

Annual report 2012



REDDAM
House

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Message from the Principal of the High School



Today, you are joined by your family, friends and teachers, to celebrate your final day of school, at long last.

I say at long last deliberately because I am sure you thought this day would never come. As you faced Pre Trial and Trial examinations I am sure you thought that you would never see the day when you said goodbye to us here at Reddam House. I hope that despite your delight you are also a little sad because today you are saying goodbye to the friends you have made over the years. You will notice I say friends but I hope that you might also include some of your teachers amongst them. Despite the fact that we seem to be always pushing you to do more past papers and study harder, today I hope you are now mature enough to realize that it was for your own sake.

Now I know that you all have different plans for the future. I hope that, whatever you choose to do, you make the right choices. I would add to that, however, that we live in a rapidly changing world and that you should always be open to change. So never be afraid to say "This is not for me anymore. I want to do something different now." Life is too short to spend it doing something you hate or something that bores you.

One of the advantages of having a high school education, of course, is that it gives you the basis for so many careers and opportunities. You are living in a highly sophisticated technical age and I hope that you will benefit from the many advantages that will bring.

Having said that there are some things that never change. One of those is the need for you to develop as a whole person. Whether you become doctors or artists you will always be citizens too. That means that you have a responsibility to your neighbourhood and to your fellow citizens. So use your talents and skills to help others who may not be so blessed.

Remember that education is a privilege and privileges bring with them responsibilities.

There is something else to that we might mention that is very close to our hearts. They are the friendships that we have all shared in our lives. Today is particularly poignant because your friends surround you. With each other you have laughed, learnt and shared so much.

In fact, one could say that without our friendships, none of our achievements would actually mean anything very much at all. That is not simply because we wish to show off, or to have someone applaud us. It is because we all need to share our successes and even sometimes our failures with someone else. We need our friendships because through them we can find who we are.

Living and studying in close proximity to so many others means we must find the skills and the ability to be social. We need to have room and to allow others the room to grow, to try and even to fail. Indeed it is the failures and hardships that often bring us closer together. The bonds that you have together will never be broken because you have so much in common. In the course of a life you will meet many new people. You may find them exciting and challenging and they will offer you new and exciting things. You stand at a part of your life, where you have already grown and changed so much in a few short years. You have all become your own people, with your talents and abilities and ambitions. All of those things are so much more when they are shared with your friends. You will say, and we all do, 'We'll keep in touch.' All too often while we mean those words, we get easily distracted when we are away and let these things slip by. If you let this happen, you stand to lose so much.

Friendships do not just exist. We must work at them like we have to work at any relationship.

Whatever you achieve, whatever great things you aspire to, the friendships you make and keep will be your dearest treasure in the years to come. The longer they are kept, the more valuable they will become until they will be more important than any other thing in your life. Fight for them, foster them and they will be with you forever.

Today is the day when your adult life begins. So today you should thank your parents for their encouragement and support. They will, I am sure, be delighted that from now on you are adults with all that means. It would be nice too if you showed your appreciation to the teachers who have spent the last five or six years teaching you. Being grateful is gracious and remember everyone loves a gracious person.

May the future be as exciting and as fulfilling as you have always dreamt. Keep in touch and tell us of your doings. We'd love to know that we were right when we said you were special students.

It has been a pleasure and a privilege to be a part of your lives. Go forward and become the great people we know you can be.

Valedictory speech 2012



Message from the Principal of the Primary School

As Principal of the Primary School, I have this wonderful opportunity to look back over the year that has passed and put into words all that it has encompassed: snapshots of joy as well as success and excitement, which have been part and parcel of the year that was 2012. This year, our school has been alive and abuzz with a multitude of events, initiatives and opportunities to educate, enrich and encourage our students.

The recipe for a successful education is a complex and intricate one, which demands a number of things: a well-equipped kitchen; the right ingredients in the perfect quantities; a team of very intuitive chefs to add that special touch as they chop, mix, blend and bake; and finally, a large dousing of passion. 2012 has seen an excellent execution of our recipe for successful education and the proof really is in the pudding.

The school buildings look beautiful with the improved learning environments and our classrooms have been upgraded with exciting ICT equipment. The block-out blinds have made focusing on ICT presentations easier for the children, which in this age of technological advancement, benefits the students tremendously. Every classroom has been addressed individually with cabinetry being installed where needed, fresh coats of paint and new boards for presentations and displays. Our Open Day allowed us to relish in the excellence that has been created within each learning environment and I know I was not the only one who felt very proud of how well our school showed itself off.

As a school which places great emphasis on the academic program and the academic growth of our students, 2012 has been a true success. The students have made great improvements in their building of knowledge, their development of important skills and their ability to apply their knowledge and skills to new, real-life situations. This generation will enter the world and need to be innovative thinkers, problem solvers, and leaders in solutions to ever more challenges, the students are well on their way to being a progressive and effective future generation. The academic staff has worked diligently to develop programs for learning which meet the outcomes not only of the Australian curriculum, but of the real world demands which children in contemporary society face daily.

The cultural departments of the school have grown tremendously this year with Art, Drama, Dance and Music offering the students a number of diverse opportunities to be involved in within the performing and creative arts. We saw the inaugural Ballet Showcase with gracefulness personified on stage as well as the first internal sculpture competition and glass making classes during enrichment week where students got a feel for the active process of art making. The K-6 Reddam House Art Exhibition remains an annual favourite. The Drama, Dance and Music departments came together for a spectacular performance of 'Mulan' at NIDA, where students had a chance to feel like real life superstars, as well as a wonderful K – 2 show 'The Little Mermaid', where the 'ooohs' and 'aaaahs' from the audience spoke volumes. The collaboration between departments is one of the key elements in creating such incredible shows, and moreover, such fantastic experiences for the students. 2012 also saw numerous music showcases and competitions where children had opportunities to perform for an audience, building confidence and performance skills. What a treat for our students to have, for the first time this year, a live Reddam House Orchestra accompanying both 'Mulan' and 'The Little Mermaid' Productions. The cultural growth of the students throughout the year was tremendous and rewarding.

