



Annual report 2010

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we shall give back



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Message from the Principal of the High School

This year marks the 10th Anniversary of Reddam House. We are proud of the happy, vibrant, creative, dynamic and highly successful community that has developed over these years. Our corridors are filled with motivated and inspired students who love school. They thrive in the Reddam environment and, in all fields, produce results beyond our expectations.

2010 will also be remembered as the year the new middle school classrooms were built. The architects' clever design merged the existing middle school block with the existing Heritage block. The building process was a stressful time for teachers and students alike and they are to be congratulated on their ability to endure this disturbance to normal routines without compromising our academic focus.

Our students continue to perform at the highest level with the HSC, School Certificate and NAPLAN results giving our teachers much pride. The ranking of our School at 39th in the state for the HSC results was a little disappointing when compared to last year's 7th place. On closer inspection of the year group and the improvement they have shown during the course of their high school career, the results can be seen with more perspective. A comparison of the School Certificate (Y10 in 2008) results and their HSC results (Y12 in 2010), shows there has been a distinct improvement in the cohort's academic performance. This can be attributed to the conscientious and dedicated efforts of all their teachers. Mr. Cawse (Y10-12) and Mr. Garratt (Y7-9), who are responsible for curriculum matters, can be very proud of the team of teachers and their performance.

Teachers are encouraged to develop themselves further by attending courses and making themselves available as markers for the SC and HSC examinations. I am pleased to report that ten of our senior teachers are involved in this marking process for the BOS.

As a School we pride ourselves in the philosophy of mutual respect. Reciprocal respectful relationships that are developed between students and teachers are at the heart of our success. Pastoral Care is taken seriously and under the guidance of Glynda Blomson and Viv Suttner, the school counsellors, all students' issues are addressed. My thanks to the Year coordinators and class tutors who have fulfilled such a vital role in this process.

Sport continues to thrive at the school under the watchful eye of Phil Kable. The abundance of sport on offer is always impressive and the Sports award evening is evidence of the successes our students achieve. A high standard of coaching by a most passionate group of coaches has directly led to great achievements of our teams and individuals.

On the Cultural front, Visual Arts continues to thrive and there is growth in its popularity. The Y11 and Y9 weekend art retreats to Bundanoon are sensational and inspirational for those students who attend.

Public speaking and debating continue to go from strength to strength with our students taking part in many eisteddfods and competitions. This subject is compulsory at Reddam from Y7 – Y9 and continues to achieve the aims that led to its inception.

Dance and Music students entertained audiences at the Reddam 10 Year Celebration Showcase at the NIDA Theatre. Their Music and Dance showcase evenings are always of the highest standard and eagerly anticipated on the Cultural Calendar of this School.

Drama, which is also, a compulsory subject in the middle school years, and optional in the high school, always puts on the most professional of school productions. The School was very proud of the Drama students' performance of Tartuffe.

Community service remains an integral part of the culture of the school, with all students trying to live up to our motto of "We shall give back". This year the major drive was in support of the Antipodeans trip to Peru. The students lived in a village where they helped finance and installed a water tank for the village.

I would like to congratulate the entire Reddam House community, parents, teachers and students for what has been a remarkably busy and productive year on all fronts.



Message from the Principal of the Primary School

A year in the life of such a vibrant and energizing educational environment as the Primary School is almost impossible to distil in a retrospective school report piece such as this. Should one measure the success of the school year by our students' achievements on the sporting field, or by our students' academic results? Should the measure of success be the accolades garnered on the cultural front? Or should success be quantified by our students' 'happiness quotient'?

The answer lies, in part, in all of these things, and in others. I have no doubt that those with a connection to the school share in a collective pride in the achievement attained by our students this year.

On the cultural front, a broad and challenging programme of activities has encouraged our students to think beyond the boundaries of the classroom walls and to explore their creative, adventurous sides. Musical concerts, ensembles, show cases, assemblies and dance productions have shown the scope of cultural opportunities available. A wonderful music camp involved large numbers of students. In a vibrant and energetic spectacle on the stage and in the foyer at N.I.D.A 'so Parade Theatres, our annual art exhibition and dramatic production, "Hooked on Peter Pan", showcased the exceptional abilities of our young artists, actors, musicians and dancers.

Some sporting highlights include the swimming, athletics and cross-country carnivals. Many of our students have this year been selected for teams representing their state and country and we share in the jubilation that their success has brought. Perhaps more importantly, however, our Sports Department has provided the opportunity for every one of the students in this school to take part in sport, and it has been pleasing to note the growing numbers in the team sports offered.

Academically, our students continue to achieve results of which we can be extremely proud. There have been many excursions this year to enhance the learning that has taken place in classrooms at Reddam House. Our students have travelled to many venues and locations all over NSW to take part in hands-on activities that link back to curriculum outcomes being covered in the classroom.

In addition to travelling to these exciting places, we have had many guests from the wider community come to the school to teach us about our world. These visits develop, maintain and strengthen the links between our school, the students and the community. This is something we take pride in, as we encourage students to develop the philosophy 'giving back'.

Far from being an inward-looking institution, we have been pleased by the many outreach initiatives that have taken place this year. Jelly Bean Diabetes Awareness day, Ronald McDonald House, Breast Cancer and the Largest Early Morning Tea, Prostrate Cancer, Sydney Children's Hospital Cycle and Genes for Jeans Day are just some of the charity initiatives that Reddam House Primary students have had the opportunity to support.

As the year draws to a close, I would like to thank all the staff, academic, executive and administrative, for their dedication to the quality of our students' education. By way of leadership, passion and knowledge, they have worked hard to ensure the very best possible opportunity for each child in their care. When they are guided by so special a group of mentors, it is no surprise that we hear so often about how much the students love coming to school.

I would also like to acknowledge the contribution of the parent community, which has supported the school in so many ways. It is your fundraising support, assistance with the organization of school events and your positive attitudes that make Reddam House a place of educational excellence.

Finally, I would like to thank the students themselves for their persistently positive attitudes and their commitment to learning. As an educator, it is rewarding to work in a school where positive energy is felt from those whom we are privileged to teach. All students have worked hard this year and deserve recognition and praise for their achievements.

As we look forward to 2011, anticipating new classroom facilities and further developments in our academic and co-curricular program, 2010 will remain in our memories as a year of happiness and laughter teamed with a dedication to education of which whole school community can be proud.

School Profile

Reddam House is a private, day, co-educational and non-denominational school. Campuses are located in Woollahra and Bondi. The school was launched by its Managing Director, Mr. Graeme Crawford, in June 2000.

Striving to provide a dynamic, contemporary and creative schooling environment, Reddam's philosophy is to embrace the academic rigour of a traditional private education and infuse it with a modern child-focused pedagogy.

Since its inception as a Years 7 to 11 school in 2001 at the current Bondi Campus, Reddam House has grown very strongly and quickly. The Woollahra Campus was opened in 2003 enabling the addition of Reddam House Primary School and the restructuring of the High School into a Middle School (Years 7 to 9) in Woollahra and a Senior School (Years 10 to 12) in Bondi.

An Early Learning School, the latest addition to the Woollahra Campus, was launched in 2007.

An extensive building program commenced in May 2010 to cope with increasing demand for schooling. A number of multipurpose areas were built as part of the governments BER program.





Student Performance in State wide Tests and Examinations

Overview of 2010 Higher School Certificate (Year 12) Results

We would like to congratulate the HSC class of 2010 for their outstanding results.

