



# Annual report 2011

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we shall give back



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## Message from the Principal of the High School

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Throughout our school career, we have all faced obstacles which seemed too high, barriers that seemed too strong, roads that looked too treacherous and when we do, we look to the people around us who care about us to guide, assist and support us.

I would like to take this opportunity to thank parents, family, teachers and friends for all they have done to support students, especially year 12 during this challenging and stressful year.

Something I love about working with adolescents is that every so often, I am presented with someone who challenges the way assessment systems work. Last year, Marlene Harding, a student in the Reddam House Class of 2010, made an important observation just after trials. I was interviewing all the Y12 students and asking how they could improve and her response was, "Sir, surely even though we might not have done so well, we are still good people"

She reminded me that success is not determined by a percentage on a piece of paper, but rather that the ultimate success is to be considered a good person by those with whom we have shared our school careers: our teachers, our friends and our parents.

She also reminded me that many students go unrecognized but have intelligence in other areas often not reflected in any school curriculum.

Howard Gardner's work in 1984 around multiple intelligences has had a profound impact on thinking and practice in education and has examined just this concept.

In the heyday of the psychometric and behaviorist eras, it was generally believed that intelligence was a single entity that was inherited; and that human beings - initially a blank slate - could be trained to learn anything, provided that it was presented in an appropriate way. Nowadays an increasing number of researchers believe precisely the opposite; that there exists a multitude of intelligences, quite independent of each other and that each intelligence has its own strengths and constraints. He identified a number of different discreet intelligences and on looking at the Year 12 complement of students, I can clearly see how each and every one of you fits into a combination of these intelligences, which makes you unique and valuable.

Students- these intelligences are your innate traits which have quietly guided you in your lives thus far and which will continue to do so. However, as you embark on the next, exciting, phase of your life, and the next and the next, I would like you to take away with you just few thoughts from me.

In every good narrative ever written, an author orientates his reader. Certain key elements are addressed from which a plot can emerge and take shape. It is these same elements which you will need for life, especially when you trip and fall and when you succeed and thrive.

Firstly, you need to ask WHO? Who am I? This question will help you to lead an authentic life. You need to know who you are to live genuinely. At times, you will be able to answer this question with ease; at other times, you will find yourself struggling to work it out which can be frustrating. At these times go back to your values, your morals, your principles. Go back to your family, your friends and your faith. Remember that you will grow and change, and don't be afraid of that change. Just keep asking yourself, WHO am I?

Secondly, you will have to ask yourself WHAT? Many people get stuck asking “What will I be?” and “What will I do?” and then become frustrated when they can’t find the right answer. The problem is, those are the wrong what questions. Ask yourself “What am I passionate about?” The answer to this question should be your centre. Identify your passion, and then do whatever it takes to realise it. That thing that burns inside you is exactly what you need to nurture and grow so that it guides your life. Keep asking yourself, WHAT is my passion?

Thirdly, you need to ask yourself WHEN? Young people always answer NOW; old people tend to answer SOME DAY. Your challenge is to work out which things should be done immediately, and which should be postponed. There is great satisfaction in delayed gratification, but be wary not to delay tasks, which are best done with urgency. Right now, it’s easy. Exam preparation should happen now and playtime should happen afterwards. In your future, remember to keep asking yourself WHEN should this be done?

The fourth question you need to ask yourself is easy. WHERE? Where should you be at any given time? It’s easy because you will be wherever you are, so as long as you remember who you are, and you hold yourself true in your heart, you will be where you should be. Your challenge here is to remember that your physical place does not have to remove you from your home, if you hold your home in your heart and pour your heart into wherever you are. You will naturally be part of the community you live in and you should remember you have a responsibility to that community while you live in it. So, don’t ask your where you should be, but rather “Is my heart where I am?”

The next question to ask yourself is WHY? This is the most important one because you will find that as you find the answer, almost immediately a new WHY arises. When you ask yourself WHY, don’t be frustrated with the question or the difficulty of the answer, but rather let it drive you, let it motivate you. Accept that the answer will not always come when you want it, but never forget the question. Let it sit quietly at times, to be answered when the time is right. Just never stop asking yourself WHY?

Finally, you will need to ask yourself HOW. This is the answer everyone wants the most- and this is the answer I cannot give you. Your HOW is a unique series of events, behaviors and decisions. Your HOW will become the narrative of your life and it will arise from your WHO, WHAT, WHEN, WHERE and WHY. The best guidance I can give you on HOW, is to “listen carefully- opportunity speaks softly”.

Students, take home with you the absolute certainty that you have something unique to offer this world. You have a combination or intelligences, abilities and opportunities ahead of you, which will let you experience yourself and your world in a positive and productive way. You are all good people.

May the road rise to meet you,  
May the wind be always at your back,  
May the sun shine warm upon your face,  
May the rains fall soft upon your fields,  
And, until we meet again,  
May God hold you in the palm of His hand

**Valedictory Speech 2011**



## Message from the Principal of the Primary School

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Educating the youth of today to become a successful, thoughtful and effective generation comprising tomorrow's leaders is no mean feat. One must ensure that the children learn more than just 'letters and numbers'. They must develop a range of skills and the ability to apply them in a variety of situations. They also need to build strong values and morals for when they enter the world as adults. On top of this, children must learn to deal with both success and failure. To achieve this, Reddam House uses an intricate and interactive programme, which stimulates and inspires students in the classroom and on the sports field, on stage and in the playground.

We have reached the conclusion of another year, marked not only by slightly taller children, and increased knowledge and skills, but also by prize-giving ceremonies, farewell dinners and promotions into new year-levels. Looking back over the year, I find myself in awe of what has been accomplished in the endeavour to prepare the children in our care for the world they will go on to shape.

The students have spent their year taking part in a diverse range of activities. 2011 has seen our learning programme enhanced by excursions to Featherdale Wildlife Park, the Sydney Aquarium and Pirate School, Sydney Tower, the Harbour Bridge, the Chinese Gardens, the Jewish Museum and the Hyde Park Barracks. These excursions have given the children opportunities for hands-on learning and authentic experiences. Without fail, the children came back enriched.

The children in middle and upper primary have been away on orientation camps, HSIE camp and music camp, where activities involving teamwork, communication, friendship-building and tolerance helped boost their personal skill sets. Memories they will take with them forever were also formed. These children will never forget the campfire songs and dances, watching Prime Minister Gillard in action in Parliament House, digging for gold at the Bathurst goldfields, sleeping over-night at Taronga Zoo and the ever-popular Music Camp Talent Show with its panel of student judges.

Further enrichment has been achieved through the excursions allowing students to see professionals at work in the field. The Science Questacon, the author visit, the poetry workshop, the cyber safety show and the 'Sur La Route' have all played a part in augmenting the learning environment this year.

Our Sports Department has also had an incredibly busy and exciting year, with more sporting activities taking place for the Kindergarten to Year 6 students than ever before. The sports academies have given our budding sportsmen and women a chance to take part in a wide range of sports, both individual and team, thereby building physical skills, an understanding of sportsmanship, and of health and wellness. Of course, there will always be those students who have superior talent, and these children have represented Reddam House around the country in athletics, swimming, cross country, basketball, skiing, soccer, water polo, rugby, tennis and gymnastics to name but a few. Our team of coaches has outdone itself with record numbers of participants in CIS and Rep teams.

Two of this year's highlights came from the Drama, Music and Dance Departments, with the productions of 'Beauty and the Beast' and 'The Jungle Book'. The world in which we live requires individuals to have confidence and courage, and these productions have truly given the students a head start.

