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The Scots School Albury 2015 Annual Report

Purpose
The 2015 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.

Our Purpose
At The Scots School Albury we place our young people at the centre of their educational experience by providing challenges and opportunities that enable them to flourish as individuals, with others and within the broader community.

“Education is not simply about school. For most people in Australia, education begins within a family and community, and continues throughout life. Learning connects us with one another and with our world; and teaches us to become responsible citizens, locally and globally. Education assumes opportunities for knowledge and learning, encourages enthusiasm for teaching and invites each person to develop their full potential within the community.”
Uniting Church in Australia (Charter for Education)

Our School
The Scots School Albury is a Uniting Church, independent co-educational boarding and day school in the Albury-Wodonga region. Guided by its motto Fide et Literis (faith and learning), the school upholds values in the Christian tradition and embraces the broader goals for learning and community of the Uniting Church. Our school is strengthened by people of different faiths and cultural backgrounds who share our core values and add to the richness of school life.

Our Values
Scots students strive to be:
Resilient
Compassionate
Ethical
Creative
Curious
Resourceful
Inclusive
Courageous
Articulate

Life, Learning and Leading
A Scots education is delivered through a values-led, evidence informed framework, which integrates our learning and caring priorities, to enable our community of students and staff to flourish.
This educational framework covers three interwoven streams.
LIFE - We care for the academic, social and emotional wellbeing of each student.
LEARNING - We create opportunities for students to achieve their maximum potential.
LEADING - We establish a culture that encourages self-leading and the leading of others.
Each stream provides planned, world-class programs pathways and professional development opportunities.
Each stream complements and reinforces the other to deliver a positive and productive educational experience for students and staff.
Messages from Key School Bodies

The School Board
This year, building on the concepts around World Ready and Life, Learning Leading, work that commenced in 2014, the Board, together with Senior Staff developed a new purpose statement for the School.

A fully articulated purpose statement, with associated values and behavioural attributes. A purpose statement that provides a sense of meaning and direction – helped us to answer why it is the school exists. It allows for ‘being purposeful’ in all that we do.

A strategic, collaborative planning process followed, which resulted in the Strategic Plan 2016 -2020. This Plan celebrates and pays homage to our past but firmly positions the School on a path to achieve the Purpose ie ‘...by providing challenges and opportunities that enable our young people to flourish’... to be World Ready.

With a firm notion established about WHY the School exists, WHAT it is trying to achieve, much time was spent by many people determining HOW this is to be achieved and in fact building on what is currently being done and aligning programmes with the strategic intent of the new purpose.

Complete with a pedagogical plan, a financial sustainability plan to 2018, modelling and forecasting based on the best data attainable, it was possible to think of the built and natural environment requirements of the School.

The School now has a Preliminary Master Plan to guide the development of the school. A more detailed Master Plan will be developed, based on this.

This again has been a year of change, positioning the School to ensure that the students are as best equipped as possible to deal with the complex world they are facing and equally that the school remains relevant to the needs of 21st Century education.

David Beckingsale
Chair
From the Principal

An excerpt from Speech Day 2015

Flourish, Fusion and Innovation

As you may know, our new strategic plan was launched some weeks ago and represents the culmination of ideas and planning emerging from consultation with students, staff and parents. Constructed through the lens of Life, Learning and Leading (Scots’ DNA), the plan is underpinned by foundational ideas that guide our decision making about educational programs and future directions.

The first of these central ideas is contained in the Purpose Statement itself. The new Purpose Statement places each student at the centre of our planning and ensures that the flourishing of each student remains our goal.

The notion of flourish is deliberate. Importantly it signifies more than just achieving academically or being happy – the idea speaks broadly of individual fulfillment, of transformation, of reaching potential and of being in flow. As a School, we want this for our students and we also want this for our entire community.

A second pivotal idea is the crucial link between learning and wellbeing – the fusion of which - I believe - makes education meaningful and enduring.

At Scots we believe that students need to learn with purpose to be ready for a world that is ever changing; requiring well-honed academic skills coupled with an adaptive spirit and generous character.

Great teaching is essential for effective learning. It needs to intentional, helping students to strive for personal goals and attain knowledge whilst being able to think flexibly.

At Scots we want students to learn well – where their attitude to learning is characterised by positivity and engagement. When students learn well, confidence and resilience fuel their capability for taking risks and for making mistakes which are essential attributes for solving problems and for being innovative.

Dr Yong Zhao, a leading US advocate for the development of entrepreneurialism, says that we as educators can better foster students’ talents. “Education is not about fixing someone’s deficits. It’s about enhancing their strengths. A really good education is one that helps every individual child maximize their potential…”

A third central idea is innovation.

For Scots, living innovation means modelling - doing things better - adopting a different approach, or applying a new lens to help students and teachers make a breakthrough with their learning and teaching. An innovative school should help students think in new ways and become innovators themselves.

Recently I heard Professor Ian Williamson from the Melbourne Business School speak about the urgent need to promote innovation in education. Williamson reminded us that only 21% of the 1982 Fortune 500 firms were still listed by 2012. He asked us to reflect upon the failures of companies such as Kodak, Nokia and Blockbuster. Why did they not continue to prosper? His message about companies needing to be adaptive to survive and then thrive is equally true for schools who need to review what is important and how best to teach students for the world they are to enter.

A reflection of the 2015 Year

2015 has been a positive year. A year of firsts on many fronts. 2015 saw the introduction of Bring Your Own Device technology, of the Year 9 Border to Beach Expedition, the opening of our Trade Skills Centre, the implementation of the Primary Years Programme (PYP) and Stage Level groupings in the Senior School to name just a few initiatives.
It has been a year where enrolments have stabilized and where colleagues in first-time positions have had a chance to enact productive change.

It is also the second time we surveyed parents about aspects of the school’s performance. This year 61% of our parents participated in our annual survey providing us with strong data. We take seriously this feedback and reflect upon our strengths and recognize areas where we can improve. Happily there were many areas to celebrate where the school has made progress with a very significant increase in parent satisfaction in the quality of teaching, improvement in school reputation, an increase in school values, and our focus on student wellbeing and a notable lift in satisfaction with School management and leadership. I thank you for your feedback, both complimentary and constructive. We know we have plenty of areas to work on but we are encouraged by your comments.

Long Serving Members of Staff

I wish to take this opportunity to celebrate extensive service for members of staff. It is a wonderful career that can be based largely in one school! Many staff seek to have an enduring impact on students in the landscape of school life through longevity in their roles. Jane Atkinson, Jan Beasley, David Burton, Bernard Klock, Alley McGhee, Deb Nixon, Cheryl Richards, Brett Rimmington, Paul Tasker, Janet Westland and Rowena Turner have all served the School for over 23 years. Also in the elite group of over 20 years of service are Leigh Black, Shelly Byrt, Robyn Fulton, Scott McDowell, Greg Newbold and Robyn Smith.

Let us applaud their contribution!

Staff Farewells

Conscious of its need to be adaptive, the School has been reshaping its staffing over the last two years. At the same time, as in all organizations, individual staff make decisions about their lives and sometimes seek new opportunities. This brings me to acknowledge staff who depart Scots this year.

Firstly, I wish to comment on Support Staff who have all served the School with commitment. Susann Baker worked assiduously in the Senior School Administration, finished mid-year as did Karen Drummond, who had a long association with Scots both as a staff member working in the library. Dianne Bailey, well-known for tireless work in the marketing office also left earlier this year to pursue opportunities in far north Queensland.

After many years leading the marketing team with distinction, and experience of Scots as a parent, Heatherto ended her time at Scots earlier this year. Additionally, Matt Lane, a stalwart of the weekly newsletter, elected to seek other opportunities outside of the school as did Adam Makeham who, as Facilities Manager, served the School capably for over a decade. A committed Carer to our boarders and day students in her role as Nurse, Jenny Richardson also finished with Scots at the end of Term 3 to move to Melbourne. And, just recently, Angela Hogg, academic administrator extraordinaire, who has been on maternity leave during 2015, let us know that she would not seek to return to work at the school. We wish all of these staff all the very best for their life beyond our gates.

Additionally several academic staff are finishing at Scots this week. At the beginning of this term we were sorry indeed to hear of Leigh Black’s decision to retire from teaching. A gifted teacher of Chemistry and former Head of Department, Leigh’s inspiration for students through her depth of knowledge, academic rigour and passion for Science, will be much missed by all.

Only a term ago Sarah Colquhoun indicated that she was seeking a life change by moving north. A librarian in the Junior School, a gifted kitchen garden educator, we wish Sarah all the best as she continues her career at Pymble Ladies College.
As many of you know, **Penny Current Peters** leaves us at the end of this year. She has served as a French teacher, Year Level Coordinator, Head of School and Presentation Ball aficionado among many roles to take up the important leadership position of Deputy Principal at Hunter Valley Grammar School. Her positive attitude and connection with students are her hallmarks and will set her on the path to further success as an educational leader.

We are also sorry to part with **Tania Harding** who has been a long standing member of staff in the Junior School. Tania’s careful teaching, commitment to standards and precision in all that she does, will be missed. We also farewell **Daniel Isgro**, hardworking Science and Mathematics teacher, who returns to Gippsland and family and **Adrian Lawrence**, Head of Boarding, who has decided to pursue a role closer to his fiancée in Adelaide. School counselor, **Angela Lum** finished her time at Scots after many years of association to take up a leadership role at mid-year.

Sadly it is also **Greg Newbold’s** last Speech Night with us. Greg has been a pillar of leadership strength, and a caring and insightful leader of the Junior School. He has positively influenced the lives of many children over the years through his unique brand of humour, classroom skills and deep connection with young people. Also of significance is **Cheryl Richards’** departure after 23 years. Cheryl’s leadership of the academic programme for Scots, as Head of Teaching and Learning and superb teaching of Ancient History have been stellar. Her high standards and commitment to excellence will be missed.