Our 70 HSC students performed strongly across all curriculum areas with 107 Band 6's (scores of over 90%), which has once again ranked our School amongst the top schools in NSW

54 students were listed on the "Board of Studies HSC Distinguished Achiever's Honours Roll"

Three Reddam students were featured as "NSW Top All-Rounders"

In Mathematics Reddam House was placed in the top 5 Independent schools with an average of:

- 87.81% for Mathematics 2 Unit (with 55% of students achieving Band 6)
- 90.71% for Mathematics 3 Unit (with 63% of students achieving Band 6)
- 90.10 % Mathematics 4 Unit (with 63% of students achieving Band 6)

It is worth noting that these results were achieved by our largest extension class to date with a total of 24 students.

English was likewise placed amongst the top Independent schools with a school average of 85.15% in Advanced English. A perfect score of 100% was achieved by Ana Vanovac in English Extension 2.

COMPARISON OF YEAR 10 AND YEAR 12

When comparing this cohorts School Certificate results in Year 10 to that achieved in Year 12 we can appreciate their incredible achievement.

	2008 Year 10	2010 HSC
Mathematics	15% Band 6	51% Band 6
English	3.5% Band 6	20% Band 6

The performing and creative arts results were exceptional with an average of:

- 92.1 for Music 1 (with 75% of students achieving Band 6)
-

87.4% for Visual Arts (with 31% of students achieving Band 6) and Jordan Dalah was nominated and selected for the ArtExpress exhibition.



Jordan Dalah



Ana Vanovac

Other outstanding subject performances include:

- Biology with 45% of the students achieving Band 6
- Legal Studies with 38% of the students achieving Band 6
- Business Studies with 32% of the students achieving Band 6
- Chinese Background Speakers with 31% of the students achieving Band 6
- Software Design and Development with 29% of the students achieving Band 6

Reddam House was placed 1st in the State in two subjects:

- Nancy Sun - Chinese Background Speakers
- Jinny Choi - Korean Background Speakers



Nancy Sun



Jinny Choi

“NSW TOP ALL-ROUNDERS”

This title is given to students who achieve Band 6 (90% or over) in all 10 units of study required for the HSC. Three Reddam students have performed at this exceptional level. They are:

Nancy Sun

Jocelyn Wong

Frieda Zhang

This is an outstanding achievement and is recognised at the Special school assembly where the top students will be acknowledged.

REDDAM HOUSE DUX 2010

The above results translated into outstanding ATAR's with the following students qualifying as Dux and runners up for 2010. The runners up are:



Jocelyn Wong
with 97.85



Daniel Maxton
with 97.95



Richard Dunn
with 98.00



William Strong
with 98.05

In third place



Demid Gouroulev with 98.75

In second place



Frieda Zhang with 99.70

The Reddam House Dux for 2010 is awarded to:



Nancy Sun
who scored an ATAR of 99.80

“NSW DISTINGUISHED ACHIEVER’S HONOURS ROLL”

The NSW Board of Studies prepares an honours roll of distinguished achievers. To appear on the roll students need to obtain 90% or above in one or more of their subjects.

54 Reddam students were featured on the honours roll.

STUDENT	SUBJECT/S in which Band 6 was achieved
Baker, Thomas	Music 1
Blackwood, Skye*	German Continuers
Boundy, Eden	Visual Arts
Cawse, Thomas	Biology
Chen, Jun Wu	Mathematics 2 Unit, Mathematics Ext 1
Choi, Hye Ji	Korean Background Speakers (1 st in the State), Mathematics 2 Unit, Japanese Beginners
Dai, Wei	Mathematics Ext 1
Dalah, Jordan	Business Studies, English Ext 1, English Ext 2, Visual Arts
Davidson, Daniella	English Advanced, Legal Studies, Visual Arts
Di Lucca, Nathan	Mathematics 2 Unit, Mathematics Ext 1
Donovan, Lara	Biology, English Ext 2
Dunn, Richard	Economics, Mathematics 2 Unit, Mathematics Ext 1, Physics
Eliades, Jeremy	Legal Studies
Emsalem, Jesse*	Mathematics 2 Unit
Feng, Yihang	Chinese Background Speakers
Gam, Jonathon	Business Studies, Economics
Gluch, Nicole*	Biology, Mathematics 2 Unit
Gouroulev, Demid	Economics, Legal Studies, Mathematics Ext 1, Mathematics Ext 2
Han, Yu Fei	Mathematics 2 Unit
Harding, Marlene	Business Studies, English Advanced, English Ext 2
Harris, Lily	General Mathematics, Visual Arts
Kersch, Max	Business Studies, Music 1
King, Sebastian	Music 1
Ling, Jing	Mathematics 2 Unit
Lewis-Todoriki, Xavier	Japanese Continuers
Li, Yuan Jie	Mathematics 2 Unit

Liling, Jordan	Business Studies, Mathematics 2 Unit, Mathematics Ext1
MacFarlane, Zoe	Business Studies, General Mathematics
Maxton, Daniel	Biology, Economics, Mathematics 2 Unit, Mathematics Ext 1
McArthur, Callum	Mathematics 2 Unit, Software Design and Development
Molloy, Tim*	Mathematics 2 Unit
Papazoglou-Young, Sophia	Ancient History, English Advanced
Queenan, Holly*	Mathematics 2 Unit
Rosewall, Olivia*	Mathematics 2 Unit
Skelton, Andrew	Mathematics 2 Unit, Software Design and Development
Strong, William	English Advanced, Mathematics Ext 1, Physics, Visual Arts
Su, Lin	Mathematics 2 Unit
Sun, Mengbai	Chinese Background Speakers (1 st in the State), Chemistry, English ESL, Mathematics Ext 1, Mathematics Ext 2, Physics
Tan, Tian	Mathematics 2 Unit
Tao, Congyuan*	Mathematics 2 Unit
Tockar, David	English Advanced
Tolkin, Sean	Business Studies
Vanovac, Ana	English Advanced, English Ext 2, Spanish Beginners
Wei, I Chen*	Mathematics 2 Unit
Wong, Jocelyn	Biology, Chemistry, Mathematics Ext 1, Mathematics Ext 2, Physics
Wong, Ng Koi	Mathematics Ext 1, Mathematics Ext 2
Xue, Peng*	Mathematics 2 Unit
Xydis, Paul	Business Studies
Yoo, Byung*	Mathematics 2 Unit
Zeng, Xianying*	Mathematics 2 Unit
Zhang, Chenxin	Chemistry, Chinese Background Speakers, Economics, English ESL, Mathematics Ext 1, Mathematics Ext 2
Zhang, Jia Yu	Chinese Background Speakers, Mathematics 2 Unit
Zhang, Jiabin*	Mathematics 2 Unit

*Denotes accelerants who have completed HSC courses whilst in Year 11

TO THE REDDAM HOUSE HSC CLASS OF 2010:

We are confident that the maturity, resilience, friendship and independent learning skills fortified during your years at Reddam House and this challenging year of the HSC has laid a powerful foundation from which you may pursue your personal success in life.

Not only are we very proud of your achievements but also of the wonderful people you have become - far beyond what marks can measure!

