

9. Scotch College

<i>Moderator, as visitor</i>	Rev Steve Francis
<i>Chairperson</i>	Mark Paganin
<i>Deputy Chairperson</i>	Heather Warner (stepped down 31/12/ 2017) Phil Idle (from 21/03/2018)
<i>Members</i>	Saschelle Blake Terry Bowen Prof Simon Anderson John Flecker Alan Murray Rev Margaret Tyrer Greg Ledger Tim Wiese Prof David Gibson (from 01/01/2018)
<i>Nominees of Old Scotch Collegians</i>	Alan Murray Geg Ledger
<i>Life Members and Life Governors</i>	Gavin Bunning Hon GM (Max) Evans Robert D Keall The Hon. N (Neil) W McKerracher Mr CA (Sandy) MacKellar

The College's Headmaster, Dr O'Connell ensures that as a college of the Uniting Church, we have as part of our underlying guiding framework, 'The National Educational Charter' and the principles to which it promotes. These are:

- values all people as created in the image of God
- believes that all people have rights and responsibilities for the wellbeing of society
- understands that education is a 'lifelong journey by which all people develop the ability to participate in society and lead lives that are life creating and life sharing'
- calls for quality education that is accessible and equitable for all
- encourages excellence in education by which the God given gifts and talents of people are fully developed
- commits itself to promoting education for its members as part of their faith, ministry and community responsibility
- promotes the value of diversity in educational provision, expression and access
- affirms the contribution of Australian society of the teaching profession and those engaged in educational research
- acknowledges the primary importance of families in the context of education
- commits itself to pastoral care and chaplaincy within educational institutions.

In setting our strategic drivers and implementing activities at the operational level, we believe Scotch College continues to deliver on the eight guidelines within the Charter.

- I. **A Theology of Education:** Our programs and our philosophy are premised on 'Preparing Boys for Life'. In order to do so we must ensure that our curriculum and co-curricular offerings provide balance and rigour. Our goal is to encourage our boys to consider their own spiritual

journey through ongoing learning so they develop self-responsibility and are able to participate as an active member within the society. We try to promote faith in action through service, so that boys live out what they are taught as part of being responsible global citizens.

2. **Commitment to Lifelong Learning:** As an International Baccalaureate World School, our focus is to ensure that students understand that learning is part of life's journey, not just something done to get a Year 12 grade or number. The college has a strong international outreach focussed on graduating boys who will make a global and local difference. This also applies to staff who are given professional opportunities through courses and service trips, so that they can role model lifelong learning for our boys.
3. **Recognition of Our Rights and Responsibilities:** The college's three core values, Integrity, Service and Stewardship sit at the core of this guideline. Our programs are aimed at enhancing critical thinking, just decision making and developing skills that will enhance community participation.
4. **Access to Equitable and Quality Education:** Our college has an open enrolment policy based on the date a family applies. Our belief is that it is our job to provide a differentiated and supportive learning environment, coupled with differentiated curriculum, to ensure that we cater for all abilities and backgrounds. We aim to deliver quality learning opportunities, allowing students to reach their full potential. Academic ability testing is not a driver to secure a place at Scotch College.
5. **Valuing Diversity of Educational Expression:** We provide a safe and caring environment in order to cater for students from diverse backgrounds. The college has an Indigenous enrolment of some 42 boys, a rural and boarding community of 140 and many other families from multi-ethnic backgrounds. We are proud of the diversity and that we provide the environment where all backgrounds can grow and flourish.
6. **Valuing Teaching and Research:** Our professional development support, commentary in the media and the encouragement of staff to pursue higher and further studies are all part of ensuring that Scotch College makes a contribution to the wider teaching profession. Staff are encouraged to write and submit articles to professional organisations. The Headmaster continues to submit relevant educational commentary including his blog.
7. **The Importance of Families in Education:** school is only the formal jigsaw piece in a boy's educational journey. At Scotch College, we acknowledge parents as the prime educators, especially in family values and standards. Our position is that parents pay a school fee, not a parenting fee. The role of parent is still their domain. Our role is to ensure that the importance of family and community is overtly central to who we are at Scotch College. Education of a boy is a partnership between the family and the school.
8. **Provision of Pastoral Care and Chaplaincy:** Both pastoral care and chaplaincy are the foundation stone upon which we operate. Matthew 16:18 clearly articulates our position, 'And I tell you that you are Peter, and upon this rock I shall build my church'. In 2018, we are reinvesting in both our Chapel and the Chaplaincy program. The college has two Chaplains who form an integral part of our pastoral and wellbeing initiative. The college has a Director of Wellbeing who has oversight across the whole college of programs and initiative geared at supporting students in their journey. However, it is the responsibility of everyone who works at our college to ensure that the safety and wellbeing of every boy is paramount. Likewise, the Headmaster and his staff ensure that those who work and interact with Scotch College do so knowing that they are cared for and nurtured along their specific professional or personal journey.