**Greg Sheridan**, former Head of Mathematics, will take some personal time and explore life beyond Scots as will **Robyn Smith** who, seeking more flexibility in her life, will leave behind her wonderful impact in agriculture teaching.

These teachers all leave a magnificent legacy in our students who flourish because of them and we wish them all the very best for the future.

**Thanks to so many**

Finally I wish to thank the students of Scots for their wonderful conduct and efforts with learning this year. I especially wish to make mention of School Captains, **Dominic Baker and Madeline Maclean**, for their intelligent, energetic and humorous leadership of the student body. They have always had the students’ interests at heart and have been magnificent to work with.

The school would fail to be the school it is, if were not for our teachers who time and again, have gone beyond basic requirements to see that students are confident and equipped to tackle their learning on multiple fronts. You, our parents have been wonderful, productive partners in the education of your children. Thank you for your trust and for the time you have offered us in volunteering for the myriad of events that shape the school year. A special thank you to the Parents and Friends’ Association for their constructive and determined support of the school during this year of change and finally, my deep thanks goes to the School Board for their direction, commitment and eye for detail – they are helping construct a great future for this school.

Ladies and gentleman, students, let me finish with a call to mark our celebratory events for the Sesquicentenary into your diaries – mark too in your minds our 2017 invitation for the Pipe Band to perform at the Edinburgh Tattoo – both 2016 and 2017 are going to be extraordinary years to be remembered!

Ms Peggy Mahy
**Principal**
The Parents and Friends Association is a fusion of all our families, a medley of families who live and work locally, regionally, nationally and globally. Our aim is to bring a sense of Welcome and Belonging to all our families whether they are able to attend our school daily, weekly or less often. Our Year Parents are volunteers who actively assist New Families to become part of our school community quickly and easily by providing a support network.

Just before Term one commences each year a “Welcome to New Families afternoon drinks” event is held at school amongst our much loved and cared for grounds. This is often the first opportunity New Families have to experience the essence of our school. The Principle, the Parents and Friends Executive Team, the Deputy Principle, Board Representatives and the Year Parents host this annual event. This is one of many social occasions held throughout the year.

During 2015 we hosted both social and fundraising events within our school grounds including The Country Fair, an incredibly fun Trivia Night, Drinks@Alfresco which was a meet and greet the Teachers and Learning Area Leaders soirée, a regional broadcast of the NSW Parent Council Congress, a Boite Concert BBQ, Mother’s and Father’s Day stalls, a Junior Disco End of Year Celebration, numerous coffee mornings, Swim Carnival BBQ’s and a highly successful Canteen at The Scots School Albury Interschools Equestrian Event. The funds raised from these and previous events was reinvested in our students by means of a cutting edge AV system in Chapel Hall, Ebooks for the Senior Library, Outdoor Ed equipment, Boarding House Parent Flat fixtures, Pipe Band resources, graduation gifts for Year 6 and Year 12 students, Speech Night awards, GoPros and the inaugural Border to Beach Film.

Our Executive Team is a dedicated group who are passionate about our school and its community. We are focused on supporting the school by providing assistance in many ways, including enriched Parent Engagement.

As a group we are effective and successful in fulfilling our aims thanks entirely to our active membership.

Cate Burke
Executive Team Member
2015
Student Representative Council (SRC)

The 2014-15 Student Representative Council had a busy and productive year. One of the SRC’s first new initiatives was the introduction of a Mobile Muster Box at the school, which facilitates the recycling of old mobile phones. This, as well as the creation of an anonymous e-mail account src@scotsalbury.nsw.edu.au, were both introduced at an SRC run Senior School Assembly in Term 1, 2015. This assembly, as well as regular newsletter updates, allowed the SRC to clearly communicate and showcase its initiatives to the school community - a platform which was very much appreciated.

In addition, there was greater correspondence with the Albury City Youth Council throughout 2015, with myself being a member of both and liaising between the two committees. This relationship culminated in several dedicated Scots students volunteering with the Albury City Youth Council to help remove graffiti throughout Albury on several occasions, including the annual “Clean Up Graffiti Day”. It also saw greater promotion of local events within the school, such as Retro Youth Café Friday Night Events.

As well as this, the SRC maintained its tradition of consistently fundraising for one major charity throughout the year, with 2015’s being Border Trust’s Back to School Program. This program offers $50 vouchers to underprivileged students in the local region, so that they can purchase school supplies such as shoes, workbooks and stationery. The entire SRC voted on this at the end of 2014, and decided that it would be a very worthwhile cause to donate its time, effort and money into.

There was a consistent effort in fundraising throughout the entirety of 2015. We hosted three Bake Sales, including one in the New Trade Training Centre during the Music Festival Intermission, which was a huge success. These would not have been possible without the enormous donations from all SRC representatives, and their effort in this regard were much appreciated. Donation tins were also placed throughout the school, in both the Junior and Senior School receptions as well as the canteen, which again contributed to our fundraising effort.

During Term 3, 2015, the SRC hosted a Casual Clothes Day with the theme "Wouldn't be seen dead in it!" encouraging students to pull out their most embarrassing wardrobe additions. There was a high level of participation on the day, and we were thrilled to have the Junior School involved. The day consisted of a Year 7 to 12 Handball Competition, a barbeque fundraiser, a "Worst Dressed Prize" and a raffle for everyone who remembered their gold coin donation. We would like to acknowledge Joy's Delights and Yalandra Fine Foods contributions to this event, which was much appreciated. This event was a great success, and by itself raised just under $1000 to our final fundraising total. Throughout all our efforts, we managed to raise $2000 for Border Trust’s Back to School Program, which they greatly appreciated and have since passed on in the form of vouchers.

The SRC would like to sincerely thank all the students, parents and staff and The Scots School Albury, for allowing the SRC to be as successful as it is. I would personally like to thank Ms. Sue Mitchell for her commitment to the SRC, as well as all the dedicated representatives who make it possible for the SRC to establish so many initiatives. Congratulations also to Emily Graetz (Secretary) and Tess Giltrap (Publicity Officer) for their exemplary contributions. We can’t wait to see the continuation of our newly introduced initiatives, and pass on our best wishes to the new 2015-16 SRC.

Winona Horton
SRC President 2014-2015
Contextual Information about the School and Characteristics of the Student Body

From the Principal

The Scots School Albury is a K - 12 co-educational, boarding and day school of the Uniting Church of Australia. We are situated in Albury, NSW, readily accessible by regular air, train and bus services. Students attend Scots from across Australia and the local area. We also have a number of international students. With 479 students from K - 12 including 53 boarders with a flexible boarding option available for day students. Scots is a leading academic school with outstanding achievements in NAPLAN, the School Certificate and Higher School Certificate. We also enjoy a fine reputation in Music, Drama and Sport. Our students pursue tertiary education options and succeed at the highest level. There are a number who also excel in trades beyond the school. Students enjoy a wide range of subjects including Extension subjects and Vocational Educational and Training courses. Our staff are actively engaged in Board of Studies marking and assessment and work collaboratively with NSWAIS Professional Development program. The school has a proud history of tradition and innovation, which puts us at the forefront of education in Australia. The Scots School Albury is a vibrant learning community of students, teachers and parents. An active Parents and Friends Association and a supportive Alumni of Past Students enthusiastically support us.

Student Numbers

<table>
<thead>
<tr>
<th>Total enrolments</th>
<th>475</th>
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</thead>
<tbody>
<tr>
<td>Girls</td>
<td>224</td>
</tr>
<tr>
<td>Boys</td>
<td>251</td>
</tr>
</tbody>
</table>

The Student journey of Life, Learning and Leading

The way we teach at Scots is delivered through an integrated framework, which aligns our educating, learning and caring priorities.

LIFE – caring for the academic, social and emotional well-being of each student

LEARNING – creating opportunities for students to achieve their maximum potential

LEADING – establishing a culture that encourages self-leading and the leadership of others.
Each strand is tailored to the individual student. Each strand is delivered in stages, complementing and reinforcing the other to provide students with a well-rounded and carefully monitored educational journey.

Our education philosophy is based on developing each child’s individual skills, talents and abilities within a tailored and dynamic learning curriculum. Our teachers and support staff possess values and beliefs that reflect this approach.

At Scots we challenge each student to achieve their Personal Best in all academic, cultural, sporting, artistic, and community spheres. We offer an amazing choice of subjects and activities. Our curriculum and programs are by far the most comprehensive in the region.

Key Inflection Points
1. Pre-School to School Transition Program – preparing for the move into Pre-School and from Pre-School to School
2. International Baccalaureate Primary Years Programme (PYP) – Collaborative Learning through inquiry, action and reflection
3. Ethical Living – establishing personal values to help students guide the way they think, speak and behave
4. Music / Performing Arts and Service Learning – Learning music, dance and drama and sharing it with the wider community
5. Learning to Lead – older children partnering with younger ones to provide support both in the playground and the classroom
6. PYP Exhibition and Transition to Senior School – Sharing of PYP collaborative inquiry project and guided academic and pastoral transition program
7. Courage to Care and Service Challenge – Developing moral courage and fulfilling service to the community
8. Border 2 Beach – Engaging Year 9 outdoor education program that results in leadership skills, teamwork and confidence
9. Supported Academic Choices – Identifying academic speciality based on what each student likes doing, what they are good at and what they would like to be learning
10. Individual Pursuit Program – Completing intensive reflection, a range of outdoor education programs plus careers and work experience to help each student understand their strengths and skills
11. Service Learning – Year 10 sees the students working collaboratively to plan, fundraise and manage the School’s Relay for Life team.
12. Growing tomorrow’s Leaders – understanding what makes a good leader, participating in leadership camps, assessing and appointing leaders
13. Future Focussed and Future Ready – participating in an academic preparedness program including global outlook education, paths to achievement and tertiary orientation

Co-Curricular and Sporting Programme
During 2015, as in previous years, 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 of staff, many go beyond the anticipated duty.