The individualised music programme and ensemble groups have gone a long way towards developing our student's appreciation for and ability in music theory and practice. The weekly assemblies have provided many children with a chance to perform for their peers and parents.

2011 saw the arrival of Red Reporter, who never fails to capture exciting moments in the lives of our students. The children wait with anticipation at our school events for his arrival and go home feeling triumphant when they've been interviewed for the bi-weekly video clip.

Always looking for innovation and improvement, various other school events have punctuated the year, including the K-6 Spell-a-thon, the Year 6 Evening of Eminence, the Book Week Hat Parade, the Anzac Assembly and activities, and year group Friendship Workshops.

Our commitment to excellence has stood strong throughout 2011. Evidence of this is seen in the successes of the students in various competitions, from Future Problem Solving to writing, and from Maths Olympiads to art exhibitions. Reddam students have achieved numerous awards in wider community competitions, which stands as testament to the Reddam way.

2011 has been a year in which we have truly walked the walk. In accordance with our motto 'We Shall Give Back', Reddam has raised significant amounts of money for a number of charity organisations. This was achieved through several events including mufti days, which aiming to instill charitable values, allowed children to give of their own pocket money. The Easter Egg Drive brought joy to the children at Ronald McDonald House.

As we close the year and reflect on everything it has involved, we must acknowledge the various groups of people who have played influential roles in the children's school lives. Without any one of them, Reddam House would not be what it is.

The Reddam staff complement is a superior one. Made up of academic teachers, sports coaches, administrators, and executive members, this team is exceptional. They motivate, encourage and enthuse the children daily with their positive attitudes and pleasant dispositions, and are constantly challenging the stereotypical view of teachers through innovative methodologies. Thank you to each and every staff member for your contribution to the fabric of our school.

Another very important group of people is the parent body. 2011 has seen many parents involve themselves in fundraising events, productions, class outings and general support, and for this, I thank you. Your contribution is valued and appreciated.

Of course, there is one more group of people who play an integral role in our school – the students. If you ask our teachers why they like teaching at Reddam, they won't say for the marking. They won't say for the camps, and they won't even say for the holidays. The teachers will tell you they teach because of the children. I would like to thank all the boys and girls in our school for their positive involvement in our school community and commend them for their positive involvement in our school community and commend them for their diligence, perseverance and kindness.

We are bound to encounter novel ideas and experiences in 2012, and I look forward to seeing where we will go in the future.

Through the months of 2011, I have had opportunities to interact with all the students in some form and I'd like to share with you here some of the wonderful moments that have taken place and brought a smile to a principal.

*I remember...*

*Noah and Avital singing the National Anthem*

*Talia's Fairy Bread Prodcure in English*

*Noahs Target number*

*Grant's Minibeast poster and his Year 7 speech*

*Remy and Savannah's magnificent dance*

*Kasra's recounts*

*Zachary's Florence Nightingale presentation*

*Or and Joshua's reading progress*

*Catherine's beautiful handwriting*

*Luca's hugs*

*Mia-Jay and Indy's guitar playing*

*Codie and Bryana at Open Day*

*Sofia and Rosa's wonderful English narratives*

## School Profile

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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 2011 Higher School Certificate (Year 12) Results

We would like to congratulate the HSC class of 2011 for their outstanding results.

Our 78 HSC students performed strongly across all curriculum areas with 142 Band 6's (scores of over 90%), which has once again ranked our School amongst the top schools in NSW

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

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

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

- 86.3% for Mathematics 2 Unit (with 38.6% of students achieving Band 6)
- 92.3% for Mathematics 3 Unit (with 81.3% of students achieving Band 6)
- 90.1% for Mathematics 4 Unit (with 57.1% 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 86.8% in English Advanced.

### 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.

	<b>2009 Year 10</b>	<b>2011 HSC</b>
Mathematics	16.1% Band 6	44.8% Band 6
English	9.5% Band 6	17.0% Band 6

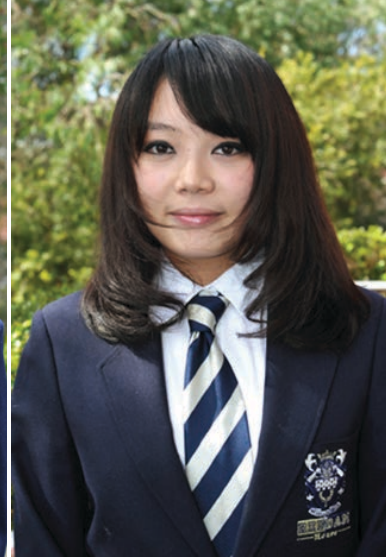
Chinese Background Speakers average was 93.4% with all eight candidates (100%) receiving Band 6 and three of the students coming in the Top 5 in the State. Jia Yue 2nd, Peng Xue 4th and Siyaun Zheng 5th.



Jia Yue



Peng Xue



Siyaun Zheng

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

- 96.7% for Music Extension (with 100% of students achieving Band 6)
  - 91.0% for Music 2 (with 66.7% of students achieving Band 6)
  - 89.0% for Music 1 (with 50.0% of students achieving Band 6)
  - 90.5% for Drama (with 75.0% of students achieving Band 6)
- 90.0% for Dance (with 50.0% of students achieving Band 6) and Victoria Cave achieving a perfect score of 100% and coming 1st in the state.
- 88.0% for Visual Arts (with 46.2% of students achieving Band 6)



Victoria Cave

## Art Express, Encore and CallBack Showcases

The following students were nominated for their relevant showcase.

# ENCORE



Nicky Gluch



Matthew Hough



Connie Isakidis



Nikkita Archer

# Callback



**Other outstanding subject performances include:**

- History Extension with 100% of students achieving Band 6
- Geography with 60% of the students achieving Band 6
- PDHPE with 50% of the students achieving Band 6
- Legal Studies with 47% of the students achieving Band 6
- Chemistry with 39% of the students achieving Band 6
- Business Studies with 38% of the students achieving Band 6
- Ancient History with 29% of the students achieving Band 6

## “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:



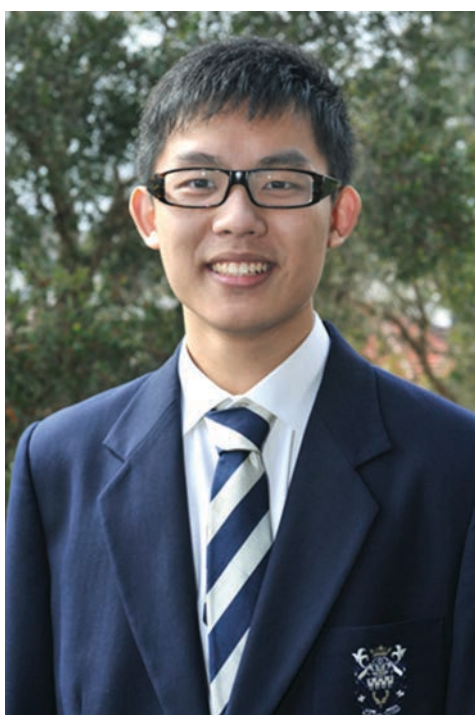
Nicky Gluch



Timothy Molloy



Megan Barnett



Peng Xue



Jiabin Zhang

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

## REDDAM HOUSE DUX 2011

The above results translated into outstanding ATAR's with the following students qualifying as Dux and runners up for 2011. The runners up are:

In Third Place - Tim Molloy with 98.8



Second Place - Jiabin Zhang with 99.2



The DUX award for 2011 goes to Nicky Gluch with an ATAR of 99.5.



