

## Scotch College

*Moderator, as visitor*  
*Chairperson*  
*Deputy Chair*  
*Members elected by Synod*

*Nominees of Old Scotch Collegians*

*Life Members and Life Governors*

Rev Steve Francis  
 Mark Paganin  
 Mrs Heather Warner  
 Mrs Saschelle Blake  
 Mr Terry Bowen  
 Prof Simon Anderson  
 Mr John Flecker  
 Mr Phillip Idle  
 Mr Alan Murray  
 Rev Margaret Tyrer  
 Mr Greg Ledger  
 Mr Tim Wiese  
 Mr Alan Murray  
 Mr Greg Ledger  
 Mr Gavin Bunning  
 Hon. GM (Max) Evans  
 Mr Robert D Keall  
 The Hon. N (Neil) W McKerracher  
 Mr C.A. (Sandy) MacKellar

The Uniting Church's National Education Charter, formulated in 2002, remains as a guide to what we aspire to achieve at Scotch college. As articulated in page 1 of the charter 'Education is at the heart of the Church's self-understanding. The Church's mission is to learn and then to teach – and the Charter reflects the Church's historic and ongoing commitments to education in all areas of life.' As recognised by the Church, the National Education Charter is based upon gospel values and principles of education as they are expressed in the best of current practices in educational institutions. These overriding principles are:

1. **A theology of education**
2. A commitment to lifelong learning
3. Recognition of our rights and Responsibilities
4. Access to equitable and quality education
5. Valuing diversity of educational expression
6. Valuing teaching and research

7. The importance of families in education
8. Provision of pastoral care and chaplaincy.

As requested by Synod, our 2017 report is framed within the context of Principle 1, '**A Theology of Education**'. The Charter (p1) states that this guideline values education as a critical component of people of faith. As we live out our commitment to Jesus Christ, we must continue to grow and learn in our faith, expressed as discipleship within our community. This practice assumes faith in action, where our commitment to Christ is expressed through our commitment to education, and living out what we learn as responsible citizens within the wider community and society.

At Scotch, we address Principle 1 through our strategic pillars of Spirituality and Growth and Community and Alliances. Both of these incorporate our strong commitment to Community Service and Action.

## I. SPIRITUALITY AND GROWTH AT SCOTCH

The College's commitment to Chaplaincy is at the core of this pillar. The College has a 1.5 FTE staff allocation that includes the presence of two chaplains, Rev Chas Lewis and Rev Anne Wright. While the Chaplains have their specific sub-school focus, they both work across the whole College. Our Chaplains offer chapels for staff and students, pastoral support for students, staff and families, (including members of the Old Scotch Collegians), and support for staff with the integration of theology when relevant to particular courses and classes.

This year the programme of worship has continued through all three sub-schools. All boys are in Chapel at least one period per week with major Christian liturgical events being celebrated throughout the year. Pastoral Care has been provided to students and families, including marriages for Old Scotch Collegians, baptisms for their children who are enrolled to attend Scotch and funerals for Old Scotch Collegians.

### 2. CHAPEL

- Normal Chapel programme. Senior School, 3 Chapels a week. Middle School 2 Chapels and Junior School 2 Chapels. Pre-school has a casual encounter.
- Lenten and Easter programme – signing, foot washing.
- Celebration of UCA anniversary 22nd June 40 years.
- Community Service involvement with **UnitingCare West** and other organisations.
- Caring for staff, students and OSC.

Our senior chaplain meets with the School Psychologists to support them in the work they do and Chaplains meet to consider support for students having difficulties in the sub-schools.

The major challenge is maintaining a spirituality that is well grounded in Christianity and the Uniting Church in Australia but also showing a healthy

acceptance of other Religious affiliations of some students.

### 3. COMMUNITY AND ALLIANCES

A major component of Community and Alliances continues to be our service programme. In conjunction with our role as a Round Square school this ensures our boys experience lived faith and spirituality. The aim/purpose of the service-learning programme is to provide a framework for boys to learn about diversity, disadvantage and the role of civil society in making a difference. It is also about providing opportunities for boys to lead and to feel positive about their contribution to society. Within a teaching and learning context it is important to try to connect service to curriculum and turn it into action. Scotch College has a number of service partners, many with whom we have had a long association such as **UnitingCare West**, Rocky Bay and the Disabled Surfers Association.