Our students and staff in 2015 have been involved in the following –
Co-curricular

- 4 major Musical Theatre Productions throughout the school; Senior, Year 9, Year 5/6, Infants.
- Duke of Edinburgh Scheme
- Pipe Band – many events including Caledonia Concert and competitions
- Orchestra - Junior and Senior, Jazz Band, String Group
- Choir - Junior, Middle and Senior Schools
- Instrument programme in Junior School where all children learn an instrument
- Agriculture Show Team
- Chess
- Debating & Mock Trial
- Local Community Musical Productions
- Solar Car Challenge

Sport

- AFL Football - Boys local winter comp. Girls play in a local carnival on a yearly basis.
- Football – RAS Soccer in Junior and Senior school, Junior school PSSA, Chapman Shield Year 7 & 8, Bill Turner Trophy (Girls Year 9 & 10), Bill Turner Cup (Boys Year 9 & 10)
- Tennis – weekly local competition
- Hockey – weekly local competition, and individuals who have advanced to State teams
- Basketball – a large number of students involved in weekly competition
- Netball – a large number of students involved in weekly competition
- Equestrian Sports – Host of Interschool Annual event, many competitions as a team and for individuals throughout the year
- Snow Skiing – weekend and week day trips and interschool competitions
- Competition Dance – Junior and Senior School teams compete in a minimum of 4 events
- Cricket – Junior and Senior school teams in weekly AWCA competition
- Softball – U16s school team in weekly competition
- Rugby – host of 7s competition
- Swimming, Athletics and Cross Country annual carnivals and subsequent BISSA and BIPSA carnivals

Value Adding for Students – Senior School

Border2Beach Program for all Year 9 Students

Border2Beach Program is an 8 day program in a truly spectacular setting. Groups of up to 12 students per group will be accompanied by a teacher from school and an OEG Group Leader as they walk, cycle and canoe along the majestic Glenelg River. Working in the background will also be a course coordinator making sure all is well with each group.

Students will work cooperatively to cook, navigate, support and learn from and about each other. For some, the challenge will be physical whilst others may simply find time away from home (and all it represents) difficult. The educational outcomes for the trip, as defined by Scots are:

- Accepting Challenge
- Conflict Resolution
- Emotional Resilience
- Group Problem Solving
Activities include Bushwalking, Canoeing and Cycle Touring.

To better prepare the students in 2016, the Year 8 students had their camp at Howmans Gap where they participated in a precursor to their much anticipated Year 9 Border 2 Beach program.

**Snow Trips**
Due to our proximity to the major Victorian ski resorts of Falls Creek and Mount Hotham, a large contingent of students and their families are able to make the best use of the facilities each winter. Special coaching programs are conducted throughout the ski season, with school teams competing in the Inter-School and Australian Secondary Schools Skiing Championships.

In 2015, we introduced the opportunity for our Boarders to participate in weekend snow trips and our Day students both in Junior and Senior School to participate in day trips to Falls Creek. Two day trips were held for our Senior School students and both days were heavily subscribed with almost 80 students attending in total. The most important statistic in the total was that almost 20 of those were absolute beginners, having their first day in the snow and on skis! Each student had a two-hour lesson with a professional instructor and then students broke into small independent groups to ski an area of the resort that they were familiar with and capable on. For our junior school 40 students participated in a day trip.

**Domestic Exchange**
Year 8 students participated in an exchange program with St Philip’s College in Alice Springs in Term 3. In 2015 the inaugural year 8 Scots students travelled north for a 2 week exchange with students and host families in Alice Springs and then reciprocated by hosting a student for 2 weeks at Scots. It is anticipated that more students will be involved in this program in 2016.

**Trade Skills Centre**
Our students have begun to make full use of our incredible new Trade Skills Centre (pictured at right). Funded by a Federal Government grant, this new Centre includes a world class cooking teaching facility and already students are loving the facilities. When I visited last week, students were cooking roasted pork belly and spice-infused rice – I will probably be visiting a lot more often! There are a number of creative uses of the centre being worked on at the moment, including the idea of a student vs teacher ‘MasterChef’ competition. There is also a café area to the centre and a new textiles classroom.

**Ms P Mahy**, Principal, Thursday 30 July 2015
'The Dressmaker' inspires a new generation
An appreciative audience of students with an interest in creative industries was totally enthralled by the stories of ex-student/producer Sue Maslin (Class of 1976) and author Rosalie Hamm. Budding writers, directors, actors and designers were given a glimpse into the highs and lows of filmmaking and writing. Sue’s advice on how to get a foot into this competitive industry was very practical and inspiring. As Rosalie said, they were excited to be able talk to students “on the precipice” of their working lives. The secret ingredients? Persistence and passion. This was a wonderful opportunity to not only encourage our students to follow their dreams, but give them real-world advice on how to do it. The snippets of information from the set of 'The Dressmaker' and on working with stars such as Kate Winslet and Liam Hemsworth was also fascinating! How great for our Scots students to just feel a little of the buzz surrounding this exciting new Australian film. We were privileged indeed to have these two talented, intelligent and creative women work with our students and to have them meet members of our community at a pre-screening of the film at the Regent Cinema. Thanks Sue and Rosalie!

Ms Liz Heitmeyer, Coordinator of Drama and Productions

Other valuing adding events for the students include:

- Year 12 Graduation Dinner
- Year 11 Presentation Ball
- Year 8 Etiquette Dinner
- Boarder Tutoring Programme - all boarders can access an extensive programme of assistance with their homework (prep) programme
- Student for a day programme - to allow all new students the opportunity to engage with their Year group before entering the school
**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, Pipe Band, Sport, Duke of Edinburgh, Agriculture Show Team, Debating and Public Speaking.

The Senior School has a Pastoral Care system, where both a Stage Level Coordinator and a Tutor guide each student. The Head of Pastoral Care works with Stage Co-ordinators and students. We have an extensive Pastoral Care programme for all year levels. The program has four major aims:

- Connectedness
- Consistency
- Resilience
- 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 Junior and Senior schools.
- Student coaches (junior sporting teams)

All of the 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.

**Other support services for students in 2015 include**

- Class teacher who is responsible for pastoral care of each Junior School students.
- Co-ordinator of Staff and Student services who is responsible for examinations and special provisions.
- Head of Teaching and Learning who is responsible for all academic progress of students from K-12.
- Additional tutoring in subjects provided by all teachers when required.
- Additional HSC tutoring in the non-term break immediately preceding the HSC & HSC study days
- Each Senior School report is read by the Principal who writes a comment for each student. The Head of Junior School reads each Junior School report.
New framework for awards

With the advent of the new school purpose statement, we have looked closely at the awards that we have traditionally given our students to see if they do “place our young people at the centre of their educational experience”, and if they celebrate students who “flourish as individuals, with others and within the broader community”. Some of the existing awards do exactly that, but it was felt by the Learning Engagement Team that there was room to innovate and create new awards to take our school into the next 150 years.

These new awards sit alongside many of the awards that we will continue to give. We will continue to award a Diligence Award for each Senior School year group and we will continue to award Academic Proficiency Awards as well. These will be given to the top ten percent of students in each year group, allowing for the number of these awards to be better aligned to the size of each individual year group. Awards that have been specific to a particular year group will remain in honour of the individuals or organisations that sponsor them – they are a very important link to our community and the school is very grateful for the continuation of these relationships over many years in some cases.

The new awards are called the ‘Flourish Awards’ and they will be awarded to students in Years 7–11 in 2015 and Years 7–12 in 2016. The Junior School will create a similar set of awards in 2016 that also complement the learner attributes that are integral to the Primary Years Programme. The awards are inextricably linked to the nine values that the school has stated are paramount in the new vision for Scots.

The names of these new awards are in Latin – this is an ancient language and these words reflect the longevity of The Scots School Albury, and the enduring values which have always been and will always be part of a Scots education. Our school has a Latin motto – these new words refer back to this and the school’s history, and forward as well, as compass points on a student’s journey through Scots in 2015 and through the next 150 years. The recipients of these awards will receive a specially designed and crafted badge that highlights the great significance and permanence of these awards. Students may receive one or more of these awards, and students who receive academic proficiency awards are also eligible to be nominated.

The names of the new awards are tabled with the criteria that staff will use to determine the recipients:

<table>
<thead>
<tr>
<th>SPIRITUS AWARD – resilient, compassionate, ethical</th>
<th>These students –</th>
</tr>
</thead>
<tbody>
<tr>
<td>This prize is awarded to students who consistently show that they have empathy and concern for others while thinking and acting within an ethical framework at school. These students are resilient and are constantly learning to know what to do when the way ahead is unclear.</td>
<td>• promote a sense of community by involvement and service without seeking formal recognition.</td>
</tr>
<tr>
<td></td>
<td>• display an optimistic and resilient mindset, and a willingness to serve others positively.</td>
</tr>
<tr>
<td></td>
<td>• participate in a wide variety of activities and promote the values/attributes of the school.</td>
</tr>
<tr>
<td></td>
<td>• embrace diversity and seek to include others through an empathetic approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LITERIS AWARD – creative, curious, resourceful</th>
<th>These students –</th>
</tr>
</thead>
<tbody>
<tr>
<td>This prize is awarded to students who are creative, curious and resourceful learners. They learn with purpose, drive and focussed persistence. They display high levels of resilience and seek resources that will enhance their understanding, even when they are unsure of which direction to take. These students strive to work collaboratively with their peers and teachers to build a culture of academic growth and learning well in their classrooms.</td>
<td>• reveal a consistently positive approach to their learning in all subjects</td>
</tr>
<tr>
<td></td>
<td>• reveal resilience as a learner by seeking, accepting and applying feedback to improve their learning</td>
</tr>
<tr>
<td></td>
<td>• reveal resourcefulness as a learner by seeking and taking advantage of a range of opportunities for learning</td>
</tr>
<tr>
<td></td>
<td>• strive to do their best in all subjects by making a consistent effort and seeking incremental improvement.</td>
</tr>
</tbody>
</table>
Value Adding for Students – Junior School

New written report

Throughout the year as part of the implementation of the PYP, staff of the Junior School have reflected upon and re-developed our assessment practices. A crucial component of this review has been the design of a new written report. The new format supports the philosophy of the Primary Years Programme (PYP) and is in line with the Australian Curriculum.