## “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
Abulafia, Joshua	Modern History
Barko, David*	Mathematics 2 Unit
Barnett, Megan	Biology, Drama, English Advanced, General Mathematics, Modern History
Barron, Georgia	Business Studies
Blackwood, Skye	Drama, English Advanced, German Continuers (2010)
Bland, Anna*	Mathematics 2 Unit
Cave, Victoria	Dance (1 <sup>st</sup> in the State), Legal Studies
Cha, Sangjin*	Mathematics 2 Unit
Clark, Rachel	General Mathematics
Dracopoulos, Adrian	Ancient History, English Advanced, Geography
Ehrlich, Romy*	Mathematics 2 Unit, PDHPE
Emsalem, Jesse	Mathematics 2 Unit, Mathematics Ext 1, Music 2, Music Ext
Fleetwood, James	Visual Arts
Giuffre, Lola*	Mathematics 2 Unit
Gluch, Nicole	Biology (2010), English Advanced, English Ext 1, English Ext 2, Mathematics Ext 1, Mathematics Ext 2, Mathematics 2 Unit (2010), Music 2, Music Ext, Visual Arts
Gravanis, Georgia	Business Studies
Haneman, Bernard	Legal Studies, General Mathematics, History Ext
Hirshman, Nina*	Mathematics 2 Unit
Hodes, Jacob	Ancient History
Hough, Matthew	English Advanced, History Ext, Music Ext
Hua, Hao	Chinese Background Speakers
Isakidis, Connie	English Advanced, Visual Arts
Jennings, Emma	Legal Studies, PDHPE
Kaplan, Olivia	Business Studies, Mathematics 2 Unit, PDHPE
Kim, Jung	Mathematics 2 Unit, Music 1
Kim, Wonho	Chemistry, Mathematics, Mathematics Ext 1, Korean Background Speakers
Leung, Hong Kin	Business Studies, English ESL, Legal Studies, Mathematics 2 Unit
Liston, Rebecca	Visual Arts
Liu, Jia Yue	Chinese Background Speakers
Lo, Natalie	Business Studies, Geography
Lu, Chenyao*	Mathematics 2 Unit
Luo, Yi Fei*	Mathematics 2 Unit
Marquardt, Yannika	Biology, Business Studies, Modern History
Mars, Hannah	English Advanced, Modern History, History Ext, Visual Arts
McDowell, Jacob*	Mathematics 2 Unit
Meller, Jack	Legal Studies
Miller, Shaun	Business Studies, PDHPE
Molloy, Tim	Biology, Chemistry, English Advanced, Mathematics Ext 1, Mathematics 2 Unit (2010), PDHPE
Nabarro, Brittany*	Mathematics 2 Unit
Ninio, Marcel	Business Studies, General Mathematics
Oleynichenko, Sonya	Drama
Pitcairn, Sarah	Business Studies, History Ext



Pu, Wuqing	Chinese Background Speakers
Qi, Wenyuan	Chemistry, Chinese Background Speakers, Mathematics 2 Unit, Mathematics Ext 1
Portougal, Clara	Legal Studies
Queenan, Holly	Ancient History, Business Studies, Mathematics 2 Unit (2010), Mathematics Ext 1
Reines, Joel	Legal Studies
Roper, Lucinda*	Mathematics 2 Unit
Rosewall, Olivia	Business Studies, English Advanced, Geography, Mathematics 2 Unit (2010), Mathematics Ext 1
Salihbegovic, Merima	Music 1
Sands, Eva	Business Studies, English Advanced
Stock-Tambunan, Mariah	German Continuers, Visual Arts
Tao, Congyuan	Chemistry, Mathematics 2 Unit (2010), Mathematics Ext 1
Taylor, Lyndall	Business Studies, English Advanced
Trollip, Hannah	Biology, English Advanced, PDHPE
Vallianos, Mark*	Mathematics 2 Unit
Wang, Joshua*	Mathematics 2 Unit
Wang, Yiduo*	Mathematics 2 Unit
Wei, I Chen	Mathematics Ext 1, Mathematics 2 Unit (2010), Music 1
Xue, Peng	Chemistry, Chinese Background Speakers, Mathematics Ext 1, Mathematics Ext 2, Mathematics 2 Unit (2010), Physics
Yarden, Talia	Ancient History, PDHPE
Yoo, Byung	Mathematics Ext 1, Mathematics Ext 2, Mathematics 2 Unit (2010)
Zagoridis, Gabrielle	Mathematics 2 Unit
Zeng, Xianying	Chemistry, Chinese Background Speakers, Mathematics Ext 1, Mathematics 2 Unit (2010)
Zhang, Jiabin	Chemistry, Mathematics Ext 1, Mathematics Ext 2, Mathematics 2 Unit (2010), Physics, SDD
Zhang, Yichuan	Chinese Background Speakers
Zhang, Zhihao*	Mathematics 2 Unit
Zheng, Siyuan	Chinese Background Speakers

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

## TO THE REDDAM HOUSE HSC CLASS OF 2011

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 2011

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 Extension	3	100.0	98.7	97	96.7
History Extension	4	100.0	74.2	94	94.0
Chinese Background Speakers	8	100.0	58.3	93	93.4
Mathematics Extension 1	16	100.0	84.5	95	92.3
Music 2	3	100.0	83.9	91	91.0
Drama	4	75.0	43.4	92	90.5
Mathematics Extension 2	7	100.0	91.7	90	90.1
Dance	2	100.0	40.5	90	90.0
Geography	5	100.0	37.7	93	90.0
PDHPE	14	100.0	34.2	93	89.4
Music 1	6	100.0	58.9	91	89.0
Visual Arts	13	100.0	47.9	89	88.0
General Mathematics	16	62.5	24.3	85	87.9
Business Studies	34	85.3	32.0	88	87.1
English (Advanced)	44	90.9	58.2	88	86.8
Mathematics	57	77.2	51.2	85	86.3
Legal Studies	15	100.0	37.7	88	86.2
Ancient History	14	78.6	37.4	88	85.6
English Extension 1	6	100.0	84.0	88	85.0
Modern History	22	63.6	45.3	82	82.4
Software Design & Development	6	50.0	26.8	80	82.3
Biology	17	58.8	31.0	87	82.2
Economics	25	72.0	43.5	85	82.1
English ESL	15	53.3	32.1	80	81.4
Chemistry	18	55.5	40.0	81	81.1
English (Standard)	19	73.7	8.9	80	80.5
Physics	15	46.6	38.2	77	80.3
English Extension 2	4	100.0	84.0	82	80.0

## 2011 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	38.9	74.6
Science	33.7	64.2
Mathematics	26.0	59.7
Australian History, Civics and Citizenship	26.6	61.3
Australian Geography, Civics and Citizenship	25.1	47.8

	State % of Students scoring in the Highly Competent Band	% of Reddam Students scoring in the Highly Competent Band
Computing Skills	52.5	83.6

## 2011 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	13	20	25	40	85% Band 4,5,6	66% Band 4,5,6
	State	4	10	17	21	21	24		
Writing	School	0	0	2	15	58	25	98% Band 4,5,6	76% Band 4,5,6
	State	3	5	14	30	30	16		
Spelling	School	0	0	13	25	43	20	88% Band 4,5,6	65% Band 4,5,6
	State	5	10	18	25	22	18		
Grammar and Punctuation	School	0	0	5	33	38	25	96% Band 4,5,6	70% Band 4,5,6
	State	5	9	15	21	22	27		

### Literacy Year 5

		Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	School Analysis	State Analysis
Reading	School	0	2	15	21	28	34	83% Band 6,7,8	55% Band 6,7,8
	State	7	14	23	26	18	11		
Writing	School	0	0	9	40	32	19	91% Band 6,7,8	53% Band 6,7,8
	State	6	12	27	31	16	6		
Spelling	School	0	2	19	34	26	19	79% Band 6,7,8	54% Band 6,7,8
	State	7	13	25	28	18	8		
Grammar and Punctuation	School	0	0	9	21	36	34	91% Band 6,7,8	60% Band 6,7,8
	State	6	11	21	26	20	14		