HSC Results for All Subjects in 2010

SUBJECT	Reddam Candidature	% of Reddam Students Scoring in the Top 2 of 6 Bands	State % of Students Scoring in the Top 2 of 6 Bands	Reddam House Median Score	Reddam House Average Score
Music 1	4	100	60.2	93	92.3
Mathematics Extension 2	8	100	90.0	92	90.4
Mathematics Ext 1	24	100	82.5	94	89.9
Visual Arts	16	93.8	50.6	89	87.4
Chinese Background Speakers	13	91.3	62.2	88	87.4
Mathematics	44	81.8	48.0	90	85.8
English (Advanced)	37	91.9	57.9	85	85.4
Biology	11	63.6	33.3	82	83.2
Legal Studies	8	62.5	37.7	87	83.1
Business Studies	25	76.0	37.0	84	82.9
PDHPE	13	76.9	38.4	83	82.4
English Extension 2	9	77.8	81.5	84	82.2
Physics	22	50.0	39.1	86	81.9
Software Design & Development	7	71.4	27.5	86	81.1
Modern History	22	50.0	41.7	80	81.1
General Mathematics	14	64.3	26.1	88	81.1
English Extension 1	9	77.8	85.6	86	80.7
Ancient History	12	50.0	38.3	82	80.6
Geography	4	25.0	38.3	79	79.5
Drama	5	40.0	39.7	79	78.8
Economics	23	56.5	41.1	81	78.3
English ESL	16	31.3	25.3	76	78.1
Dance	2	50	33.9	76	76.0
Chemistry	20	25.0	39.4	74	75.6
English (Standard)	17	17.6	4.2	78	75.0
History Extension	4	100	71.0	72	73.5
French Continuers	2	0	59.7	73	73.0

2010 School Certificate (Year 10) Results

	State % of Students scoring in the top 2 of 6 bands	% of Reddam Students scoring in the top 2 of 6 bands
English - Literacy	36.4	76.8
Science	40.9	87.5
Mathematics	27.3	62.5
Australian History, Civics and Citizenship	18.5	46.4
Australian Geography, Civics and Citizenship	26.0	60.7

	State % of Students scoring in the Highly Competent Band	% of Reddam Students scoring in the Highly Competent Band
Computing Skills	54.9	92.9

2010 NAPLAN Results

Literacy Year 3

		Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	School Analysis	State Analysis
Reading	School	0	0	0	22	30	48	100% Band 4,5,6	67% Band 4,5,6
	State	4	10	17	23	22	22		
Writing	School	0	0	4	11	30	56	96% Band 4,5,6	77% Band 4,5,6
	State	2	5	13	30	30	17		
Spelling	School	0	4	11	30	11	44	85% Band 4,5,6	63% Band 4,5,6
	State	7	10	18	24	23	16		
Grammar and Punctuation	School	0	0	7	15	33	44	93% Band 4,5,6	68% Band 4,5,6
	State	6	9	15	21	22	25		

Literacy Year 5

		Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	School Analysis	State Analysis
Reading	School	0	7	21	21	33	17	71% Band 6,7,8	53% Band 6,7,8
	State	7	14	23	25	18	10		
Writing	School	0	2	19	38	29	12	79% Band 6,7,8	55% Band 6,7,8
	State	5	11	27	31	17	7		
Spelling	School	0	10	19	21	41	10	72% Band 6,7,8	55% Band 6,7,8
	State	6	12	24	28	19	8		
Grammar and Punctuation	School	2	7	7	12	45	26	83% Band 6,7,8	61% Band 6,7,8
	State	6	11	20	26	21	14		

Literacy Year 7

		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Reading	School	0	0	5	28	35	33	96% Band 7,8,9	58% Band 7,8,9
	State	4	13	24	29	19	10		
Writing	School	0	0	23	23	21	33	77% Band 7,8,9	52% Band 7,8,9
	State	6	14	28	28	16	8		
Spelling	School	0	0	9	26	40	26	92% Band 7,8,9	59% Band 7,8,9
	State	6	12	22	29	21	9		
Grammar and Punctuation	School	0	0	9	26	28	37	91% Band 7,8,9	52% Band 7,8,9
	State	7	14	25	26	17	9		

Literacy Year 9

		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10 (%)	School Analysis	State Analysis
Reading	School	0	5	16	35	35	10	80% Band 8,9,10	45% Band 8,9,10
	State	8	18	28	27	14	4		
Writing	School	3	16	19	24	21	17	62% Band 8,9,10	41% Band 8,9,10
	State	11	19	27	22	12	7		
Spelling	School	0	2	14	38	29	17	84% Band 8,9,10	48% Band 8,9,10
	State	9	16	26	26	15	7		
Grammar and Punctuation	School	2	5	16	35	21	22	78% Band 8,9,10	49% Band 8,9,10
	State	8	16	27	27	16	6		

Numeracy Year 3

		Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	School Analysis	State Analysis
Numeracy	School	0	0	11	26	37	26	89% Band 4,5,6	51% Band 4,5,6
	State	4	11	23	28	20	13		

Numeracy Year 5

		Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	School Analysis	State Analysis
Numeracy	School	0	0	0	36	43	21	90% Band 6,7,8	54% Band 6,7,8
	State	5	13	26	28	17	9		

Numeracy Year 7

		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Numeracy	School	0	0	5	33	21	42	95% Band 7,8,9	57% Band 7,8,9
	State	3	13	26	27	18	12		

Numeracy Year 9

		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10 (%)	School Analysis	State Analysis
Numeracy	School	0	2	5	33	31	29	93% Band 8,9,10	50% Band 8,9,10
	State	5	16	28	27	15	8		

Trends in Student Performance

The table below shows percentages of Reddam Students scoring in the top 3 of 6 bands in the 2002 to 2010 HSC Examinations.

	2002 HSC	2003 HSC	2004 HSC	2005 HSC	2006 HSC	2007 HSC	2008 HSC	2009 HSC	2010 HSC
Ancient History	80	100	80	100	100	100	82	92	92
Biology	92	100	93	100	91	100	100	100	91
Business Studies	100	89	95	100	100	100	96	92	88
Chemistry	67	67	100	50	91	100	78	100	75
Chinese Continuers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100
Dance	N/A	N/A	N/A	N/A	100	100	100	100	100
Drama	100	100	100	100	100	100	100	100	100
Economics	100	95	100	100	100	100	89	94	74
English (Advanced)	100	91	98	98	100	98	100	100	100
English (Standard)	N/A	N/A	N/A	N/A	100	N/A	89	93	82
English ESL	N/A	N/A	N/A	N/A	100	100	50	92	94
English Ext 1	100	100	100	100	100	100	100	100	100
English Ext 2	100	100	100	100	100	100	100	100	100
French Continuers	N/A	N/A	100	100	100	100	N/A	N/A	100
French Extension	N/A	N/A	100	100	100	100	N/A	N/A	N/A
General Mathematics	N/A	N/A	N/A	92	100	100	100	82	71
Geography	N/A	N/A	N/A	100	100	100	83	72	100
History Extension	90	100	100	92	100	100	100	100	100
IPT	93	100	100	100	100	100	100	N/A	N/A
Legal Studies	100	100	100	100	100	100	80	89	100
Mathematics	85	86	96	100	79	92	84	100	98
Mathematics Ext 1	100	100	100	100	100	100	100	100	100
Mathematics Ext 2	100	100	100	100	100	100	100	100	100
Modern Hebrew Continuer	100	N/A	N/A	100	100	100	N/A	N/A	N/A
Modern History	100	100	90	100	96	100	86	100	100
Music 1	100	100	100	100	100	100	100	100	100
Music 2	N/A	N/A	N/A	100	N/A	N/A	N/A	N/A	N/A
PDHPE	N/A	N/A	N/A	100	100	100	87	94	92
Physics	100	86	67	100	82	100	75	82	100
SDD	100	100	100	100	N/A	100	100	N/A	71
Visual Arts	100	100	100	100	100	100	100	91	100

The data indicates consistent performance and strength over the years in almost all subject areas.

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
English - Literacy	80	83	78	83	83	77	81	81	83	83
Science	81	80	79	82	83	78	79	81	83	86
Mathematics	83	80	79	80	81	77	76	75	80	83
Australian History, Civics and Citizenship	-	76	77	81	86	76	78	77	80	80
Australian Geography, Civics and Citizenship	-	81	77	81	82	79	80	81	80	82
Computing Skills	-	-	-	-	-	86	86	88	87	88

The table below shows Year 10 School Certificate examination average marks for Reddam students from 2001 to 2010.

There were some fluctuations in performance with the different cohorts but overall, the average results were consistently within the mark range of 76 and 88. These means were also comfortably above the State means at all times. 2010 results are arguably the best results ever from a Year 10 cohort.