- There is a focus on the ‘whole child’ – social-emotional as well as academic.
- An element of student voice will be included.
- The emphasis is on strengths and areas for development for each child.

The new report introduced in semester 2 2015 include the following differences

<table>
<thead>
<tr>
<th>Achievement is reported against ‘year-level expectations’</th>
<th>The Australian Curriculum and NSW Board of Studies syllabus documents provide us with a description of what students should achieve in each year level. This report will inform where the student sits in relation to those expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key elements of the PYP are reported throughout the report</td>
<td>The PYP focuses on the ‘whole child’, this is reflected in the new report. Teachers will focus, not only on academic achievement, but also on the development of social skills, self-management skills and attitudes for learning.</td>
</tr>
<tr>
<td>Written comments provide specific feedback</td>
<td>In order to provide transparent feedback to parents, the written comments focus on strengths and areas for development for their student. They are presented in ‘dot-point’ format.</td>
</tr>
<tr>
<td>The student’s voice is captured</td>
<td>As the PYP is a ‘student-centred’ approach to learning, the report will feature a reflection written by your child that summarises his or her own perspective in relation to their achievement.</td>
</tr>
</tbody>
</table>

The Learner Profile comes to life in the playground

International Baccalaureate (IB) Learner Profile is a set of ten attributes that define the type of learner we hope to develop at our school. We value learners who are:

- Knowledgeable
- Reflective
- Risk-takers
- Balanced

- Open-minded
- Communicators
- Principled

- Inquirers
- Caring
- Thinkers

HUMANITAS

This prize is awarded to one student in each year group. They embody all 9 Scots attributes and they satisfy all criteria from the Spiritus, Literis and Auctoritas Awards. This award is the pinnacle of all awards presented to each year group at Speech Night.

AUCTORITAS AWARD – inclusive, courageous, articulate

This prize is awarded to students who show high levels of natural leadership, of both others and themselves. They endeavour to include others on their leadership journey, they are happy to take risks and to speak confidently to their choices and decisions.

These students –
- dedicate themselves to their community by taking the initiative both to lead and to serve.
- commit confidently to following their ideas through by taking risks and embracing hardships.
- inspire involvement by empowering others to contribute, and by modelling ethical leadership skills.
- use their creativity and imagination to enhance the school experience for all.
Support Services for Parents

Parents are a vital part of the school community. There are many opportunities for parents to engage with the school community, which enhances the relationship between the staff and parents. It is a policy of the school to interact in a positive manner with parents.

These opportunities include:

- Parents and Friends Association meetings and forums
- Parent get-togethers – these are regularly held and attended by the Principal.
- PYP parent sessions and workshops
- Parent involvement in units of enquiry in Junior School in utilising their particular skill or expertise.
- Parent Teacher interviews, both formal and informal
- Boarder Parent Group activities and events
- Attendance at sporting carnivals, productions, events
- Town Hall Meetings
- Focus Groups
- Community Forums
Value Adding For Staff

Learning to lead

Working with the Principal in 2015 are two key groups who have responsibility for running the operations of the School.

These are the SENIOR LEADERSHIP TEAM (SLT) comprising of Peggy Mahy (Principal), David Armstrong (Deputy Principal), Fiona Holmes (Business Operations Manager), Penny Curran-Peters (Head of Senior School) and Greg Newbold (Head of Junior School and Co-curricular). In addition to this is the LEARNING ENGAGEMENT TEAM (LET) which comprises the Senior Leadership Team, PYP Coordinator, Head of Boarding, Learning Area Leaders and Stage Coordinators. Both groups meet separately and together every week and our driving focus is students and their learning and well-being.

To assist all staff leaders at Scots refine their leadership skills, we invited the CEO of the Australian Council of Educational Leadership, Aasha Murthy, to run an executive leadership course for our key staff and other stakeholders, including Support Staff, a Board Member and representatives from the Parents and Friends’ Association. Based in Sydney, Aasha is former Managing Director of Starbucks in Australia and CEO of several companies and has lived in 10 countries. Her invocations to be able to lead confidently in VUCA (Volatile, Uncertain, Complex and Ambiguous) times were inspiring for all and an opportunity for staff to enjoy the commitment to Life, Learning and Leading at Scots (pictured).

Already students may be conscious of the changes that we have implemented to improve their learning experience at Scots. Some of those tangible changes:

- The introduction of Learning Area Leaders and Stage Coordinators – focused on closing the gap in dialogue about learning and student well-being
- The introduction of Learning Mentors – offering close attention to students and a direct, daily link to parents in the Senior School
- New programs – the ‘Border to Beach’ expedition as an example
- An open playground in the Senior School – no longer demarked specifically for Year Levels – allowing for freedom to choose recreational spaces and opportunities for more cross-age connections to be made
- Key leadership appointments.

Learning Area Leaders

2015 saw a redefining of the teaching teams in terms of conceptual, skills and concepts working collaboratively together. The Learning Area Leaders are defined as

Mrs Alison Mitchell - Visual and Performing Arts and English: “Expressing” – grouping the staff of English, Art, Drama and Music.

Mrs Karen Ennis - HSIE and LOTE: “Connecting”

Mr Chris Higgins - Science and Maths: “Investigating” – the shift towards an inquiry-based pedagogy has energised both staff and students within the investigating learning area, expanding the conceptual language of investigating within and outside the curriculum.

Mr Kevin Turner - TAS, VET and PDHPE: “Experiencing” – students have the opportunity to be learning with the hands and body in a Body and Mind Combined approach to learning. Students can experience and learn through the interconnectedness of time, place and space.
State Ranking and Comparison

As a small regional co-educational school, Scots is really punching above its weight:

Position of Scots Albury among regional co-educational schools in NSW: 1st
Position of Scots Albury among all schools in NSW: 74th
Number of other schools in Albury Wodonga region in top 100 schools in NSW: 0
(Source Sydney Morning Herald 16 December 2015)

Percentage of subjects offered in which the school mean was above the state mean: 96%

ATAR

Scots Median ATAR: 80
29% of our 2015 students achieved over 90

Highlights

50% of all students achieved at least 1 Band 6 (above 90% in an HSC course)
66 students entered the New South Wales Higher School Certificate in 2015.

“The School supported all its students to become world ready, and the students receiving their 2015 HSC results were just that; In partnerships with parents and families, Scots has shaped the graduating Class of 2015 and brought out the inherent gleaming qualities that lie beneath their surfaces. Scots has helped embed in them values that will be there for life beyond the school gates, values that will now act as their compass as the head of on life’s journey.” Peggy Mahy, Principal
31 courses studied including Agriculture, Ancient History, Biology, Business Studies, Chemistry, Design and Technology, Drama, Earth and Environmental Science, Economics, English Extension 1, English Extension 2, French Continuers, History Extension 1, Hospitality Extension, Japanese Continuers, Legal Studies, Mathematics Extension 1, Mathematics Extension 2, Metal and Engineering, Modern History, Music, PDHPE, Physics, Studies of Religion and Visual Arts.

91% of results in 2 Unit Courses were greater than 70%
56% of results in 2 Unit Courses were greater than 80%
100% of results in Extension Courses were greater than 70%
37% of results in Extension subjects were greater than 90%

Outstanding Performers

Results of 95 or above in a specific subject were achieved by:

Rose Byrne: Music 1 (95)
Lachlan Emerson: Mathematics Extension 1 (97)
James Jarrous: PDHPE (96) and Business Studies (95)
Paul Libreri: Business Studies (95)
Kieran McKenna: Business Studies (95)
Nicola Morgiewiz: Ancient History (96)
Chloe Patterson: Design and Technology (97)
Samuel Williams: Drama (95)

HSC Showcase and Exhibition Nominations

DesignTECH

DesignTECH is an annual exhibition of Major Design Projects developed by HSC students as part of their Design and Technology course. The display is at the Powerhouse Museum each year.

Chloe Patterson

Encore

The annual ENCORE concert of outstanding performances and compositions from HSC Music students at both matinee and evening performances in the Concert Hall, Sydney Opera House each year.

Madeline Maclean
Jack Paterson
Rose Byrne

OnSTAGE

OnSTAGE features performers and an exhibition of the projects that represented the different syllabus categories for study in the HSC Drama course. OnSTAGE is held at the Seymour Centre in Sydney each year.