Within the domains of the school, the community and the governing council, we believe the college understands and values its role as an agency of the Uniting Church and aims to promote the work of God in all that we do and all that we say.

I. ACTIVITIES AND DECISIONS OF THE COUNCIL

On an annual basis, the council receives reports from each executive member regarding their portfolio of responsibilities. This is followed with an opportunity to meet with council to raise any issues and for Council to ask specific questions. The Headmaster provides a report at each council meeting which highlights the major occurrences involving the school from one meeting to another, any media coverage related to the school and details the Headmaster's activities. There are four subgroups of the council: the Finance and Planning Board, the Risk Committee, the Master Plan Committee and the Remuneration Committee. Council meets six times a year, Finance and Planning Board meets 10 times, the Risk Committee meets four times a year and the Master Plan and Remuneration Committee meet as necessary. A Project Advisory Committee is constituted when a major building project is undertaken.

Significant decisions/actions other than regular operations from 1 July 2017 to 30 June 2018:

- Pre-Kindergarten and Kindergarten to be co-ed from 2018
- Master Plan –
 - Memorial Hall refurbishment was completed and rededicated 20 October 2017 – Council agreed to the naming of the Malcolm Cotterell Room
 - Plans for the new Teaching and Learning building were developed and approved with the tender process to be completed by September 2018, groundbreaking in October and completion due by the end of 2019.
 - Plans commissioned for the redevelopment of residential properties on Stirling Road
 - Decided to acknowledge the 50th Anniversary of the PC Anderson Chapel with a refurbishment and rededication in 2018
 - A Project Advisory Committee was re-constituted as subcommittee of council to oversee the Teaching and Learning Building and the Stirling Road Property Project
 - Agreement to develop a stand-alone Sporting Master Plan
- Approved a solar project which will be staged throughout 2018
- A refugee scholarship was introduced in conjunction with the Uniting Church WA. A boy was identified and is currently attending Scotch and doing well.
- Our Chaplain is to retire after 31 years of service at the end of 2018. An appointment process will commence in conjunction with the Uniting Church WA.
- Successfully completed the International Baccalaureate Organisation (IBO) re-evaluation process of our three programs Middle Years Program (MYP), Primary Years Program (PYP) and Diploma (DP)
- Five year whole school survey to be completed in 2018. Regular exit surveys have been done every year for Year 5, Year 8 and Year 12.
- Instituted a Council Round Square Staff Bursary for a teacher to go on exchange and a recipient has been identified.

2. COMMUNITY SERVICE OVERVIEW

The Community and Service program at Scotch has evolved over decades of engagement by boys in a multitude of service activities. Service action is facilitated through partnerships with agencies and encouraging boys to seek out individual opportunities to serve, giving tangible expression to our Christian values.

From Kindergarten to Year 12, boys have access to service activities framed around the Scotch Service Model cornerstones: *Nurture, Inspire, Sustain and Connect*. Service is at the heart of all three International Baccalaureate programs PYP, MYP and DP, and central to our school motto of 'Preparing Boys for Life' – a life of servant leadership.

