

# THE SCOTS SCHOOL ALBURY

## 2008 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 another interesting and challenging year with a number of members resigning after many years of service.

The new Principal, Mrs Heather Norton, assumed her post at the start of the year, succeeding Mr. Warren Howlett after a nine year term. Mrs. Norton has embraced the role with enthusiasm and energy and has worked closely with the Board over the year to ensure the school continues to develop its reputation and facilities.

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 enrolments 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. Planning for the project was commenced last year, with the Board authorising the construction pending financial benchmarks are met. The estimated build cost of the centre is \$6.2M. As the school receives no government funding for capital developments, this extensive project must be financed through fees or fundraising.

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. Grant Luff  
Chairman.

## **2008 P & F Report**

In 2008 I would like to acknowledge the significant time, effort and energy contributed in the endeavour to achieve the many and varied functions and fund-raising activities for this school and its students – our children, by the P&F Committee and the large body of Year Parents.

The Year Parents have traditionally co-ordinated at least one social function per term, and there is often a competitive spirit evident in the manner in which they think up different ways to bring each years groups together. This year there has been a Father and Child Paint Ball weekend, social functions at the Community Pizza Oven, dinners, BBQ's, pool parties, coffee mornings, pre-performance Get To-gethers at school events, Xmas party and end of year functions.

The Country Fair was again a great success with several new stalls tried out for the first time. Other social events included the Cocktail Party at the Albury Club, the Year 11 Debutante Ball, and our involvement in the Sports Gala Dinner in the Chapel Hall.

We made many significant purchases for the school including sewing machines, interactive whiteboards, welders, stainless steel kitchens, netball uniforms and video cameras. Our ongoing support of the Pipe Band has also seen an increase in financial aide. The School Canteen and the Clothing Pool are as significant as the Country Fair in raising P&F funds, although run by a much smaller group of volunteers, they are continuing to improve each year.

The P&F Committee has continued what we started three years ago by giving each Year group its own fundraising event to be run during the school year and have also asked the Year Parents to be more involved with larger organized school functions such as the Year 12 Graduation Ball, the Year 11 Debutante Ball, the Year 6 Graduation Dinner, and the Year 9 and 10 Parents running the annual Gala Social Event in Term 3.

Without exception all of the Year Parent functions this year have been successfully undertaken by a very competent and enthusiastic group of individuals. The Committee are very encouraged by this and are very pleased to see a much larger number of parents becoming actively involved in the school in many different areas.

Just like at school, where students journey through their year levels, growing and learning more each year, every year is different, challenging and bigger; and we hope that this will prove to be the case with the P&F, and we continue to harness the expertise and knowledge of our parent body, learning and supporting our school as we go.

Anne Tester  
President

## **Student Representative Council**

The SRC is one of the many opportunities provided by The Scots School Albury for students to be involved in Leadership. The SRC representatives are elected by their tutor group for a period of twelve months. The Year 11 representatives make up the office bearers of the SRC and supply leadership and direction for the group. A member of staff oversees the running of the SRC and acts as a mentor for the members. Meetings are held fortnightly or more often if the need arises. The twenty one members of the SRC have been actively involved in supporting local and national charities, tackling issues in the school that students have brought up through their representatives or the suggestion box that has been developed.

## **Prefects**

As part of our student leadership programme we also appointed 18 Year 12 Leaders – 9 were 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. This year the House Captains were recognised as Year 12 Leaders.

## 2: Value added information

### From the Principal

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

### Co-Curricular and Sporting Programme

Again in 2008 our students were involved in a range of activities which gave them opportunities to explore their talents and develop attitudes and capabilities beyond the classroom. These are only possible with the support and time of our staff. Whilst this is an expectation for staff many go beyond the anticipated duty.

Our students have been involved in:

#### **Co-curricular**

Chess

Debating

Mock Trial

Cattle and Sheep Judging

Agriculture Show Team

Local Musical Productions

Pipe Band

Orchestra – Junior and Senior

Choir – Junior, Middle and Senior Schools

Instrument programme in Primary School where all children learn an instrument

Jazz Band

String Group

Year Productions throughout the school culminating with the Year 12, 2008,

Production of South Pacific.

#### **Sport**

Rowing

AFL Football

Soccer

Tennis

Hockey

Badminton

Basketball

Netball

Riding and Eventing

Mountain Biking

Rogain races

Snow Skiing

Water Polo

Swimming

Athletics

#### ***Other value adding activities that our students engaged in during 2008***

Our students also are involved in the following:

Year 12 Breakfasts

Year 12 Graduation Dinner

Year 9/10 Fundraising Dinners

School Dances

Trips away to Melbourne, Ski trips, Rugby Union trips

Year 11 Debutante Ball

Year 8 Etiquette Dinner

Boarder Tutoring Programme – all boarders can access an extensive programme of assistance with their homework (prep) programme.

New Boarders weekends

Student for a day programme – to allow all new students the opportunity to engage with their Year group before entering the school.

### ***Value adding to the Curriculum***

Our students perform at a high level consistently higher than the state average across the school. This was the case in 2008. This is detailed in sections of this report. However it was clear that during 2008 our students were able to access a wide range of support services which gave them an edge over their counterparts in NSW.

These support services include:

Staff Tutor who meets with them each day

Year Co-ordinator who is responsible for their academic and emotional well being

Assistant Director of Studies who is responsible for examinations and special provisions

Director of Studies who is responsible for all academic progress of students  
Each report is read by the Principal who writes a comment for each student.

### ***Value Adding for Parents***

At The Scots School Albury parents are an important part of the School community. During 2008 the Principal and the Senior Management team have been able to strengthen the relationship through many regional get-together to outlying and local areas. This enables parents, particularly of boarding students, the chance to talk to executive staff, raising issues with them. It is planned that this is a feature of each year.

### ***Value Adding for staff***

Staff are the most valuable resource at The Scots School Albury. During 2008 all staff were invited to share a meal at the Principal's residence. This involved Academic, Boarding, Administration, Business, Development, Maintenance, Health and Grounds staff. This enables staff to get to know the new Principal in a less formal way.

A Staff Welfare Committee was also convened to look at major issues which affect staff moral and welfare. Many staff activities were organised by staff for staff.

All staff at The Scots School Albury are also provided lunch at our School kitchen. The School covers the cost of this benefit.

In 2008 all staff were encouraged to attend Professional Development courses. This included Support Staff some of whom had not previously attended, or been considered for PD.