Samuel Williams (individual)
Lewis Stanley (individual)
Madeline Maclean (Group)
Samuel Williams (Group)
Amy Moyle (Group)
Chloe Peters (Group)
Distinguished Achievers

33 students are included on the published NSW Board of Studies Teaching & Educational Standards (BOSTES) Distinguished Achievers List for students who achieve an HSC mark of at least 90/100 (Band 6) for a 2 unit course or 45/50 (E4) for a 1 unit course in one or more subjects:

Dominic Baker  
Makayla Boots  
Rose Byrne  
Rachael Chaffey  
Robert Coe  
Hannah Cope-Williams  
James Dunn  
Lachlan Emerson  
Erryn Gardiner  
Liam Harrison  
William Harrod  
Madeleine Hedderwick  
James Jarrous  
Paul Libreri  
Madeline Maclean  
William Matheson  
Kieran McKenna  
Nicola Morgiewicz  
Amy Moyle  
Jack Paterson  
Chloe Patterson  
Chloe Peters  
Matteo Pitteri  
Olivia Plunkett  
Matthew Simpkin  
Rhoanna Smith  
Abraham Spargo  
Lewis Stanley  
Lauren Strachan  
Jessica Todd  
Sarah Wall  
Samuel Williams  
Sarah Winnel

World ready – Where are the class of 2015 heading?

As educators, it our job to ensure that students set their goals ambitiously but realistically. It is also our job to ensure that they can adapt to the fluidity and challenges of post-school learning at tertiary level and in the workplace.

97% of our students received a Tertiary place, the remaining 3% took up offers with the Military. Of the 66 students 39 applied for university places in New South Wales and 27 were offered their first choice and 5 their second choice.

Many of these students also applied to Victorian universities with 55 students of the 66 looking south for opportunities (many applying in more than one state).

Of the 55, 40 were offered first choice places in Victorian universities, and 7 offered second choice options (22 receiving offers to the University of Melbourne and 5 to Monash).

Courses of interest in both NSW and VIC included:

Bachelor of Biomedicine (Melbourne)  
Bachelor of Communication & Media Studies (Newcastle)  
Bachelor of Economics (ANU)  
Bachelor of Education (Charles Sturt)  
Bachelor of Engineering (Surveying) (Newcastle)  
Bachelor of Law (Monash / UNSW)  
Bachelor of Media (Sports Journalism) (La Trobe)  
Bachelor of Music (Melbourne)  
Bachelor of Nursing (Clinical Leadership) (Deakin)  
Bachelor of Medical Science (UNSW)  
Bachelor of Science (Melbourne) (Macquarie)
2 Unit Results

Percentage of students in Combined Bands: Band 3-6 compared to State.

<table>
<thead>
<tr>
<th>2 Unit Subject Results</th>
<th>School % Band 3-6 Results over 60</th>
<th>State % Band 3-6 Results over 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>100</td>
<td>84.6</td>
</tr>
<tr>
<td>Ancient History</td>
<td>100</td>
<td>83.2</td>
</tr>
<tr>
<td>Biology</td>
<td>100</td>
<td>84.3</td>
</tr>
<tr>
<td>Business Studies</td>
<td>100</td>
<td>88.5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>100</td>
<td>93.5</td>
</tr>
<tr>
<td>Dance</td>
<td>100</td>
<td>96.5</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>100</td>
<td>95.1</td>
</tr>
<tr>
<td>Drama</td>
<td>100</td>
<td>98.1</td>
</tr>
<tr>
<td>Earth &amp; Environmental Science</td>
<td>100</td>
<td>91.1</td>
</tr>
<tr>
<td>Economics</td>
<td>100</td>
<td>92.4</td>
</tr>
<tr>
<td>English Advanced</td>
<td>100</td>
<td>99.1</td>
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<tr>
<td>English Standard</td>
<td>94.4</td>
<td>84.7</td>
</tr>
<tr>
<td>French Continuers</td>
<td>100</td>
<td>97.5</td>
</tr>
<tr>
<td>Hospitality Examination (Kitchen Operations)</td>
<td>100</td>
<td>96.6</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>100</td>
<td>96.2</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>100</td>
<td>89.9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>100</td>
<td>90.7</td>
</tr>
<tr>
<td>Mathematics General 2</td>
<td>94.3</td>
<td>74.9</td>
</tr>
<tr>
<td>Metal and Engineering Examination</td>
<td>100</td>
<td>80.2</td>
</tr>
<tr>
<td>Modern History</td>
<td>100</td>
<td>90.2</td>
</tr>
<tr>
<td>Music 1</td>
<td>100</td>
<td>98.0</td>
</tr>
<tr>
<td>Personal Development, Health &amp; P.E</td>
<td>100</td>
<td>91.0</td>
</tr>
<tr>
<td>Physics</td>
<td>100</td>
<td>89.8</td>
</tr>
<tr>
<td>Studies of Religion</td>
<td>100</td>
<td>95.6</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>100</td>
<td>98.30</td>
</tr>
</tbody>
</table>

Percentage of students in Extension Bands compared to state.

<table>
<thead>
<tr>
<th></th>
<th>School E4 and E3</th>
<th>State E4 and E3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Extension 1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>History Extension</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
### YEAR 11 RECORD OF SCHOOL ACHIEVEMENT
The formal Record of School Achievement was awarded by BOSTES to Year 11 students in 2015

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students in Course at School</th>
<th>School % Grades ABC</th>
<th>State % Grades ABC</th>
<th>School % Grades DE</th>
<th>State % Grades DE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Advanced) 2 unit</td>
<td>41</td>
<td>90.2</td>
<td>92.2</td>
<td>9.8</td>
<td>7.7</td>
</tr>
<tr>
<td>English (Standard) 2 unit</td>
<td>15</td>
<td>86.7</td>
<td>68.6</td>
<td>13.3</td>
<td>30.5</td>
</tr>
<tr>
<td>English Extension 1 unit</td>
<td>12</td>
<td>75.0</td>
<td>96.3</td>
<td>25.0</td>
<td>3.7</td>
</tr>
<tr>
<td>Mathematics Extension 1 unit</td>
<td>14</td>
<td>85.7</td>
<td>81.6</td>
<td>14.3</td>
<td>18.4</td>
</tr>
<tr>
<td>Mathematics General 2 unit</td>
<td>27</td>
<td>88.9</td>
<td>61.7</td>
<td>11.1</td>
<td>37.1</td>
</tr>
<tr>
<td>Mathematics 2 unit</td>
<td>29</td>
<td>79.3</td>
<td>80.4</td>
<td>20.7</td>
<td>19.5</td>
</tr>
<tr>
<td>Biology 2 unit</td>
<td>30</td>
<td>96.7</td>
<td>77.7</td>
<td>3.3</td>
<td>21.9</td>
</tr>
<tr>
<td>Chemistry 2 unit</td>
<td>22</td>
<td>90.9</td>
<td>78.1</td>
<td>9.1</td>
<td>21.6</td>
</tr>
<tr>
<td>Physics 2 unit</td>
<td>7</td>
<td>71.4</td>
<td>78.3</td>
<td>28.6</td>
<td>21.5</td>
</tr>
<tr>
<td>Ancient History 2 unit</td>
<td>11</td>
<td>100.0</td>
<td>77.7</td>
<td>0.0</td>
<td>21.4</td>
</tr>
<tr>
<td>Business Studies 2 unit</td>
<td>27</td>
<td>92.6</td>
<td>76.7</td>
<td>7.4</td>
<td>22.6</td>
</tr>
<tr>
<td>Economics 2 unit</td>
<td>8</td>
<td>75.0</td>
<td>84.3</td>
<td>25.0</td>
<td>15.5</td>
</tr>
<tr>
<td>Modern History 2 unit</td>
<td>16</td>
<td>100.0</td>
<td>80.6</td>
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<td>18.6</td>
</tr>
<tr>
<td>Studies of Religion I 1 unit</td>
<td>4</td>
<td>100.0</td>
<td>80.1</td>
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<td>19.9</td>
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<tr>
<td>French Continuers 2 unit</td>
<td>1</td>
<td>100.0</td>
<td>94.0</td>
<td>0.0</td>
<td>5.8</td>
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<tr>
<td>Japanese Continuers 2 unit</td>
<td>5</td>
<td>100.0</td>
<td>89.0</td>
<td>0.0</td>
<td>11.0</td>
</tr>
<tr>
<td>Agriculture 2 unit</td>
<td>11</td>
<td>72.7</td>
<td>72.6</td>
<td>27.3</td>
<td>25.6</td>
</tr>
<tr>
<td>Design and Technology 2 unit</td>
<td>14</td>
<td>92.9</td>
<td>77.7</td>
<td>7.1</td>
<td>21.6</td>
</tr>
<tr>
<td>Drama 2 unit</td>
<td>8</td>
<td>100.0</td>
<td>87.3</td>
<td>0.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Music 1 2 unit</td>
<td>8</td>
<td>100.0</td>
<td>81.5</td>
<td>0.0</td>
<td>17.4</td>
</tr>
<tr>
<td>Visual Arts 2 unit</td>
<td>9</td>
<td>100.0</td>
<td>81.4</td>
<td>0.0</td>
<td>17.5</td>
</tr>
<tr>
<td>PDHPE 2 unit</td>
<td>19</td>
<td>89.5</td>
<td>76.3</td>
<td>10.5</td>
<td>23.1</td>
</tr>
</tbody>
</table>
# YEAR 10 RECORD OF SCHOOL ACHIEVEMENT

The formal Record of School Achievement (ROSA) was awarded by BOSTES to 62 Year 10 students in 2015.