Boys in the *Junior School* are encouraged to look for ways to help others – in their family, peer group and in the broader local community. The Primary Years Program; enquire–reflect–act process, allows

boys to explore ways of serving others. Organisations including; 'Kids Who Give WA' and 'UnitingCare West' provide tangible opportunities for boys to serve.

In Middle School boys are provided opportunities to serve through class activities and service clubs. Boys are encouraged to initiate service action and take a leadership role in managing activities.

Boys in the *Senior School* complete a program of Service Learning during school hours in Year 10 which involves service partnerships with multiple external agencies working with diverse groups such as; the mentally and intellectually disabled, the aged, the homeless and refugees. Service action also takes place in House groups and through Student Council activities.

Additional opportunities for service in Senior School are through the service trips to remote Australia, India and Tanzania; continuing to work with our Year 10 partners past Year 10; the IB Diploma boys are involved in Creativity, Action and Service (CAS) as part of their curriculum; the Duke of Edinburgh Award; and through involvement in Round Square Exchange and Leadership activities.

2.1 Junior School

In the Scotch College Junior School, the action component of the PYP can involve service in the widest sense of the word: service to fellow students, and to the larger community, both in and outside the school. Through such service, boys are able to grow both personally and socially, developing skills such as cooperation, problem-solving, conflict resolution, and creative and critical thinking.

Boys develop ideas for service as part of the action component of their Units of Inquiry (UOI). This may take many forms such as:

- turning off water when brushing teeth or lights when exiting a room
- promoting values such as acceptance and tolerance
- cleaning up local beaches and the school grounds
- planting trees at Lake Claremont
- educating others about local, national and global issues.

The Junior School promotes a strong leadership program in Year 5. Each role is a six-month position, with the exception of the Junior School Captain which is a full-year position. All Year 5 students are encouraged to apply for the positions and are voted in by the Junior School community. The positions include:

- School Captain
- House Captain
- Sports Captain
- Library Captain
- Chapel Captain
- Arts Captain
- Performing Arts Captain
- French Captain
- IT Captain and
- Sustainability Captain.

Junior School also has a Co-Curricular Club known as the Giving Tree. This club is based on giving back to both Scotch College and the wider community. Boys are encouraged to undertake service action themselves, such as:

- collecting clothing, books, food or toys for a local charity such as Good Samaritans
- initiating fundraising for a local organisation or charity
- organising and running Junior School Days in order to raise funds and awareness about community-based issues and programs.

The Junior School also promotes a strong service program through the voting of Class Representatives. They meet in order to plan both community service and pastoral care initiatives. Boys are encouraged to undertake service action themselves, such as:

- sharing positive behaviour plans with other year groups
- looking for lonely students in the playground to support
- representing their class in new initiatives or programs
- sorting and returning lost property equipment to students.

The Co-Curricular Program may include community service initiatives. Teachers are encouraged to offer a variety of clubs for the students. These may include community service clubs such as:

- working in the vegetable garden
- working with Friends of Lake Claremont
- Recycling Club.

2.2 Middle School

The *Community Project* is a significant student-directed collaborative inquiry held over an extended period (six months), completed during Year 3 of the MYP (Year 8). The Community Project includes:

- a proposal for action
- a process journal
- service as action
- a presentation showcased to the school and wider community.

The Community Project holds an important place in the MYP and provides an excellent opportunity for boys to produce a truly personal and creative work of their choice and to develop an awareness of others' needs and serve others. It is the consolidation of the skills developed through approaches to learning. The project is based around a topic that motivates and interests boys, but must address an existing need within the community. Students strive to change "...their behaviour in response to the learning and recognising that they are able to make a difference through the decisions they make and the things they do." (IB, 2016, p. 19)

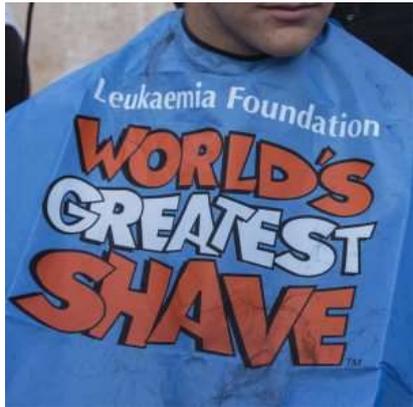
Whatever form the Community Project takes, it must allow boys to demonstrate service as action as a result of the project. The service as action of a Community Project will vary depending on the nature of the goal of the project and the focus global context.