Our Sports Department has seen some world class results with individuals who have been selected for a number of representative teams, state teams and even national winners. These students have done themselves and the school proud, but success is not always limited to those who stand on the podium. The countless 'smaller' achievements of the students have been perhaps the most fulfilling. The students who took part in the various carnivals for the first time, swimming, running and leaping over the high-jump pole, gleeful with their performance is part of the Sports Department's success. The department is growing well with new sports being added to the list of those on offer, like netball and surfing, which will continue to provide the students of Reddam House with new opportunities to be fit, healthy and competitive if they so wish. This year, students and their families have been incredibly generous with their contributions towards a variety of charities and the impact of this generosity has been felt within our community and across the world. Over the year, we have managed to donate to causes like 'CanTeen', The Sydney Children's Hospital, Ecuador Orphanage, 'Light the Night' and 'World Challenge Room 2 Read' fundraiser. The Year 6 Charity committee was instrumental in driving the fundraisers for these causes and I am proud to see how close to their hearts our students hold our motto 'We Shall Give Back'.

One of the things that make Reddam so special is what happens outside the academic, cultural and sporting departments. The opportunities that exist to enrich, enhance and support the curriculum have allowed many students to try their hands at new activities – many with tremendous accomplishment. The enrichment programs with chess, art, cartooning, dance, robotics and drama, to name a few, saw enthusiasm from start to finish; the academies offered students a chance to get active with rugby, swimming, surfing, tennis, Taekwondo, touch football which all continued to grow throughout the year. Many of the students took part in competitions throughout the year where they challenged themselves with difficult tasks. We have seen wonderful achievements in the UNSW competition, Maths Olympiads, Future Problem Solving, K – 6 Spell-a-thon, Art Attack and Write for Fun.

Punctuating the year were a variety of camps for the middle and upper primary students from team-building camps at the beginning of the year to HSIE camps in Bathurst and Canberra, and the annual music camp which still remains a hot favourite. The students have attended so many wonderful excursions which provided hands-on learning. Some of the highlights of the year were Vaucluse House, Luna Park, Capitol Theatre, Sydney Art Gallery, Oz Opera, National Maritime Museum, Sydney Harbour Pylon Museum, Centre Point Tower and Symbio Wildlife Park. This year, our assemblies have been a highlight for many students. The opportunities that they have had to perform as a musical All Star, present a class presentation and share their experiences have seen the students glow with pride and confidence. The Year 6 Senators have done well to run the assemblies every Friday, showing improving ability to manage a formal event.

With wonderful infrastructure, growing academic, cultural and sports departments, opportunities aplenty, there is still one element that can make or break a good education, and that is a passionate, expert selection of teachers. This year, the academic, cultural and sports staff have shown themselves to be superior on many levels. Of course, every teacher has provided top class education, but the key element is not something that can be measured against a set of outcomes. The staff of 2012 has shown passion beyond that which we have seen before. Passion for teaching, passion for the growth and development of children, passion for collaboration and passion for improvement wherever possible. I would like to thank each and every teacher on the staff for their tireless hours of commitment to the students in our care. The notion of teachers having 'half day jobs' is an anomaly and I know that it is not only I, but the

entire parent body, too, that is grateful for the effort that our teachers put in to ensure that every child is given a warm, safe, kind learning environment in which to thrive.

Like a perfect meal comes into being with a perfect recipe, there are always people behind the scenes without whose input and effort, nothing would be possible. I would like to acknowledge the administration staff that has a hand in everything that goes on here. Their expertise and unwavering commitment to excellence has been invaluable this year and I am very appreciative of all their hard work.

Of course, I cannot omit the very special parent body that we have at Reddam House. Thank you to every parent and caregiver for the support and assistance which you have given your children and the teachers throughout the year. Many parents have gone well above and beyond, and your efforts are greatly appreciated.

Finally, I would like to commend and congratulate all the wonderful children of Reddam Primary School whose positive attitudes, exuberant personalities and everlasting diligence and perseverance never cease to amaze me. Our students brighten up many a day with their wonderful stories and recounts. We certainly do have a unique group of children at Reddam. Moving into 2013, I am sure that we will see even further growth within our school and I am excited to add more ingredients to our recipe. We are a dynamic, unique school with something very special in our grasp. I look forward to another exciting and successful year next year.

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 2012 Higher School Certificate (Year 12) Results

We would like to congratulate the HSC class of 2012 for their outstanding results.

Our 69 HSC students performed strongly across all curriculum areas with 135 Band 6's (scores of over 90%) out of a possible 356 scripts written (38.84%) placing Reddam House 16th out of all schools (and in the top 5 Independent Schools) in NSW.

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

10 Reddam students were featured as "NSW Top All-Rounders".

4 students were listed as "Top Achievers" in the top 20 in the State in a subject area.

In Mathematics Reddam House was placed 1st out of all Independent schools (and 6th out of all schools) with an average of:

- 87.04% for Mathematics 2 Unit (with 57.77% of students achieving Band 6)
- 92.60% for Mathematics Extension 1 (with 81.81% of students achieving Band 6)
- 91.74% for Mathematics Extension 2 (with 71.42% of students achieving Band 6).

It is worth noting that three students achieved 99% and a fourth 98% in Mathematics 2 Unit, 97% was achieved in Mathematics Extension 1, and 98% was achieved in Mathematics Extension 2.

English was likewise placed amongst the top Independent schools with a school average of

- 87.04% for English Advanced (with 48.14% of students achieving Band 6)
- 89.06% for English Extension 1 (with 75.00% of students achieving Band 6)
- 91.74% for English Extension 2 (with 66.66% of students achieving Band 6)

2 students achieved 98% in English Extension 2, and 97% was achieved 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.