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

#### Higher School Certificate Results

Congratulations to the class of 2008 for their excellent performance in the HSC. In 2008 there were 95 students who completed their HSC, and 3 Year 11 students who sat for accelerated courses in French Continuers, Japanese Continuers and PDHPE

There were 77 results greater than 90 (Band 6) or 45 (E4) achieved by 42 students, across 20 subjects.

#### **Of particular note are the students who achieved recognition by the NSW Board of Studies as All Rounders.**

3 students achieved All Rounders Awards (Premier's Awards) for Band 6 results in 10 units or more. Clare Nickson (Dux of 2008) achieved Band 6 in all of her 12 units. Clare Gillett and Jonathon Miegel achieved Band 6 in 10 Units. They were presented with their awards in February in Sydney. Congratulations.

#### **Two students achieved recognition for being placed in the Top Ten of their Subjects in the State:**

Clare Gillett placed 5<sup>th</sup> in Biology in the state and Paul Holden 9<sup>th</sup> in the state in Music Course 1. These are very impressive achievements.

#### **Encore and Onstage nominations and selections:**

- Lauren Whitehead, Chelsea Fraser and Cameron Roxburgh were nominated for **Encore** – State Music Celebration, with Lauren and Chelsea being selected.
- Jonathon Miegel was nominated for **Onstage** for his Individual Dramatic Performance.

#### **Best Individual Results were achieved by:**

- Paul Holden and Lauren Whitehead who both achieved 98 in Music Course 1 and
- Clare Gillett with 98 in Biology

#### **Best performing Subjects:**

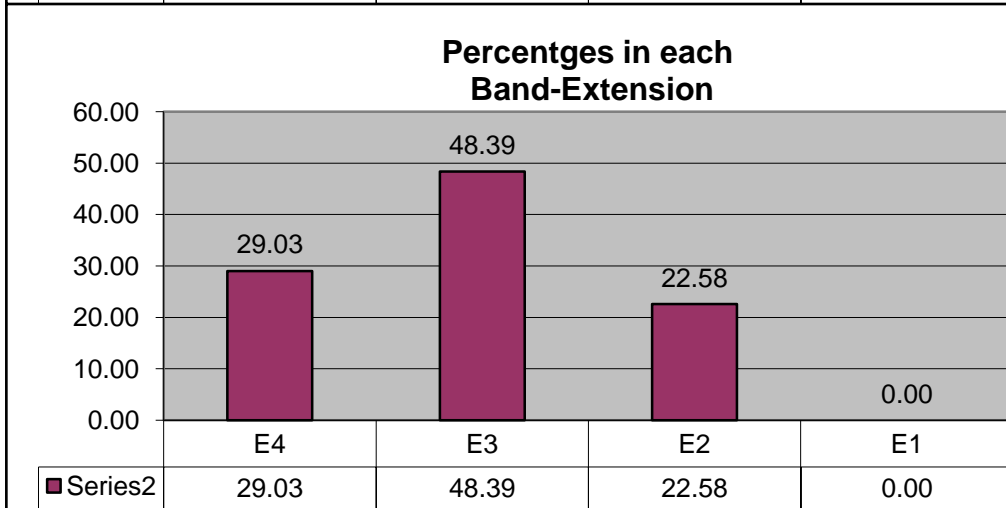
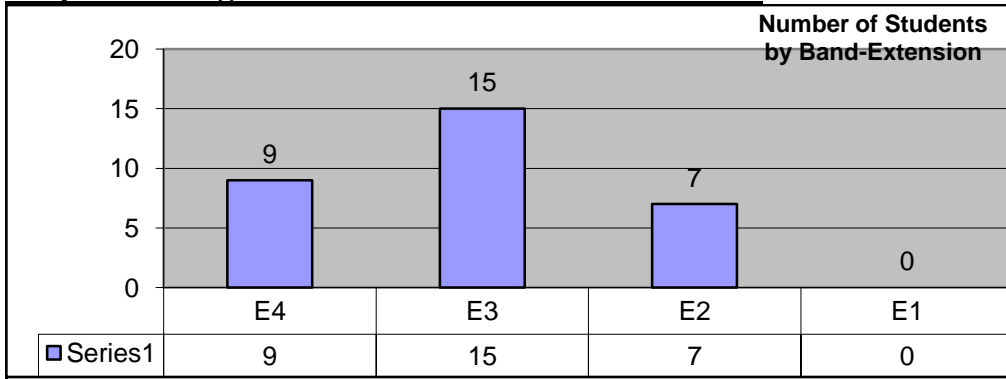
- Biology with 15 students out of 44 achieving Band 6, and an examination mean of 10.16% above the state average.
- Extension 1 Mathematics, Drama and Visual Arts with 100% of results in Band 5 or 6.
- Chemistry with 7 Band 6 results and an examination mean of 9.02% above the state.
- Physics with 5 Band 6 results and an examination mean of 8.20% above the state.
- Music Course 1 with 6 Band 6 results and an examination mean of 8.80% above the state.
- General Mathematics 8 results in Band 6 and an examination mean of 7.29% above the state.
- Ancient History with 3 Band 6 results and an examination mean 12.64% above the state mean.
- The first cohort of students studying VET courses in Stage 6 completed their examinations in Hospitality and Metal and Engineering achieving outstanding