The characteristics of the Community Project can make it an attractive, rewarding experience for all.

The aims of the MYP Community Project are to encourage and enable boys to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in accomplishments.

2.3 Middle School Fundraising Events at Scotch

<p>SUMMER TERM</p> 	<p>The World's Greatest Shave</p> <p>The money raised from the World's Greatest Shave will give families facing blood cancer the emotional and practical support they need.</p>
<p>AUTUMN TERM</p> 	<p>Uniting Care West Winter Appeal</p> <p>(Weeks 1 – 6) Donations of winter clothes and used footy boots</p> <p>Juvenile Diabetes Research Foundation</p> <p>(Weeks 7 – 10). Free dress, wear something blue day for a gold coin donation</p>
<p>WINTER TERM</p> 	<p>Motor Neurone Disease Association (MND) of WA</p> <p>Boys / Staff will participate in the Ice Bucket Challenge to raise awareness of MND.</p>
<p>SPRING TERM</p> 	<p>UnitingCare West Christmas Appeal</p> <p>Assists families, children and individuals who are experiencing financial crisis, homelessness, mental health issues, domestic violence and substance abuse with donations of any non-perishables for Christmas Hampers.</p> <p>Surf Life Saving WA</p>

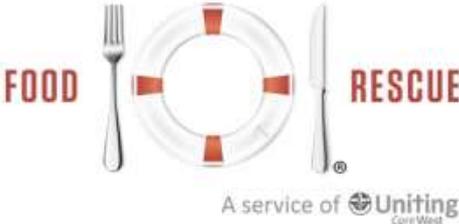
	<p>On Boardies Day, we aim to improve awareness of water safety at the start of the summer holidays, and raise funds for Surf Life Saving Western Australia which will go directly to our closest surf club at Swanbourne Beach.</p>
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2.4 Senior School

All Year 10 boys complete a service learning program as part of their timetabled activities. The College has developed long-term partnerships with over a dozen local service agencies and during three terms Year 10 boys learn about their role in our society and the groups they support.

2.5 Partners

	<p>The 'A' Team</p> <p>Boys work as an Advocacy Team, researching the stories behind disadvantaged groups in the broader Perth community. Working with UnitingCare West, the team travels to visit groups such as the disabled, homeless, drug addicts and refugees. They learn the life stories of individuals and gain an insight into the background of their particular situation. Back at school, the 'A Team' creates a presentation method of their own choice, aimed at informing the school community about the issues concerned.</p> <p><i>Quote: I speak for myself when I say that I believe I got more out of my time at Romily House on those 3 days than I would doing anything else.</i></p>
	<p>Archivists</p> <p>The boys opting for this activity will undertake a variety of tasks under the guidance of the Scotch College Archivist. Some of the collection comprises of manuscripts, paper records, maps, plans, photographs, drawings, paintings, movies, audio and textiles.</p>

