



Scotch College

<i>Moderator as visitor</i>	Rev Steve Francis
<i>Chair</i>	Mark Paganin
<i>Deputy Chair</i>	Phil Idle
<i>Former Student</i>	Alan Murray
<i>Former Student</i>	Greg Ledger
<i>Members elected by Synod</i>	Saschelle Blake
	Terry Bowen
	Prof Simon Anderson
	John Flecker
	Rev Margaret Tyrer
	Tim Weese
	Prof David Gibson
<i>Nominees of Old Scotch Collegians</i>	Alan Murray
	Greg Ledger
<i>Life Members and Life Governors</i>	Gavin Bunning
	Robert D Keall
	The Hon. N (Neil) W McKerracher
	C.A. (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 original Charter which will be changing as a result of a re-write by the Uniting Church.

A Theology of Education: Our programmes 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 seek to promote faith in action through service so that boys live out what they are taught as part of being responsible global citizens.



- 1. Commitment to Life Long Learning:** As an International Baccalaureate World School, and a member of the Round Square group of schools, our focus is to ensure that students understand that learning is part of life's journey, not just something undertaken to achieve 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.

The College Council has added a travel bursary which is awarded to staff to visit a fellow Australian or global round square or baccalaureate school with a view to enhancing our position within these two communities.

- 2. Recognition of Our Rights and Responsibilities:** The College's three core values, Integrity, Service and Stewardship sit at the core of this guideline. Our programmes are aimed at enhancing critical thinking, justice in decision making and developing skills that will enhance community participation.
- 3. 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 duty 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. Academic testing is simply implemented to assist with ensuring we know where each boy is on their learning journey and that we are able to differentiate each boy's learning programme.

Furthermore, each year we enrol a student at the Year 11 level (commencing in October of the year they are in year 10) from a refugee background. This is now referred to as the Moderator's Bursary and the programme is a result of our College's ongoing service connection with Balga Senior High School.

- 4. 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 41 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.
- 5. 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 as well as presenting in person should the opportunity avail itself. The Headmaster continues to submit relevant educational commentary including his blog and, where invited, the mainstream media.
- 6. The Importance of Families in Education:** School is only the daytime constant 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 parents 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. We expect our parents to role model the concept of partnership with the college. Incongruence between the school and the home simply makes the role of educating each boy to the fullest too challenging. Having said this, we acknowledge that there are times when the school and a family may experience points of disagreement and it is the role of both the school and the parent (s) to

work through such periods of challenge in search of the most suitable outcome for all parties, especially for the boy.

- 7. Provision of Pastoral Care and Chaplaincy:** both pastoral care and Chaplaincy are the foundation stone upon which we operate. Mathew 16:18 clearly articulates our position, 'And I tell you that you are Peter, and upon this rock I shall build my church'. On February 15, 2019 we conducted a 'Service of Celebration' which included the rededication of the PC Anderson Memorial Chapel, the induction of our new Chaplains, the Rev Gary van Heerden and Rev Justine Wall and the conclusion of ministry at Scotch for the Rev Chas Lewis who served Scotch for some 31 years.

The College has a Director of Wellbeing who has oversight across the whole College of programmes and initiative aimed at supporting students in their journey, especially within the area of child safety. 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 context 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.

Strategic Priorities

Following are two of the key strategic initiatives the College has pursued since the last meeting of Synod

Strategic Priority Example One

Pillar: Teaching and Learning. **Goal:** Through contemporary teaching and learning all boys will be empowered to achieve their potential and become engaged in the global community.

Specific Objective: Map, teach, assess and report on the Approaches to Learning (ATLs)

Scotch College aims to deliver a progressive and inquiry-based curriculum from pre-K to 12 for our boys. We want to inspire a life-long love of learning and ensure we develop the learners' preparedness for a globalised and technological world. At the College we employ the International Baccalaureate Approaches to Learning (ATLs) to explicitly state the desired habits, skills and traits necessary to achieve this. Specialist teachers identify and implement approaches to learning that are best fit for the year, subject and unit of work. Boys apply these skills within their learning and make progression through developmental stages of novice through to leader. It is through the acquisition and repetition of these skills in new contexts, boys will attain essential skills vital to enhance an independent attitude to learning.

Through the ATLs in IB programmes, students develop skills that have relevance across the curriculum and help them "learn how to learn". ATL skills can be learned and taught, improved with practice and developed incrementally. The ATL skills are: **Self-Management** – working independently and planning to effectively meet deadlines; **Thinking** - building and evaluating knowledge, concepts and ideas and considering alternatives when solving problems; **Research** – accessing, interpreting and evaluating information and ideas; **Communication**:- communicating ideas and opinions effectively; **Social** - Positive and collaborative work habits and demonstrating leadership.

This strategic priority has led to the reporting of a boy's progress against the ATLs. The ATLs are a strong indicator of a student's success both in school and in his future endeavours. Each boy is measured across three levels. Novice - Students observe others using the skill and require a high level of scaffolding from the teacher to use the skill effectively (observation); Learner - Students see others who use the skill, and use the skill themselves with scaffolding and guidance (emulation); Practitioner - Students employ the skill confidently and effectively (demonstration) and Leader - Students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation).

Strategic Priority Example Two

Pillar: Development and resources. **Goal:** To maximise and sustain the College's recurrent and capital resources while responsibly responding to the future structural demands of the changing educational environment.

Specific Objective: Commence construction of the Teaching and Learning Building

The College has one wing of classrooms that is the original building of the College, locally referred to as M block. This space was unsuitable for a refurbishment into a modern teaching facility, so two years ago the College commenced planning the construction of a new facility to house the school of Mathematics and Business. With the downturn in the WA economy, this project was put on hold for 18 months. After completing a financial feasibility and recognising the urgency to provide a modern space on the Senior School, Council approved the commencement of the new facility. The project commenced in November 2018 and will be handed over to the College in November 2019.

The facility had been designed to enhance the College's already successful outcomes in Mathematics and Business, two subjects in which Scotch was in the top 15 schools in WA in 2018. As well as providing the whole school with a purpose built 80 seat lecture space and multi-use break out spaces, a new common room for our year 12s is also part of the new build. For 12 months the Mathematic's faculty has been working on the implementation of iPads within their curriculum to compliment the design of the new teaching spaces. Classes will commence in the new building in 2020.

Governance and information to 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, the Remuneration Committee and Nominations Committee. Council meets six times a year, Finance and Planning Board meets 10 times, the Risk Committee meets four times a year, the Master Plan, Remuneration and Nominations Committee meet as necessary. A Project Advisory Committee is constituted when a major building project is undertaken such as the Teaching and Learning Building currently under construction.

The College also has a guest speaker programme aimed at engaging local and world class speakers with the goal of providing access to topics of interest for our whole community.

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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