The table below shows Year 7 LANNA (Literacy and Numeracy National Assessment) results from 2004 to 2007.

	% of students who achieved above the National Benchmark 2004	% of students who achieved above the National Benchmark 2005	% of students who achieved above the National Benchmark 2006	% of students who achieved above the National Benchmark 2007
Reading	98%	100%	100%	90%
Writing	97%	93%	100%	92%
Spelling	No benchmark set	No benchmark set	No benchmark set	No benchmark set
Numeracy	96%	95%	100%	100%

The data indicates consistent performance across the years. Nearly 100% of Reddam Year 7 students from 2004 to 2007 have achieved above the national benchmark for Reading, Writing and Numeracy.

The table below shows Basic Skills Testing results for Reddam Year 3 Students from 2004 to 2007.

	Year 3 % of students achieving in top 3 bands of 5 2004	Year 3 % of students achieving in top 3 bands of 5 2005	Year 3 % of students achieving in top 3 bands of 5 2006	Year 3 % of students achieving in top 3 bands of 5 2007
Literacy	100	100	92	100
Numeracy	100	93	92	92

The data indicates consistent performance across the years.

The table below shows Basic Skills Testing results for Reddam Year 5 Students from 2004 to 2007.

	Year 5 % of students achieving in top 3 bands of 6 2004	Year 5 % of students achieving in top 3 bands of 6 2005	Year 5 % of students achieving in top 3 bands of 6 2006	Year 5 % of students achieving in top 3 bands of 6 2006
Literacy	100	90	97	94
Numeracy	100	95	94	97

The data indicates consistent performance across the years.

The tables below shows Year 3, 5, 7 and 9 NAPLAN (National Assessment Plan for Literacy and Numeracy) results from 2008 to 2010.

Year 3	% of students who achieved in the top three bands 2008	% of students who achieved in the top three bands 2009	% of students who achieved in the top three bands 2010
Reading	88	92	100
Writing	98	95	96
Spelling	88	92	85
Grammar and Punctuation	73	95	93
Numeracy	83	95	89

Year 5	% of students who achieved in the top three bands 2008	% of students who achieved in the top three bands 2009	% of students who achieved in the top three bands 2010
Reading	65	77	71
Writing	100	86	79
Spelling	85	81	72
Grammar and Punctuation	84	90	83
Numeracy	92	83	90

Year 7	% of students who achieved in the top three bands 2008	% of students who achieved in the top three bands 2009	% of students who achieved in the top three bands 2010
Reading	73	75	96
Writing	72	81	77
Spelling	85	81	92
Grammar and Punctuation	77	75	91
Numeracy	94	82	95

Year 9	% of students who achieved in the top three bands 2008	% of students who achieved in the top three bands 2009	% of students who achieved in the top three bands 2010
Reading	62	67	80
Writing	74	56	62
Spelling	71	55	84
Grammar and Punctuation	66	54	78
Numeracy	88	86	93

The data indicates improved performance across the years and performance figures well above the State average.

Teachers at Reddam

Teacher Standards and Qualifications

In 2010, Reddam House maintained a full complement of 52 highly qualified teachers.

- All Reddam teachers have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.
- All Reddam teachers have formal teacher education qualifications in addition to qualifications as a graduate from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines.
- All Reddam teachers have formal qualifications as listed above. No teacher is employed solely on their relevant successful teaching experience or appropriate knowledge relevant to the teaching context.

Teaching Staff Retention Rate

The proportion of teachers retained from 2010 was 84.6%.

Teacher Attendance Rate

In 2010, a total of 320 days of teacher leave was recorded, which translates to an average attendance rate of 97.7%.

Summary of Professional Learning undertaken by Teachers

Reddam teachers undertook a variety of formal and informal professional development activities during 2010. In addition to the courses and activities listed below, Reddam teachers are self motivated and independent learners who keep abreast of technological changes, subject knowledge and teaching standard and requirement updates from a range of sources such as professional associations, journals, the Board of Studies website and bulletins. Teachers constantly review and reflect their teaching strategies, program and lesson planning, and outcomes achieved.

Teaching and Learning

- Review of the following areas within the school
 - Key performance areas in the classroom,
 - Out of the classroom,
 - Personal and professional development
- Analysis of teaching through, performance, passion and purpose.
- Team Building exercise and activities.
- Six hat thinking
- Bounce Back anti-bullying activities
- Using the new Science Kits in classrooms
- Experiential Education
 - Different approaches to teaching
 - Spelling Rules
 - Booklets
- Reading
- Talking and Listening
 - 10 ways to do it
 - 10 topics
- 5 minute fillers for lessons
- Lesson Study- redefining the steps. Quality Teaching and Learning
- A Habit of Mind is knowing how to behave intelligently when you do not know the answer or when you are faced with a problem.
- Project Based Learning
- Integrating Technology into the Classroom
- AIS Mathematics Teachers In-service
- AIS Geography Teachers In-Service
- AIS Legal Studies Conference
- AIS Head Teachers of Mathematics Meetings
- Marking/Assessing of HSC papers
- Attendance at annual subject conferences
- Attendance at various professional development courses

- Speed Thinking
- Study Stress and Music

Student Welfare

- Primary School Bounce Back Program for Bullying unit
- Year 7 Anti-Bullying Workshop
- Middle School 'Adolescent Changes' seminars
- Effective parent-teacher interviews
- Cool Kids Work – Open Day
- Child protection

Administration and Reporting

- Board of Studies Year Coordinators / Curriculum Coordinators Information Session
- Computer Skills

Others

- Leadership program
- Team Building
- OHS Information and Training



Students at Reddam

Student Population

- In 2010, Reddam House has approximately 679 students comprising of 278 Primary students and 401 Secondary students.
- The ratio of boys to girls throughout Reddam House is close to 1:1.
- The population of Reddam House represents a diverse range of students from across Sydney with the strongest representation being from the Eastern and Northern suburbs.
- Reddam students are from a wide range of cultural backgrounds that reflect our multicultural society.

Retention rates

Years Compared	2001 to 2003	2002 to 2004	2003 to 2005	2004 to 2006	2005 to 2007	2006 to 2008	2007 to 2009	2008 to 2010
Year 10 Total Enrolment	42	45	75	65	62	61	67	65
Year 12 Total Enrolment	51	56	70	56	60	63	66	71
Year 10 Total Enrolment remaining in Year 12	35	41	67	49	60	47	62	57
Apparent retention rate	100%	100%	93%	86%	97%	94%	99%	100%
Actual retention rate	86%	92%	89%	75%	80%	90%	81%	88%

N.B. Reddam House started in 2001.

Reasons indicated for the students leaving:

- Relocations due to international families moving after contracted service.
- Some students were in contravention of the Code of Conduct.
- Some students leave to pursue vocational courses or attend schools which offer subjects of less academic rigor.

Student Attendance and Trends

Average number of days absent (expressed as a %) for each year group in 2010:

Yr K	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr12
2.5	2.1	3.4	4.2	2.7	3.9	3.8	4.3	4.3	5.0	3.3	2.0	2.1

The average student attendance rate in 2010 was 96.7%.

Post-School Destinations

The majority of the 2010 HSC graduates went onto further studies with a small number travelling overseas or joining the workforce.

The University of NSW, University of Sydney, University of Technology, Sydney and Macquarie University were the main educational institutions students applied for.

The courses chosen included:

University Studies

Architecture

Arts

Aviation

Business

Commerce

Communication

Construction Management

Design

Economics

Engineering

Forensics

Health Sciences

Information Technology

Law

Media

Medicine

Nursing

Physiotherapy

Science

Social Sciences

Private College

New York School of Dramatic Arts



Enrolment Policies

Reddam House is a non-denominational, co-educational K-12 school (with an Early Learning School added in 2007) providing a specialised education for stronger academic students. As part of its holistic approach to education, a comprehensive Sports Program as well as all strands of Performing Arts are offered. Reddam House operates within the guidelines of the NSW Board of Studies.