	2010 Year 10	2012 HSC
Mathematics	16.1% Band 6	57.77% Band 6
English	9.5% Band 6	48.14% Band 6

Performance was strong across all subjects for example:

- Chinese Background Speakers – 100% of the students achieved Band 6 (school average: 91.30%)
- Hebrew – 100% of the students achieved Band 6 (school average: 93.80%)
- Drama – 50.00% of the students achieved Band 6 (school average: 90.50%)
- Dance – 50.00% of the students achieved Band 6 (school average: 85.90%)
- Legal Studies – 42.00% of the students achieved Band 6 (school average: 87.37%)
- Physics – 41.6% of the students achieved Band 6 (school average: 81.68%)
- Visual Arts – 40.00% of the students achieved Band 6 (school average: 87.73%)
- Economics – 36.36% of the students achieved Band 6 (school average: 81.40%)
- Biology – 36.30% of the students achieved Band 6 (school average: 86.20%)
- Business Studies – 31.2% of the students achieved Band 6 (school average: 87.19%)
- Chemistry – 30.7% of the students achieved Band 6 (school average: 82.38%)

Best in State

4 student performances ranked as Top Achievers in the State in individual subjects. They are:

Brittany Nabarro

7th in the State for Legal Studies (with 97%)

11th in the State for English Advanced (with 97%)

Vicky Zerbst

7th in the State for Drama (with 97%)

Yiduo Wang

7th in the State for Mathematics Extension 2 (with 98%)

Also:

Anna Bland, Fangqin Chen and Romy Ehrlich scored 99% and **Ruonan Zhang** scored 98% in Mathematics 2 Unit

Yiduo Wang also scored 97% in Mathematics Extension 1

Lucinda Roper and **Victoria Zerbst** scored 98% in English Extension 2

Mark Vallianos and **Brittany Nabarro** scored 97% in Economics

Art Express, OnStage and CallBack Showcases

The following students were nominated for their relevant showcase.

OnSTAGE



Emily Irwin



Yasmin Cherry



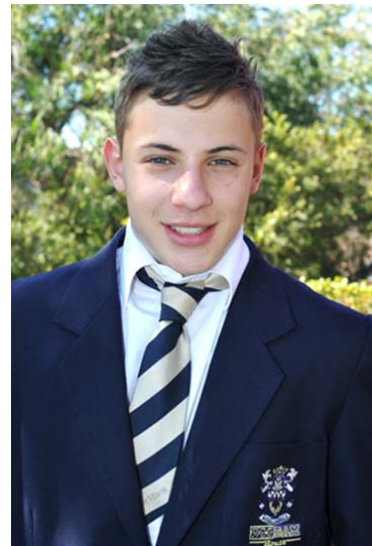
Nicholas Markezinis



Jacob McDowell



Victoria Zerbst



Eduard Neyman



Lola Giuffre



Maya Hendler



Irene Panagiotou

Maya Hendler has been chosen to exhibit at Art Express 2013.

Callback



Jessica Ortner



Maya Hendler

“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. Ten Reddam students have performed at this exceptional level. They are:



Anna Bland



Romy Ehrlich



Lola Giuffre



Nina Hirshman



Brittany Nabarro



Jessica Ortner



Lucinda Roper



Leigh Caprile-Stephens



Mark Vallianos



Yiduo Wang

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

REDDAM HOUSE DUX 2012

The above results translated into outstanding ATAR's with the following students qualifying as Dux and runners up for 2012. The runners up are:

In Third Place – Mark Vallianos with 99.45



Second Place – Romy Ehrlich with 99.65



The DUX award for 2012 goes to Brittany Nabarro with a perfect ATAR score of 99.95



Brittany Nabarro

“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.

58 Reddam students were featured on the honours roll.

STUDENT	SUBJECT/S in which Band 6 was achieved
Abulafia, Daniel*	Mathematics
Barko, David	Mathematics, Visual Arts
Bland, Anna	Biology, Business Studies, Economics, English (Advanced), Mathematics
Bonomy, Daniel*	Mathematics
Caprile-Stephens, Leigh	Economics, English (Advanced), Mathematics, PDHPE, Physics
Cha, Sangjin	Chemistry, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Physics
Chen, Fangqin	Mathematics
Chen, Shunzhi	Mathematics, Chinese Background Speakers
Chen, Xinnan	Chinese Background Speakers
Cherry, Yasmin	Drama, English (Standard)
Cohen, Shahar	Business Studies, Mathematics, Modern Hebrew Continuers
Coutinho, Alon	Business Studies, Economics, English (Advanced), Mathematics
Davies, Lachlan	Business Studies, General Mathematics, PDHPE
Ehrlich, Romy	Biology, Chemistry, English (Advanced), Mathematics, PDHPE
Foster, Kane	Business Studies
Gasparinatos, Louis	Business Studies, General Mathematics
Giuffre, Lola	English (Advanced), Mathematics, Mathematics Extension 1, Mathematics Extension 2, Physics, SDD, Visual Arts
Hendler, Maya	Dance, English (Advanced), Visual Arts
Hirshman, Nina	Economics, English (Advanced), Legal Studies, Mathematics, Modern History
Hossack, Frankie	English Extension 1, Legal Studies, Visual Arts
Irwin, Emily	Drama
Ji, Baojun	Chinese Background Speakers
Karney, Lisa	Visual Arts
Kersch, Anna*	Mathematics
Lam, Susana*	Mathematics
Lee, Donghwan	Mathematics
Lee, Harrison	Business Studies, English (Standard), Legal Studies, General Mathematics
Li, Gigi*	Mathematics
Liston, Read*	Mathematics
Lu, Chenyao	Chinese Background Speakers, Mathematics
Lunt, Ryan	Mathematics
Luo, Yi Fei	Mathematics, Mathematics Extension 1, Chinese Background Speakers
Margovsky, Erica	Business Studies
Markezinis, Nicholas	Economics, English (Advanced)
McDonald, Grace	Visual Arts
McDowell, Jacob	Mathematics, Mathematics Extension 1, Mathematics Extension 2
Morrison, Alexandra	English (Standard), Visual Arts
Nabarro, Brittany	Economics, English (Advanced), Legal Studies, Mathematics, Mathematics Extension 1, Mathematics Extension 2
Ngou, Hio Lam	Mathematics
Nordon, Oliver	Legal Studies, Mathematics, Physics
Ortner, Jessica	Dance, Economics, English (Advanced), Legal Studies, Mathematics
Panagiotou, Irene	Business Studies, Visual Arts
Park, Hee Joon	Mathematics
Renouf, Julia	English (Standard)