	<p>Backyard Blitz</p> <p>The boys opting for this activity travel to a different location each week to serve the elderly and disabled, performing garden clean-up's and basic home maintenance tasks. Working in teams alongside adult volunteers from The Volunteer Task Force, the boys weed, sweep and trim the gardens of those who find these simple chores difficult.</p> <p><i>Quote: This course tested us in a way that the majority of us had never experienced.</i></p>
	<p>Braemar</p> <p>Boys will travel to Braemar Village in Willagee to take part in games and other activities for the elderly residents in the home. This provided valuable physical therapy and mental stimulation for the residents as well as an opportunity to interact with young people. The boys in this activity enjoy the hospitality of the village and the pleasures of engaging with the elderly.</p> <p><i>Quote: Braemar was a great community service rotation and it will be something that stays with me forever.</i></p>
	<p>Food Rescue</p> <p>A group of boys work with Food Rescue, a program of UnitingCare West, that is the link between the thousands of tonnes of fresh, nutritious food sent to landfill each year by the food industry, and the thousands of hungry and disadvantaged people in Perth. Boys will be working in the kitchen to help prepare meals for Food Rescue which are then supplied to relief agencies in Perth.</p>
	<p>Habitators</p> <p>This industrious group will assist with the restoration of the Lake Claremont natural habitat. They will work with the community action group – 'Friends of Lake Claremont' – to rejuvenate the bushland and swamp ecosystem. Scotch has been allocated a section of the lake surrounds that will be progressively brought back to its original state. Tasks will involve removing invasive plants, planting native seedlings and hand weeding.</p> <p><i>Quote: The skills that I learnt over this journey will also be applicable to my personal understanding of the environment, and the way in which I can respect it in the future.</i></p>

	<p>ICEA Yarn</p> <p>Yarn is exactly that – a yarn! A safe space to have courageous conversations about race, racism and reconciliation. Through open discussion and interactive learning, Yarn works to eliminate ignorance and challenge some of the inherited attitudes and biases that prevent reconciliation from moving forward. Yarn makes our schools and communities more inclusive by building respect for Aboriginal cultures and peoples and fostering young leaders who are culturally responsive.</p> <p><i>Quote: I learnt many things about the culture of different Australian Indigenous groups and the struggles that they had to go through when the English arrived and took over Australia.</i></p>
	<p>Knitwits</p> <p>The boys opting for this activity will make knitted items for the homeless and those less fortunate while also learning a new skill. No previous experience necessary and all materials will be supplied.</p>
	<p>M.A.D</p> <p>Making A Difference is a guest speaker program with a focus on local service agencies and current issues. Experts present ideas and challenge the audience to think about how change comes about – at an individual, community national or international level.</p> <p><i>Quote: I really liked the overall message of Malcom’s talk, and I think that the courage he showed by talking to us made him a great role model for us as students. The way he discussed how scared he was when he woke up from the coma gave us a real insight into what he had gone through, and personally, made the message he was portraying even stronger. It really made me think about how fortunate I am, and I will definitely remember his story whenever I get behind the wheel of a car.</i></p>

	<p>Mimates</p> <p>Boys in this group travel to Balga Senior High School to the Intensive English Language Centre. They assist refugee students who have recently arrived in Australia to become proficient in the use of English language. Activities are typically completed in groups with the emphasis placed on maximising interaction and having fun! On at least one afternoon each rotation, Balga students visit Scotch – and are hosted by the Scotch boys.</p> <p><i>Quote: It was truly an eye-opening experience, having seen first-hand the untapped potential of these kids. Most of them wanted to be doctors, lawyers and teachers, we potentially helping them to reach this goal was a great feeling. I will never forget my time in that program.</i></p>
	<p>Music Group</p> <p>A group of musical boys who look to use their musical skills to entertain various groups. Usually they visit other groups that the Year 10 Program partners with, including Little Sister of the Poor and Braemar. This group has stuck together over multiple rotations and included a big concert at Rocky Bay and a Christmas in July at the Paraquad Centre.</p> <p><i>Quote: Showing a little act of kindness made a huge difference to someone else's wellbeing.</i></p>
	<p>Paraquad</p> <p>A small group of boys assist therapists with recreation sessions for residents and visiting members of the Shenton Park Paraplegic-Quadriplegic Centre. Apart from undertaking some physical chores to help beautify the area around the facility, the boys take part in recreational activities and generally assist to enhance the lives of the wheelchair-bound members. This activity is low-key and the emphasis is on light-hearted fun.</p> <p><i>Quote: Knowing how much they appreciate my help is something that I value greatly, and understanding and expressing this to fellow members of the community could mean that other people may too get this valuable opportunity.</i></p>