All applications will be processed in order of receipt and consideration will be given to each applicant. Once enrolled, students are expected to support the school's ethos and comply with Reddam's discipline code. We encourage our students to participate enthusiastically in all the educational, sporting and cultural opportunities offered in Reddam's dynamic, varied and action packed calendar.

Enrolment Procedures (as stated on the school web site)

The process of admission at Reddam House allows families to become familiar with the nature and expectations of our program and our community. Likewise, we seek to become acquainted with each applicant as an individual and learn about the talents and strengths each one has to offer. The application process includes a number of steps:

APPLICATION FORMS

To obtain an application form please email the [Enrolment Officer](#) stating your name and postal address. If you would like to be notified of open days and events related to your child's age group, include your child's name and date of birth in addition to their projected point of entry into Reddam House. An application form must be submitted to secure a place for your child on the Reddam House waiting list. **Please enclose an application fee of \$175.00.**

INTERVIEW AND CAMPUS VISIT

Once Reddam House is in receipt of an application (accompanied by an Application Fee of \$175.00, a copy of the applicant's birth certificate and recent reports) the applicant will be placed on a waiting list for their projected point of entry. The year prior to this entry point Reddam House will contact the applicant's family to arrange a time to visit the school, meet with our Principal and tour our facilities. The applicant must attend this interview and their most current school reports submitted.

FIRST ROUND OFFERS

After the applicant has visited Reddam House and attended an interview with our Principal their application will be considered by our Directors. The applicant's family will be promptly informed of the outcome of the application.

ENROLMENT

Each accepted applicant is sent a formal letter of acceptance with a request for payment of a once off, non-refundable Enrolment Fee of \$2000.00. Once Reddam House is in receipt of this fee the applicant's place at Reddam House is secure.

REGISTRATION AND ORIENTATION

Once an incoming student's Enrolment Fee is paid and their place secured, their family is emailed a registration package. This package includes the school's policies and procedures in addition to detailed information (books, uniforms, stationery etc) that assists in the student's preparation for commencement. It also contains a number of forms that must be completed and returned to Reddam House. If an incoming student is commencing in Term 1 in the Early Learning School, Kindergarten or Year 7, their registration package will arrive with an invitation to an Orientation Day.

INTERNATIONAL STUDENTS

Reddam House welcomes applications for admission from abroad. International students must follow the same application procedure as local students (the only difference being that International Students are required to pay an Enrolment Fee of \$4000 to secure their position at Reddam House). If geographical distance poses too great an obstacle for a campus visit and interview, other arrangements can be made in consultation with the Enrolment Officer.

A copy of the Reddam House privacy policy can be found on the website.

Student Welfare Policies

Note that a school intranet system has been introduced to enable access to this information by students as well as teachers. Parent access was introduced in 2006.

Currently full texts of all policies are stored on a common drive for staff access.

Policy	Changes in 2010	Access to Full Text
Pastoral Care Policy encompassing: <ul style="list-style-type: none"> ▪ Support Policy ▪ Attendance Policy ▪ Channels of Communication ▪ Specialist resources eg. medical ▪ Counsellor ▪ Critical incident policy 	No Changes	Included in Parent/Student Handbook and Staff Handbook.
Child Protection Policy Encompassing: <ul style="list-style-type: none"> ▪ Definitions and concepts ▪ Legislative requirements ▪ Preventative strategies and risk management ▪ Investigation processes ▪ Legislation 	No Changes	Available on school's common drive
Security Policy encompassing: <ul style="list-style-type: none"> ▪ Procedures for security of the grounds and buildings ▪ Use of grounds and facilities ▪ Emergency procedures 	No Changes	Available on school's common drive. Distributed to staff in hard copy.
Supervision Policy encompassing guidelines for: <ul style="list-style-type: none"> ▪ Duty of care and risk management for excursions and school trips ▪ Levels of supervision for on-site and offsite activities 	No Changes	Evacuation procedures and map displayed in each room. Included in Staff Handbook.
Student Behaviour Policy encompassing: <ul style="list-style-type: none"> ▪ Code of Conduct for Students ▪ The roles and expectations for student leadership systems ▪ Use of Diary ▪ Merit and Debit system ▪ Anti Bullying Policy 	No Changes	Included in Student/Parent Handbook. Included in Staff Handbook.
Code of Conduct for Staff Encompassing: <ul style="list-style-type: none"> ▪ Professional responsibilities (Duty of Care) ▪ Child Protection ▪ Professional standards ▪ Appropriate use of email 	No Changes	Included in Student Diary Included in Staff Handbook.



Student Discipline Policies

The Reddam House philosophy is structured to create a sense of freedom within which individuality is encouraged, personal growth and self-confidence promoted and freedom of expression allowed. The extent of the freedom is defined by the Discipline Code, and the responsibility is placed on the student to enjoy the freedom within the parameters of this Code. Reddam House offers an education without fear. The Discipline Code is a partnership between Reddam House, parents and students.

The policy:

- Encourages students to develop their individuality, self-confidence, sense of responsibility and freedom of expression.
- Aims to motivate students academically, culturally and on the sports field so that they might better reach their potential.
- Strives to offer an education without fear where self-control, tolerance, compassion and respect are integral to all relationships within the school.

Implementation of the Discipline Code

In general, Merits are awarded for recognition of positive contributions to the school, above and beyond what is normally expected. Any behaviour which contravenes the Discipline Code will result in the awarding of Debits and Demerits. Once awarded a Debit or Demerit, a student is required to meet with their teacher for discussions in regard to the Debit/Demerit. Students may be placed on a contract where they meet with the student welfare coordinator or head of school on a daily basis to monitor progress.

The Discipline Policy at Reddam House is tailored for appropriateness at the three stages of schooling: Primary, Middle and Senior. It is specific in addressing issues relating to theft, truancy, vandalism, victimisation and the use of prohibited substances.

Under no circumstances is corporal punishment permitted at school and under no circumstances does the school condone corporal punishment carried out beyond the school, including in the home.

Students are required to abide by the school's rules. Where disciplinary action is required penalties are imposed within the guidelines of the Code of Conduct which all students and parents agree to and sign during the enrolment process.

The Discipline Policy and Code of Conduct was reviewed during 2008 to reflect the impact of advancing technology. The full text of the policy has been included in the Staff Handbook, Student Diaries (K-6 only) and Parent Information Handbooks.

The overarching policy for the school is contained on the School's Website.



