

# THE SCOTS SCHOOL ALBURY

## 2006 ANNUAL REPORT

This 2006 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 Board has had another interesting and challenging year as it works to maintain and improve the school.

We were delighted to welcome three new members to the Board this year, all parents of current students. They bring a range of professional skills and experiences that add to those already on the Board.

The board meets every month and concentrates its efforts on the long-term quality of school programs and on the viability of the school. To keep up to date with school activities, a part of each meeting is spent with staff experts talking about progress in a particular area. The Board has an annual dinner with staff, which is a very enjoyable affair as well as providing Board members with insights into the needs of the school.

The school continues to thrive. The excellent academic results, breadth of co-curricular activities and outstanding pastoral care of students are improving even further each year. From benchmarking studies involving many independent schools, we know that The Scots School Albury offers an outstanding package, truly among the very best in regional Australia. This reflects the efforts of our Principal, the staff and our students. As the best form of advertising is word of mouth, we encourage all school families to tell their friends and acquaintances about the Scots story.

Whilst the school has had a busy capital program over the last few years culminating in building the Science Centre, there is always more to be done. The existing gymnasium is old and unsuited to modern programs. A small committee is working on the feasibility of a new sports centre – on funding options as well as the physical requirements. The school gets no government funding for capital, so any new facility must be funded from fees or fundraising. We understand that there is enthusiasm for this project in the school community; the Board's role is to ensure that the needs are met in an economic and sustainable manner.

I thank my colleagues on the Board for another year of voluntary work in the cause of the school.

Mr. Ian Thompson  
Chairman.

## **Boarder Parent Group**

The Boarder Parent Group continues to grow in stature offering a forum for boarding families to raise issues specific to this section of The Scots School Albury community.

The group meets at least once each term and has had excellent attendance at this year's meetings. Major agenda items for 2006 have included catering,

transport issues for boarders and recreational activities. We have also reviewed policies relevant to the boarding houses and students.

We held our second strategic planning meeting this year which provided the opportunity to review the Boarder Parent Group strategic plan and set priorities for 2006 – 2007. This is proving to be a very valuable annual event which is well attended and supported by both parents and relevant Scots staff.

We also held the second annual Boarder Parent Group working bee on Saturday 5<sup>th</sup> August with approximately 20 families represented during the day. This is a popular event for parents as many boarder parents find distance makes it difficult to contribute to the school community in other ways. Projects undertaken included: a new pathway between the boarding houses and the science centre; new parking bays; painting of the lower section of Sellars House; a new bicycle storage area; improvements to the drainage system; and planting shrubs.

An initiative this year has led to a small flat attached to Sellars House being made available for parents who may need to stay over in Albury when attending functions at the school. Another initiative was including an area for boarder parents at the swimming carnival which provided an ideal opportunity for new boarder parents to meet with other parents and discuss boarder issues. Representatives of the Boarder Parent Group have also attended the new boarders' weekend and the open day to share their experiences and knowledge with new families to help make what can be a daunting transition a little easier.

We acknowledge all the staff at Scots who actively support the boarding community and the BPG.

Executive of BPG

## **MOTHER'S CLUB**

It has certainly been another busy year for Mother's Club. Once again, the support received has been overwhelming and the Mother's Club has had a very successful and gratifying year. This will be the last report for this invaluable committee as a merger with the P&F will be finalised by the end of the year. Special mention and thanks must be noted to all previous Mother's Club committee members. Often Mother's Club has been the 'social starter' for mothers to contribute to the school community. It has allowed lifelong friendships amongst its members to be formed and has always been a laughter-filled way of raising money for our children.

### **Term 1**

P&F and our Year Parents started the year with the New Parents Welcome, providing a 'common ear' for new families within our school community in a low-key environment. The role of the Year Parent is vital to the school, being the link and support for new families. We also came together as one school community for the Country Fair. As the major fundraiser for the year, the

Country Fair showcases the level of school spirit evident at Scots with all facets of the school working together for a common goal.

### **Term 2**

Our annual 'dunking' lamington drive was again a success. The Debutante Ball was a family event in which 33 young ladies from Year 11 and their partners were presented to Albury Mayor in front of 550 family and friends. It is a wonderful family occasion, a highlight to all those who participated, and an event that has a special place in the school calendar each year.

### **Term 3.**

The Scots School Ball saw the amazing transformation of the dining room into a disco inspired wonderland where the school community ate the most amazing food, drank, and made merry when they let their hair down on the dance floor. It was a fantastic night.