## Table Showing School versus State Grading Pattern Comparison

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students in Course at School</th>
<th>School % Grades ABC</th>
<th>State % Grades ABC</th>
<th>School % Grades DE</th>
<th>State % Grades DE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 200 hours</td>
<td>62</td>
<td>79.0</td>
<td>77.2</td>
<td>21.0</td>
<td>21.8</td>
</tr>
<tr>
<td>Mathematics 200 hours</td>
<td>62</td>
<td>85.5</td>
<td>68.8</td>
<td>14.5</td>
<td>30.2</td>
</tr>
<tr>
<td>Science 200 hours</td>
<td>62</td>
<td>87.1</td>
<td>74.0</td>
<td>12.9</td>
<td>25.2</td>
</tr>
<tr>
<td>Australian Geography 100 hours</td>
<td>62</td>
<td>80.7</td>
<td>74.5</td>
<td>19.4</td>
<td>24.7</td>
</tr>
<tr>
<td>Commerce 100 hours</td>
<td>10</td>
<td>90.0</td>
<td>83.6</td>
<td>10.0</td>
<td>16.3</td>
</tr>
<tr>
<td>Commerce 200 hours</td>
<td>21</td>
<td>90.5</td>
<td>88.1</td>
<td>9.5</td>
<td>11.7</td>
</tr>
<tr>
<td>History 100 hours</td>
<td>62</td>
<td>74.2</td>
<td>75.5</td>
<td>25.8</td>
<td>23.7</td>
</tr>
<tr>
<td>French 200 hours</td>
<td>12</td>
<td>100.0</td>
<td>89.9</td>
<td>0.0</td>
<td>9.9</td>
</tr>
<tr>
<td>Japanese 200 hours</td>
<td>4</td>
<td>100.0</td>
<td>84.9</td>
<td>0.0</td>
<td>15.0</td>
</tr>
<tr>
<td>Agricultural Technology 100 hours</td>
<td>1</td>
<td>0.0</td>
<td>68.5</td>
<td>100.0</td>
<td>31.0</td>
</tr>
<tr>
<td>Agriculture Technology 200 hours</td>
<td>20</td>
<td>70.0</td>
<td>75.7</td>
<td>30.0</td>
<td>23.3</td>
</tr>
<tr>
<td>Design and Technology 100 hours</td>
<td>4</td>
<td>100.0</td>
<td>84.2</td>
<td>0.0</td>
<td>15.6</td>
</tr>
<tr>
<td>Design and Technology 200 hours</td>
<td>7</td>
<td>100.0</td>
<td>87.7</td>
<td>0.0</td>
<td>11.9</td>
</tr>
<tr>
<td>Food Technology 100 hours</td>
<td>4</td>
<td>100.0</td>
<td>77.3</td>
<td>0.0</td>
<td>22.1</td>
</tr>
<tr>
<td>Food Technology 200 hours</td>
<td>14</td>
<td>100.0</td>
<td>79.4</td>
<td>0.0</td>
<td>19.6</td>
</tr>
<tr>
<td>Industrial Technology (Metal) 100 hours</td>
<td>19</td>
<td>100.0</td>
<td>71.2</td>
<td>0.0</td>
<td>28.1</td>
</tr>
<tr>
<td>Industrial Technology (Timber) 100 hours</td>
<td>13</td>
<td>100.0</td>
<td>75.7</td>
<td>0.0</td>
<td>23.6</td>
</tr>
<tr>
<td>Drama 100 hours</td>
<td>6</td>
<td>100.0</td>
<td>82.7</td>
<td>0.0</td>
<td>16.8</td>
</tr>
<tr>
<td>Drama 200 hours</td>
<td>12</td>
<td>100.0</td>
<td>88.8</td>
<td>0.0</td>
<td>10.7</td>
</tr>
<tr>
<td>Music 100 hours</td>
<td>3</td>
<td>100.0</td>
<td>75.2</td>
<td>0.0</td>
<td>24.3</td>
</tr>
<tr>
<td>Music 200 hours</td>
<td>9</td>
<td>100.0</td>
<td>84.6</td>
<td>0.0</td>
<td>14.8</td>
</tr>
<tr>
<td>Visual Arts 100 hours</td>
<td>4</td>
<td>100.0</td>
<td>79.4</td>
<td>0.0</td>
<td>19.7</td>
</tr>
<tr>
<td>Visual Arts 200 hours</td>
<td>12</td>
<td>100.0</td>
<td>86.2</td>
<td>0.0</td>
<td>13.2</td>
</tr>
<tr>
<td>PDHPE 100 hours</td>
<td>62</td>
<td>95.2</td>
<td>84.8</td>
<td>4.8</td>
<td>14.4</td>
</tr>
</tbody>
</table>
Student Performance in National and State-wide Tests and Examinations – NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7, and 9. Results are reported across 6 bands as described in the diagram below. Students in the top 4 bands of each year level are deemed to be above the national minimum standard. Students in the top 2 bands of each year level are deemed to have reached a level of proficiency.

The following table indicates the percentage of Scots students who were below the national minimum standard as compared to data from all of NSW.
The following table indicates the percentage of Scots students who were deemed proficient as compared to data from all of NSW.

<table>
<thead>
<tr>
<th>Years</th>
<th>3 School</th>
<th>3 State</th>
<th>5 School</th>
<th>5 State</th>
<th>7 School</th>
<th>7 State</th>
<th>9 School</th>
<th>9 State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>75%</td>
<td>50%</td>
<td>69%</td>
<td>38%</td>
<td>63%</td>
<td>32%</td>
<td>60%</td>
<td>25%</td>
</tr>
<tr>
<td>Writing</td>
<td>58%</td>
<td>54%</td>
<td>19%</td>
<td>21%</td>
<td>39%</td>
<td>19%</td>
<td>19%</td>
<td>15%</td>
</tr>
<tr>
<td>Spelling</td>
<td>46%</td>
<td>47%</td>
<td>63%</td>
<td>40%</td>
<td>59%</td>
<td>40%</td>
<td>40%</td>
<td>28%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>71%</td>
<td>52%</td>
<td>56%</td>
<td>39%</td>
<td>61%</td>
<td>34%</td>
<td>40%</td>
<td>19%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>67%</td>
<td>38%</td>
<td>44%</td>
<td>31%</td>
<td>63%</td>
<td>29%</td>
<td>46%</td>
<td>29%</td>
</tr>
</tbody>
</table>

The following table shows the percentage of students in Year 5 and Year 7 who achieved the ‘expected growth’ in each testing domain:

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Grammar and Punctuation</th>
<th>Spelling</th>
<th>Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>76.9</td>
<td>61.5</td>
<td>38.5</td>
<td>61.5</td>
<td>76.9</td>
</tr>
<tr>
<td>Year 7</td>
<td>59.4</td>
<td>62.5</td>
<td>71.9</td>
<td>84.4</td>
<td>68.8</td>
</tr>
</tbody>
</table>

**Junior School NAPLAN Summary**

- Junior School students performed very strongly in comparison with the Australian National Minimum Standard as well as the National average.
- Yr 3 and 5 averages were above NSW state averages in all areas; except for Spelling at Yr 3. As a result we are trialling a new approach to Spelling in Years 1 and 2. The new approach has a focus on phonemic awareness and provides students with strategies to support their spelling development.
- Year 3 students performed exceptionally well in the area of Numeracy.
- Year 5 students performed exceptionally well in the area of Reading.
Teaching for tomorrow
By Greg Newbold Head of Junior School

‘If we teach today as we taught yesterday, we rob our children of tomorrow’: John Dewey

I was recently asked to consider what it is that I am really looking forward to this year. It is intriguing answer as we move forward into a new and exciting phase in our school’s proud history.

Simplistically, the introduction of the International Baccalaureate Primary Years Programme (PYP) could be considered the main answer. However, the rejuvenated focus upon teaching and learning for the 21st century is inspiring. When I reflect upon changes in education since 2000, at the turn of the century the World Wide Web was in its infancy, teacher-centred classrooms were still predominant and of course the smart phone and iPads were futuristic visions.

The challenges moving from this paradigm to a newer version are indeed daunting. However, there are elements to which we can be confident when we consider the learning futures of our students. The essential basic skills required for a child to be numerate and literate are still vitally important for all types of learning, problem solving and communication. But to be world ready our citizens of the future will need a range of other competencies and attributes.

Some of these are:

- Skills to collaborate effectively locally, nationally and globally across diverse cultures and languages
- Being able to know what to do when you don’t know what to do
- Having the capability to access, analyse and utilise different thinking
- Being prepared to make mistakes and use these as the catalyst for real learning
- Becoming resilient and able to meet new challenges, some of which we as adults cannot even imagine.

Be prepared to take safe, calculated risks.

Introducing the PYP
By Mr Nick Martin, PYP Coordinator

This year saw the beginning of our PYP journey as we became an ‘interested’ PYP school. Some of our significant achievements were:

- The learner profile came to life in our classrooms
- We planned and trialled a number of Units of Inquiry
- We explored an ‘inquiry’ approach to learning where students are active and learning is driven by questioning
- We refined our assessment practice and developed a new written report

Units of Inquiry
Significant learning is organised under Transdisciplinary Themes and presented in Units of Inquiry. Each unit explores knowledge, skills and understanding from a range of subject areas.
Some of our units of inquiry involved:

- Analysing how weather changes and the impact that this has on our lives
- Developing transportation system to meet the needs of different communities
- Exploring issues relating to the sustainability of water as a precious resource
- Understanding the impact that humans can have on our interconnected ecosystems
- Demonstrating ways to interact responsibly with our environment
- Identifying roles and responsibilities that are required to ensure organisations function effectively
- Exploring how animals have adapted over time and predicting what changes are required for particular species to survive in the future
- Analysing the systems that work together in the food production industry
- Engaging with decision-making in the world and exploring the impact that various decisions have on people.

English and Mathematics

This year we trialled a number of new approaches in our classrooms. We explored the Daily 5 and Reading Café that involves students working towards personalised goals; as well as trialling a new approach to spelling in our Infants classes.

Our students also engaged in a wide variety of enrichment opportunities including:

- ICAS assessments
- Maths Olympiad challenge group
- Literacy, Numeracy and Science Weeks
- Write around the Murray
- Visiting authors
- Book week celebrations
- And many more

PYP: What does it mean to be World Ready?

By Nick Martin PYP Coordinator

The goal of education at Scots is to develop learners who are ‘world ready’ through a focus on life, learning and leading. This is an ambitious and exciting goal – but what does it actually mean?