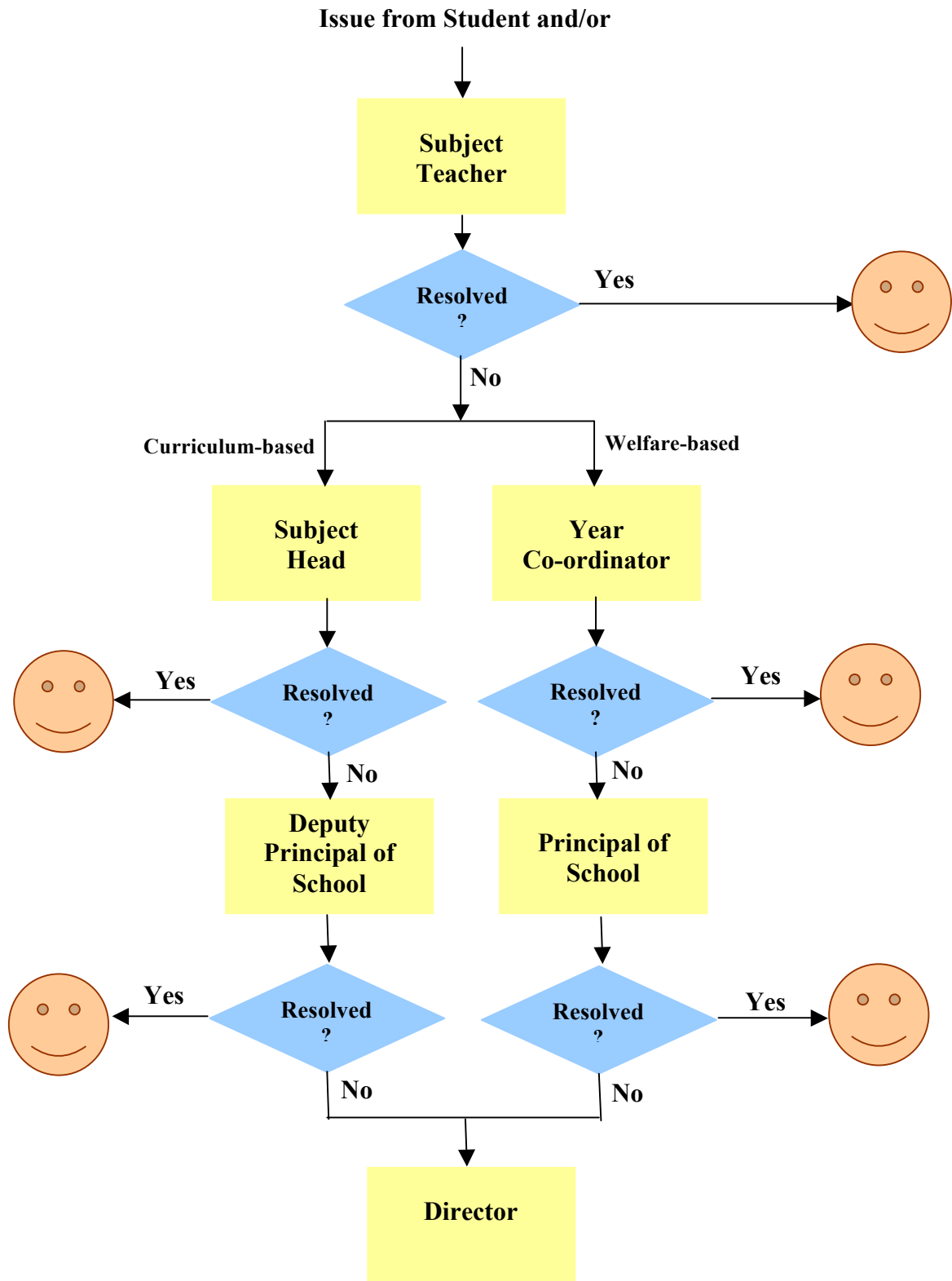
Complaints and Resolving Grievances

The school maintains an open-door policy for dealing with matters of concern from parents, students and teachers. All professional interaction incorporates appropriate principles of procedural fairness. In all applicable cases, the issues will be investigated based on the guidelines set out in the relevant policies.

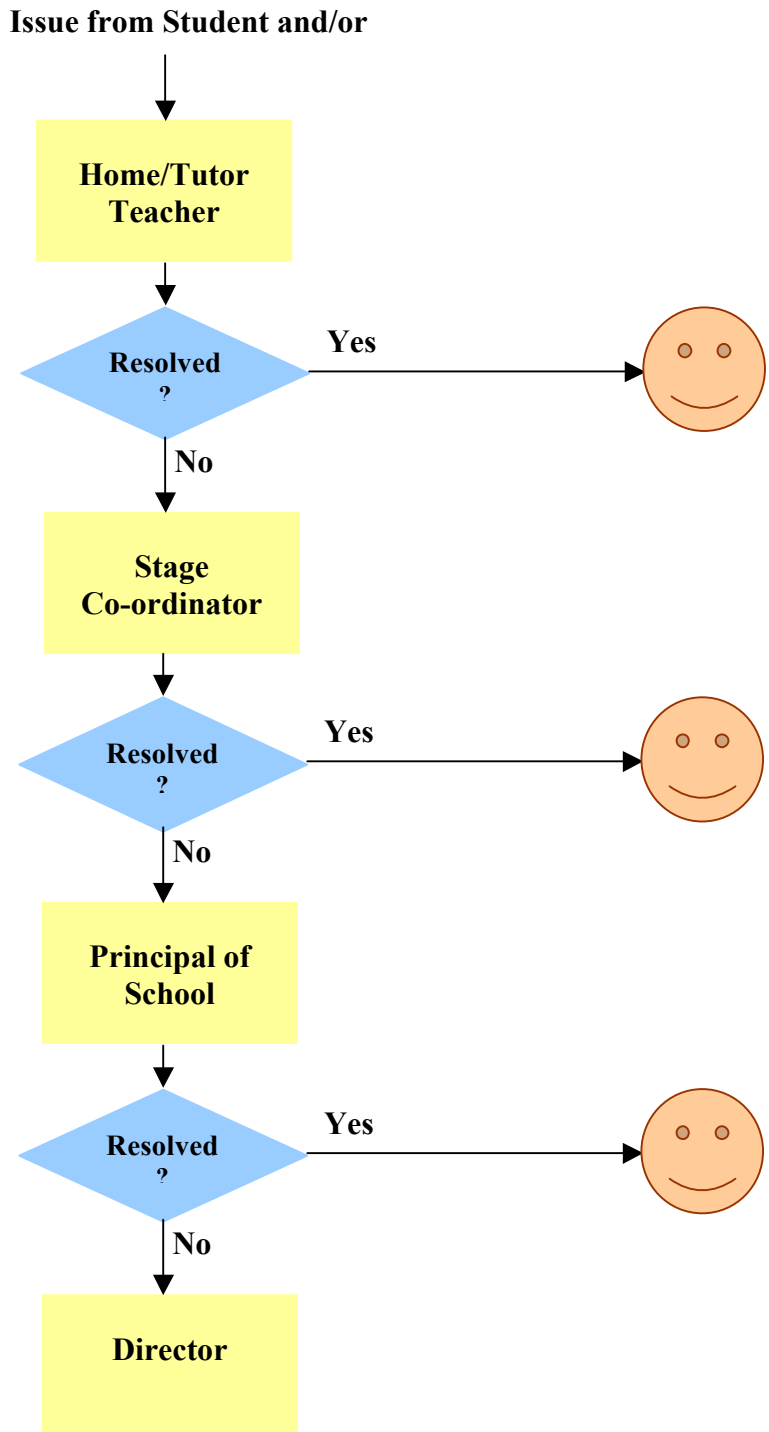
The school's policy and procedures for effective communication are provided in the Parent Information Booklet and the Staff Handbook as well as the common drive accessed by all school employees.

The flowcharts in the next three pages summarise the recommended procedures.