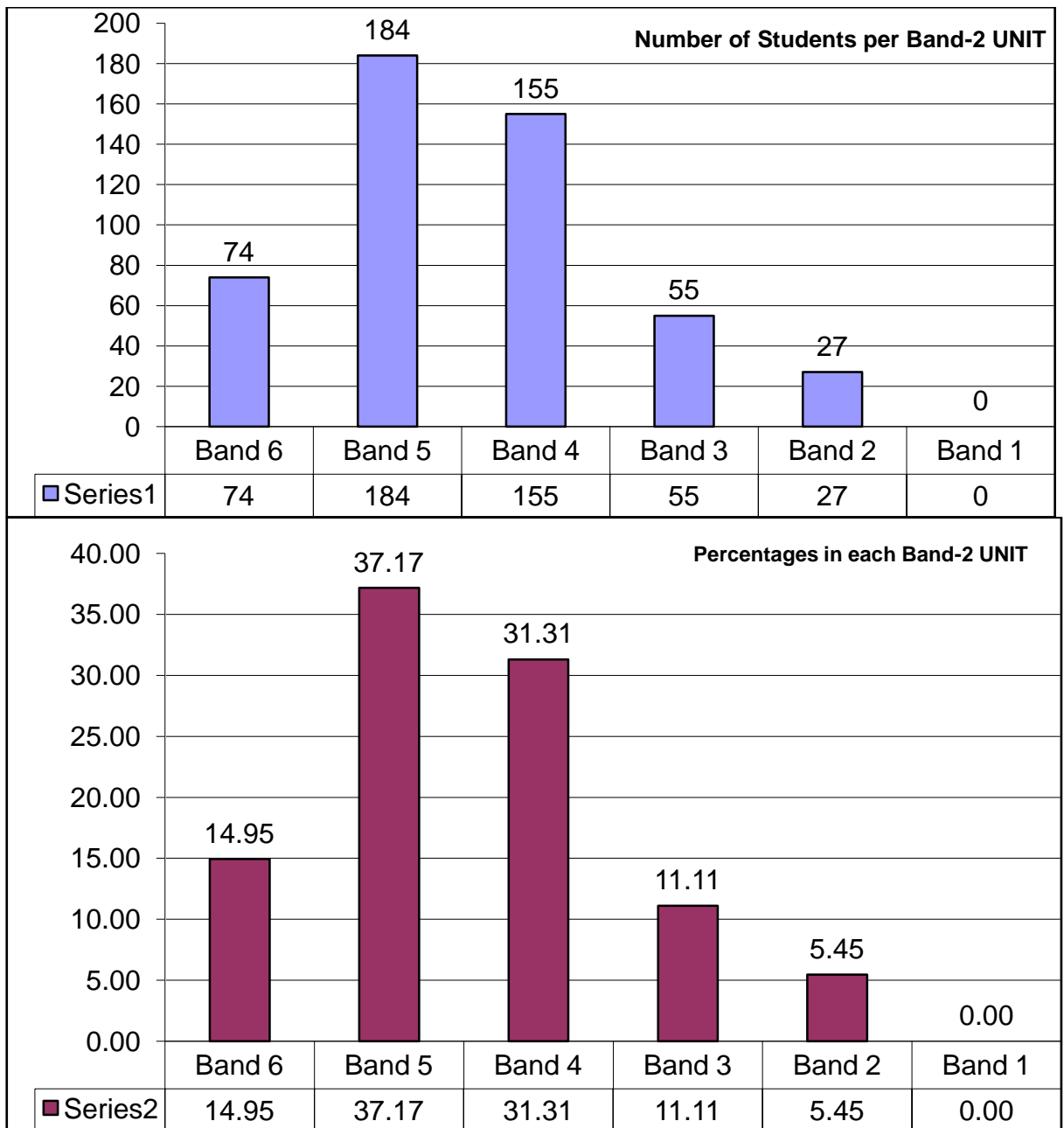
results. In Hospitality, six students completed the course with two students achieving band 6 results, the group ended with an examination mean of 8.99 % above the state average. In Metal and Engineering, nine students completed the course with an examination mean of 10.30 % above the state average.

**Distinguished Achievers List – Results in 2 Unit Course >90, Extension Courses >45**

Rhys	Bartholomew	General Mathematics
Alexander	Berry	Biology; Mathematics Extension 1
Amanda	Box	Ancient History; Biology
Stephanie	Brooder	Agriculture; Biology; Chemistry; English Advanced.
Benita	Bruce	Biology; Economics
Stephanie	Bursill	Drama
Jane	Carey	Biology; Mathematics 2 Unit; Modern History
Zoe	Cousins	(Yr 11) PDHPE
Jacob	Cunneen	General Mathematics
Catherine	Drew	Ancient History
Larry	Dunett	(Yr 11) French Continuers
Julia	Eastoe	Drama
Natalie	Endresz	General Mathematics
Chelsea	Fraser	Music Course 1
Clare	Gillett	Biology; Chemistry; Mathematics; PDHPE; Physics
Samuel	Giltrap	Chemistry; Mathematics 2 Unit; PDHPE; Physics
Sarah	Glyde	Business Studies
James	Green	Biology; Business Studies
Sarah	Gregory	Biology
Paul	Holden	General Mathematics; Music Course 1
Angus	Lingham	Business Studies; Economics; General Mathematics; PDHPE
David	Mabon	Biology; Mathematics 2 Unit.
John	Mabon	Biology; Mathematics 2 Unit.
Grace	McKenzie-McHarg	Music Course 1
Jonathon	Miegel	Chemistry; Drama; Mathematics Extension 1; Mathematics Extension 2;
Laura	Nichols	Japanese Continuers
Clare	Nickson	Chemistry; Economics; English Advanced, Mathematics Extension 1, Mathematics Extension 2, Physics
Alessandro	Pannozzo-Jewell	Music Course 1
Caitlin	Reilly	Chemistry; Mathematics; Mathematics Extension 1, French Continuers; French Extension
Cameron	Roxburgh	Music Course 1
Phoebe	Sanger	Music Course 1
Prue	Schoen	Biology; General Mathematics
Alexandra	Shilton	General Mathematics
Scott	Simpson	Hospitality Examination
Timothy	Smith	Biology; Chemistry; Physics
Miyuki	Suwama	Mathematics Extension1
Nicholas	Sykes	Mathematics Extension 1
Gabrielle	Thomas	Hospitality Examination
Millicent	Wall	Biology
Lauren	Whitehead	General Mathematics; Music Course 1
Catherine	Williams	Biology; PDHPE
Simone	Young	Ancient History; Biology; PDHPE

**Graphs Showing Student Performance across all Bands**





100% of 1 Unit results were greater than E2 and 83% of 2 Unit results were greater than Band 4 (70 and above).

