

# REDDAM HOUSE

## Annual Report 2015



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# Message from the Principal of the High School



Valedictory 2015

Of course, tonight, our guests of honour are you, students. A warm welcome to our wonderfully talented group of Year 12 students. The class of 2015. Today is your day! What a dynamic, multi-talented group of young people you are. After 13 years of school, you have sat through approximately 15000 hours of lessons and 500 assemblies, it is a privilege to address you one final time as your principal.

I believe you have been equipped with an education that will allow you to discover, conquer and change the world. I believe you are a class of students ready to embrace change and make the difference we hear about being needed. I believe you know the importance of having a cause and fighting for it. So go out there and seek new places, new people, new ideas. Ask new questions and never stop asking them. Fall in love with people, causes, colors and sounds. Embrace change and make a unique difference.

So what is it about the education you have received that has, as I assert, prepared you to be positive agents in the wider world, able to shape it and improve it? It is not just who you are as individuals – although you are significant individuals. It is not the content you have studied or the results you have achieved. You leave us here today as the product of a liberal education. It is not the final mark you receive that will define you, but the qualities you have attained as individuals along the way and the opportunities that you will grasp through life as a result. Regardless of your ATAR, your essence of character will count in the real world.

William Cronon wrote a paper on the Goals of a liberal education which is not only a fascinating read, but one that resonates loudly to me. He asserts that these ten qualities are common among the liberally educated and I not only agree with him, but can see the power of these qualities for you in your futures.

## **Number 1: You listen and you hear.**

As basic as it sounds that you hear what you listen to, you have a greater ability than to do just the simple listening and hearing. You have been taught how to pay attention to what you are hearing and weigh up the words with attention to their truth, their logic, their rationality and their emotions. You are able to go out into the world with the ability to really hear what is being said and assess the value of what you hear. Never again will you listen and simply accept what you hear. Never again will you listen and not engage with the meaning behind the words. You are, and always will be, able to really hear and therefore, you will be able to engage with the speaker and their emotions. I hope you always hold onto this quality.

### **Secondly, you read, or view, and you understand.**

Educated people can appreciate that which they see. You are these people. You are able to appreciate excellence or even courage in texts, in theatre, in art, in music. You are able to watch athletes break the bounds of the physical limits we have always believed and appreciate the beauty in that. You are moved by the beauty contained within the simple things like nature and the complex things like science. You can interpret and understand what you see through your skills in being discerning viewers of the world. You can separate fact from opinion and respond accordingly. Leaving Reddam House, you can be sure you are never going to be a bystander unmoved by experience but an active participant responding to what you have read or viewed. You will sit in theatres, boardrooms, sports arena and perhaps even parliament and your foundation for viewing and understanding will hold you steadfast. Always look to broaden your understanding of the world by simply viewing it and finding meaning in it.

### **Number 3: You can talk with anyone.**

As in Kipling's poem, 'If' 'You can talk with kings nor lose your common touch' you are able to interact and converse with all men. This is something that has been instilled in you at all year levels and you are true examples of young people who can talk to anyone. You have learnt when to be formal and when to be causal; you have learnt how to talk to the young and the old, the educated and the underprivileged, those like you and those different from you. You have learnt the value of listening to their story, their reasons and their opinions rather than showering them with yours. You have learnt to ask thoughtful and respectful questions that do not make others feel intimidated but rather engaged. Keep doing this. You won't know the value of these conversations immediately but without them, your life will miss something.

### **Number 4: You can express yourselves in writing**

As with your ability to speak, you have developed the skills for expressive writing which, regardless of the virtual world of texts and emoticons in which you live, the skills for in depth expression of your thoughts and onions will be a great tool. You can use this skill to touch another's heart at a time of grieving, or to inspire another when motivation is low. You can use your words to persuade people to act or refrain from acting. You leave today with an ability to express thoughts and ideas in writing. Work on those skills. Nurture those skills. Use those skills. Never underestimate the power you have within you because you can *really* write!

### **Number 5: You are creative problem solvers**

Through continual exposure to puzzles and problems, you have being taught to be brave when tackling problems. You have learnt to be creative in your approach to finding solutions and you have learnt to be meticulous in your execution of the steps to solve them. You have attained the characteristics of problems solvers by developing a curious mind, a questioning approach to problems, and are discerning participants in finding solutions. Remember to break complex problems into their parts and solve them creatively. The best solutions for things have not yet been discovered so continue to find your own way to solve problems and spearhead new thought.