## Literacy Year 7

		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Reading	School	0	1	10	26	36	26	88%	55%
	State	4	15	26	28	18	9	Band 7,8,9	Band 7,8,9
Writing	School	0	1	13	40	33	13	86%	49%
	State	7	15	28	26	15	8	Band 7,8,9	Band 7,8,9
Spelling	School	1	3	10	31	34	21	86%	55%
	State	6	13	25	29	18	8	Band 7,8,9	Band 7,8,9
Grammar and Punctuation	School	0	0	16	20	40	25	85%	52%
	State	6	15	27	28	17	7	Band 7,8,9	Band 7,8,9

## Literacy Year 9

		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10 (%)	School Analysis	State Analysis
Reading	School	1	4	12	34	27	21	82%	47%
	State	6	17	28	27	15	5	Band 8,9,10	Band 8,9,10
Writing	School	1	8	17	26	24	24	74%	42%
	State	14	19	24	21	13	8	Band 8,9,10	Band 8,9,10
Spelling	School	0	4	15	40	29	11	80%	50%
	State	8	15	26	27	16	7	Band 8,9,10	Band 8,9,10
Grammar and Punctuation	School	0	3	17	36	25	19	80%	45%
	State	9	18	28	26	14	5	Band 8,9,10	Band 8,9,10

### Numeracy Year 3

		Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	School Analysis	State Analysis
Numeracy	School	0	0	15	33	33	20	86% Band 4,5,6	60% Band 4,5,6
	State	3	12	24	27	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	11	30	28	32	90% Band 6,7,8	53% Band 6,7,8
	State	4	14	28	28	16	9		

### Numeracy Year 7

		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Numeracy	School	0	0	7	22	28	43	93% Band 7,8,9	55% Band 7,8,9
	State	4	14	26	26	17	12		

### Numeracy Year 9

		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10 (%)	School Analysis	State Analysis
Numeracy	School	0	3	15	28	39	15	82% Band 8,9,10	48% Band 8,9,10
	State	6	19	27	24	15	9		

## Trends in Student Performance

The table below shows percentages of Reddam Students scoring in the top 3 of 6 bands in the 2002 to 2011 HSC Examinations.

	2002 HSC	2003 HSC	2004 HSC	2005 HSC	2006 HSC	2007 HSC	2008 HSC	2009 HSC	2010 HSC	2011 HSC
Ancient History	80	100	80	100	100	100	82	92	92	100
Biology	92	100	93	100	91	100	100	100	91	94
Business Studies	100	89	95	100	100	100	96	92	88	100
Chemistry	67	67	100	50	91	100	78	100	75	94
Chinese Continuers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	100
Dance	N/A	N/A	N/A	N/A	100	100	100	100	100	100
Drama	100	100	100	100	100	100	100	100	100	100
Economics	100	95	100	100	100	100	89	94	74	88
English (Advanced)	100	91	98	98	100	98	100	100	100	100
English (Standard)	N/A	N/A	N/A	N/A	100	N/A	89	93	82	95
English ESL	N/A	N/A	N/A	N/A	100	100	50	92	94	100
English Ext 1	100	100	100	100	100	100	100	100	100	100
English Ext 2	100	100	100	100	100	100	100	100	100	100
French Continuers	N/A	N/A	100	100	100	100	N/A	N/A	100	N/A
French Extension	N/A	N/A	100	100	100	100	N/A	N/A	N/A	N/A
General Mathematics	N/A	N/A	N/A	92	100	100	100	82	71	100
Geography	N/A	N/A	N/A	100	100	100	83	72	100	100
History Extension	90	100	100	92	100	100	100	100	100	100
IPT	93	100	100	100	100	100	100	N/A	N/A	N/A
Legal Studies	100	100	100	100	100	100	80	89	100	100
Mathematics	85	86	96	100	79	92	84	100	98	100
Mathematics Ext 1	100	100	100	100	100	100	100	100	100	100
Mathematics Ext 2	100	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	N/A
Modern History	100	100	90	100	96	100	86	100	100	100
Music 1	100	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	100
Music Ext	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100
PDHPE	N/A	N/A	N/A	100	100	100	87	94	92	100
Physics	100	86	67	100	82	100	75	82	100	93
SDD	100	100	100	100	N/A	100	100	N/A	71	100
Visual Arts	100	100	100	100	100	100	100	91	100	100

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

The table below shows Year 10 School Certificate examination average marks for Reddam students from 2001 to 2011.

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
English - Literacy	80	83	78	83	83	77	81	81	83	83	81
Science	81	80	79	82	83	78	79	81	83	86	80
Mathematics	83	80	79	80	81	77	76	75	80	83	80
Australian History, Civics and Citizenship	-	76	77	81	86	76	78	77	80	80	80
Australian Geography, Civics and Citizenship	-	81	77	81	82	79	80	81	80	82	78
Computing Skills	-	-	-	-	-	86	86	88	87	88	87

There were some fluctuations in performance with the different cohorts but overall, the average results were consistently within the mark range of 78 and 87. These means were also comfortably above the State means at all times. The 2011 results are amazingly consistent in all subjects 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 2011.

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	% of students who achieved in the top three bands 2011
Reading	88	92	100	85
Writing	98	95	96	98
Spelling	88	92	85	88
Grammar and Punctuation	73	95	93	96
Numeracy	83	95	89	86

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	% of students who achieved in the top three bands 2011
Reading	65	77	71	83
Writing	100	86	79	91
Spelling	85	81	72	79
Grammar and Punctuation	84	90	83	91
Numeracy	92	83	90	90

<b>Year 7</b>	<b>% of students who achieved in the top three bands 2008</b>	<b>% of students who achieved in the top three bands 2009</b>	<b>% of students who achieved in the top three bands 2010</b>	<b>% of students who achieved in the top three bands 2011</b>
<b>Reading</b>	73	75	96	88
<b>Writing</b>	72	81	77	86
<b>Spelling</b>	85	81	92	86
<b>Grammar and Punctuation</b>	77	75	91	85
<b>Numeracy</b>	94	82	95	93

<b>Year 9</b>	<b>% of students who achieved in the top three bands 2008</b>	<b>% of students who achieved in the top three bands 2009</b>	<b>% of students who achieved in the top three bands 2010</b>	<b>% of students who achieved in the top three bands 2011</b>
<b>Reading</b>	62	67	80	82
<b>Writing</b>	74	56	62	74
<b>Spelling</b>	71	55	84	80
<b>Grammar and Punctuation</b>	66	54	78	80
<b>Numeracy</b>	88	86	93	82

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

## Teachers at Reddam

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### Teacher Standards and Qualifications

In 2011, Reddam House maintained a full complement of 60 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 2011 was 88.3%.

### Teacher Attendance Rate

In 2011, a total of 299 days of teacher leave was recorded, which translates to an average attendance rate of 97.3%.

## Summary of Professional Learning undertaken by Teachers

Reddam teachers undertook a variety of formal and informal professional development activities during 2011. 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

## **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 2011, Reddam House has approximately 730 students comprising of 281 Primary students and 449 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	2009 to 2011
Year 10 Total Enrolment	42	45	75	65	62	61	67	65	74
Year 12 Total Enrolment	51	56	70	56	60	63	66	71	79
Year 10 Total Enrolment remaining in Year 12	35	41	67	49	60	47	62	57	64
Apparent retention rate	100%	100%	93%	86%	97%	94%	99%	100%	107%
Actual retention rate	86%	92%	89%	75%	80%	90%	81%	88%	87%

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 rigour.