- **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	79	77.88	72.34	10	100	10		
Ancient History	87	85.13	72.49	16	100	16		
Biology	86	83.38	73.22	44	97.7	43	2.2	1
Business Studies	82	79.14	72.21	47	95.7	45	4.25	1
Chemistry	83	83.74	74.72	28	100	28		
Design and Technology	79	77.15	74.90	13	100	13		
Drama	86	85.84	78.27	10	100	10		
Economics	79	76.34	75.45	16	87.5	14	12.5	2
English (Advanced)	77	77.12	79.03	37	100	67		
English (Standard)	69	68.31	65.55	28	100	28		
English Extension 1	37.5	35.04	39.77	9	56	5	44	4
English Extension 2	32.5	31.90	39.78	3	0	0	100	3
French Continuers	85	83.85	81.51	4	100	4		
French Extension	47	46.60	42.20	1	100	1		
General Mathematics	82	77.42	70.13	53	76.2	51	3.8	2
Information Processes & Technology	76	74.97	71.13	6	100	6		
Japanese Continuers	75	79.30	78.76	6	100	6		
Japanese Extension	43	43.30	37.40	1	100	1		
Legal Studies	83	78.89	75.43	7	93.7	7		
Mathematics	77	77.13	75.69	32	100	30	6.25	2
Mathematics Extension 1	89	88.75	79.59	11	100	11		
Mathematics Extension 2	88	87.73	83.16	6	100	6		
Modern History	78	77.39	75.77	19	100	19		
Music 1	92.5	87.95	79.15	11	100	11		
Personal Dev, Health & PE	80	79.52	72.64	36	97.3	35	2.77	1
Physics	84	81.30	73.10	14	100	14		
Software Design & Develop	74	72.60	75.30	4	100	4		
Visual Arts	85	84.28	80.72	8	100	8		
Metal and Engineering Exam		80.49	70.19	9	100	9		
Hospitality Exam	83.5	82.60	73.51	6	100	6		
Japanese Continuers (OHS)	81	83		1	100	1		

\*

## 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.

96 students sat for the NSW School certificate. One student completed Information Processes and Technology at an accelerated level. 18 subjects were offered to students of which 13 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 6-3		Bands 2-1				
English – Literacy Test	96	98%	94	2%	2	80.31	76.63	81
Mathematics Test	94	97%	91	3%	3	77.23	70.67	79
Science Test	96	100%	96	0	0	80.55	73.61	83
Australian History, Civics and Citizenship Test	96	99%	95	1%	1	77.27	70.58	79
Australian Geography, Civics and Citizenship Test	96	99%	95	1%	1	77.28	73.52	79
		HC,C			CND			
Computing Skills Test	96	100%	96	0	0	86.24	80.71	88

# School Certificate Report 2008

Table: School Certificate Grading Pattern for all courses

Subject	Number of Students	Performance Band Achievement by Percentage	
		Grades A – C	Grades D – E
English	96	91	9
Mathematics –	94	93	7
Science	96	92	8
Australian Geography	96	82	18
Australian History	96	92	8
Commerce 100 Hours	7	100	
Commerce 200 Hours	41	100	
French 200 Hours	13	92	8
Japanese 200 Hours	14	100	
Agricultural Technology 100 Hours	3	100	
Agricultural Technology 200 Hours	21	100	
Design and Technology 100 Hours	6	100	
Design and Technology 200 Hours	13	92	8
Food Technology 100 Hours	5	100	
Food Technology 200 Hours	18	94	6
Graphics Technology 100 Hours	7	100	
Graphics Technology 200 Hours	7	100	
Industrial Technology Metal 100 Hours	22	95	5
Industrial Technology Timber 100 Hours	19	89	11
Information and Software Technology 100 Hours	6	100	
Information and Software Technology 200 Hours	14	100	
Drama 100 Hours	2	100	
Drama 200 Hours	41	88	12
Music 100 Hours	1		100
Music 200 Hours	16	81	19
Visual Arts 100 Hours	1		100
Visual Arts 200 hours	15	87	13
Visual Design 100 Hours	4	75	25
Visual Design 200 Hours	9	67	33
PDHPE 100 Hours	7	71	29
PDHPE 200 Hours	89	75	25

The inaugural NAPLAN testing was completed in 2008.

There are a few points for consideration when referencing our results.

- Each increment between bands is 52 points
- The lowest Band is below National Minimum Standards – Band 1 in Year 3; Band 3 in Year 5
- 100% of the students achieved above benchmark results in Overall Literacy, Overall Numeracy and Writing
- 100% of the students achieved above benchmark results in each specific aspect of literacy & Numeracy
- A large contingent of new students commence at The Scots School Albury in Year 5. They bring a wide array of experiences and varied degrees of prior knowledge.

Table 1: NAPLAN results – student percentages above benchmark

<b>2008 Test NAPLAN Aspect</b>	<b>Year 3</b>	<b>Year 5</b>
	<b>Percentage of students meeting the National Benchmark</b>	<b>Percentage of students meeting the National Benchmark</b>
Overall Literacy	100%	100%
Writing	100%	100%
Overall Numeracy	100%	100%

Table 2: NAPLAN results for Year 3 – student percentages in skills bands

<b>2008 Test NAPLAN Aspect</b>	<b>% of YEAR 3 students in each band</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>
Overall Literacy	25	70	5	0	0	0
Reading	50	45	5	0	0	0
Spelling	45	25	30	0	0	0
Grammar & Punctuation	60	20	15	5	0	0
Writing	25	35	35	5	0	0
Overall Numeracy	50	35	15	0	0	0
Number, Patterns & Algebra	55	25	10	10	0	0
Measurement & Data, Space & Geometry	55	20	25	0	0	0

Table 3: NAPLAN results for Year 5 – student percentages in skills bands

<b>2008 Test NAPLAN Aspect</b>	<b>% of YEAR 5 students in each band</b>					
	<b>Band 8</b>	<b>Band 7</b>	<b>Band 6</b>	<b>Band 5</b>	<b>Band 4</b>	<b>Bands 3</b>
Overall Literacy	31	39	17	11	3	0
Reading	44	22	14	17	3	0
Spelling	19	25	36	14	6	0
Grammar & Punctuation	42	25	19	11	3	0
Writing	44	17	22	14	3	0
Overall Numeracy	33	33	25	8	0	0
Number, Patterns & Algebra	39	19	31	8	3	0
Measurement & Data, Space & Geometry	17	47	25	8	3	0

Table 4: PERSONAL GROWTH TABLE FROM YEAR 3 (2006) TO YEAR 5 (2008)

There are a few points for consideration when referencing our results.

- Each increment between bands is 52 points
- Students are expected to move 1 ½ Bands between Years 3 & 5 – that is 78 points

<b>2008 Test NAPLAN</b>	<b>GROUP</b>	<b>SCHOOL AVERAGE GROWTH POINTS</b>	<b>STATE AVERAGE GROWTH POINTS</b>
<b>Aspect</b>			
READING	ALL	85.7	85.6
	BOYS	87.4	90.6
	GIRLS	73.3	80.4
WRITING	ALL	100.8	68.5
	BOYS	92.7	67.0
	GIRLS	161.5	70.1
OVERALL LITERACY	ALL	103.6	80.7
	BOYS	102.8	82.3
	GIRLS	110.0	79.0
NUMERACY	ALL	100.7	79.7
	BOYS	103.2	80.8
	GIRLS	82.0	78.6

The continued 100% result for students achieving above National Benchmark results is extremely satisfying and affirming of the programs we implement within classrooms. Over two-thirds of the Year 3 & 5 cohorts achieving results in the top 2 Bands in Overall Literacy and Numeracy is magnificent.