### **Number 6: You respect rigour**

You have learnt to value finding accuracy in information. You have learnt the value of gaining wisdom. Through many years of being challenged in the classroom, you have become people who question arguments, challenge opinions and sift through that which you are told rigorously to ensure you find the truth at its core. Do this now, do this always. It is the person who lives life putting opinions and thoughts through their paces before accepting them that finds success in the new knowledge. Do the same thing with your values and your principles. Question them and look at them scrupulously under a microscope. Continue to respect the importance of rigour.

### **Number 7: You practise humility, tolerance, and self-criticism.**

These attributes go hand in hand with our philosophy of education and you are great examples of their importance. To succeed is good but to be humble is great. To be different is good, but to tolerate difference is great. To be critical is good, to be self-critical is great. You are all these things and more. The combination of these attributes makes you able to see truth and not circumstance. You have learnt to embrace different viewpoints and perspectives of the world and integrate these into your own understanding without feeling compromised. You are able to embrace the various colours and flavours of diversity and look first back to yourself when something seems at odds. You search for common ground wherever possible and then seek to understand the differences. You are the future generation the world awaits.

### **Number 8: You understand how to get things done in the world.**

Many students leaving school fear the world they are about to enter. Many fear the challenges that it will present and the discord it holds. You are different. While you may well have fears as you embark on the next chapter of your life narrative, you have understood that the world needs change and that it is up to you to make that change. You have learnt that doing nothing means nothing gets done. To make the change that you want to see in the world, you know that you have to take some risks, you have to be brave and you have to fight. The real fight, as I am sure you all know, is what you will do with the power you will attain? What difference are you going to make so that when the times comes for you to write 'The End', your mark will remain? Find your cause and act for it. You need not regret anything at the end when your life awaits you as it does now and you know what you need to do to make change happen.

### **Number 9: You know how to nurture and empower the people around you.**

Each one of you has played your part in the Reddam Community and many of you have seen great success. You have seen that your success is both possible and bettered as a result of the community behind you. Not only that, but you have learnt that it is important not only to lean on the community you're in when you aim to achieve but that it is equally, if not more, important to play your role in helping others feel powerful and assisting them achieve their own success. We exist as humans as part of groups. There is almost nowhere in the world where people act in isolation.

You have learnt that your role in your community, be it school, university, the workplace, or just socially, your role is imperative. Remember to look for opportunities to help others soar above. Hold out a hand and support those on their own path. And if you find yourself in a position of power, remember that you have that power because of those around you.

### **Number 10: You connect**

Now this is a very Reddam Trait and one that you will all relate to well. We have hoped to instill in you a desire and ability to connect with people and with the world. You have learnt to emphasize with friends, to sympathize with the less privileged, to laugh together and to cry together. You have learnt that connections can come in strange places and cross many barriers. You have found ways to connect across continents, across languages, across cultures, across ages and across genders. Your ability to connect with others, and create meaning within these connections is ultimately the purpose of living. At the end of the day, when your narrative closes, it is these connections you will remember and they will be the defining features of your life. So go out and connect – with anyone and everyone. Be brave, be bold, be you.

I am sure that you now, like your parents many years ago, can see the value of choosing a liberal education. I am sure that each of those qualities resonates with you and hopefully inspires you to nurture these characteristic within yourselves. You are on the brink of a whole new chapter or your narrative but you take with you the foundation you've built. It is a good foundation. It is a solid foundation. Build your lives upon it with courage and conviction and **keep a level of incompleteness**. Only when you remain incomplete can you hope to continue to build your life.

Ernest Hemingway, once said exactly what I would like to say today: "It is good to have an end to journey toward; but it is the journey that matters, in the end." Go have a meaningful journey!

**Dave Pitcairn**  
**Principal**

## Message from the Principal of the Primary School

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The Reddam House Primary School community may look back with a great deal of satisfaction on another fulfilling, broad-ranging and industrious year. In its pursuit of excellence on all fronts, the school has not lost focus on the people around whom the whole institution revolves – the children – and as such it is pleasing to see that the ‘smile quotient’ is as healthy as ever.

Booker T. Washington is to have said that, “Excellence is to do a common thing in an uncommon way”. We believe that while many schools might purport to offer excellent education, our holistic, creative and contemporary approach, while always placing the child at the core of all we do, sets Reddam House Primary School apart. Learning is most effective in an environment where people feel validated, and safe to explore without the threat of ridicule, and this is the space we endeavour to provide at our school.