Richards, Adam	General Mathematics
Roper, Lucy	Biology, English (Advanced), English Extension 1, English Extension 2, Mathematics, Mathematics Extension 1, Modern History
Schneider, Indyana*	Mathematics
Spira, Jasper	Mathematics
Stuke, Elliot	Business Studies, Legal Studies
Suwanbut, Methakun	Chinese Continuers, Chinese Extension
Vallianos, Mark	Biology, Economics, English (Advanced), Mathematics, Mathematics Extension 1, Modern History
Wang, Joshua	Mathematics
Wang, Yiduo	Chemistry, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Physics, Chinese Background Speakers
Yankilov, Juliet	Legal Studies, Mathematics
Ye, Wei	Chinese Background Speakers
Zerbst, Victoria	Drama, English (Advanced), English Extension 1, English Extension 2, Music 1
Zhang, Ruonan	Chinese Background Speakers, Mathematics
Zhang, Zhihao	Chinese Background Speakers, Chemistry, Mathematics Extension 1

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

TO THE REDDAM HOUSE HSC CLASS OF 2012

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 2012

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
Hebrew	1	100.0	94.3	94.0	94.0
Mathematics Extension 1	11	100.0	85.0	93.0	92.6
Mathematics Extension 2	7	100.0	88.4	91.0	91.7
Chinese Background Speakers	9	100.0	65.2	91.0	91.3
English Extension 2	3	100.0	78.4	98.0	91.1
Drama	6	100.0	43.8	90.0	90.5
English Extension 1	4	100.0	87.1	92.0	89.1
Visual Arts	20	100.0	54.0	89.0	87.7
IPT	2	100.0	31.2	88.0	87.5
Legal Studies	19	84.2	40.2	88.0	87.4
Business Studies	32	93.8	38.1	88.0	87.4
Mathematics	45	73.4	52.4	91.0	87.0
English (Advanced)	27	85.2	54.1	90.0	87.0
French Continuers	2	100.0	64.6	87.0	86.9
Biology	11	82.0	26.8	86.0	86.5
Music 1	3	66.7	58.4	89.0	86.2
Dance	4	75.0	37.3	92.0	85.9
English (Standard)	26	96.2	15.8	88.0	85.6
PDHPE	8	100.0	32.9	88.0	85.1
Modern History	27	96.3	45.9	85.0	84.7
Ancient History	2	100.0	19.5	84.0	84.0
General Mathematics	12	58.3	22.1	82.0	82.7
Chemistry	13	61.5	39.6	86.0	82.5
Physics	12	75.0	34.1	86.0	81.7
Economics	22	63.6	47.2	88.0	81.4
Software Design & Development	9	55.6	23.3	83.0	80.0
English ESL	16	56.3	24.7	80.0	80.0
Geography	3	0.0	40.3	70.0	70.4

2012 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	3	11	46	41	98% Band 4,5,6	70% Band 4,5,6
	State	4	9	16	22	22	26		
Persuasive Writing	School	0	0	0	14	68	19	100% Band 4,5,6	77% Band 4,5,6
	State	3	5	14	30	32	15		
Spelling	School	0	3	5	22	30	41	92% Band 4,5,6	68% Band 4,5,6
	State	4	9	17	24	22	22		
Grammar and Punctuation	School	0	0	5	16	19	59	95% Band 4,5,6	71% Band 4,5,6
	State	5	8	14	21	22	28		

Literacy Year 5

		Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	School Analysis	State Analysis
Reading	School	0	0	6	24	36	33	94% Band 6,7,8	58% Band 6,7,8
	State	6	11	22	27	19	12		
Persuasive Writing	School	0	0	3	25	38	34	97% Band 6,7,8	49% Band 6,7,8
	State	6	13	30	30	14	5		
Spelling	School	0	3	9	31	25	31	88% Band 6,7,8	59% Band 6,7,8
	State	5	12	23	27	20	12		
Grammar and Punctuation	School	0	0	0	34	25	41	100% Band 6,7,8	56% Band 6,7,8
	State	7	12	22	25	18	13		

Literacy Year 7

		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Reading	School	3	2	17	22	26	28	78%	56%
	State	4	13	25	28	19	9	Band 7,8,9	Band 7,8,9
Persuasive Writing	School	2	10	15	29	31	12	73%	43%
	State	9	19	29	24	13	6	Band 7,8,9	Band 7,8,9
Spelling	School	2	2	7	36	41	12	89%	58%
	State	5	11	24	30	19	9	Band 7,8,9	Band 7,8,9
Grammar and Punctuation	School	0	2	17	24	34	22	81%	58%
	State	3	12	25	29	19	10	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	0	2	20	26	30	21	78%	45%
	State	7	18	29	26	14	5	Band 8,9,10	Band 8,9,10
Persuasive Writing	School	2	5	12	33	21	26	80%	37%
	State	17	21	24	20	11	6	Band 8,9,10	Band 8,9,10
Spelling	School	0	5	12	23	45	14	82%	47%
	State	9	16	26	26	15	6	Band 8,9,10	Band 8,9,10
Grammar and Punctuation	School	0	5	9	33	32	20	85%	44%
	State	8	19	28	25	13	6	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	5	27	35	32	95% Band 4,5,6	61% Band 4,5,6
	State	4	11	22	28	21	12		

Numeracy Year 5

		Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	School Analysis	State Analysis
Numeracy	School	0	0	12	18	39	30	88% Band 6,7,8	55% Band 6,7,8
	State	5	13	26	28	17	10		

Numeracy Year 7

		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Numeracy	School	0	2	14	28	21	34	84% Band 7,8,9	50% Band 7,8,9
	State	5	16	27	25	15	10		

Numeracy Year 9

		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10 (%)	School Analysis	State Analysis
Numeracy	School	2	2	15	24	18	38	81% Band 8,9,10	47% Band 8,9,10
	State	5	19	29	24	14	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 2012 HSC Examinations.