Although, all students surpassed National Benchmark expectations in Overall Literacy and Numeracy, specific aspects such as Spelling and Writing will be a focus for 2009 and beyond.

The personal growth from the 17 students who sat the tests in 2006 at Scots when in Year 3 is well above the 78 points expected. The exception to this in the aspect of Reading, where the girl's average was 5 points below expectation.

Phenomenal development is noticeable in Writing, which was a focus that had previously been identified.

# Literacy and Numeracy Assessments Year 7

In 2008, 77 students in Year 7 participated in the National Assessment Program for Literacy and Numeracy (NAPLAN).

99% of results in Literacy were greater than Band 5, whilst in Numeracy, 100% of results were greater than Band 5. 2008 was the first year that National Assessment testing was completed under the auspices of NAPLAN. The students' results indicated that the students performed well above state levels in all tests across all areas.

Assessment	Band 9		Band 8		Band 7		Band 6		Band 5		Band 4	
<b>Literacy %</b>												
	TSSA	State	TSSA	State	TSSA	State	TSSA	State	TSSA	State	TSSA	State
Reading	<b>32</b>	11	<b>26</b>	18	<b>25</b>	24	<b>16</b>	29	<b>1</b>	14	<b>0</b>	4
Writing	<b>21</b>	10	<b>29</b>	19	<b>30</b>	24	<b>17</b>	30	<b>3</b>	11	<b>1</b>	7
Spelling	<b>13</b>	11	<b>32</b>	25	<b>32</b>	29	<b>18</b>	20	<b>1</b>	9	<b>3</b>	6
Grammar and Punctuation	<b>27</b>	10	<b>25</b>	20	<b>23</b>	25	<b>19</b>	23	<b>5</b>	14	<b>0</b>	7
Overall Literacy	<b>26</b>	8	<b>22</b>	18	<b>38</b>	30	<b>13</b>	28	<b>1</b>	12	<b>0</b>	4
<b>Numeracy%</b>												
Number, Patterns and Algebra	<b>35</b>	18	<b>34</b>	15	<b>17</b>	23	<b>14</b>	24	<b>0</b>	15	<b>0</b>	4
Measurement and Data	<b>22</b>	47	<b>18</b>	9	<b>21</b>	28	<b>14</b>	18	<b>0</b>	15	<b>0</b>	9
Space and Geometry	<b>21</b>	12	<b>45</b>	21	<b>22</b>	25	<b>10</b>	24	<b>1</b>	15	<b>0</b>	3
Overall Numeracy	<b>35</b>	16	<b>30</b>	18	<b>26</b>	24	<b>9</b>	24	<b>0</b>	16	<b>0</b>	3

# Literacy and Numeracy Assessments Year 9

In 2008, 82 students in Year 9 participated in the National Assessment Program for Literacy and Numeracy (NAPLAN).

93% of results in Literacy were greater than Band 5, whilst in Numeracy, 98% of results were greater than Band 5. 2008 was the first year that National Assessment testing was completed under the auspices of NAPLAN for Year 9 students. The students' results indicated that the students performed well above state levels in all tests across all areas.

Assessment	Band 10		Band 9		Band 8		Band 7		Band 6		Band 5	
<b>Literacy %</b>												
	TSSA	State	TSSA	State	TSSA	State	TSSA	State	TSSA	State	TSSA	State
Reading	<b>24</b>	7	<b>26</b>	16	<b>32</b>	26	<b>15</b>	28	<b>2</b>	17	<b>1</b>	6
Writing	<b>30</b>	9	<b>24</b>	12	<b>23</b>	25	<b>13</b>	23	<b>9</b>	21	<b>0</b>	10
Spelling	<b>13</b>	7	<b>28</b>	22	<b>21</b>	25	<b>20</b>	27	<b>12</b>	11	<b>6</b>	9
Grammar and Punctuation	<b>26</b>	10	<b>9</b>	12	<b>26</b>	21	<b>28</b>	29	<b>9</b>	17	<b>4</b>	11
Overall Literacy	<b>23</b>	6	<b>22</b>	15	<b>33</b>	27	<b>15</b>	29	<b>7</b>	17	<b>0</b>	6
<b>Numeracy%</b>												
Number and data	<b>30</b>	13	<b>21</b>	14	<b>26</b>	23	<b>18</b>	26	<b>5</b>	16	<b>0</b>	7
Patterns and Algebra	<b>37</b>	17	<b>17</b>	17	<b>24</b>	20	<b>20</b>	21	<b>2</b>	15	<b>0</b>	10
Measurement Space and Geometry	<b>20</b>	10	<b>23</b>	17	<b>34</b>	28	<b>18</b>	25	<b>4</b>	14	<b>1</b>	6
Overall Numeracy	<b>28</b>	13	<b>28</b>	15	<b>23</b>	25	<b>18</b>	24	<b>2</b>	19	<b>0</b>	5

## 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

At the start of Term 3 all staff were involved in a one-day in-service, run by Peter Sullivan from Australian Business Training. This workshop focussed on changing people's perception of themselves, their role and their environment. The purpose was to move people beyond the "How To" and develop "Will Do" commitment to action.

Description of Professional Learning Activity	Number of Staff
2008 MANSW Annual Conference	2
ABSA Conference in Canberra	7
Adobe Creative Suite - TAFE Course	1
AIS - Ahead of the field in 7-12 PDHPE	2
AIS Annual English Teachers' Conference	2
AIS Conference-Geography	1
AIS Conference - Sydney	2
AIS Pastoral Care Conference Optimism, Ethics & Young People	1
AIS Trade Training Centres in Schools seminar	1
AISRTO Internal Audit Workshop	1
Animals and Agriculture Teaching	1
Body Image	1
BOS Science Inspector - Meeting	1
Brain, Movement & Education - Part 2	1
Chaplains Forum	1
Child Protection Investigation Training	1
CIS PSSA AFL Carnival	1
Composition Professional Development Course	2
Enhancing Skills for Pastoral Care	1
ETA Annual Conference and TTA: Teaching Creative Writing	1
Fostering Learning in the Digital Era K-2	3
Helping kids to write - it's more than just text types.	4
HSC & SC 2007: Feedback & Advice	1
HSC English Ext. 2 Day	1
HSC Examination: Keys to Success	1
HSC Japanese Extension, New prescribed text issues	1
HSC Marking Day - practical marking visit-Visual Arts	1
HTA NSW Extension History	1
ICPA Conference	2
Adobe Illustrator	1
Innovative teaching of Geography Workshop	2
Introduction to GeoGebra - IT package	8
Introduction to Moodle - an Online course ITMOOO	1
IWB Conference	3
Japanese Extension	2
JLTAV State wide Conference	1
Kitchen Garden Classroom Conference	1
La Trobe Uni Albury/Wodonga Careers Advisers Seminar	1