## Student Attendance and Trends

Average number of days absent (expressed as a %) for each year group in 2011:

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
3.0	2.5	3.3	2.6	1.6	2.2	2.9	3.3	5.9	4.8	4.3	3.7	2.1

The average student attendance rate in 2011 was 96.6%.

## **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

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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 2011	Access to Full Text
<b>Pastoral Care Policy encompassing:</b> <ul style="list-style-type: none"> <li>▪ Support Policy</li> <li>▪ Attendance Policy</li> <li>▪ Channels of Communication</li> <li>▪ Specialist resources eg. medical</li> <li>▪ Counsellor</li> <li>▪ Critical incident policy</li> </ul>	No Changes	Included in Parent/Student Handbook and Staff Handbook.
<b>Child Protection Policy Encompassing:</b> <ul style="list-style-type: none"> <li>▪ Definitions and concepts</li> <li>▪ Legislative requirements</li> <li>▪ Preventative strategies and risk management</li> <li>▪ Investigation processes</li> <li>▪ Legislation</li> </ul>	No Changes	Available on school's common drive
<b>Security Policy encompassing:</b> <ul style="list-style-type: none"> <li>▪ Procedures for security of the grounds and buildings</li> <li>▪ Use of grounds and facilities</li> <li>▪ Emergency procedures</li> </ul>	No Changes	Available on school's common drive. Distributed to staff in hard copy.
<b>Supervision Policy encompassing guidelines for:</b> <ul style="list-style-type: none"> <li>▪ Duty of care and risk management for excursions and school trips</li> <li>▪ Levels of supervision for on-site and offsite activities</li> </ul>	No Changes	Evacuation procedures and map displayed in each room. Included in Staff Handbook.
<b>Student Behaviour Policy encompassing:</b> <ul style="list-style-type: none"> <li>▪ Code of Conduct for Students</li> <li>▪ The roles and expectations for student leadership systems</li> <li>▪ Use of Diary</li> <li>▪ Merit and Debit system</li> <li>▪ Anti-Bullying Policy</li> </ul>	No Changes	Available in Common staff Drive. Included in Student/Parent Handbook.
<b>Code of Conduct for Staff Encompassing:</b> <ul style="list-style-type: none"> <li>▪ Professional responsibilities (Duty of Care)</li> <li>▪ Child Protection</li> <li>▪ Professional standards</li> <li>▪ Appropriate use of email</li> </ul>	No Changes	Included in Staff Handbook.



# Student Discipline Policies

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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

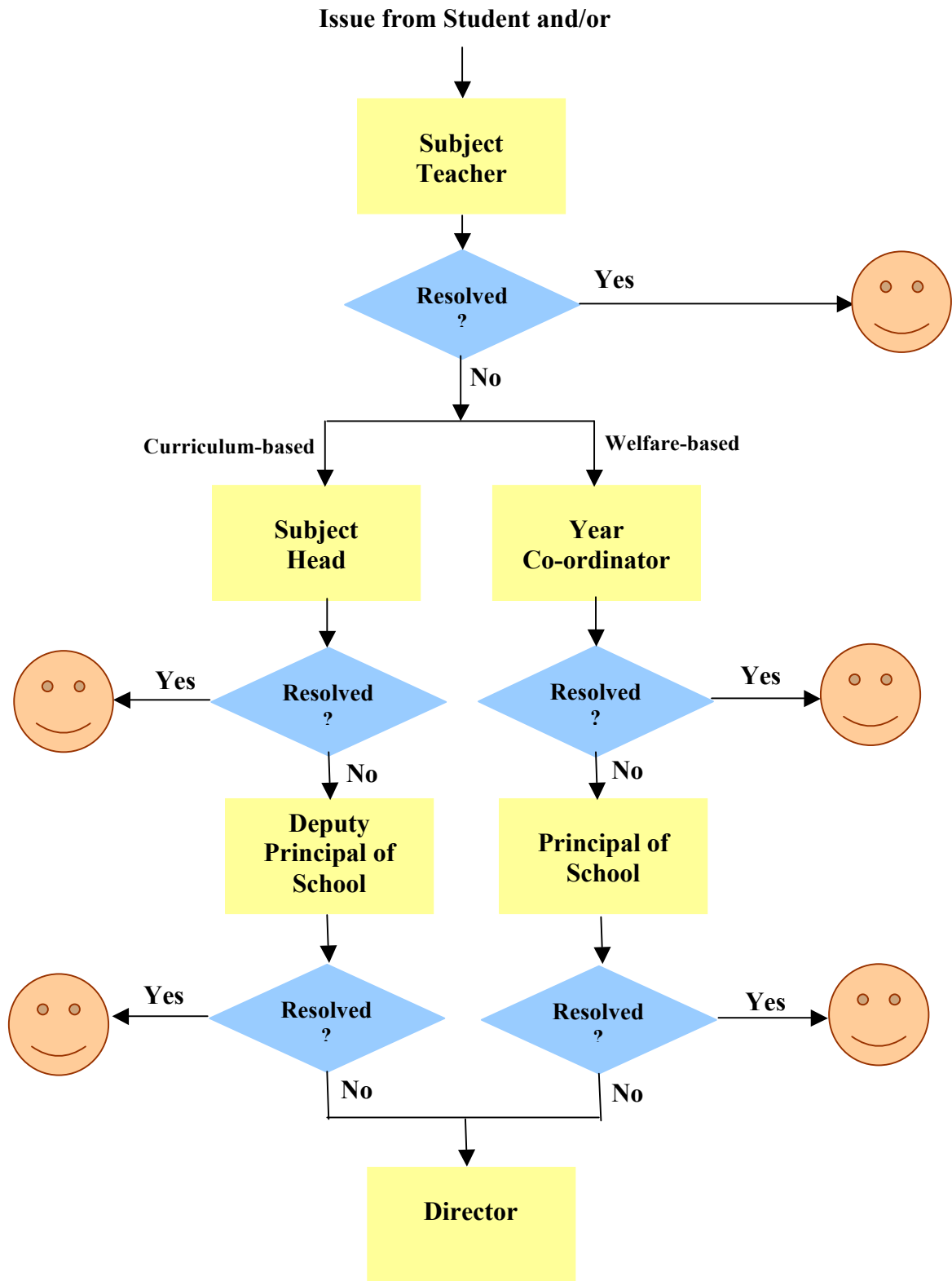
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The school maintains an open-door policy for dealing with matters of concern from parents, students and teachers. All professional interaction incorporates appropriate principles of procedural fairness. In all applicable cases, the issues will be investigated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