- For a 3 year old in the Preschool – what does it mean to be world ready?
- For a 7 year old sitting in a Year 2 classroom – what knowledge, skills, understandings and attitudes will ensure that they are world ready?
- For a Year 6 student, who will soon embark on the transition to Year 7 – what will ensure they are ready to succeed in their world?

From a PYP perspective, being ‘world ready’ means demonstrating the attributes of the learner profile.
BOITE - Developing World Ready children
By Greg Newbold

Being a ‘glass half full’ type of fellow, I often see the positive and optimistic rather than the opposite. However, by using the adjectives ‘outstanding’, ‘stunning’ and ‘amazing’ to describe Boîte One Africa last Friday (September 4, 2015) would not be an exaggeration. Over 300 people were entertained at the Scots School Albury Chapel Hall by the 100 strong Boîte Schools Chorus that represented 4 schools.

The opportunity for schools to be united in song underpins the themes of inclusivity and intercultural awareness that Boîte upholds. In 2014, the Schools Chorus sung and reflected upon Australian Immigration, this year was about Africa and next year it is expected the Caribbean will be the focus. As an International Baccalaureate Primary Years Programme (IB PYP) candidate school that espouses international mindedness, we are very proud to host this event as it reinforces to our students that we are part of a world community.

Parents have since commented on the concert and appreciate and understand the value of participating in this event. The children were given the opportunity to not only learn songs from another culture, in this instance Africa, but to actually participate in a performance with professional musicians - several of whom had travelled from Africa to perform with them. We can change the world if we influence and broaden the way our students perceive their relationship with others and develop their understanding and appreciation of different cultures using the medium of music.

Our Music Teacher Mrs Watson said "seeing the children’s excitement and delight when they were presented with their Boîte T-shirts and the joyful look on their faces when African dancer Mumiko performed, will always remain in my memory". There is so much for our children to learn from participating in the Boîte Schools Chorus. For our students to be hosts and learn the value of sharing their school with others is a way of building friendships and breaking down barriers. In these current times this is very relevant.

Special thanks to Mrs Marita Watson for her inspiration and perseverance to make this happen and to the Boîte organisation for allowing us the honour to host the concert. With Scots Years 2-6 students comprising nearly 60% of the chorus, we look forward to an even bigger and better experience in 2016.
Professional Learning, Teacher Qualifications and Workforce Composition

Professional Learning
Mr Dale Zawertailo, Staff Learning and Development Coordinator

The year started with three one-day workshops presented by Australian Council of Education Leadership chairperson Aasha Murthy on developing leadership skills. These workshops were attended by a wide variety of people in our school community from Ms Mahy through to members of the Learning Engagement as well as members of the Administration staff, the Board, and the Parents and Friends. The focus for Staff Learning and Development this year has been on inquiry and concept-based learning.

Nick Martin has led the Junior School staff in their understanding of inquiry based learning and how to create inquiry based units of work in line with the IB PYP framework.

Nick and Yvonne Thompson also presented the theory behind concept based learning, and Yvonne led the Senior School staff through a planning day in which they began to apply their understanding of concept based learning to develop units of work.

Along with these whole-staff programs, individual staff have attended professional learning courses to develop skills and knowledge related to teaching and learning in their specific curriculum areas.

The School has begun a pilot program with Educator Impact, an arm of ChangeLabs who design and deliver behaviour-change programs for a range of organisations. Ten teachers from across the Junior and Senior School have begun to use Educator Impact’s 360 DEGREE FEEDBACK TOOL. This tool requires teachers to complete a self-evaluation survey, as well as gather feedback from peer surveys and student surveys. Ask your children if they have completed a survey on one of their teachers. These surveys are focused on eight teaching competencies and are linked to the Australian Institute of Teaching Standards and Leadership (AITSL) Professional Standards. Based on the feedback, teachers then undertake a range of professional learning activities to increase their impact on student outcomes. This is an ongoing process of reflection, feedback, research and practice.

Additionally, all teachers in the Junior and Senior School are involved in the TEACHING IN LEARNING TEAMS initiative. Started 4 years ago by Ms Richards, the program requires teams of teachers to discuss, reflect upon and collaborate to improve teaching practice and student outcomes. This year the focus is on student engagement through innovative educational programs. The teachers have begun to research a range of teaching practices and will work towards implementing these in small ways to increase student engagement.

Much of the focus of Teaching in Learning Teams is based on the School’s involvement in the AITSL Learning Frontiers program and our membership in the ACT/ Regional NSW Design Hub. The purpose of the Design Hub is to develop engaging learning programs through innovative practice that is created and tested collaboratively with other schools. At the end of Week 4 we hosted teachers from the other Design Hub schools and they were very impressed with our facilities, the traditions that we uphold and the friendly and mature manner of the Year 10 students who took them on tours.
Teaching Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>60</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
</tr>
</tbody>
</table>

Workforce Composition, Including Indigenous

<table>
<thead>
<tr>
<th></th>
<th>Head Count</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Staff:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous Staff</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-indigenous Staff</td>
<td>60</td>
<td>52.6</td>
</tr>
<tr>
<td><strong>Total Teaching Staff</strong></td>
<td>60</td>
<td>52.6</td>
</tr>
<tr>
<td><strong>Non-Teaching Staff:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous Staff</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Support Staff</td>
<td>34</td>
<td>30.5</td>
</tr>
<tr>
<td>Boarding Staff</td>
<td>16</td>
<td>8.4</td>
</tr>
<tr>
<td>Cleaning Staff</td>
<td>13</td>
<td>9.2</td>
</tr>
<tr>
<td><strong>Total Non-teaching Staff</strong></td>
<td>63</td>
<td>48.1</td>
</tr>
<tr>
<td><strong>TOTAL STAFF</strong></td>
<td>123</td>
<td>100.7</td>
</tr>
</tbody>
</table>
Student Attendance and Retention Rates

Student Attendance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>91.47%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.13%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.48%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.70%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.16%</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.83%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.22%</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.28%</td>
</tr>
<tr>
<td>Year 8</td>
<td>93.44%</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.17%</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.94%</td>
</tr>
<tr>
<td>Year 11</td>
<td>95.75%</td>
</tr>
<tr>
<td>Year 12</td>
<td>95.21%</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2015 was 94%. This was similar to the daily attendance in 2014. The attendance rate was influenced generally by illness, short exchange programmes, family holidays and privately arranged extra-curricular events.

Management of Non-Attendance

This is outlined in the School Handbook available on the School website. Policies and procedures are implemented for the management of student non-attendance. Year Coordinator / Head of Junior School manage unexplained lateness and prolonged / unexplained absence, facilitated by reports provided by administration staff.

The school follows up where written explanation of absence is not received from the parents. Absences are monitored and Year Coordinator/Head of Junior School contact parents if an issue arises.

Mandatory reporting procedures apply where absences are extended or the student may be at risk.

2015 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 Scots School Albury.

<table>
<thead>
<tr>
<th>Table 1: Years compared</th>
<th>Year 10 Total enrolment on census date</th>
<th>Year 12 Total enrolment on census date</th>
<th>Year 10 enrolment at census date remaining in Year 12 on census date</th>
<th>Apparent retention rate</th>
<th>Actual retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2015</td>
<td>77</td>
<td>66</td>
<td>58</td>
<td>85.7%</td>
<td>75.3%</td>
</tr>
</tbody>
</table>
## Enrolment Policies

### Enrolment Policy

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. Continuing enrolment is subject to the student’s adherence to school rules (as set out in both the conditions of entry (which form part of the application from) and the School Handbook including code of conduct, anti-bullying and student discipline policies and) and payment of all school fees.

The Scots School Albury complies with the Disability Discrimination Act

### Enrolment Procedures

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enquiry</td>
<td>Enquirer sends in Application for Enrolment form with application fee</td>
</tr>
<tr>
<td>Prospectus issued</td>
<td></td>
</tr>
<tr>
<td>Tour and interview with Principal (senior school enquiries) or Head of Junior School (junior school enquiries)</td>
<td></td>
</tr>
<tr>
<td>Decision made - enrolment form sent in with enrolment fee</td>
<td></td>
</tr>
<tr>
<td>Student/s placed on Enrolment List</td>
<td></td>
</tr>
<tr>
<td>Letter of offer sent to those on enrolment list for following year</td>
<td></td>
</tr>
<tr>
<td>Meeting held to discuss numbers available in each year group before final offers are made</td>
<td></td>
</tr>
<tr>
<td>List for following year established, identifying number of vacancies</td>
<td></td>
</tr>
<tr>
<td>Scholarships offered</td>
<td></td>
</tr>
<tr>
<td>Letters of offer sent to those who have a place for the following year</td>
<td>A tour &amp; interview with Principal organised for those who are yet to have one</td>
</tr>
<tr>
<td>Confirmation of enrolment when payment of Entrance fee is received</td>
<td></td>
</tr>
<tr>
<td>Late enquiries accepted - depending on availability of places and electives in any year</td>
<td></td>
</tr>
</tbody>
</table>
Other School Policies

All of these policies below relating to Student Welfare, Bullying, Student Discipline and Complaints are available on the school intranet and in the School Handbook and can be made available on request to the Principal. No changes were made to any of the policies set out below during the 2015 year.

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 are in place.