LATV LabCon Victorians Lab Technicians Conference	1
Le François pour tous - French teaching with emphasis on ICT & boys	1
Life Love & Leadership	3
MANSW HSC & SC 2007 Feedback and Advice	1
Meet the Markers - Physics	1
Minds on Technology	1
Movement, The Brain and Learning Workshop	2
National History Curriculum Forum	1
NSW Agriculture Teachers Conference	1
NSW GTA Annual Conference	1
NSW Japanese Teachers' Conference 2008	1
NSW PDHPE Teachers Association Annual Conference	1
NSWCIS Sports Dinner	1
OHS Management Systems Training - Secondary Science Laboratories	1
Overflow Conference - Uniting Church	1
Pathways to Managing - forum for Deputy Principals	1
PDHPE Stage 6 - HSC Marking Workshop	1
Primitive & Postural Reflexes 2	1
Programming new Hospitality syllabus	1
Review of New HSC English Prescription List	6
RIVPAT Annual Conference for the Teacher Librarian & English Teachers	2
Safety in Laboratories	3
School Tech 08 - IT in the classroom	2
Science and Technology Conference	1
Science Teachers Forum	2
Stage 6 Maths Review - BOSLO consultation	4
Stephanie Alexander School Gardens Project	1
TAS Conference "Innovation in Design"	1
TEA Conference	1
Teaching demise & destruction with Romeo & Juliet & Macbeth	1
Teaching HSC Monologue	1
Timetable - consultation	1
Total Assessment Conference - Schools participating in ICAS	1
VET Hospitality - "Face to Face with Industry" 2008	1
Visiting PLC to view software of Stage 6	2
Visual Arts AIS Conference "Visual Dialogues"	2
Welcome Reception in honour of Visiting Exchange Teachers	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	82
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	2
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	1

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 2008 the average daily staff attendance was approximately 98.65%.

There was a decrease in the turnover of teaching staff (1).

The staff retention rate was approximately 98.2%

## 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
2006-2008	100	97	87	97%	87%

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.

### Student Attendance

The average student attendance for 2008 is 95.4%.

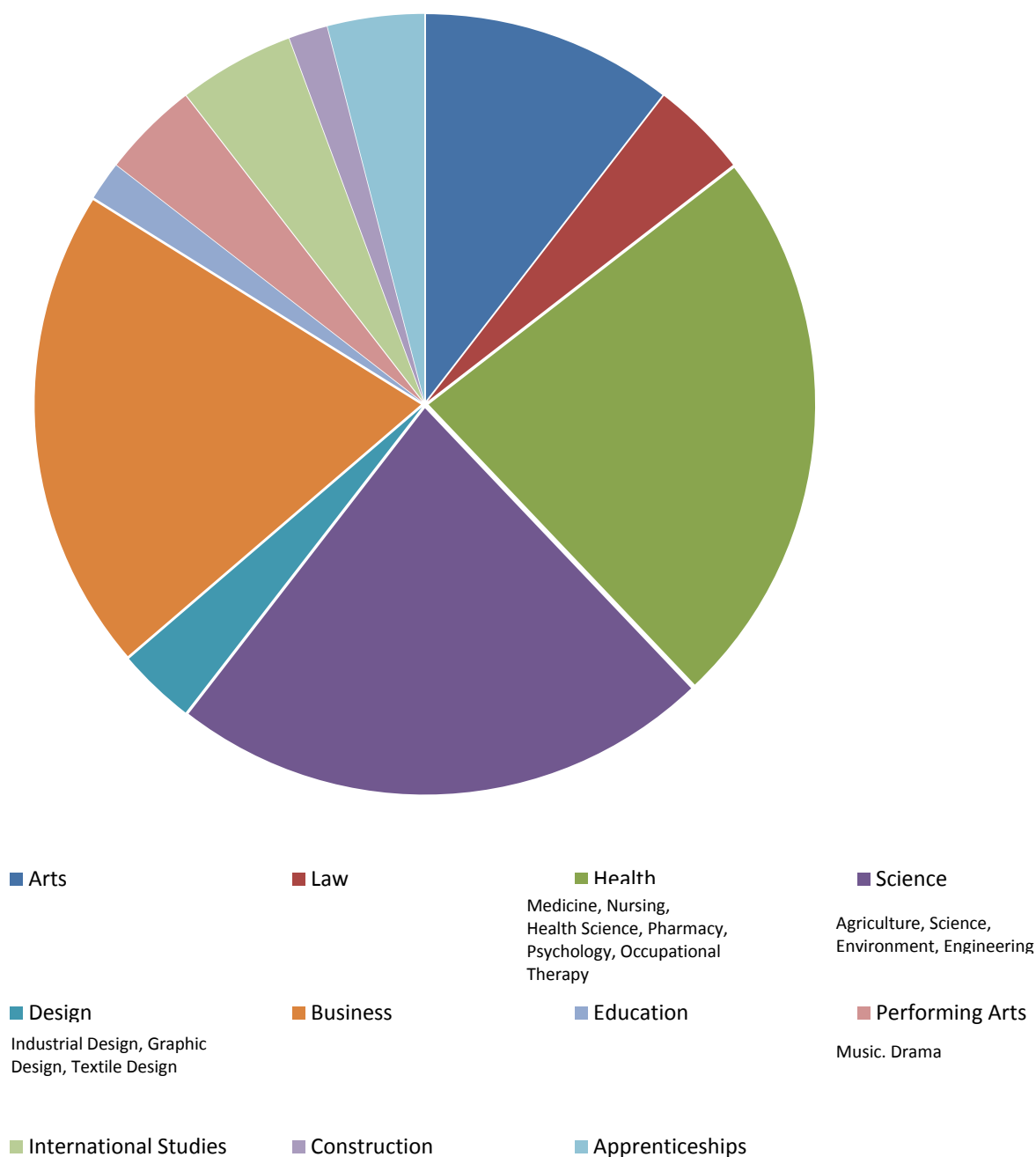
The attendance rate was influenced generally by:

- Illness
- Short Exchange – students spending time in schools overseas for short periods
- Family holidays – some families extend holiday periods into term time to travel
- Sporting Commitments – both within Australia and also overseas
- Co-curricular – some students participate in events privately

## 7: Post School Destinations

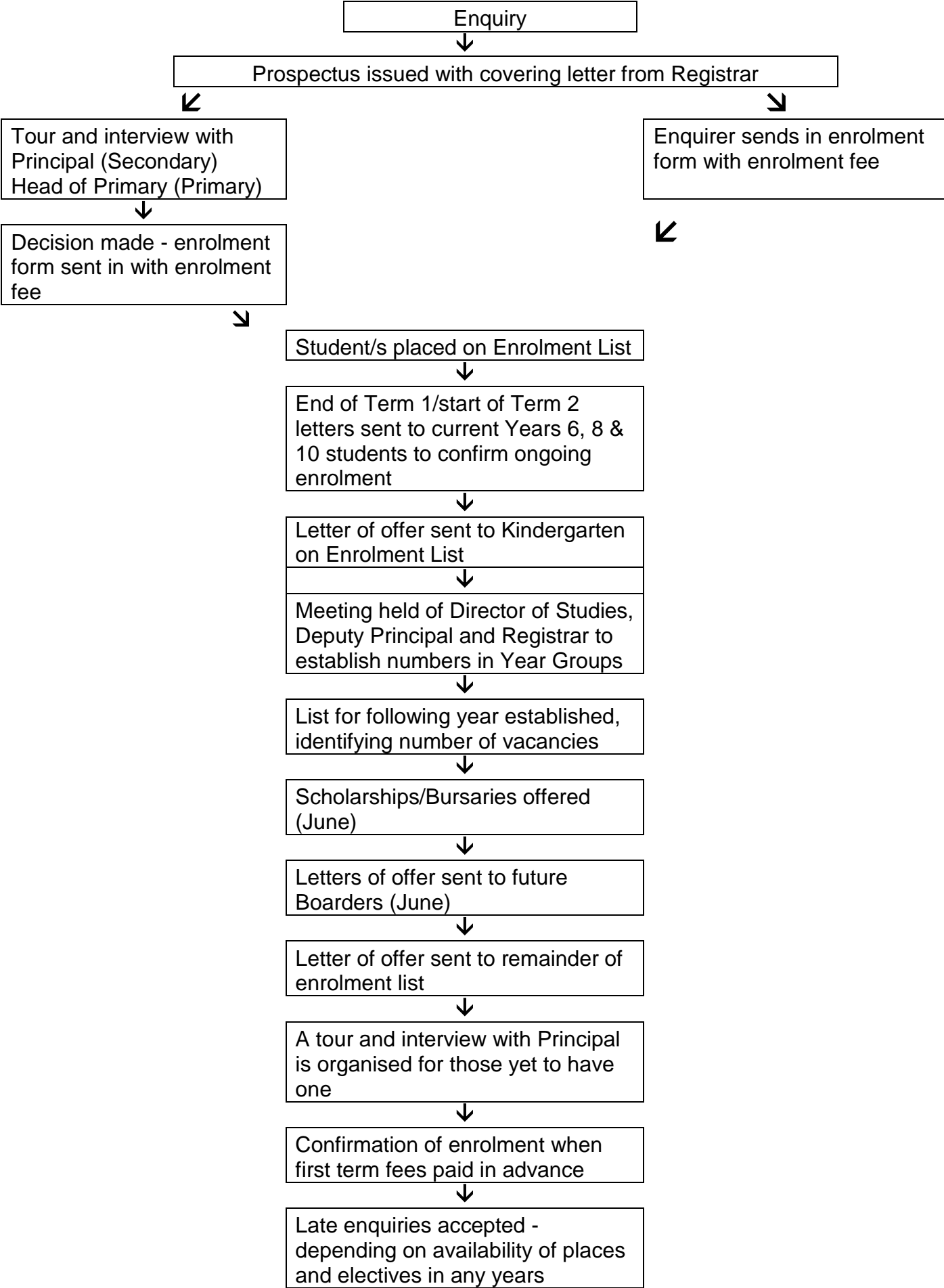
In 2008, 80% of our Year 12 students received university offers throughout Australia with approximately 56% of the students deferring their offer until 2010. 2% of our students have started a TAFE Course. A further 3% of the group has gained apprenticeships and 15% are in full time employment, undertaking part-time employment or pursuing other interests. Of the students that have deferred, 8 of the students are taking an organised GAP placement with all of the others in full time employment, part-time or a combination of working and travel. Students undertaking a Gap year have found it more difficult to gain full time employment mirroring the current economic climate.

### Destinations Class of 2008



# 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 680 students of whom 500 are in the Secondary School, 180 in the Primary School. There are approximately equal numbers of boys and girls throughout the school. The school has 90 Full time equivalent 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. The Scots School Albury is actively marketing in China and Hong Kong.

## **Equal Opportunity Employment**

The Scots School Albury is an employer which upholds the values of Equal Opportunity. Employment is on merit but a balance of genders is considered when appointing at senior level.

To support young families we offer part time employment, consideration for long term camp rosters and offer after school care for our staff children. A child care centre is also being planned for the future.

## **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 2008:

Policy	Changes in 2008	Access to full text
<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 2007</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. Procedures added 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 2008.</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 added 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 system was revised in 2008 to be implemented in 2009.</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>		homework policy in <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>	No changes in 2008.	Full text contained in <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 2008 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

AREA	PRIORITIES	ACHIEVEMENTS
LEARNING AND TEACHING	Enhanced ICT resources <ul style="list-style-type: none"> <li>- Provision of Interactive Whiteboard for Secondary School</li> <li>- Professional Development of staff in Interactive Whiteboards</li> </ul>	<p>This has been achieved through the installation of 12 new Interactive Whiteboards in the Secondary School.</p> <p>The staff have accessed professional development through the Primary School staff. This has been extremely valuable for all.</p> <p>More training is planned for 2009.</p>
	Sustaining of strong numeracy and literacy results	This has continued in 2008 across the school.
	Review of Emotional Intelligence practices into the teaching and learning strategies and into Pastoral Care.	<p>During July a Professional Development session was held for all staff. The response from staff was good. Staff were challenged to use these strategies in their own classrooms.</p> <p>This has been a personal responsibility of each teacher. There has been moderate success in teaching and learning strategies and more can be done in this areas. However the Pastoral Care programme benefitted greatly from this initiative which will have a positive impact on the teaching and learning strategies employed in each classroom.</p>
	Review of Teaching and Learning Practices within the School to link with academic programmes.	This is ongoing and delegated to each Subject Co-ordinator. There have been some interesting reviews and sharing of ideas.
	Continuation of outstanding SC and HSC results.	This continued to be outstanding. The HSC results for 2008 were the best we have received to date.