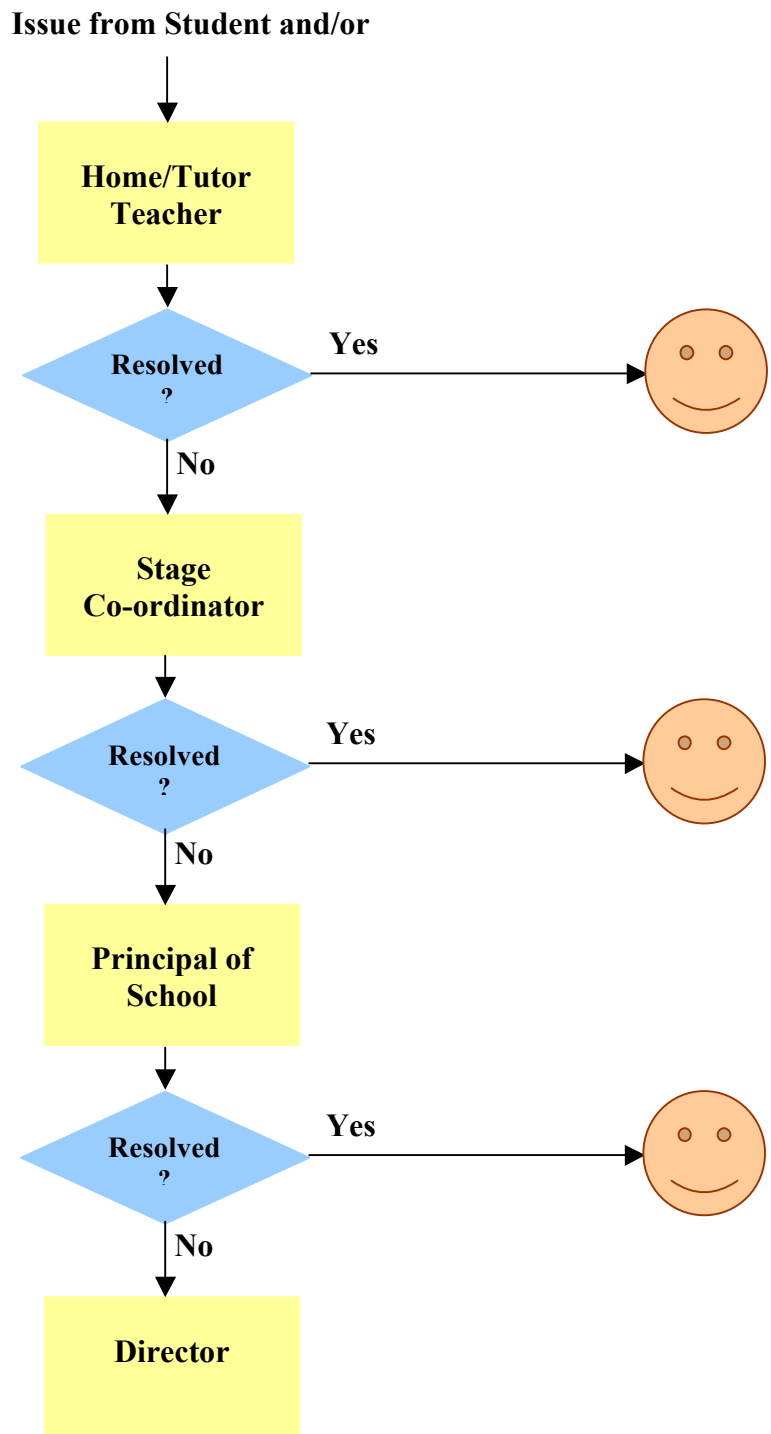
The school's policy and procedures for effective communication are provided in the Parent Information Booklet and the Staff Handbook as well as the common drive accessed by all school employees.

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

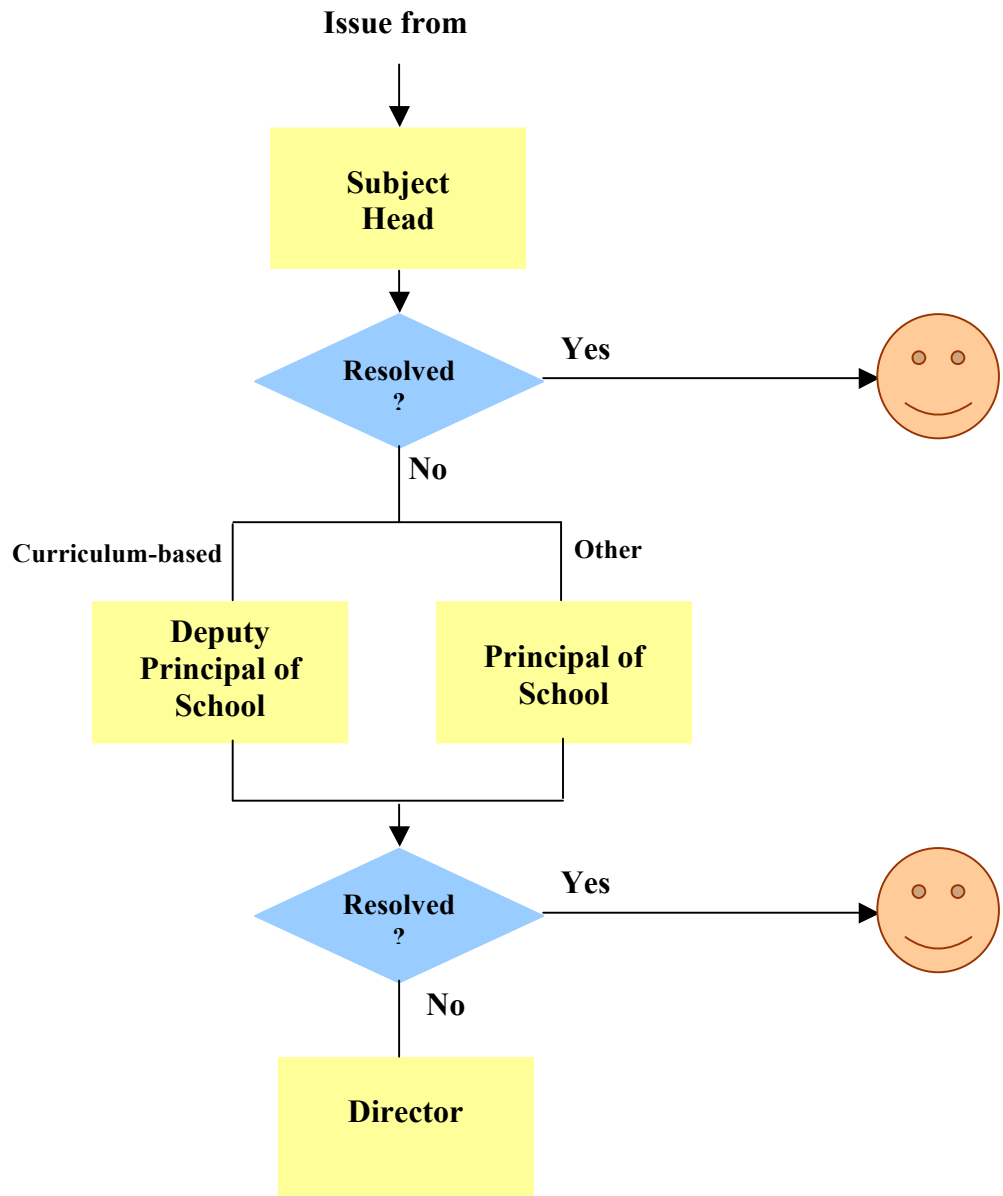
**PROCEDURES FOR DEALING WITH ISSUES FROM HIGH SCHOOL STUDENTS / PARENTS**



**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 2011 have been outlined below.

### Student Welfare

Priorities	2011 Achievements
<ul style="list-style-type: none"> <li>▪ Checklist for late enrolments</li> <li>▪ Safe School through consistent use of Bounce Back program and Stop Think Do program</li> <li>▪ Strengthen pastoral care through tutor groups and tutor meetings</li> <li>▪ Safe playground activities</li> <li>▪ Evacuation plans</li> <li>▪ Excursion plans and documentation</li> <li>▪ Revising special examination provision policy and application procedures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bounce Back (anti-bullying) program implemented in the primary school.</li> <li>▪ High School welfare policies reviewed and updated.</li> <li>▪ Menu in the school canteen modified to promote healthier eating habits.</li> </ul>