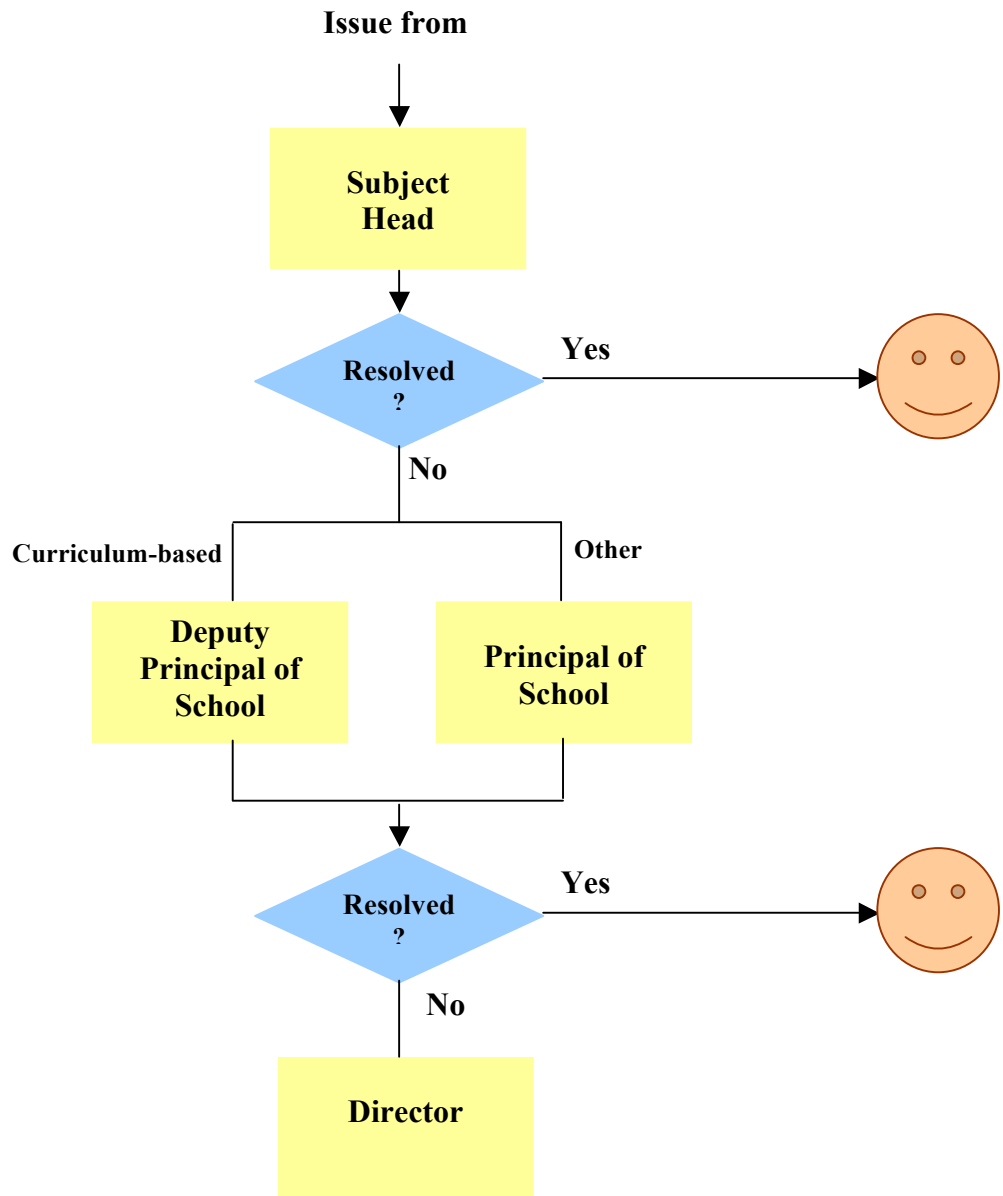
PROCEDURES FOR DEALING WITH ISSUES FROM HIGH SCHOOL STUDENTS / PARENTS



PROCEDURES FOR DEALING WITH ISSUES FROM PRIMARY STUDENTS / PARENTS



PROCEDURES FOR DEALING WITH ISSUES FROM TEACHERS



School Determined Improvement Targets

As a growing school, it is necessary to continue to review, reflect, improve and expand our foundation of policy and procedure in order to support the needs of our students, parents and staff and to provide the highest possible standards whilst maintaining our unique philosophy of education.

The new targets and strategies for achievement for 2010 have been outlined below.

Student Welfare

Priorities	2010 Achievements
<ul style="list-style-type: none"> ▪ Checklist for late enrolments ▪ Safe School through consistent use of Bounce Back program and Stop Think Do program ▪ Strengthen pastoral care through tutor groups and tutor meetings ▪ Safe playground activities ▪ Evacuation plans ▪ Excursion plans and documentation ▪ Revising special examination provision policy and application procedures 	<ul style="list-style-type: none"> ▪ Bounce Back (anti-bullying) program implemented in the primary school. ▪ High School welfare policies reviewed and updated. ▪ Menu in the school canteen modified to promote healthier eating habits.

Teaching and Learning

Priorities	2010 Achievements
<ul style="list-style-type: none"> ▪ Integrating ICT skills across the curriculum ▪ Improving delivery and assessment of the All My Own Work program ▪ Trialling acceleration program in Senior Mathematics, IST, Biology and PDHPE ▪ Integration of Thinking Skills ▪ Differentiation of Learning Styles ▪ Revise teaching programs ▪ Integration of units of work ▪ Outcomes and implementation ▪ Future Problem Solving ▪ Study Skills 	<ul style="list-style-type: none"> ▪ Platinum HSC Support---- initiative to provide academic support for students in the High School. ▪ IT focus--- improved hardware and software availability for academic departments and students. ▪ ESL Support initiatives implemented. ▪ Study Skills Seminars

Staff Professional Development

Priorities	2010 Achievements
<ul style="list-style-type: none"> ▪ Integration of technology in teaching and learning ▪ Assessing and Reporting Strategies ▪ Year Co-ordinator training ▪ Revise new scheme teacher mentoring process ▪ Child Protection ▪ Time management ▪ Effective Communication 	<ul style="list-style-type: none"> ▪ Handling Difficult People – Guy Williams ▪ BOS Registration and Accreditation ▪ Study Skills ▪ SM Marks In Service ▪ Year 12 Website Launch ▪ Accidental Counselling ▪ Sir Ken Robinson ▪ Study Stress and Music ▪ Speed Thinking

Assessment and Reporting

Priorities	2010 Achievements
<ul style="list-style-type: none"> ▪ Streamlining K to 12 reporting formats and procedures ▪ Revising Assessment Guidelines for students ▪ Revising examination procedures for students and teachers ▪ Providing computer training for teachers with regard to storage, calculation and analysis of student results ▪ Allowing online issuing and accessing of student reports 	<ul style="list-style-type: none"> ▪ Further development of new report format

Occupational Health & Safety

Priorities	2010 Achievements
<ul style="list-style-type: none"> ▪ OHS inspection ▪ Hazard Identification Report ▪ Developing written OHS teacher procedures ▪ OHS newsletter and communication ▪ Student awareness 	<ul style="list-style-type: none"> ▪ In house audit of OHS procedures

Management Structure

Priorities	2010 Achievements
<ul style="list-style-type: none"> ▪ A more cohesive management approach to Middle and Senior Schools ▪ Restructure of welfare and curriculum responsibilities ▪ Regular Executive meeting ▪ More effective staff / welfare / faculty meetings 	<ul style="list-style-type: none"> ▪ Training provided to all administrative staff members using TASS. ▪ School's computer-based administration system updated

Actions undertaken to promote respect and responsibility



The promotion of respect and responsibility is embedded in the Reddam House philosophy and the structure of the School. Reddam students are encouraged to develop their individuality and self-confidence within the guidelines of the Discipline Code, a partnership between the School, parents and students. Teachers, tutor teachers, student executive and higher level students also serve as role models.

In addition, a variety of activities were conducted in 2010 to strengthen and further develop these important values.