- Young Australian of the Year 2013, Akram Azimi, has now been engaged as Scholar in Residence to work part-time with our boys. Akram received the award in recognition of his dedication to social justice, both locally and internationally and is an inspirational mentor to the boys. He leads the boys in direct-action advocacy.
- As a Round Square (RS) school, we continue to raise the profile of RS within our own community. Currently, Scotch is a Regional member of the organisation but an opportunity to become a Global Round Square school has arisen and this status will be confirmed in October 2017.
- Our strategic partnership with the Matipwili village in rural Tanzania continues. Scotch, along with PLC, has worked for over 12 years in the village renovating classrooms, building a library and resource centre and a trade training centre.
- The College continues to support students in the ideals and goals of the

Duke of Edinburgh Awards in which service is a core component.

- Approximately 50 boys received Colours for Community and Service this year. A Colour is not an easy award to achieve and this highlights just how high the level of commitment is to the service programme.

#### 4. COMMUNITY SERVICE

As Principle 1 of the Charter for schools' states, education is not a discipline or a practice promoted within the Church solely for its own life. The practice of learning is embodied within the community of faith, both through its commitment to ongoing learning about faith, but also in ongoing learning that allows for responsible participation in society. It is expressed through commitment to the education of the whole person, and nurturing motivation of personal and communal responsibilities through lifelong learning.

Our commitment to this through service is manifested in different ways and activities across all three sub-schools. Service is linked through our Chapel programme but just as important is the commitment to action. The most formal service programme at Scotch occurs in Year 10 where it is a compulsory programme.

Service activities this year that involve both staff and students across the three sub-schools are as follows:

#### 5. JUNIOR SCHOOL

- Weekly chapel sessions
- Weekly Giving Tree sessions for boys to work on and explore charitable activities, led by Reverend Wright
- Free Dress Fundraiser for chosen charities through the Giving Tree co-curricular e.g. Fire Appeal, Perth Zoo, Christmas Lunch shoe box appeal, Blanket Appeal, Walkathon Juvenile Diabetes
- Friendly schools anti bully programme in all year levels
- Reverend Wright visits classes to assist with general programme and to lead areas of units specific to RE or having an RE link such as, teaching on seasons and religious festivals in ancient Israel

when studying Food process and production (Year 3), a lesson on Diwali alongside Christmas celebrations (Year 2)

- Year 5/Year 12 'Lunch Project' –making lunches for the homeless
- Scotch Parents donated to a specific charity EON Foundation Inc. after their Quiz Night
- Various Units of Inquiry projects e.g. 2F – Waste Free Messages, 3W offering their services to pack up after assembly to give the Year 5 boys a break
- Floreat Beach Clean Up Year 4 boys and Carolyn Vinton
- Bush School and Lake Claremont partnerships
- Sustainability Co-curricular (recycling, school garden, battery recycling)
- Go Manners, Friendly Schools Plus program
- Guest Speakers that increase our understanding of other cultures (sparking follow up in Units of Inquiry)... Manal Younas

The Year 3s explored the concept of equal opportunities through their unit of inquiry related to Sharing the Planet.

Sara Franklyn, an ex-Scotch parent, and director of Direct Reach Ethiopia came into class to speak to the boys about the poverty and lack of educational opportunities in Ethiopia. The boys then donated footy boots, shirts, warm clothes and blankets as the Action component of their project.

Sara is currently in Ethiopia visiting the homes and children that are sponsored by the charity.

#### 6. MIDDLE SCHOOL

- World's Greatest Shave: fundraising and awareness raising for childhood Leukaemia research
- **UnitingCare West** Winter Appeal: clothing and blanket drive for **UnitingCare West**
- Second hand Football Boots for the Desert Dust Up: boots sent to Tjuntjuntjara Aboriginal Community east of Kalgoorlie

- Juvenile Diabetes Awareness week and fundraising drive
- PMH Awareness and fundraising for children in need
- Food hampers for UnitingCare West Christmas campaign

Annually we participate in the weeding and revegetation program with Friends of Lake Claremont (FOLC). We also try to support a crisis event: 12 months ago, we had a long weekend in Yarloop working on a property burnt out by bushfire. We spent the weekend pulling out old fencing and putting in new fences and gates, prior to this, raising funds to purchase library books for Indoorpilly PS in QLD following the flooding there. Prior to that fundraising for Dunnally PS in Tasmania who were burnt out.