	<p>Primates</p> <p>Boys involved in Primary Assistance work in various government and independent schools. Groups of five boys attend each school and help teachers run a variety of programs, including sport and special needs programs, as well as general classroom assistance. In the past boys have gone to Swanbourne Primary School, Scotch Junior School and North Balga Primary School.</p>
	<p>Rocky Road</p> <p>A small group of boys travel to Rocky Bay in Mosman Park. This organisation provides care and support for people with disabilities, particularly those with neuromuscular and other neurological disorders. Boys are encouraged to interact with the clients, playing board games and taking part in other recreational activities. Boys will be under the care of the centre's Volunteer Co-ordinator.</p> <p><i>Quote: I found this activity as a very rewarding one as it made me feel very lucky about myself and really put everything into perspective</i></p>
	<p>Senior First Aid</p> <p>Senior First Aid training aims to develop the knowledge and skills for a person to manage emergency First Aid situations and deliver competent emergency care until the arrival of professional medical support. A Senior First Aid certificate from Surf Life Saving WA provides quality training in First Aid and will certify the participant to perform life support skills. The Senior First Aid course aligns to the National Guideline Standards for First Aid and meets the Level 2 Workplace First Aid standard as determined by WorkSafe (Western Australia).</p> <p><i>Quote: I am now able to help others in an emergency and share my knowledge to others to make the community a safer place.</i></p>

	<p>Soulvos</p> <p>Is a group that spends time at The Salvation Army's facilities in the city. The students will learn about all aspects of the organisation, including volunteering services, corporate partnerships, and services the Salvos offer. As a part of their Beyond the Classroom program, the boys will tour facilities, engage in workshops and feel empowered to make a difference to the lives of those less fortunate.</p> <p><i>Quote: I was able to see that everyone working there has a profound respect and understanding of the people that they are helping, and that they understood that everyone that was being helped by The Salvation Army wants to get out of this situation.</i></p>
	<p>Sports Assist</p> <p>Boys opting for this option help with the running of the PSA Middle School Sport program. Tasks might involve officiating at games, coaching or assisting to manage a team. Travelling with a team on 'Away' games would be a requirement. The period of this service may extend beyond the six weeks for some groups, matching the PSA sport seasons. Numbers are limited and preference is given to boys who hold coaching or refereeing qualifications.</p> <p><i>Quote: I learned that it is not just the main people such as coaches and players that make everything function. Instead I learned that there are lots of people behind the scenes that make everything function and everyone is important in assuring everything runs smoothly.</i></p>
	<p>Stablemen</p> <p>This group of labourers will assist staff at the Therapeutic Riding Centre in Mt Claremont. Tasks undertaken by the boys include 'mucking out' the stables and feeding the horses. If the opportunity arises, boys may also assist to run programs for disabled riders visiting during the afternoon. This activity is great fun and provides valuable service to an established and highly regarded charity.</p> <p><i>Quote: I learned a variety of skills including being empathetic and compassionate to those less fortunate as well as having an appreciation for the work that I was doing as I knew that the end goal would be positive and that I was doing it for a worthy cause.</i></p>



Tranby

The issue of homelessness is tackled by the boys who opt for this activity. Tranby Day Centre is a facility operated by UnitingCare West in East Perth, to cater for the needs of the homeless. Boys will work with Tranby staff to learn the stories behind some of the clients to the centre. They will be guided around the issue by the professional practitioners who service this group within our society daily.

Quote: Tranby is the service that has been the most useful community service I have done because this has helped me see through the eyes of the homeless with their help in sharing their experiences and stories and by letting us into their world and how they got to where they are today.

Throughout Year 10 – 12 Scotch boys can continue to participate with our Year 10 partners and also attend any of our service tours to the East Kimberly, India or Tanzania or participate in the Duke of Edinburgh Awards scheme. Both Student Council and House groups also organise various fundraising events throughout the year with many of our partner organisations the recipients of funds or collected items.