Other events held during the year included the Mother's Day Stall, Father's Day Stall and Bulb Drive. Thank you to the committees involved for their contribution.

Overall, at the time of writing this report, the Mother's Club has donated in excess of \$35,000 since our last report with Term 4 donations still to occur. This money has enabled our children to benefit with the extra resources needed to give them 'more opportunities'.

The major fundraising arms of the Mother's Club, the Canteen and Clothing Pool continue to provide extra income to fund school donations. Our healthier hot food options have certainly been a big hit this winter. The Clothing Pool continues to provide a necessary service to the school.

Attendance at our monthly meetings has been well supported this year with many extra chairs often being sought. Thank you to the Principal, Head of Primary and Director of Development who are always present to update those attending with relevant school information. I thank them for their time and openness to answer any question posed from those present.

The success of the Mother's Club is the result of the willingness of so many parents to assist with and contribute to our activities.

With the dawn of a new era at Scots, the merging of our two major fundraising arms will only be beneficial for the students of The Scots School Albury as it will pool resources. I wish the new executive every success for 2007.

President

### **Parents and Friends**

The role of the P & F is predominantly that of fund raising and each year the onus to keep diversity and interest is paramount. As a parent body we are

able to bring in new ideas from a wide range of areas: the new families that join the school each year and the many ideas from existing staff and families.

As the year has progressed there have been many discussions around all the parent bodies in the school. The major focus has been on the amalgamation of the P & F and The Mothers Club. We decided to combine the AGMs of both bodies and elect a new committee for 2007.

The Country fair was again a fantastic day and a great fundraiser. I thank all the coordinators of the stalls and all the parents and friends that contributed. Also a big thankyou to the year groups that run stalls and activities. These are vital in the success of the Country Fair and again with out the diligence of the students and teachers the Fair would not be anywhere as successful. Driving past the school it was a visual smorgasbord seeing the fair set up.

As the P & F is a parent body it relies heavily on the Development Office to support us in all the functions we run. I wish to express my sincerest and deepest thanks to the team.

Thankyou also to the committees that ran the Deb Ball and the Annual Ball so successfully. Both nights were fantastic and to see the enthusiasm from the dedicated parents is testimony to the continual efforts that we see in all fundraising within the school community. The School should feel extremely proud of what all the fundraising committees are able to achieve.

Much money was again spent on items of need for the school. The P & F prides itself on being diverse in its support of the requests that we get from the school and this is continually seen as we review what has been donated each year. Sports, Arts, Boarding House, Primary and The Pipe Band are a few of the areas that have benefited from our fundraising.

President

### **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 2006 to tackle issues, lobby on behalf of students and raise funds for local and international charities. The SRC linked up with the Albury High School to raise funds that will help a year 10 Albury High student who was severely injured in a bike accident. Toilets in Kenya, Breast Cancer, World Vision Millennium Goals, 40hour Famine, Send a friend to School, Make Poverty History and Christmas Party for Special Kids have all been projects supported by the SRC. 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.

## **2: Value added information**

### **From the Principal**

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

Without them the rich life and multiple opportunities of Scots would not occur. Students have so many opportunities that, unless they have only recently arrived at Scots, they might even take them for granted.

Let us take no one for granted, especially the Scots staff, who give both in the classroom and beyond. We are blessed with fine staff who build our culture of learning and excellence. Good relationships and mutual respect give us the foundation to help young people on their journey to adulthood.

Our strong culture of learning and mutual respect is a driving force behind improving performance in students. Academic excellence can be respected and aimed for across all age groups.

Later in this Annual Report student performance data in the School Certificate tests and Higher School Certificate examinations is presented. 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.

Diverse opportunities abound for learning beyond the classroom, personal development, outdoor education, physical activities, music and performing arts. Pastoral care programs allow students to deal with personal and social issues, part of their growth and development.

A few examples in 2006 included the major senior production 'The Wiz' involving a hundred students; Mock Trial group proceeding to the Statewide finals series; a stunning production of "Cosi"; the annual Music Festival; public speaking and debating opportunities were expanded.

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

#### Higher School Certificate Results

In 2006:

- 84 students completed their NSW HSC.
- These students sat for 29 courses.
- 5 Students sat for at least 2 Units of study as part of accelerated courses in French Continuers, Japanese Continuers or as part of a pathway programme.