### Teaching and Learning

Priorities	2011 Achievements
<ul style="list-style-type: none"> <li>▪ Integrating ICT skills across the curriculum</li> <li>▪ Improving delivery and assessment of the All My Own Work program</li> <li>▪ Trialling acceleration program in Senior Mathematics and PDHPE</li> <li>▪ Integration of Thinking Skills</li> <li>▪ Differentiation of Learning Styles</li> <li>▪ Revise teaching programs</li> <li>▪ Integration of units of work</li> <li>▪ Outcomes and implementation</li> <li>▪ Future Problem Solving</li> <li>▪ Study Skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Platinum HSC Support---- initiative to provide academic support for students in the High School.</li> <li>▪ IT focus--- improved hardware and software availability for academic departments and students.</li> <li>▪ ESL Support initiatives implemented.</li> <li>▪ Study Skills Seminars</li> </ul>

## Staff Professional Development

Priorities	2011 Achievements
<ul style="list-style-type: none"><li>Integration of technology in teaching and learning</li><li>Assessing and Reporting Strategies</li><li>Year Co-ordinator training</li><li>Revise new scheme teacher mentoring process</li><li>Child Protection</li><li>Time management</li><li>Effective Communication</li></ul>	<ul style="list-style-type: none"><li>Handling Difficult People – Guy Williams</li><li>BOS Registration and Accreditation</li><li>Study Skills</li><li>SM Marks In Service</li><li>Year 12 Website Launch</li><li>Accidental Counselling</li></ul>

## Assessment and Reporting

Priorities	2011 Achievements
<ul style="list-style-type: none"><li>Streamlining K to 12 reporting formats and procedures</li><li>Revising Assessment Guidelines for students</li><li>Revising examination procedures for students and teachers</li><li>Providing computer training for teachers with regard to storage, calculation and analysis of student results</li><li>Allowing online issuing and accessing of student reports</li></ul>	<ul style="list-style-type: none"><li>Further development of new report format including SCI for Examination Terms</li></ul>

## Occupational Health & Safety

Priorities	2011 Achievements
<ul style="list-style-type: none"><li>OHS inspection</li><li>Hazard Identification Report</li><li>Developing written OHS teacher procedures</li><li>OHS newsletter and communication</li><li>Student awareness</li></ul>	<ul style="list-style-type: none"><li>In house audit of OHS procedures</li></ul>

## Management Structure

Priorities	2011 Achievements
<ul style="list-style-type: none"><li>A more cohesive management approach to Middle and Senior Schools</li><li>Restructure of welfare and curriculum responsibilities</li><li>Regular Executive meeting</li><li>More effective staff / welfare / faculty meetings</li></ul>	<ul style="list-style-type: none"><li>Training provided to all administrative staff members using TASS.</li><li>School's computer-based administration system updated</li></ul>

## 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 2009 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
- Teachers modelling appropriate behaviour.
- Cyber Bullying
- Drug Awareness Seminar
- K – 6 Personal and Social Development Skills booklets
- K – 6 Role Playing of Respect and Responsibility
- Assemblies organized and presented by Senior and Junior Student Executive
- K – 6 Bounce Back program that focuses on respect, discipline and responsibility





## Parent, Student and Teacher Satisfaction

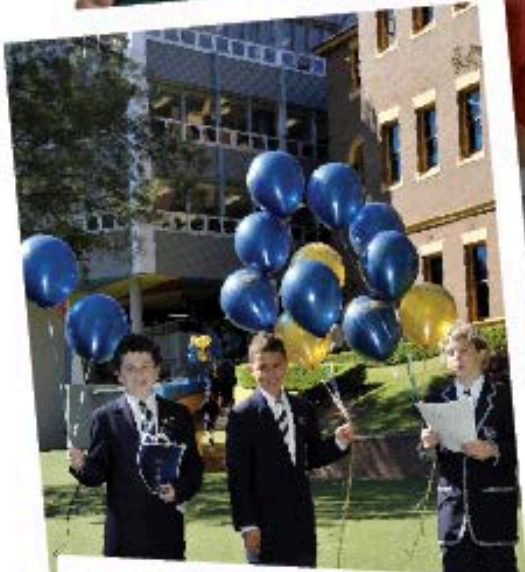
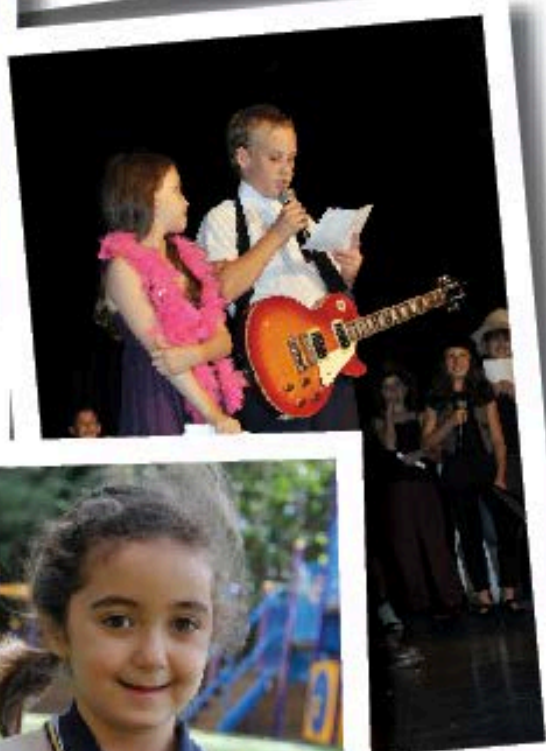
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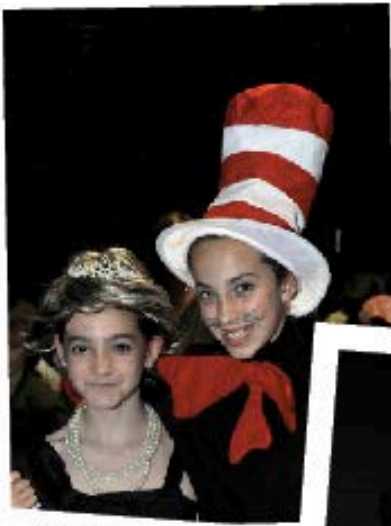
In 2011, in addition to the excellent student and teacher attendance rates and the outstanding academic results, Reddam House enjoyed a high level of support from parents, students and teachers in a range of extra-curricular activities and cultural events, from Saturday sports, second-hand uniform shop to whole school celebration events.

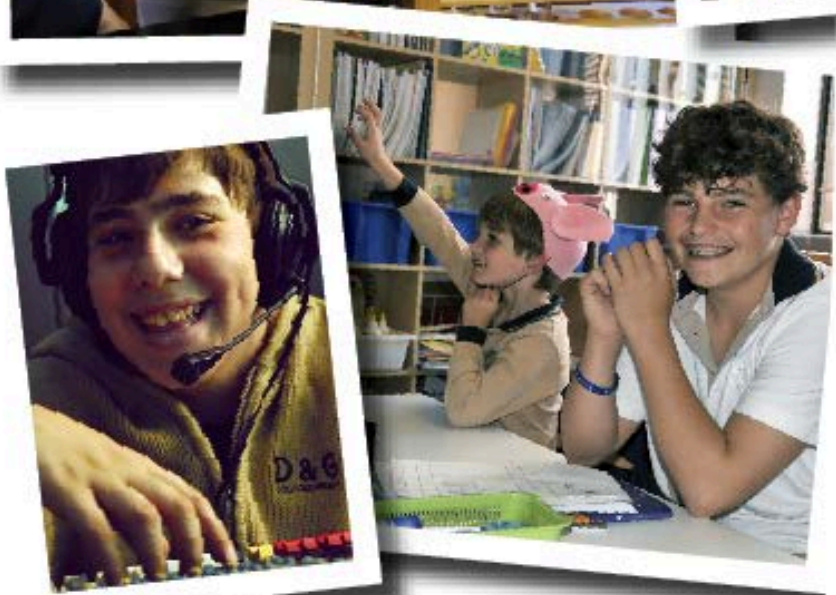
Words will not do justice to the level of team spirit, warmth, friendship and dedication displayed by Reddam students, parents and teachers. Many, many hours of outside school time were spent in organising, rehearsing, having a great time and cleaning up.