2.6 Service Tours

The tours to India and Tanzania have been in existence over many years. We have developed strong connections to communities in each country. The tour to the East Kimberly will commence in August 2018 and we are excited about developing long-lasting relationships in this area of the state.

2.7 Scotch College Student Council

The fundraising efforts of the Student Council have gone towards deepening the community service partnership the College has with Maddington Primary School. We became aware of Maddington after the School, in House groups, began making sandwiches for the students. We decided this was a relationship we wanted to extend and commit to further.

The members of the Council organised, and financed, an excursion with Year 6 students from Maddington to an Indoor Rock Climbing facility. This trip is one they had been wanting to take, but had been unable to do so. This excursion with the students from Maddington came about because the Council believed that its service activities ought to be oriented around more tangible service experiences.

2.8 Scotch and the Duke of Edinburgh Award

The Award was originally running at Scotch back in the 1960's and 70's, however went into hiatus until 2000 when it began again in earnest. It has been running constantly since then and at present we currently have over 70 young men participating. This number is increasing with each term. Students at Scotch are able to use the many co-curricular opportunities available to them to help with their Award. These include, but are not limited to, musical lessons, sporting commitments, Outdoor Education programs, International tours, Local and International Community Service and peer tutoring. Through these opportunities, these boys have learnt or improved on skills, persevered at improving their fitness, worked in the local community to improve an aspect of someone's life and challenged themselves with an adventurous journey. This journey has helped them to achieve aspects of leadership, experience new places and faces and incredible opportunities and for some people, challenge their fears.

The Award recognises those people who decide that they are willing to go above and beyond to better themselves and the community they live in. It is recognised throughout the world showing commitment and resilience with an attitude of hard work and leadership.

2.9 The Duke of Edinburgh's International Award Presbyterian Ladies' College PLC and Scotch College Adventurous Journey 2018

Saturday 21 April – Friday 27 April

In 2018 Scotch College and PLC introduced a new opportunity for our Duke of Edinburgh's International Award participants. The tour went to the Abrolhos Islands in the second week of the April school holidays to minimise the impact on other school commitments. This expedition was a unique experience for students and gave them the opportunity to visit an area only a privileged few ever get to see.

Although this was the first time the Colleges have offered this particular tour it has been running in other capacities for many years.

2.10 The Duke of Edinburgh's International Award and Kokoda Trail Trek - July 2018 – Seven boys and two staff participated in the Kokoda Trail Trek.

IB Diploma Students (Year 11 and 12) and CAS

A required part of the IB Diploma is completion of CAS which consist of three components.

- C = Creativity – the ARTS and other experiences involving creative thinking.
- A = Action – physical exertion contributing to a healthy lifestyle.
- S = Service – voluntary exchange which has benefit to the learner and recipient.

The program is complementary to the Academic program and reflects the core values of the IB program. It aims to develop a particular way of thinking about ones place in the world and it challenges students to reflect on their actions and how they relate to others– both locally and globally.

CAS should be thought of as a program which encourages students to:

- Set goals – with a focus on new tasks
- Engage in experiential learning – where they are
- Reflect on their actions and make links to other aspects of their course.

The IB Diploma student is assisted to set goals for each of the three components in the knowledge that school-based activities, as well as activities and facilities available outside the College can be used.

The scope is broad to allow for maximum flexibility and choice.

CREATIVITY goals can be achieved by participating in such activities as drama productions, music ensembles or even learning an instrument, taking art lessons or documenting a trip in a creative manner.

ACTION goals can be achieved by playing a PSA sport, taking part in an Outdoor Education Program or any other physical activity. Participation in a team sport or other group activity is encouraged.

SERVICE goals can be achieved by volunteering to work with any community service group or taking part in a school-organised service task.

Scotch College is also a Global Member of the Round Square network of schools that share a commitment, beyond academic excellence, to personal development and responsibility, service, challenge, adventure, and international understanding. Round Square schools, which espouse the educational philosophy of Kurt Hahn, impel the young into challenging, instructive experiences, through which they can develop: Responsibility and care for humanity; Commitment to principles; Skill and confidence needed for effective service and leadership; A global perspective on society and the environment.