	2002 HSC	2003 HSC	2004 HSC	2005 HSC	2006 HSC	2007 HSC	2008 HSC	2009 HSC	2010 HSC	2011 HSC	2012 HSC
Ancient History	80	100	80	100	100	100	82	92	92	100	100
Biology	92	100	93	100	91	100	100	100	91	94	100
Business Studies	100	89	95	100	100	100	96	92	88	100	100
Chemistry	67	67	100	50	91	100	78	100	75	94	85
Chinese Continuers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	100	100
Dance	N/A	N/A	N/A	N/A	100	100	100	100	100	100	100
Drama	100	100	100	100	100	100	100	100	100	100	100
Economics	100	95	100	100	100	100	89	94	74	88	82
English (Advanced)	100	91	98	98	100	98	100	100	100	100	100
English (Standard)	N/A	N/A	N/A	N/A	100	N/A	89	93	82	95	100
English ESL	N/A	N/A	N/A	N/A	100	100	50	92	94	100	100
English Ext 1	100	100	100	100	100	100	100	100	100	100	100
English Ext 2	100	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	100
French Extension	N/A	N/A	100	100	100	100	N/A	N/A	N/A	N/A	N/A
General Mathematics	N/A	N/A	N/A	92	100	100	100	82	71	100	100
Geography	N/A	N/A	N/A	100	100	100	83	72	100	100	67
History Extension	90	100	100	92	100	100	100	100	100	100	N/A
IPT	93	100	100	100	100	100	100	N/A	N/A	N/A	100
Legal Studies	100	100	100	100	100	100	80	89	100	100	100
Mathematics	85	86	96	100	79	92	84	100	98	100	96
Mathematics Ext 1	100	100	100	100	100	100	100	100	100	100	100
Mathematics Ext 2	100	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	100
Modern History	100	100	90	100	96	100	86	100	100	100	100
Music 1	100	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	N/A
Music Ext	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	N/A
PDHPE	N/A	N/A	N/A	100	100	100	87	94	92	100	100
Physics	100	86	67	100	82	100	75	82	100	93	84
SDD	100	100	100	100	N/A	100	100	N/A	71	100	89
Visual Arts	100	100	100	100	100	100	100	91	100	100	100

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

The tables below shows Year 3, 5, 7 and 9 NAPLAN (National Assessment Plan for Literacy and Numeracy) results from 2008 to 2012.

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	% of students who achieved in the top three bands 2012
Reading	88	92	100	85	98
Persuasive Writing	98	95	96	98	100
Spelling	88	92	85	88	92
Grammar and Punctuation	73	95	93	96	95
Numeracy	83	95	89	86	95

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	% of students who achieved in the top three bands 2012
Reading	65	77	71	83	94
Persuasive Writing	100	86	79	91	97
Spelling	85	81	72	79	88
Grammar and Punctuation	84	90	83	91	100
Numeracy	92	83	90	90	88

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	% of students who achieved in the top three bands 2011	% of students who achieved in the top three bands 2012
Reading	73	75	96	88	78
Persuasive Writing	72	81	77	86	73
Spelling	85	81	92	86	89
Grammar and Punctuation	77	75	91	85	81
Numeracy	94	82	95	93	84

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	% of students who achieved in the top three bands 2011	% of students who achieved in the top three bands 2012
Reading	62	67	80	82	78
Persuasive Writing	74	56	62	74	80
Spelling	71	55	84	80	82
Grammar and Punctuation	66	54	78	80	85
Numeracy	88	86	93	82	81

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



Teachers at Reddam

Teacher Standards and Qualifications

In 2012, Reddam House maintained a full complement of 69 highly qualified full time 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 2012 was 95.2%.

Teacher Attendance Rate

In 2012, a total of 304 days of teacher leave was recorded, which translates to an average attendance rate of 97.6%.

Summary of Professional Learning undertaken by Teachers

Reddam teachers undertook a variety of formal and informal professional development activities during 2012. 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 2012, Reddam House has approximately 729 students comprising of 290 Primary students and 439 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	2010 to 2012
Year 10 Total Enrolment	42	45	75	65	62	61	67	65	74	90
Year 12 Total Enrolment	51	56	70	56	60	63	66	71	79	69
Year 10 Total Enrolment remaining in Year 12	35	41	67	49	60	47	62	57	64	60
Apparent retention rate	100%	100%	93%	86%	97%	94%	99%	100%	107%	93%
Actual retention rate	86%	92%	89%	75%	80%	90%	81%	88%	87%	81%

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 2012:

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
2.8	2.4	2.4	2.7	3.5	2.4	2.9	3.7	3.7	6.0	3.2	2.9	1.8

The average student attendance rate in 2012 was 96.8%.

Post-School Destinations

The majority of the 2011 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

Business

Commerce

Communication

Construction Management

Design

Economics

Education

Engineering

Event Management

Health Sciences

Information Technology

International Studies

Law

Media

Medicine

Science

Social Sciences



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 2012	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. Evacuation procedures and map displayed in each room.
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	Included in Staff Handbook. Available in Common staff Drive.
Student Behaviour Policy encompassing:		
<ul style="list-style-type: none"> ▪ Code of Conduct for Students ▪ The roles and expectations for student leadership 	No Changes	Included in Student/Parent Handbook.

systems		
▪ Use of Diary		Included in
▪ Merit and Debit system		Staff Handbook.
▪ Anti-Bullying Policy		
		Included in
		Student Diary
Code of Conduct for Staff		
Encompassing:		
▪ Professional responsibilities (Duty of Care)		Included in
▪ Child Protection	No Changes	Staff
▪ Professional standards		Handbook.
▪ Appropriate use of email		



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.