In total 99.5% of candidates across all courses achieved results greater than 50 (ie Band 2 or higher). 53% of candidates in 2 Unit courses had results that placed them in Bands 5 and 6 (>80). 13.87% were placed in the highest band (Band 6, >90%). 73% of candidates in 1 Unit courses attained results that placed them in Bands E4 and E3 (>35). Student performance was above state average.

31 students were included in the NSW BOS Distinguished Achievers list with results greater than 90 in 23 subjects. In total 69 results were greater than 90, 11 in Mathematics and 5 in English. Three students attained Premiers Awards for All Round Achievement in the HSC.

Exceptional results were attained in Music Course 1, Ancient History, Earth and Environmental Science and PDHPE. Each of these subjects were >10% points above the state average.

Results in the HSC have continued in a positive trend.

**Table Showing 2 Unit Courses**

**Achievement in Performance Bands, 2006. 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	69	73.40	71.20	4	100 % [4]	
Ancient History	85	85.09	74.66	14	100% [14]	
Biology	79	79.43	71.92	40	100% [40]	
Business Studies	82	80.92	71.15	37	100% [37]	
Chemistry	78	80.45	73.52	20	100 % [20]	
Design and Technology	77	77.48	72.56	10	100% [10]	
Drama	82	81.80	76.17	14	100% [14]	
Earth and Environmental Science	82	85.23	75.08	6	100% [6]	
Economics	81	84.15	76.42	12	100% [12]	
English Standard	72	71.22	65.15	34	100%[34]	
English Advanced	79	80.10	76.61	50	100% [50]	
Geography	86	84.86	76.66	7	100% [7]	
Legal Studies	78	80.72	73.86	15	100%[16]	
General Mathematics	77	76.71	67.72	42	98% [41]	2% [1]
Mathematics	79	74.56	72.61	33	94% [31]	6% [2]
Modern History	83	82.87	75.49	18	100% [18]	
Music 1	93	91.40	77.77	9	100% [9]	
PDHPE	84	82.87	72.81	37	100% [37]	
Physics	80	82.09	74.53	13	100% [13]	
Visual Arts	80	79.48	80.19	8	100 % [8]	
French Continuers	87	87.60	80.73	4	100% [4]	
Japanese Continuers	83	82.40	77.06	10	100% [10]	
<i>*Italian Continuers [OHS]</i>				1	100% [1]	
<i>*Automotive</i>				2		
<i>*Metal and Engineering Exam</i>				1	100% [1]	
<i>*Hospitality Exam</i>				3	100% [3]	
<i>*Construction Exam</i>				4	100% [4]	
<i>*Dance [Distance Education]</i>				1	100% [1]	
<i>*Swedish Continuers [Outside Tutor]</i>				1	100% [1]	

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

*Table showing 1 Unit Courses*

***Achievement in Performance Bands 2006 and 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 E3 & E4	Bands E2 & E1
English Extension 1	40	40.80	38.91	8	100% [8]	
English Extension 2	48	48.10	39.28	1	100% [1]	
Mathematics Extension 1	39	75.34	75.64	13	69.24% [9]	30.76% [4]
Mathematics Extension 2	87.5	83.50	79.12	2	100% [2]	
History Extension	31	32.37	36.30	2		100 % [2]
French Extension 1	32	44.60	38.40	1		100% [1]
Japanese Extension 1	44	32.40	41.64	2	100% [2]	

## School Certificate Results

In 2006, 102 Students sat for and gained the NSW School Certificate. One student was absent from the examinations due to overseas exchange. In 2006, 19 subjects were offered for the School Certificate.

In external tests <3% of students were placed below Band 3 for English Literacy, Science, Australian Geography and Civics and Citizenship. <8% of the candidates in Mathematics and Australian History, Civics and Citizenship were placed below Band 3. 100% of candidates were competent in the Computing Skills Test.

All subjects performed above the state mean on external tests.

In general, the grading pattern for all subjects in the School Certificate indicated that students performed in the higher bands (above grade C).