Management and staff are well aware that it is easy to slip into complacency, should one believe that the achievements of the past are adequate for the future. As such, creativity and innovation are encouraged, and staff development remains a priority, in order to stay abreast of educational developments. It is critical that Reddam House remains a leader, setting the pace for education in the city and beyond.

Academic excellence, with appropriate challenges for each age group, is the central focus of each day. The standard of teaching continues to be outstanding, as Reddam House, in its relatively short existence, has become a highly sought after school at which to teach. As a consequence, we have been able to appoint passionate, caring individuals, who are specialists in their fields. Undoubtedly, what is most pleasing is the attention paid to each child by those teachers, as they nurture and encourage them along the path of learning.

Holistic education, by implication, involves more than an academic focus alone, and here too Reddam House has excelled. Numerous class outings were undertaken during 2015, in order to complement work done in the classroom. These opportunities add immeasurable value, and also provide exciting and enjoyable occasions for learning outside the confines of the classroom.

Some of these trips included: visits by the Years K-2 to Taronga Zoo, Symbio Wildlife Park, Centennial Park, the Old School Museum, the Australian Museum, the Royal Botanic Gardens, the Sustainability Hub, Powerhouse Museum, Sydney Aquarium, as well as attending Pirate School at the Maritime Museum.

Years 3 and 4 visited the Zoo for a Zoo Snooze, and went to the Museum of Contemporary Art; Hyde Park Barracks, Maritime Museum, as well as an excursion to Cockatoo Island and Sydney Observatory. They went catching mini-beasts in Centennial Park and enjoyed the ‘This Way Up’ art incursion. The Year 3s also got to wear their formal uniform for the first time, which in itself was a new adventure! Oz Opera also came for an incursion to present ‘Cinderella’, which was certainly entertaining.

Years 5 and 6 had their year enhanced by exciting Great Aussie Bush Camps at Kincumber and Tea Gardens, where they had tremendous fun; excursions to Observatory Hill; The Museum of Contemporary Art; the Aboriginal Art Exhibition; a tour to Canberra; a visit to the Sydney Jewish Museum; and other incursions, such as that by the Oz Opera, mentioned above.



In addition to these excursions, students at Reddam House are exposed to an ever widening array of cultural, sporting, and outreach activities, each of which is intended to add to their educational experience.

On the cultural front, various musical competitions took place during 2015, such as the piano, string, wind and brass, percussion, concerto, vocal and composition competitions. Music assemblies and music incursions entertained all, as did The Ultimate Aboriginal Dreamtime Experience.

A highlight of the year was the incredible performance of 'High School Musical Jr' – the acting, singing and dancing transfixed the audience. The cultural year was also filled with ballet, the Sydney Eisteddfod, Cultural Enrichment Week, Future Problem Solving, Robotics, Creative Arts Week, Literacy workshops, the WriteOn competition and Public Speaking Competition, Tournament of Minds, and a whole lot more.

The sports programme was just as comprehensive, with ample opportunities for the students to participate and excel. The many benefits of sport are evident, such as socialising with peers and the opposition, learning values and good sportsmanship, acquiring skills and hopefully also encouraging fitness for life. It was gratifying to see the students making the most of the opportunities they have at Reddam.

Sports now offered at the school include swimming, basketball, touch football, taekwondo, water polo, tennis, cross country, netball, soccer, rugby and athletics. In addition, we encourage student participation in a wide variety of other sports outside of those offered the school, and we applaud their successes during the year. Specific mention should be made of the three sports Carnivals – Swimming, Cross-country and Athletics – each of which promotes mass participation and maximum enjoyment by all.

We do not take lightly our school motto of 'We Shall Give Back' and it was particularly gratifying to note the lead taken by our Year 5 and 6 children in the various fund-raising opportunities. They encouraged the entire school community to become involved in uplifting those most in need. Support was given to the Jeans for Genes Day, Cystic Fibrosis Mufti Day, and the Sydney Children's Hospital. In addition, the students helped with the establishment of the Wild Play Garden at the Centennial Parklands.

The success of any educational institution is dependent on all three components of that organisation – teachers, parents, and students. In this regard, we are most fortunate at Reddam House where we enjoy the wholehearted and complete involvement of all three of these integral parts.