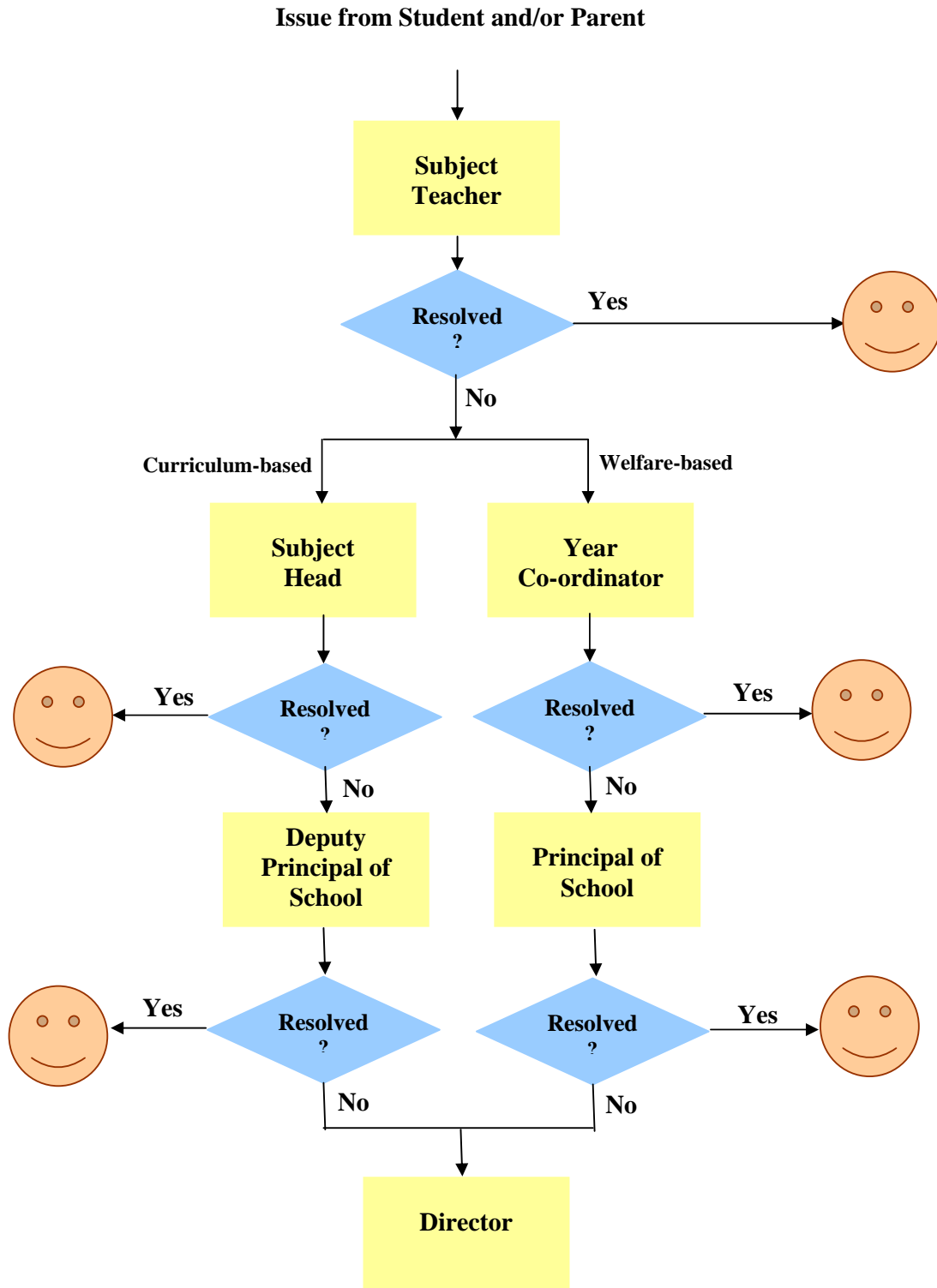
Complaints and Resolving Grievances

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.