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

Subject	Number of Students	Performance Band Achievement by Percentage and Number	
		Bands 3-6	Bands 1-2
English – Literacy Test	101	97.03	2.97
Mathematics Test	101	92.18	7.82
Science Test	101	99.01	0.99
Australian History, Civics and Citizenship Test	101	94.06	5.94
Australian Geography, Civics and Citizenship Test	101	99.01	0.99
Computing Skills Test	101	100% Competent/Highly Competent	

**Table: School Certificate External Test results.**

**School Mean, Median Mark and State Mean**

<b>Subject</b>	<b>School Mean</b>	<b>State Mean</b>	<b>School Median Mark</b>
English – Literacy Test	77.93	74.10	79
Mathematics Test	74.77	67.87	76
Science Test	78.00	72.85	79
Australian History, Civics and Citizenship Test	76.02	71	75
Australian Geography, Civics and Citizenship Test	82.61	74.37	84
Computing Skills Test	85.33	80.55	88

**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	102	84	16
Mathematics –	101	79	22
Science	102	86	14
Australian Geography	102	75	25
Australian History	102	74	26
Commerce 100 Hours	5	100	-
Commerce 200 Hours	53	90	10
French 200 Hours	19	90	10
Japanese 200 Hours	21	100	-
Agriculture 100 Hours	4	100	-
Agriculture 200 Hours	30	90	10
Design and Technology 100 Hours	2	100	-
Design and Technology 200 Hours	14	93	7
Food Technology 100 Hours	5	100	-
Food Technology 200 Hours	24	96	4
Industrial Technology Metal 100 Hours	32	94	6
Industrial Technology Timber 100 Hours	31	92	8
Information and Software Technology 100 Hours	5	100	-
Information and Software Technology 200 Hours	26	100	-
Drama 100 Hours	1	100	-
Drama 200 Hours	22	77	23
Music 200 Hours	11	100	-
Visual Arts 200 Hours	12	92	8
Visual Design 100 hours	5	100	-
Visual Design 200 Hours	10	90	10
PDHPE 100 Hours	4	75	25
PDHPE 200 Hours	98	93	7

## Literacy & Numeracy Assessments in Years 3 & 5 2006

Table 1: BST and PWA results – percentages above benchmark

2006 Test	Year 3	Year 5
	Percentage of students achieving Band 2 or higher	Percentage of students achieving Band 3 or higher
Basic Skills Test (BST) Aspects of Literacy	100%	100%
Aspects of Numeracy	100%	100%
Primary Writing Assessment	100%	100%

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

2006 Test	Year 3		Year 5	
	Bands 2-5	Band 1	Bands 3-6	Bands 1-2
Basic Skills Test (BST) Aspects of Literacy	100%	0%	100%	0%
Aspects of Numeracy	100%	0%	100%	0%
Primary Writing Assessment	100%	0%	100%	0%

In 2006 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 (21%); Band 4 (46%); Band 3 (29%), Band 2 (4%)

### Writing

Band 5 (12.5%); Band 4 (29%); Band 3 (46%), Band 2 (12.5%)

### 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 (31%); Band 5 (48%); Band 4 (21%), Band 3 (0%)

### Writing

Band 6 (35%); Band 5 (35%); Band 4 (24%), Band 3 (6%)

### Overall Numeracy

Band 6 (71%); Band 5 (14%); Band 4 (12%), Band 3 (3%)

A consistent trend continues to be apparent when comparing results from previous years across Literacy, Numeracy and Writing. The vast majority of students (around 75%) are acquiring scores in the top two bands in all aspects of the BST. Every single child (100%) in Year 3 & 5 acquired scores above the benchmark in all aspects of the BST.

The value adding from Year 3 to Year 5 is a significant trend. The percentage numbers of students achieving top band (Band 6) results in Year 5 is greater compared to the same cohort that achieved top band (Band 5) results when in Year 3.

Overall, a comparison of the 2006 Year 3 and Year 5 results indicates substantial growth and progress across all areas of assessment. A decrease in the Year 3 percentage of students achieving top two bands was noticeable in Writing. In contrast the Year 5 Mathematics Band 6 achievers was 71%; - a very strong result

## Literacy and Numeracy Assessments Year 7

In 2006, 71 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.

### *2006 Literacy and Numeracy National Assessment*

Assessment	% of Students above National Benchmarks
Reading	99
Writing	100
Language	100
Numeracy	96

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 (37%) or high (62%).

On the SNAP numeracy scales 93% of students' overall numeracy achievement was either proficient (37%) or high (56%). 7% were at elementary achievement level.