The teachers and coaches deserve our appreciation for all their efforts and for the encouragement they gave the students during the year. We should never underestimate the enormous impact a teacher can have on the life of a child, and as such it is all the more gratifying that not only are the teachers at Reddam highly proficient at what they do, but they are mentors and role models, who go far beyond what their job descriptions entail.

The support staff also deserve special mention. These are the administration, cleaning, maintenance and catering staff, who ensure the efficiency and smooth running of the school. So often they do not receive the recognition they deserve, as much of their work is done quietly behind closed doors, or before the school day even starts, and yet without them the school would not be what it is.

Appreciation is extended to the parents and caregivers, who have supported, encouraged and made it possible for the students to attend Reddam House. As the teachers and coaches have invested in the lives of the students, the parents and caregivers have enhanced and added to that. Their ongoing support for the school at large is also appreciated, as it has allowed the possibility for further innovation, and an even broader educational product, through top quality facilities and resources.

None of the successes of the year would have happened were it not for the enthusiastic participation of the students themselves. One of the defining characteristics of Reddam House Primary School is the enjoyment of learning which is so apparent on the faces of the students. Yet it goes beyond that, to their involvement in the other spheres of school life – cultural, sporting, and outreach activities. In each of these, a vibrancy and love of life pervades all they do, and it is this joy which most defines the ethos of the school.

If we are to believe Aristotle's quote that, "We are what we repeatedly do. Excellence, therefore, is not an act, but a habit", it is a privilege to be part of a school such as Reddam House. Each day sees the arrival of enthusiastic students, encouraged by their supportive parents, to be taught by passionate teachers. As 2015 once again revealed, this daily immersion in an environment which encourages exploration and learning, while at the same time developing self-esteem and care for others, leads to an institution of excellence. It is incumbent upon all those involved in the school to build on the successes of the past, while at the same time constantly seeking new and innovative ways to keep Reddam House Primary School at the forefront of educational progress in Australia.

**Dee Pitcairn**  
**Principal**

# 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 CEO, 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 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 2015 Higher School Certificate Results

We would like to congratulate the HSC class of 2015 for their outstanding results.

Our 88 HSC students performed strongly across all curriculum areas with 201 Band 6's (scores of over 90%), which ranked our School 12th in NSW

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

A record number of 10 Reddam students were featured as "NSW Top All-Rounders"

2 Reddam students were listed as "Top Achievers"

In Mathematics Reddam House was placed 7th in the state and one of the top Independent schools with a cohort more than 30 and with an average of:

- 86.2% for Mathematics 2 Unit (with 45.0% of students achieving Band 6)
- 92.0% for Mathematics Extension 1 (with 66.7% of students achieving Band 6)
- 89.2% for Mathematics Extension 2 (with 83.3% of students achieving Band 6)
- 85.7% for Mathematics General (with 37.9% of students achieving Band 6)

English was likewise placed amongst the top Independent schools with an average of:

- 87.6% for English Advanced (with 39.7% of students achieving Band 6)
- 86.0% for English Extension 1 (with 36.4% of students achieving Band 6)
- 86.8% for English Extension 2 (with 62.5% of students achieving Band 6)

Other subject highlights:

- Dance: 93.7% average (with 100.0% of students achieving Band 6)
- Music 1: 93.0% average (with 80.0% of students achieving Band 6)
- Chinese B/S: 91.7% average (with 100.0% achieving Band 6)
- Modern Hebrew: 90.0% average (with 100.0% achieving Band 6)
- Mathematics Ext 2: 89.2% average (with 83.3% achieving Band 6)
- Physics: 88.8% average (with 63.6% achieving Band 6)
- Music Extension: 89.2% average (with 60.0% achieving Band 6)
- Drama: 86.8% average (with 56.3% achieving Band 6)
- History Extension: 91.0% average (with 50.0% achieving Band 6)
- Biology: 86.3% average (with 50.0% achieving Band 6)
- Ancient History: 83.2% average (with 50.0% achieving Band 6)
- Business Studies : 87.3% average (with 48.1% achieving Band 6)
- PDHPE: 86.0% average (with 47.8% achieving Band 6)
- Chemistry: 87.5% average (with 45.5% achieving Band 6)

It is worth noting that all subjects achieved averages of over 80.0%

**Art Express, Encore and CallBack Showcases**



Jordan Bramis



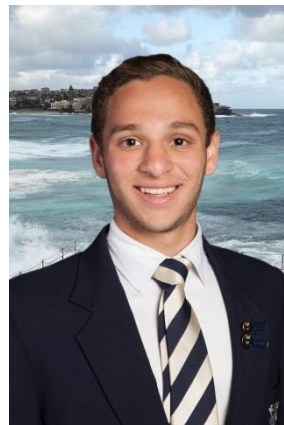
Emma Kaye



Natalie Binetter



Sami Bowen



Marc Burman



Sascha Orlievsky



Mikaela King

Marc Burman has been chosen to exhibit at Art Express.