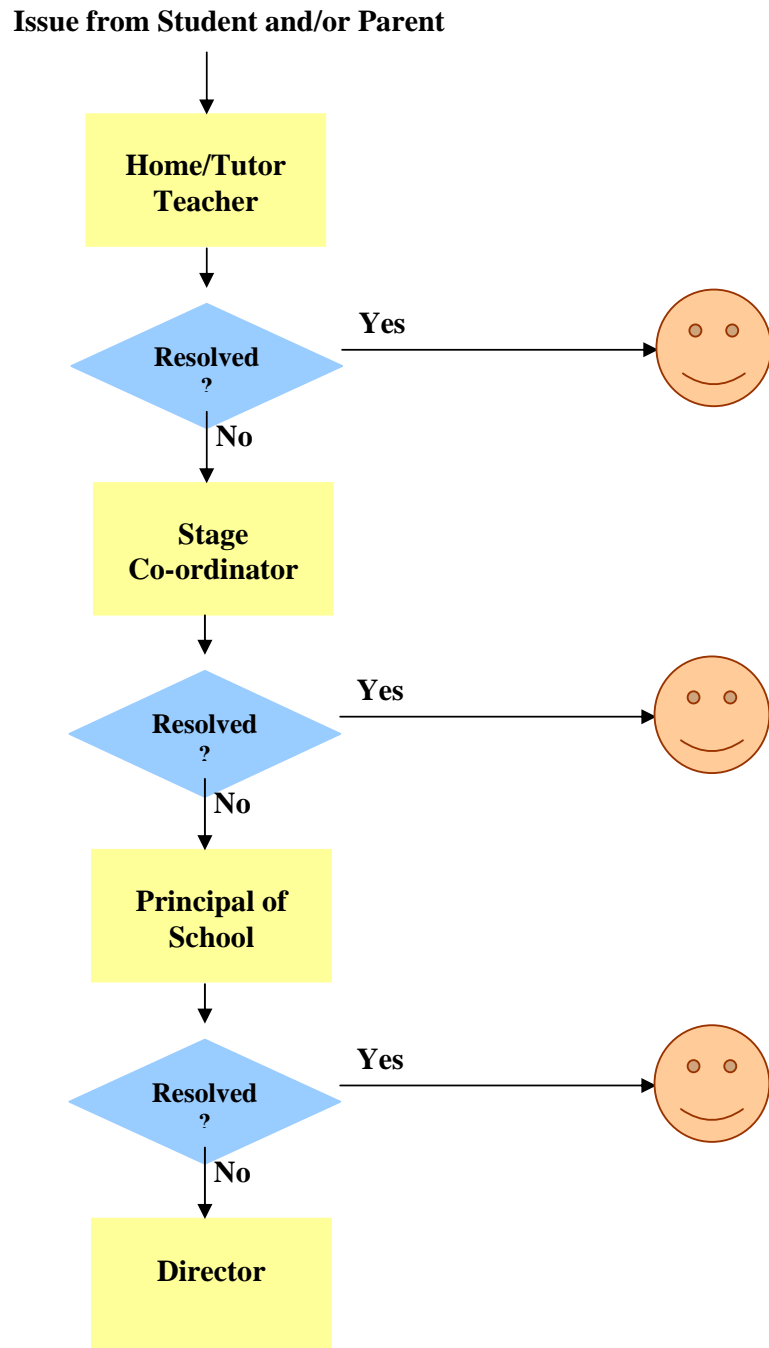
The school's policy and procedures for effective communication are provided in the Parent Information Booklet and the Staff Handbook as well as the common drive accessed by all school employees.

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

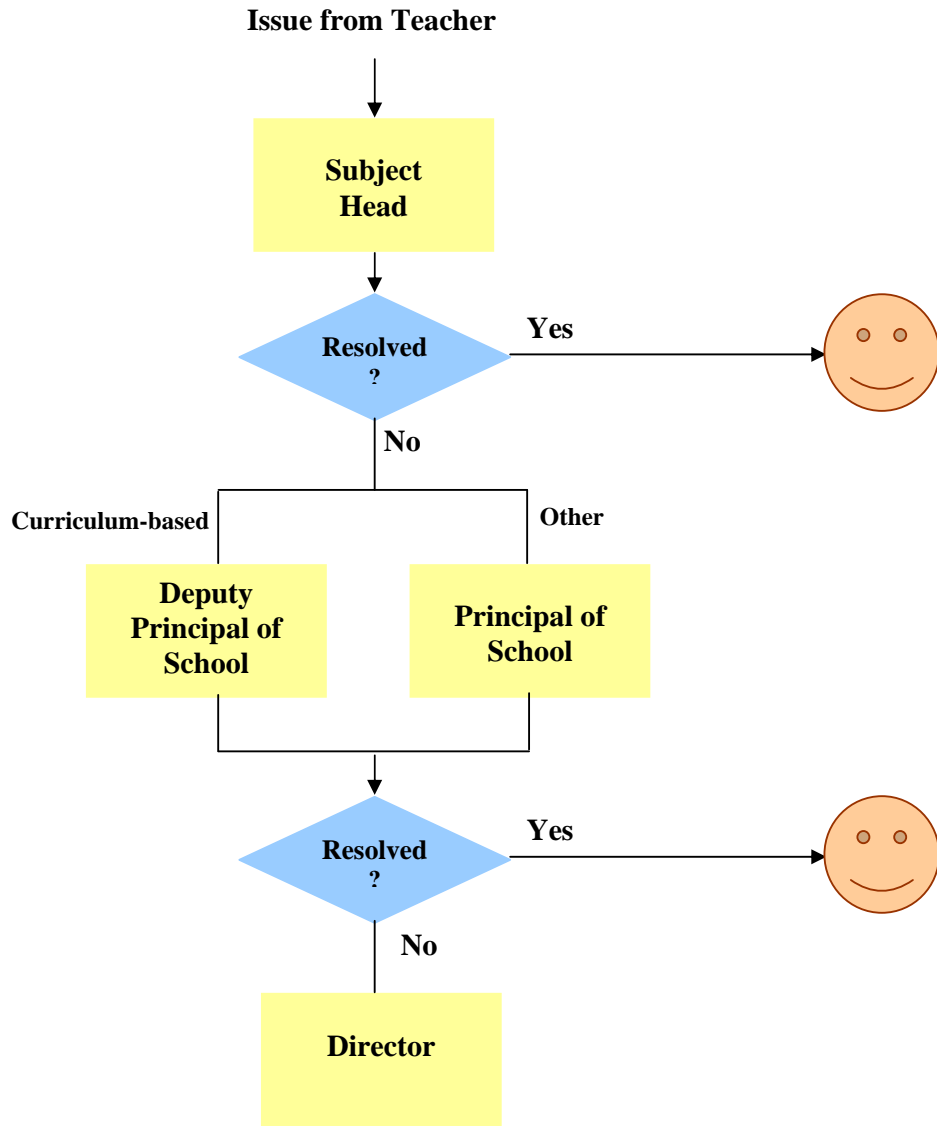
PROCEDURES FOR DEALING WITH ISSUES FROM HIGH SCHOOL STUDENTS / PARENTS



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 2012 have been outlined below.