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

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

2006 Test	Year 7 Percentage of Student Achievement Elementary Benchmark Band or Higher			
	School	State wide	School	State wide
English Language and Literacy Assessment ELLA				
Writing	100	(95)	100	(95)
Reading	100	(96)	99	(96)
Language	100	(95)	100	(95)
Secondary Numeracy Assessment Program SNAP	100	(93)	96	(93)

## 4: Professional Learning and Teacher Standards

### Professional Learning

The entire secondary teaching staff participated in a day/conference professional development seminar day 1, Term 3 on Assessment for Learning conducted by the Association of Independent Schools.

All Secondary Staff participated in training in a new report, markbook and administration software package – iWise.

Description of Professional Learning Activity	Number of Staff
Classroom management for academic success in LOTE	3
Classroom management for new teachers	2
Mathematics – Graphic Calculator Workshop – Making Maths come alive using IT	2
NSW Agriculture Teachers Conference	1
Animal Care & ICT in Agriculture	1
History Extension Forum	1
Pastoral Care Conference – Enhancing Skills for Pastoral Care	10
PDHPE – The complete package	5
Strategies for teaching and learning of French & Japanese	5
Music and Technology – Music Teaching and Learning Seminar	1
Peer Support Foundation – Implementation Workshop	2
HSC Drama	1
Drama Australia Conference	1
Legal Issues in PDHPE	1
Using ESL Scales as a Programming and Assessment tool	1
Fresh Look at Pastoral Care	1
Designing a Japanese day like no other	1
Rock & Water – Boys Education Program	1
National Association of French Teachers Conference	1
Improving Wide Reading	1
Effective Libraries	1
Differentiation in the minded ability language classroom	1

Riverina Social Science Teachers Association Conference	1
Visual Arts – Art Express Teachers Day	2
RLSS update	1
Hospitality Training and Certificate IV in Training and Assessment	1
AHISA Pastoral Care Conference	1
Career Teachers Professional Development Day and Career Counselling, Coaching and Assessment	1
Design and Technology – timber and Working with Wood	1
Assessment in Years 7 – 10 Legal	1
Visual Arts Representations	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>69</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 2006 the average daily staff attendance was approximately 98%.

There was again a low turnover of teaching staff. The staff retention rate was approximately 97%

## 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
2004-2006	90	85	74	94%	82%

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.

### Student Attendance

The average student attendance rate for 2006 is 97.2%.

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 extra curricular events which they pursue privately.

## **7: Post School Destinations**

In 2006, 82% of our Year 12 students received university offers throughout Australia with 39% of the students deferring their offer until 2008. A further 7% of the group have gained apprenticeships, 3% traineeships and 7% are in full time employment. Of the students that have deferred, five of the students are taking an organised GAP placement overseas with all of the others in full time employment or a combination of working and travel.

Two students left school at the end of Year 10 and both of these students secured apprenticeships.

## **8: Enrolment Policies and Profiles**

### **Enrolment Policy/Procedures**

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.