Scotch College has long sought to encourage boys to experience a broad offering of co-curricular activities that promote personal development. Round Square offers a structure for the College and

promotion of activities within the *IDEALS framework of Internationalism, Democracy, Environment, Action, Leadership and Service*.

2.11 Internationalism

As an International Baccalaureate school teaching all three programs – PYP, MYP and Diploma, boys at Scotch are taught to appreciate, value and respect all cultures, religions and languages. Students learn to see themselves as global citizens and are asked to look beyond gender, class, race, nationality and culture to understand human nature. Boys are encouraged to join international trips venturing to different parts of the world for sport, languages and academic extension. Service projects to the East Kimberly region, India, and Tanzania provide further expressions of Internationalism and global citizenship.

2.12 Democracy

Teaching students both the values of democracy and the importance of active participation in democracy is essential to Round Square schools. Freedom of thought and speech is greatly encouraged and appropriate forums and channels of communication are set in place. Students at Scotch are taught to appreciate an inclusive society that recognises all members, regardless of race, religion, gender, status, socio-economic status and skin colour. The Student Council and Round Square Committees in Senior and Middle Schools provide opportunities for boys to comment on various school matters and take action on a range of issues.

2.13 Environment

Students are taught the importance of tending to the future of the planet. Round Square students are expected to demonstrate an active interest and concern for all natural environments, to be aware of proven problems and to play a practical role in tackling environmental issues. Students are taught the fine balance and the interdependence needed to maintain a healthy relationship between human beings and the planet. Boys at Scotch have opportunities to take environmental action on a local, national or international level such as rejuvenating a local wetland and planting trees on the slopes of Mt Kilimanjaro.

2.14 Adventure

Building the body and soul through adventure, meeting the physical challenge and developing an appreciation of the outdoors: these are all central to Round Square schools. Each school arranges outdoor and extra-curricular activities that challenge and strongly engage students, individually and within groups – in ways that promote personal growth and self-discovery. From Year 3, Scotch boys undergo an extensive program of outdoor education camps and other Action experiences, such as sailing and surfing. Many of the camps are based at Moray, the schools Outdoor Education centre on a rural property in Dwellingup, south of Perth. Senior students can venture further a-field on Expedition-style adventure trips to various parts of the state and overseas to places as diverse as New Zealand and Tanzania.

2.15 Leadership

Scotch College encourages servant leadership whereby boys serve to create a stronger and more just community. Opportunities for student leadership in the school's community are fostered at all year levels and through many class and co-curricular activities. Year 11 students undergo a formal Leadership Training course where they are exposed to leadership theory and examples of leadership styles. Specific Leadership roles, held by final year students, in particular, are substantial and range from management of portfolios to holding key leadership positions within Houses and the College. A high level of responsibility is passed on to students individually and collectively.

2.16 Service

Round Square schools work to prepare students for life through the expectation of service. Students are encouraged to serve others through local, regional or international service activities. Boys at Scotch learn about service beginning in the Primary Years where they are encouraged to take action on issues within their sphere of contacts and interests. Through Middle School and Senior School, boys are increasingly exposed to the role of local service agencies working to support disaffected and disadvantaged groups in our society. Senior boys have the opportunity to take part in service projects in remote Australia, India and Tanzania. Through Round Square membership, boys have further opportunities to take part in International service trips.

As a College of the Uniting Church in Australia (WA) Scotch continues to focus on our commitment to theology of education through chapel, service and action. Using the IBO, Round Square and our relationships with our partner organisations it has been, and will continue to be, our role to provide each student with experiences that will provide a tangible link between faith and action. This is our commitment to the education of the whole person, the nurturing and motivation of personal and communal responsibilities through lifelong learning.

In essence all that we plan, do and act upon is to ensure we prepare each boy for life and give them the necessary educational, spiritual and emotional skills to become active members of the global community.

The Council proposes that the Synod receives the report.

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