Student Welfare

Priorities	2012 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	2012 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 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	2012 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

Assessment and Reporting

Priorities	2012 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 including SCI for Examination Terms

Occupational Health & Safety

Priorities	2012 Achievements
<ul style="list-style-type: none"> ▪ WHS inspection ▪ Hazard Identification Report ▪ Developing written OHS teacher procedures ▪ WHS newsletter and communication ▪ Student awareness 	<ul style="list-style-type: none"> ▪ In house audit of WHS procedures

Management Structure

Priorities	2012 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 2012 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





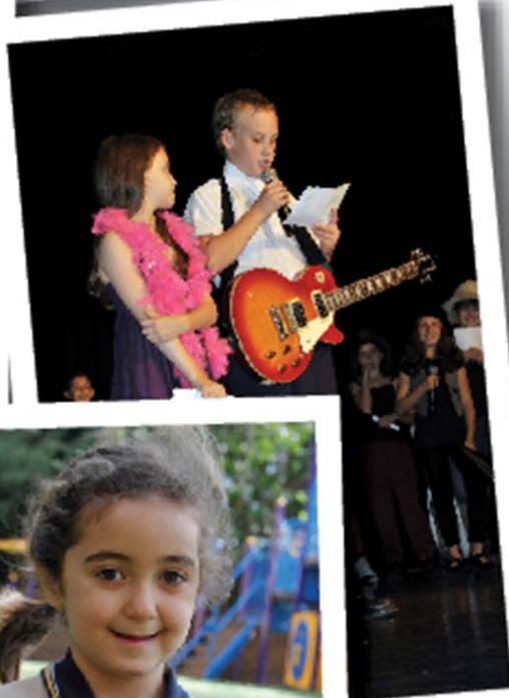
Parent, Student and Teacher Satisfaction

In 2012, 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.





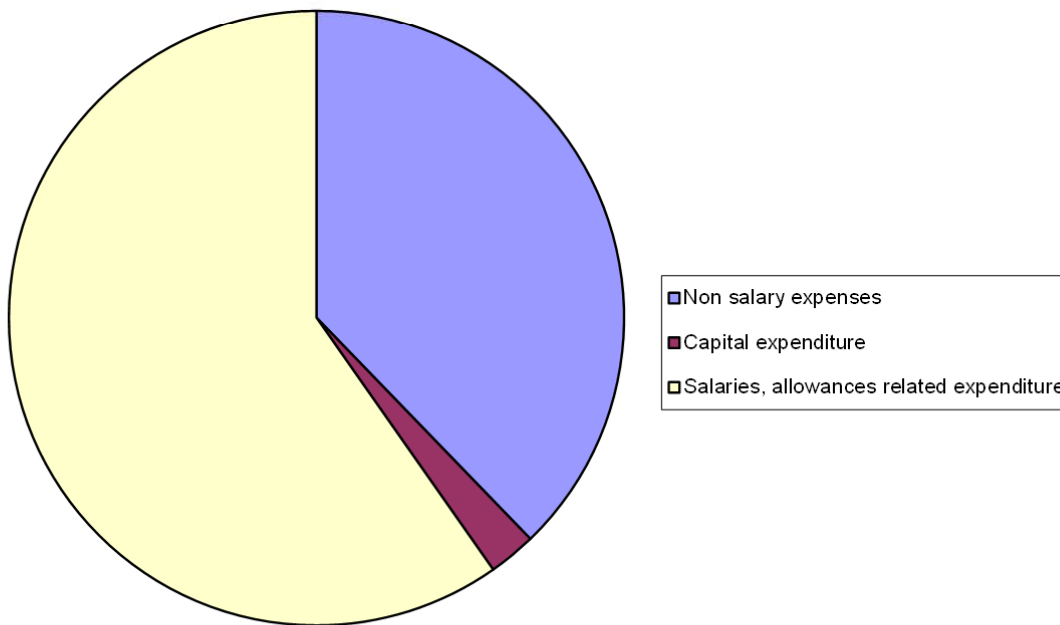




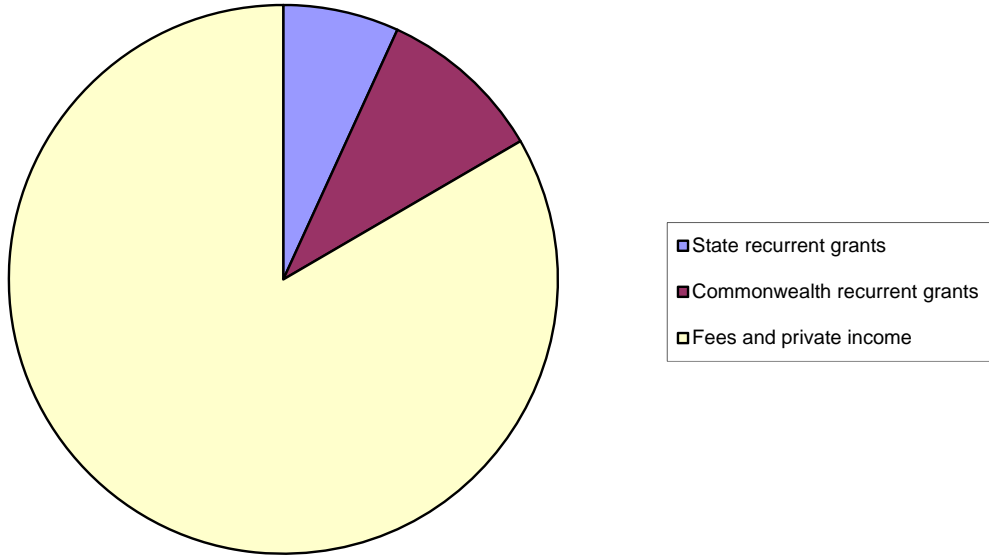
Summary Financial Information



The following pie chart indicates the Recurrent/Capital Expenditure for 2012



The following pie chart indicates the Recurrent/Capital Income for 2012



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

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

WHS Representative

Ms. Andrea Huxham

Media Officer