### **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.

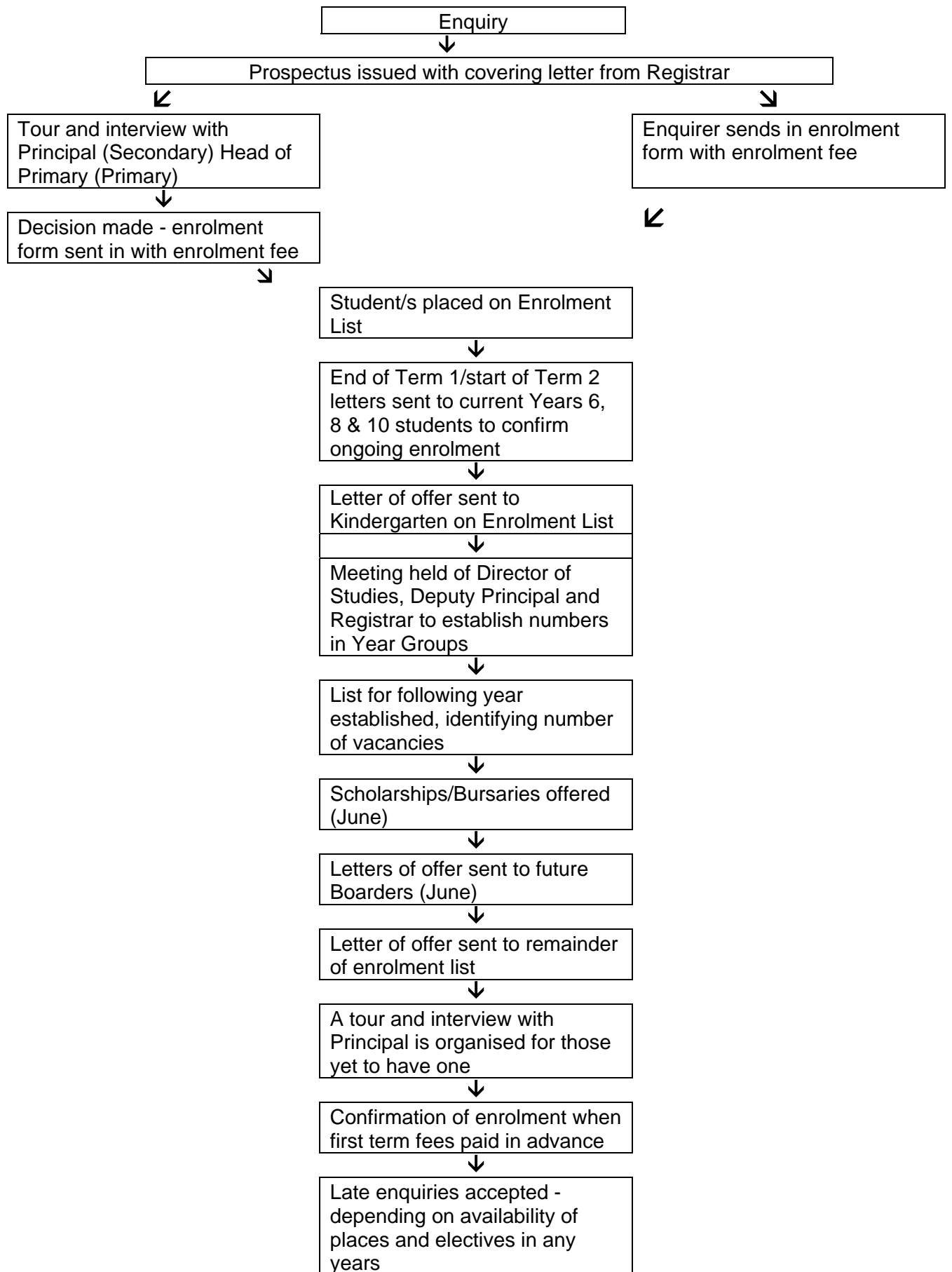
## **Exclusion from the School**

- 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.

## **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 2006:

Policy	Changes in 2006	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>Policy reviewed for Registration and Accreditation and amendments made.</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>Emergency evacuation policy reviewed.</p> <p>Lockdown and evacuation compared.</p> <p>Policy on security of buildings written.</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>All policies reviewed in 2006 for Registration and Accreditation.</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 policy and strategies revised and amended.</p> <p>Behaviour management reviewed and amended. Student leadership system reviewed and revised.</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> <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>Pastoral care policy reviewed and revised.</p> <p>Medication policy revised.</p> <p>Crisis care and counselling policy revised.</p> <p>Health care procedures in Boarding House reviewed as part of ongoing process.</p>	<p>Full text in Staff Handbook.</p> <p>Text of health and homework policy in</p> <ul style="list-style-type: none"> <li>• Student diary</li> <li>• Parent information booklet</li> </ul> <p>Boarders handbook.</p>
<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 2006 the school's discipline policies and procedures were presented as part of the Registration and Accreditation process. 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**

### **Preamble**

The major priority and preoccupation in 2006 was the registration and accreditation process of the Board of Studies.

Registration is a non-government school's licence to operate.

Accreditation authorises a non-government school to nominate candidates for the award of the School Certificate and/or the Higher School Certificate.

Registration requirements relate to corporate governance, teaching standards, student welfare, educational programs, boarding facilities and public reporting.

The process involved extensive work to prepare documents for submission to the Board as well as dialogue between the school and personnel at the Office of the Board of Studies including Board Inspectors, who have a statutory role in assessing whether a school complies with the requirements for registration and accreditation.

The visiting Board Inspection team spent two days on site. At the end of that time a series of meetings reviewed their findings in all areas on compliance.

The Scots School Albury was granted full registration and accreditation for a further five years.