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.







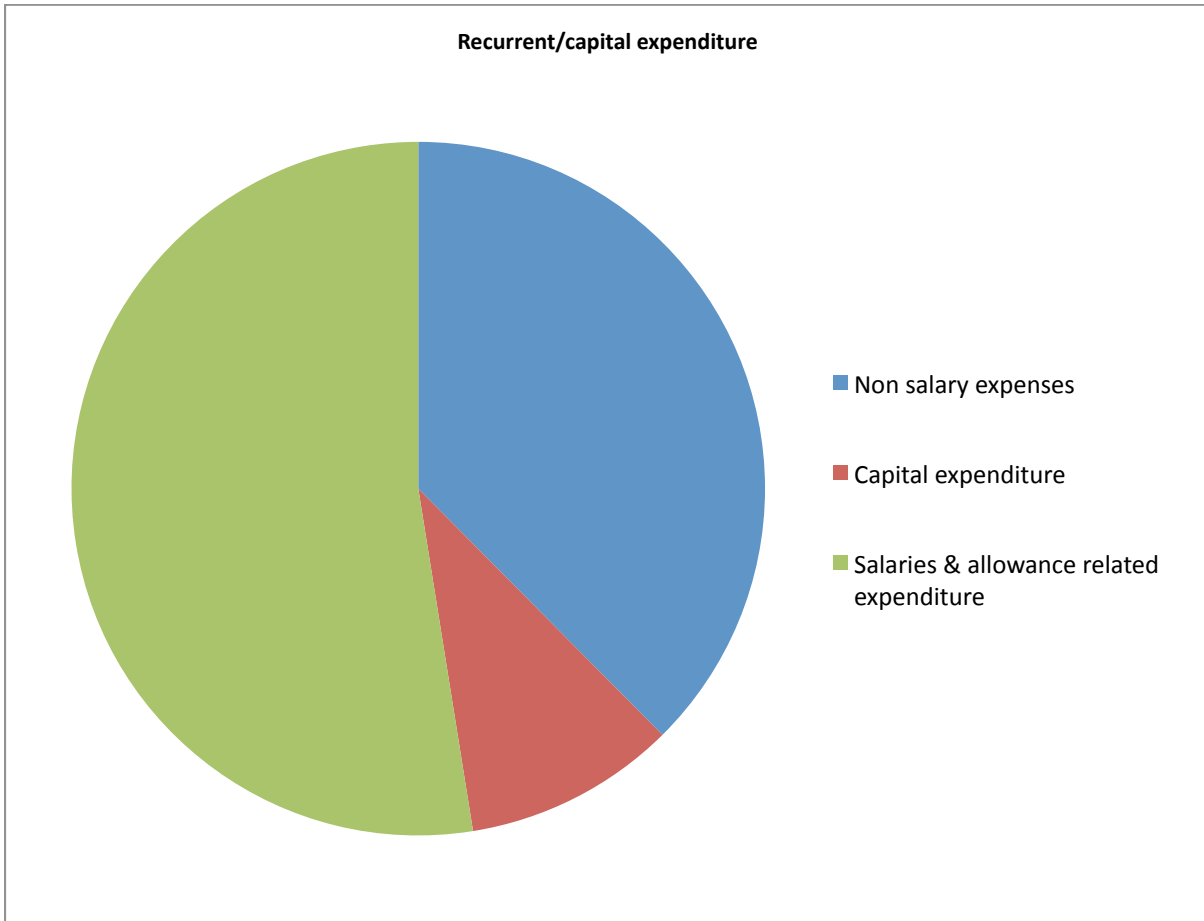




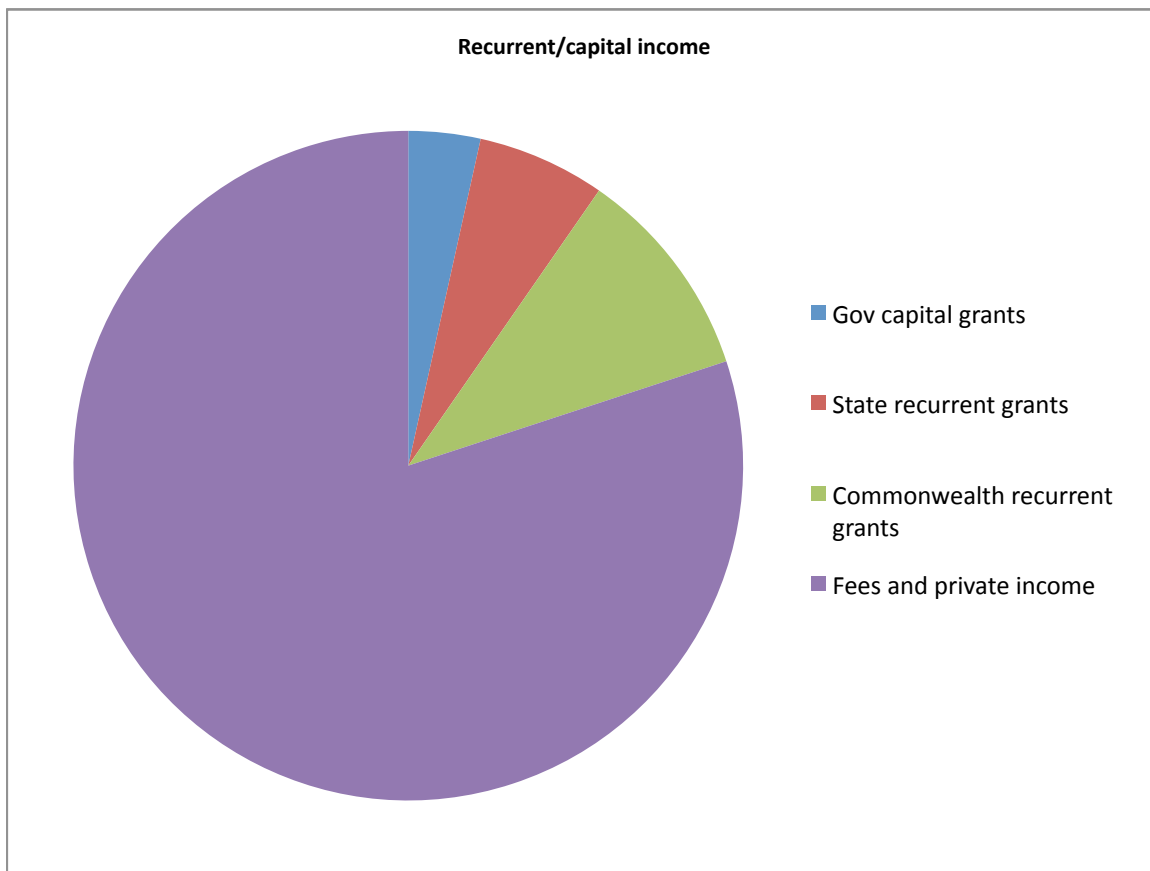
# Summary Financial Information



The following pie chart indicates the Recurrent/Capital Expenditure for 2011



The following pie chart indicates the Recurrent/Capital Income for 2011



## About This Report

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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