	Introduction of NAPLAN Australia wide testing	This was organised and implemented by the Director of Studies/Head of Primary with assistance from Year Co-ordinators and Classroom teachers.
SCHOOL COMMUNITY	Strong and clear communication within the School.	This has been evaluated and a NEW WEBSITE has been planned for introduction in 2009.
	Use of Intranet for the dissemination of School information.	Assessment Calendars, Assessment and Course information are all available on Intranet. Senior students use this extensively.
	Commencement of Strategic planning for 2009 –2013.	This commenced late in 2008. The bulk of the work will continue in 2009.
	Take opportunities for community to meet new Principal – dinners, Year 12 Breakfasts, Regional get-togethers.	This was extremely successful and a definite feature of our school calendar.
	Introduction of International students to student population.	No new International students were enrolled at The Scots School Albury in 2008. However links with our contacts in both Hong Kong and China were strengthened. This will continue in 2009.
FACILITIES AND RESOURCES	Development of Intranet for all members of the school community to access	As above.
	Use of the Intranet/Intranet for all members of the School community to access	This was achieved. However it has become evident that a more effective use of the School Website will improve the school communication. Speed of communications with parents continues to be an issue.
STUDENT WELFARE	Review the Secondary Pastoral Care structure including content and scope and sequence across Years 7-12.	This was completed in 2008 with great success. Year Level Co-ordinators worked to ensure a smooth flow of transition between year groups.

	Review the procedure for appointment of leaders within the School.	This was reviewed in 2008. A new process and procedure was introduced during the year for 2009 leaders (who were appointed in Term 3, 2008). This will continue to undergo review in 2009.
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## FUTURE

Area	Priorities
<b>Learning and Teaching</b>	<p>Enhanced ICT resources</p> <ul style="list-style-type: none"> <li>- Continuation of Provision of Interactive Whiteboard for Secondary School; 9 new Interactive Whiteboards will be ordered as a result of a successful (pending) Federal Government grant.</li> <li>- Continuation of Professional Development of staff in Interactive Whiteboards – a moratorium on the purchase of Interactive Whiteboards as staff need to consolidate their knowledge and pedagogical approach to teaching with these tools.</li> </ul>
	A focus on literacy across the curriculum.
	Continuation of outstanding external examination results: NAPLAN, UNI of NSW contests, SC and HSC.
	A understanding and use of the latest research on the brain and learning – evident in classrooms and the student population.
	The development of TILT teams (Teachers in Learning Teams) in conjunction with the introduction of Performance Development as an alternative concept to Appraisal.
	Consideration of Middle Schooling concepts across Years 5 – 8.
	A continued development of the learning experience for each student and evaluation of the learning environment.
	Concept of the learning community introduced.
<b>School Community</b>	Use of Email alerts and instant parent communications.
	Development of Parent programme encouraging parents to be learners within the School community.
	The development of International Student programme
	The introduction of the concept of a Global Citizen within the teaching and learning and the pastoral care programme.
	The focus on Social Justice for all members of the School community.
	An impetus to widen the school enrolment base – both International students and Indigenous students.
	The development of the School Website to be more interactive for all members of the community to access.

<b>Facilities and Resources</b>	The finalisation and successful commencement of the Indoor Sports Centre.
	The development of external enterprise and partnerships within the school community – eg. Ski School, Equestrian Partnerships with Albury Equestrian centre etc.
	The development of a Financial Sustainability plan.
	The development of the concept of Sporting Excellence academies.
	A review of Boarding facilities.
<b>Student Welfare</b>	Review and development of leadership opportunities within the school.
	The introduction of Emotional Intelligence programme within Boarding Houses.
	Student leadership team to form part of the OHS committee.
	More interaction between the Primary and Secondary leadership team.
<b>Staff Welfare</b>	The development of a leadership programme for all staff.
	Increased Child Protection training from external providers.
	The introduction of The Performance Development concept.
	Proactive recruiting of staff to replace departing staff.
	Closer co-operation between Secondary and Primary Schools.

# 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.

Scots has continued to be a community unlike others. It is characterized open communication, a willingness to learn and to work and a sense of positivity. New members of the community are warmly welcomed and nurtured into the school by their peers and the staff.

The Parents and Friends Association and the Boarder Parents Group have regular meetings on matters pertaining to The Scots School Albury. These are both support groups and do not make policy but work hard to make funds available for our students. The major fundraiser, The Country Fair, is a convivial day where staff, students and parents work together to raise large amounts of money to be used in the School.

The regular meetings 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. Parents are free to contact the school at any time if they are concerned by an issue relating to their child's progress.

There is also 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. In 2008 we did *not* complete a student satisfaction survey. However we did complete a small number of surveys through the beginning stages of the Strategic Planning process.

Words such as:

Engaging, Safe, Invigorating, Exciting, Learning, Friendly, Successful, Enjoyable were widely used by parents and students to describe the School.

This survey will be continued in 2009.

This augurs well for a positive future and reflects the way in which the students and parents engage in the School community.

Similarly informal and anecdotal feedback from staff interactions with students during 2008 revealed that students were generally very satisfied in all areas of the school. New students and parents remark on the way in which they have 'fitted in' and the high standards of the School. They comment on the culture of learning and the strong community support.

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.

Perhaps one of the most positive forms of feedback emanates from the past students who feel free to visit the school after completion. They reflect positively on the strong culture of learning and the sense of community.

The Principal has also instituted exit interviews with parents of students who are leaving the school. Without exception all feedback has been positive. Generally

students leaving the School do so as parents have accepted a position away from the local area.

The Staff are a remarkable group of individuals who have demonstrated their commitment by a high level of attendance at non-compulsory School community activities. This was regarded highly by the parent body who commented on their dedication. Staff are willing to work well beyond school hours and all contribute to a co-curricular activity.

# 13: Summary Financial Information.