## 10: School-Determined Improvement Target

Achievement of priorities identified in the 2005 Annual Report

AREA	PRIORITIES	ACHIEVEMENTS
LEARNING and TEACHING	<ul style="list-style-type: none"> <li>Review assessment policies and practices</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing reviews with new emphasis on assessment for learning.</li> <li>New Primary Report Manual</li> <li>Primary Grading percentages available on request, not directly on reports.</li> </ul>
	<ul style="list-style-type: none"> <li>Integration of assessment for learning (formative) into learning and teaching programs</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing professional learning opportunities and emphasis at faculty and whole staff level.</li> <li>July 2006 Professional Learning Day dedicated to this topic.</li> </ul>
	<ul style="list-style-type: none"> <li>Analysis of HSC results from different perspectives including 'value-added' analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Statistical benchmarking and value-added analysis by independent consultant.</li> <li>BOS analysis package employed.</li> <li>Feedback used at faculty level in evaluating of learning and teaching programs.</li> </ul>
	<ul style="list-style-type: none"> <li>Integration of teacher appraisal and professional learning.</li> <li>Further development of Gifted and Talented opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>All staff undergoing appraisal prepare a professional learning plan.</li> <li>Staff allocated extra periods for Gifted and Talented experiences.</li> </ul>
FACILITIES and RESOURCES	<ul style="list-style-type: none"> <li>Ongoing development of Intranet capabilities</li> </ul>	<ul style="list-style-type: none"> <li>Facility developed strongly. Intranet now available.</li> <li>Staff training has commenced.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate the potential of 'interactive whiteboards'</li> </ul>	<ul style="list-style-type: none"> <li>Two installed in Primary. Use and evaluation has generated enthusiasm for expansion into a total of seven in Grades 2 to 6.</li> <li>Professional development attended.</li> </ul>
	<ul style="list-style-type: none"> <li>Complete air-conditioning in all learning spaces</li> </ul>	<ul style="list-style-type: none"> <li>All learning spaces now air conditioned except one drama space.</li> </ul>
	<ul style="list-style-type: none"> <li>Adoption of water-saving technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Toilet systems and cisterns replaced with low-volume models.</li> </ul>
STUDENT WELFARE	<ul style="list-style-type: none"> <li>Further develop pastoral care programs.</li> </ul>	<ul style="list-style-type: none"> <li>Appoint a Pastoral Care Coordinator.</li> <li>Appoint part-time female counsellor.</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>- 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>• Sustaining of strong numeracy and literacy results.</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>• 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>• Review learning and teaching in the Sciences.</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>• 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>• Establishment of a sister-school relationship with a Japanese school.</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>• Evaluation of and response to parent surveys of 2006.</li> </ul>
	<ul style="list-style-type: none"> <li>• Take opportunities for community feedback: mini-surveys, exit surveys, Principal's Dinners.</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>• Development of Intranet to be accessible to the school community beyond the school boundaries.</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>• Review the secondary pastoral care program and content.</li> </ul>
	<ul style="list-style-type: none"> <li>• Review student management procedures and policies.</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 and the Director of Development who give reports and answer questions from the community.

In 2006 a major survey was carried out with the parent community. (CMS Marketing, confidential). Graphed results have been displayed and added comments evaluated. In addition a Year 12 student survey was completed and we gained access to University of Melbourne 2005 survey results that included our Class of 2006.

The Parent Survey examined perceptions held by our parent respondents to see if their impressions are aligned with the messages that we as a school promote.

231 survey forms were returned. This represented a high return rate of 45%.

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.

The findings will be used to show:

1. **A window into the respondent's mind.** Our parents are key stakeholders, so it is imperative to know their opinion of the school's performance; what they want from the school and what they will say about Scots to the outside world.
2. **Areas for improvement.** Information gained can be a catalyst for the school to question how things are being done, if needs are being satisfied, if service delivery could be better, and if the outcomes are as desirable as the school would wish.
3. **Feedback on our Marketing.** A survey can tell us if our promotional message is accurate, if it is being internalised and how well our customers will endorse it. We can learn about gaps in communication.
4. **Benchmark for further research.** Research should prompt change. Ongoing research from year to year can indicate a changing pattern of perceptions which can be an effective method of evaluation to see if the changes that have been introduced are having the desired effect.

Our first visual interpretations of the graphs indicate a strong relationship between parent 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.

The graphical presentation of every result was on public display for many months in the foyers of the Primary and Secondary school. Parent feedback to these displays further enhanced the value of the exercise.

The Year 12 students also had the opportunity to give feedback in a survey format.

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 2006 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.