Child Protection Policy encompassing

- Definitions and concepts
- Legislative requirements
- Preventative strategies
- Reporting and investigating “reportable conduct”
- Investigation processes
- New information regarding the Mandatory reporting guide in relation to notifiable child protection reporting
- Documentation

Security Policy encompassing

- Procedures for security of the grounds and buildings
- Use of grounds and facilities
- Emergency procedures
- Travel on school-related activities

Supervision Policy encompassing

- Duty of care and risk management
- Levels of supervision for on-site and off-site activities
- Guidelines for supervisors

Codes of Conduct Policy encompassing

- Code of conduct for staff and students
- Behaviour management
- The role of the student leadership system

Pastoral Care Policy encompassing

- The pastoral care system
- Availability of and access to special services such as counselling
- Health care procedures
- Critical incident policy
- Homework policy

Communication Policy encompassing

- 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
Anti-Bullying Policy

The school believes that every pupil has the right to enjoy learning, free from injury, oppression, harassment or abuse. As a consequence of this basic right there is no place for bullying in any form.

It is through education, encouragement of positive behaviour, healthy interpersonal relationships and good role modelling that a climate of tolerance and respect is built up and subsequently makes bullying unacceptable to all members of the school.

The school provides definitions of bullying behaviour and processes for responding and managing allegations of bullying.

Student Discipline Policy

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 School Handbook and the Boarders Handbook

The School’s discipline policies and procedures are evaluated and continually monitored.

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. Parents may raise a concern to either the tutor, Year Co-ordinator, KLA Co-ordinator, Head of Teaching and Learning or Head of Pastoral Care. Processes are the followed which incorporate principles of procedural fairness. If after following the processes a complaint remains unresolved, the matter will be passed to the Principal for a final decision.
School-Determined Priority Areas for Improvement -

The following is based on the Strategic Plan 2010-2015, this was reviewed in 2014 in preparation for refreshed strategic and master planning processes that occurred in 2015. The goals for 2015 were achieved and the new Strategic Plan formulated and Master Planning commenced.

Learning with Purpose

- Implementing a Primary Years (International Baccalaureate) Programme for the Junior School
  - Redeveloping the written curriculum to support inquiry
  - Planning collaboratively with staff to promote inquiry
  - Teaching with staff to model and support inquiry
- Identify the key programmes underpinning Life, Learning and Leading in the Senior School which will support development of the core attributes in students
- Continue to strengthen the TILT programme devolving responsibility throughout the school staff
- Provide effective Professional Development in ICT

Learning Well

- Open the Trade Skills Centre creating new opportunities for our Hospitality and Needlework students
- Optimise usage of the Indoor Sports Centre for Scots students and the broader Albury community
- Facilitate effective and efficient work practices for sustained progress
- Provide support to staff to drive engagement and facilitate change

Engaging Community

- Investigate the use of the services of Camp Australia to partner in a holiday programme
- Commence plans for the sesquicentenary in 2016

Leading Education and Staff

- Develop and implement a formalised development review process for Support Staff
- Recruit an ICT integrator to head the IT team
- Recruit a new Chaplain
- Create recognition in teachers that the most effective professional learning is through collaboration, observation and communication with colleagues

Future Proofing

- Prioritise investments:
  - To drive enrolments
  - To enhance student outcomes
  - To ensure security and safety of the school
- Review governance to ensure fit for purpose and legislation
- Review school fee structure

Boarding

- Identify and implement plans to enhance outcomes for Boarding students (emotional and academic)
- Invest in appearance of the two houses to contemporise and refresh
- Continue to seek innovative practices in boarding.
- Continue marketing boarding to the wider community

Social Justice Orientation

- Develop a community based set of programmes targeted at increasing student awareness of social issues
- Work with local churches to bring a broad range of offerings to school worship
- Continue to develop links with the Uniting Church
- Investigate best practice for embedding social justice concepts in academic programmes
**Preliminary Master Plan**

The school has appointed Cox Architecture (based in Canberra) to start our Preliminary Master Planning, which is widely experienced in working with schools of all sizes.

In a real ‘Grand designs comes to Scots’ experience, we held three absolutely fabulous workshops to consider how best to develop our campus for our immediate, short and long term needs: one workshop involving 23 students from Year 3 upwards, one with staff and parents, and one with board and Senior Leadership. Cox synthesized all the data and ideas and produced a preliminary Master Plan which will provide a cohesive vision but will be a living document that continues to evolve and be refined.
Strategic Plan 2016 - 2020

The Scots School Albury Strategic Plan 2016 — 2020 is an emphatic statement of how Scots will continue to lead and grow so that we are in the best position to prepare our students for living, learning and leading in a world full of possibilities. Scots is defined by 150 years’ of history, Christian foundations, and an enviable reputation for values-based people, quality, excellence, and community service. The Strategic Plan therefore:

Commits the School to consolidating its strengths, to preserve and embrace what is authentic and unique to Scots, while actively pursuing a course which keeps Scots at the forefront of educational thinking, innovation and practice;

Challenges every aspect of our School to deliver an exceptional, well-rounded, student-centred educational experience;

Invests in the training, development and wellbeing of our academic staff and support personnel;

And

Plans for the future development, use and better integration of our facilities and assets.

Board Chair David Beckingsale and Principal Peggy Mahy
Strategic Imperatives

The plan is guided by five strategic imperatives:

**Consolidate** our strengths: celebrate who we are—preserve our values, history and principles—and showcase through our actions how we support our young people and their teachers, and ultimately strengthen our community.

**Transform** our School: by balancing our traditional strengths with new, well-designed learning improvements, which translate into better outcomes for our students and the School’s wider community.

**Create** an innovative, collaborative and flourishing School: where personal health, wellbeing, growth and success can continue to flourish.

**Inspire** our School community: we will continue to make Scots an inspirational place for all. We will encourage and inspire students to think for themselves, to discover for themselves, and to work with their strengths, weaknesses and passions in real-world contexts.

**Improve** and sustain our future: Scots is committed to continually improving its physical environment, increasing the use of its facilities, future proofing its financial security, and adopting best practice governance policies and structures.

These provide a high-level narrative for articulating the values, philosophies and policies that define the essence of our School.

Seven Pillars

The core strategies and actions of the plan are set out under seven areas:

- Governance and Accountability
- Learning With Purpose
- Learning Well
- Leading Educators and Staff
- Living Innovation
- Engaged Community
- Future Proofing
Collectively, these strategic pillars provide a framework for developing and initiating activities that drive the School’s future operational plans and deliver outcomes which are aligned to the School’s vision, strategic imperatives and goals.

Our Purpose
At The Scots School Albury, we place our young people at the centre of their educational experience by providing challenges and opportunities that enable them to flourish as individuals, with others, and within the broader community.

Our Principles and Values
Our guiding principles:

- The Scots School Albury will be a K to 12 School.
- The Scots School Albury will have a boarding house.
- The Scots School Albury will have an operating maximum of around 700 students.
- The Scots School Albury is committed to a broad curriculum.

A Scots student is:

- Resilient
- Compassionate
- Ethical
- Creative
- Curious
- Resourceful
- Inclusive
- Courageous
- Articulate.

Our History
Scots students become a part of 150 years of living history. The Scots School Albury has a proud history reaching back to the establishment in 1866 of Albury Grammar School. It is our living heritage, strong foundations, and our traditions that give us strength and stability.
150 Years Timeline

1866
Albury Grammar School operated in the Church of England Sunday School Hall in Olive St. The Rev. Joseph Masters was Headmaster between 1878–1881. Some years later this school ceased to function. In 1881 Masters left the Grammar School and established a coaching school called Albury High School in his home in Young Street. He sold the school to A. Smith and G. Wilson in 1886.

Successful under its new owners, the school changed its name several times until once again it became known as the Albury Grammar School.

1902
Wilson (Headmaster 1886–1928) moved the school to the present campus. The original house was eventually remodeled in 1946 to become Sellars House.

1909
Rosehill Girls’ School opened.

1926
Albury Grammar School was sold to the Presbyterian Church of NSW. It had remained co-educational until this time when the last of the girls left the school and it became an all boys’ school.

1929
Rosehill Girls’ School became Woodstock Girls’ School, and remained in East Albury until its move to North Albury in 1961.

1939
Albury Grammar School purchased the Albury Showgrounds and in 1948 the new classroom block was opened.

1946
Albury Grammar School celebrated its Centenary, and opened the new Dining Hall and refectory block in 1967.

1946
Albury Grammar School and Woodstock Presbyterian Girls’ School decided to amalgamate to form The Scots School Albury because of declining economic circumstances nationwide.

1966

1972

2016
The Scots School Albury will celebrate its sesquicentenary — 150 years of history. You are part of Scots’ history; how do you want to be involved? More details p21.
Parent Satisfaction

In 2015 as part of the School’s continuous review and improvement process, the Principal commissioned a follow-up to 2014’s parent satisfaction review, covering most key aspects of education.

The feedback from this survey greatly assisted the School with its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students.

For the 2015 review, a total of 61% of parents participated in the survey and provided views on such areas as academic performance, pastoral care, Christian studies, co-curricular, sport, communications, reputation and facilities.

From the results, we have identified some areas where further improvement can be made and the School Board will be using this input for their future plans.

PARENT VIEWS

Parents noted how their expectations were being met and ranked in order of the importance they placed on the reasons for choosing a school for their child. Overall expectations met / exceeded is very high at 84%.

In the top 5 reasons for choice, 4 areas have met or exceeded expectations above the benchmark of 80%.

- 83% of parents’ expectations were met or exceeded with the focus on Quality of Teaching
- 88% of parents’ expectations were met or exceeded with the focus on student welfare
- 78% of parents’ expectations were met or exceeded with the academic standards
- 87% of parents’ expectations were met or exceeded with a balanced education
- 91% of parents’ expectations were met or exceeded with the class sizes appropriate to enhanced learning opportunities

Comparison 2014 to 2015 parent surveys

- Overall expectations met or exceeded in 2015 are slightly higher than in 2014
- The main areas of significant increase are
  - The Quality of Teaching
  - The School’s Culture
  - The School’s Values
  - The School’s reputation