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate a food scrap collection system and a worm compost pit</li> </ul>

## FUTURE

AREA	PRIORITIES
LEARNING and TEACHING	<ul style="list-style-type: none"> <li>• Enhanced ICT resources,               <ul style="list-style-type: none"> <li>- Provision of Interactive Whiteboards for Secondary School.</li> <li>- Professional Development of staff in Interactive Whiteboards.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Sustaining of strong numeracy and literacy results.</li> </ul>
	<ul style="list-style-type: none"> <li>• Integration of <i>Emotional Intelligence</i> practices into learning and teaching strategies and into Pastoral Care structure.</li> </ul>
	<ul style="list-style-type: none"> <li>• Review Pastoral Care Structure within the School to link with academic programmes.</li> </ul>
	<ul style="list-style-type: none"> <li>• Review of Teaching and Learning practices within the School.</li> </ul>
	<ul style="list-style-type: none"> <li>• Continuation of outstanding SC and HSC results</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduction of NAPLAN Australia wide testing.</li> </ul>
SCHOOL COMMUNITY	<ul style="list-style-type: none"> <li>• Strong and clear communication with the school community at all levels.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use of the Intranet for the dissemination of School information.</li> </ul>
	<ul style="list-style-type: none"> <li>• Commencement of Strategic planning for 2009 - 2013</li> </ul>
	<ul style="list-style-type: none"> <li>• Take opportunities for community to meet new Principal – Dinners, Year 12 Breakfasts with local dignitaries, Regional get-togethers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduction of Overseas students to student population</li> </ul>
FACILITIES and RESOURCES	<ul style="list-style-type: none"> <li>• Development of Intranet for all members of the school community to access</li> </ul>
	<ul style="list-style-type: none"> <li>• Use of Intranet/Internet for communication with the School community to reduce paper copies.</li> </ul>
STUDENT WELFARE	<ul style="list-style-type: none"> <li>• Review the Secondary Pastoral Care structure including content and scope and sequence across Years 7 - 12.</li> </ul>
	<ul style="list-style-type: none"> <li>• Review the procedure for appointment of leaders within the School.</li> </ul>

# 11: Initiatives Promoting Respect and Responsibility

The Scots School Albury, a Pre-School to Year 12 school, wants all students to recognise that they are valued and integral parts of the school community and can contribute in many ways. In non-academic areas, these include drama, music, sport, Duke of Edinburgh, Agriculture Show Team, debating and public speaking.

The secondary school has a horizontal Pastoral Care system, where both a Year Level Coordinator and a Tutor guide each student. The program has four major aims:

- Connectedness
- Resilience
- Consistency
- Consequence

Respect is a major theme within connectedness and resilience. Sample topics include:

- Bullying
- Bullying and bystanders
- Being a good friend
- Manners and honesty
- Connections for teenagers

Responsibility is a major theme within consistency and consequence. Sample topics include:

- Preparation and responsibilities of leadership (senior students)
- Leadership qualities
- Actions and consequences
- Drug and alcohol education programs
- End of year break ups and parties

In addition the principles of respect and responsibility are reinforced in the following aspects of the school:

- Chapel (weekly for all students)
- Personal Development, Health and Physical Education topics (theory)
- Peer Support program (years 7 and 11)
- Community Service (optional part of weekly Activities program, Red Cross, Salvation Army)
- Fundraising (local and international causes) at all levels.
- Student leadership positions (prefects, house and boarding captains, sports captains) in both Primary and Secondary.
- Student coaches (junior sporting teams)

All of the above initiatives and programs attempt to engender positive self-images and esteem in children; mutual respect for all sections of the school community; rights and responsibilities.

## **12: Parent, Student and Teacher Satisfaction.**

The Scots School Albury is very proud of the strength of its community. An open communication policy encourages interaction with parents in all areas. Parent involvement is welcomed and encouraged. Good relationships among the triangle of parents, teachers and students characterise Scots.

The Parents and Friends Association and the Boarder Parents Group have regular meetings at which there is a very healthy atmosphere of open communication. These are attended by the Principal, the Head of Primary, the Co-ordinator of Boarding and the Director of Development who give reports and answer questions from the community. Feedback from these sessions indicate a high level of satisfaction with The Scots School Albury. It also demonstrates the high level of trust and co-operation that exists within the School community. Parents feel free to express views and to suggest changes. Staff listen and respond to these sessions. In 2007 a Year 12 exit student survey was completed.

This survey examined perceptions held by our students' respondents to see if their impressions are aligned with the messages that we as a school promote.

The data has come back to us as graphs and a succinctly presented account of written responses. The graphs were very informative and highly skewed to very positive responses.

Our first visual interpretations of the graphs indicate a strong relationship between student perceptions and our message; a great show of support for our culture and community. However, some concerns expressed in the comments will allow us to evaluate our practices.

According to perceptions of the Year 12 students there are many positive factors in the Scots environment.

Significant support was registered for encouragement to achieve and to do one's best; opportunities available; helpful teachers, good teachers; excellent facilities in general; friendly caring and supportive environment; sense of community; and quality academic education.

The Parents and Friends Association has been very active in providing resources across the whole school. Their proactive approach to fundraising has allowed on some occasions the earlier purchase of resources, one or two years ahead of the standard budgeting processes.

There is a culture in the school that allows students to share concerns with the appropriate members of staff. This increases the feeling of student safety and security.

Informal feedback from staff interactions and discussions during 2007 revealed that staff were generally very satisfied in all areas of the school. Visiting staff, student teachers and new appointments all declare that Scots staff are very welcoming and that the school has both a strong learning culture and a climate of mutual respect and caring.

# 13: Summary Financial Information.