These included:

- Musical and Drama productions
- Sports Carnivals
- Cleanup Australia
- International Food Fair
- Participation in Tournament of Minds
- Participation in Future Problem Solving
- Tutor groups
- Year 6 Leadership Groups
- Year 7 Orientation Camp
- Years 8 and 10 Team Building Camps
- Years 9 and 11 Leadership Camps
- Year 10 Work Experience Program
- Year 7 Anti-bullying workshop
- Police Liaison Information Sessions
- Middle School 'Adolescent Changes' seminars
- Back-off Seminars
- Formals organized by student committees
- House Competitions
- Student Exchange Program
- Assemblies organized and presented by Senior and Junior Student Executive
- K – 6 Bounce Back program that focuses on respect, discipline and responsibility
- K – 6 Personal and Social Development Skills booklets
- K – 6 Role Playing of Respect and Responsibility
- Teachers modelling appropriate behaviour.
- Cyber Bullying
- Drug Awareness Seminar



Parent, Student and Teacher Satisfaction

In 2010, in addition to the excellent student and teacher attendance rates and the outstanding academic results, Reddam House enjoyed a high level of support from parents, students and teachers in a range of extra-curricular activities and cultural events, from Saturday sports, second-hand uniform shop to whole school celebration events.

Words will not do justice to the level of team spirit, warmth, friendship and dedication displayed by Reddam students, parents and teachers. Many, many hours of outside school time were spent in organising, rehearsing, having a great time and cleaning up.

We hope these photographs will give some insights into life at Reddam. We are very proud of our students, teachers and parents and we are very grateful for the energy, creativity and sincerity they had put into enriching the students' educational experience and the Reddam community.

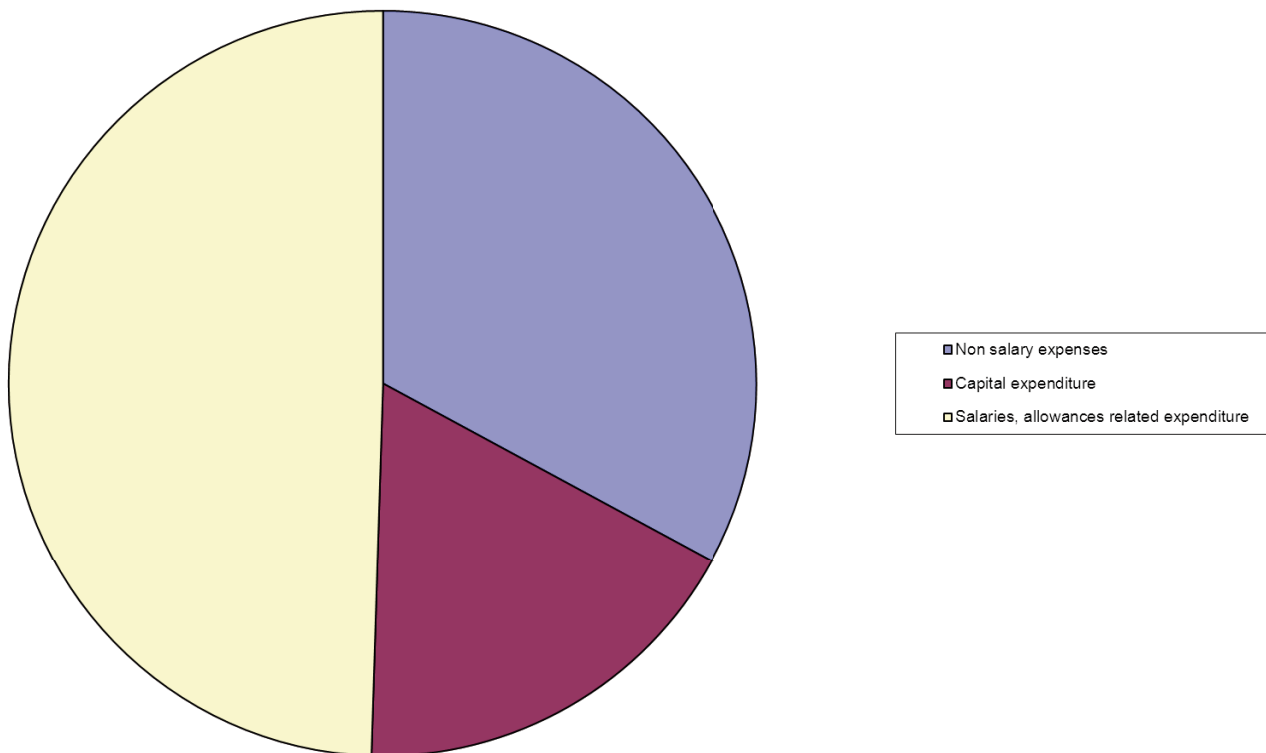




Summary Financial Information

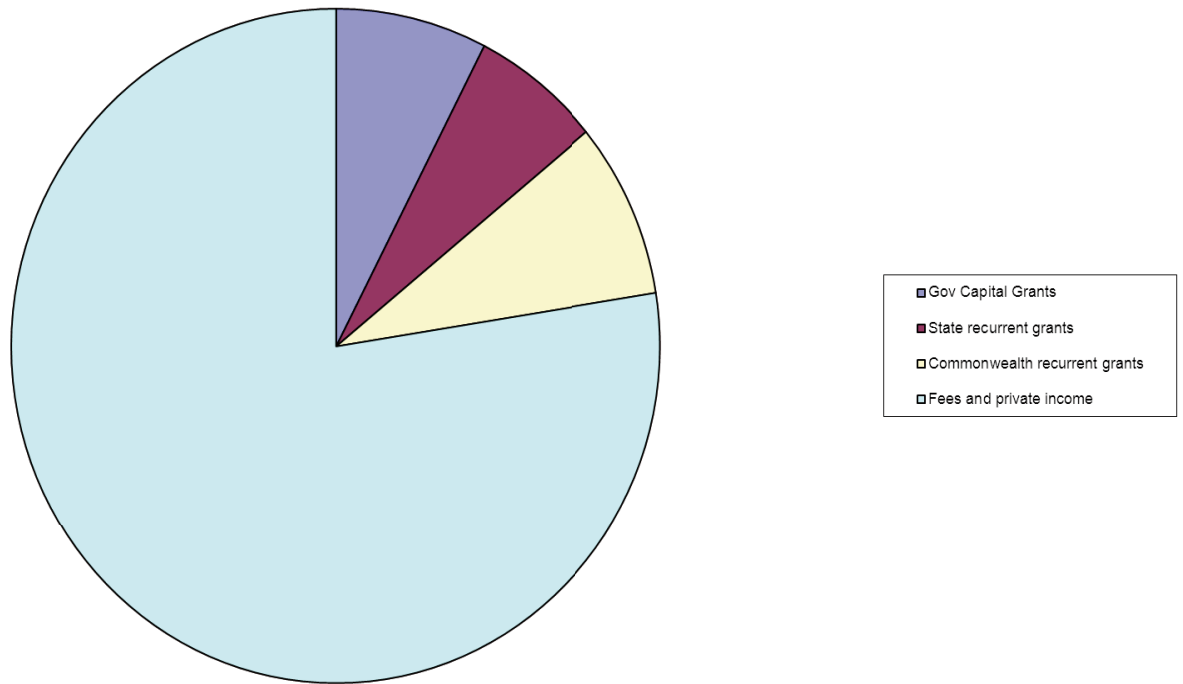
The following pie chart indicates the Recurrent/Capital Expenditure for 2010

Recurrent/capital expenditure



The following pie chart indicates the Recurrent/Capital Income for 2010

Recurrent/capital income





About This Report

In preparing this report, information has been gathered from

- evaluation and goal setting sessions conducted on staff development days
- internal review conducted by School Executive
- existing policies and documentations
- data stored in the School's administration system

The following key personnel have been consulted during the report preparation process and have provided data and information for the report:

Mr. Graeme Crawford

Managing Director

Mr. George Balios

Director/Principal

Mrs. Dee Pitcairn

Principal of Primary School

Mr. Dave Pitcairn

Principal of High School

Mr. Colin Cawse

Deputy Principal of High School

Mr. Ian McLeod

Business Manager

Mr. Vasko Kirovski

Systems Manager

Mr. Jez Johnson

OHS Representative