Annually Reverend Wright runs a camp to Rottnest or New Norcia for Year 6 boys. The focus of the camp is social, service and spiritual. The camp assists with friendship development, shared service activities such as beach clean-up, team work activities, exercise through cycling along with reflection on the day's events, gratitude and bible stories at bed time.

An example of RE integration into units of enquiry are: teaching on the Ten Commandments when they look at essential agreements (Year 6).

## **7. SENIOR SCHOOL**

There are a number of programmes and activities that operate through the year.

Rocky Road: 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 are be under the care of the centre's Volunteer Coordinator.

Primates: 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 programmes, including sport and special needs

programmes as well as general classroom assistance. In the past boys have gone to Swanbourne Primary School, PLC Junior School and North Balga Primary School.

Mimates: 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.

Braemar: Two boys travel to Braemar Village in Willagee to take part in games and other activities for the elderly residents in the home. This provides 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.

Pararec: Four 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.

The 'A' Team: Ten 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.

Sportsmad: Boys opting for this option help with the running of the PSA Middle School Sport programme. 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.

**Backyard Blitz:** The boys opting for this activity travel to a different location each week to serve the elderly and disabled, performing garden clean-ups 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.

**Habitators:** This industrious group assists with the restoration of the Lake Claremont natural habitat. They work with the community action group – 'Friends of Lake Claremont' - to rejuvenate the bush land and swamp ecosystem. Scotch has been allocated a section of the lake surrounds that is progressively being brought back to its original state. Tasks involve removing invasive plants, planting native seedlings and hand weeding.

**Stablemen:** This group of labourers 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 programmes for disabled riders visiting during the afternoon. This activity is great fun and provides valuable service to an established and highly regarded charity.

**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 work with Tranby staff to learn the stories behind some of the clients to the centre. They are guided around the issue by the professional practitioners who service this group within our society daily.

**Little Sisters:** A partnership has developed between Scotch College and Little Sisters of The Poor in Glendalough. This facility cares

for elderly who generally come from lower socio-economic groups. During the past year boys have assisted to establish a kitchen garden as well as spend time playing board games with residents.

**Tuende Pamoja:** 'Tuende Pamoja' is a Swahili phrase meaning 'Forward Together'. Boys opting for this group work with the young leaders of ICEA - Indigenous Communities Education and Awareness foundation on the issue of reconciliation. ICEA leaders run workshops and other activities with the aim of exploring issues important to reconciling indigenous and non-indigenous Australians.

**Mad:** A small group of boys explore the possibilities of connecting with service or scientific agencies within Australia and elsewhere in our region – or indeed elsewhere in the world. The aim is to investigate the role of humanitarian agencies involved in improving the quality of life of people through service provision or application of scientific discoveries. Investigations may well lead to a trip proposal to be enacted in Year 12.

In addition to the activities described above, the majority of boys rotate through an activity called r.u.MAD? (Are You Making A Difference?). This is a guest speaker programme 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.

Finally, other interrelated activities that have been run include:

- Years 9 and 10 wellbeing lessons – dedicated curriculum time to complement to pastoral care time allocated to Houses. Topics covered include – resilience, personal wellbeing, cyber-safety (including guest speakers).
- Year 11 Leadership lessons - dedicated curriculum time to complement to pastoral care time allocated to Houses. Learning to lead and being a leader, activities in coming together as a cohort to lead the College.

- Dedicated Pastoral time with tutors and House Heads – 2017 Programme to explore the IB Learner Profiles. This is led by staff and students on different occasions.
- Years 10 and 11 conferences covering aspects of study and wellbeing.
- Outdoor Education programme – developing skills and being challenged in a different context.
- Student Peer Relations Survey – reporting issues in the school and incident of good or concerning peer relations – related to bullying.
- Year 12 and Year 2 activities – reading

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. As evidenced above 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.

The Council proposes that the Synod receives the report.

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