# Callback



Sascha Orlievsky



Maria Lua Teixeira Prichard



Francesca Stokes



Zara Zust



Bianca Chimes

Sasha Dreyer

## “NSW TOP ACHIEVERS”

This title is given to students who have been placed in the top 20 in a subject in the State. Two Reddam students have performed at this exceptional level. They are:



Emma Kaye  
1<sup>st</sup> in Visual Arts



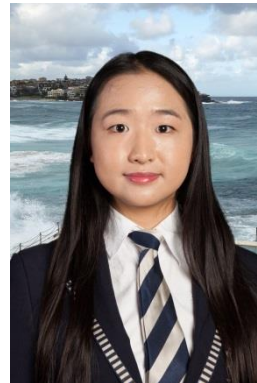
Ziwei Zhao  
5<sup>th</sup> in Chinese Background Speakers

## “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:



Justin Catsaros



Winnie Ding



Sophie Gross



Emma Kaye



Zhiyuan Li



Jordon Maxton



Caitlin Reid



Henri Scott



Cheryl Szypura Tobler



Charlotte Wilson

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



## REDDAM HOUSE DUX 2015

The above results translated into outstanding ATAR's with the following students qualifying as Dux and runners up for 2015. The runners up are:



In Third Place – Caitlin Reid with 99.15



In Second Place – Lee Li with 99.25

The DUX award for 2015 goes to Jordon Maxton with an ATAR of 99.45



Jordon Maxton

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

## “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.

<b>STUDENT</b>	<b>SUBJECT/S in which Band 6 was achieved</b>
<b>Alsop, Christian</b>	Visual Arts
<b>Altit, Felix Jay</b>	Mathematics
<b>Bandaranayake, Rhavin</b>	English Extension 1, English Extension 2
<b>Benchoam, Aaron</b>	Business Studies
<b>Binetter, Natalie Ann</b>	Music Extension, Visual Arts
<b>Bogatyreva, Natalia</b>	Mathematics, Russian Continuers
<b>Bowen, Samantha</b>	English (Advanced), Geography, Visual Arts
<b>Bowen-James, Rachel</b>	Mathematics
<b>Bramis, Jordan</b>	Business Studies, English (Advanced), Visual Arts
<b>Burman, Marc</b>	Business Studies, Personal Development, Health and Physical Education, Visual Arts
<b>Butters, Antoinette</b>	French Continuers
<b>Catsaros, Justin</b>	Business Studies, Economics, English (Advanced), Legal Studies, Mathematics
<b>Chilchik, Dylan</b>	Mathematics
<b>Clemans, Kayde</b>	Business Studies, Mathematics General 2
<b>Coutinho, Arel</b>	Business Studies
<b>Cox, Gabriel</b>	Mathematics General 2
<b>Cranko, Kea</b>	Business Studies, English Extension 1
<b>Crowe, Natasha</b>	Biology, English (Advanced), Mathematics
<b>Ding, Winnie</b>	Ancient History, Business Studies, English (Advanced), Legal Studies, Mathematics
<b>Edelstein, Jonathan</b>	Visual Arts
<b>Falconer, Lachlan</b>	Visual Arts
<b>Flaherty, Otto</b>	Biology, Physics
<b>Gao, Manxin</b>	Mathematics
<b>Gosbell, Sally</b>	Business Studies, Mathematics
<b>Gross, Sophie</b>	Biology, Economics, English (Advanced), Mathematics Extension 1, Mathematics Extension 2

<b>Harbutt, Michael</b>	Biology
<b>He, Lewis</b>	Mathematics
<b>Hoffman, Noa</b>	Business Studies, English (Advanced), English Extension 1
<b>Kaye, Emma</b>	English (Advanced), Legal Studies, Mathematics General 2, Modern History, History Extension, Visual Arts
<b>Kelly, Benjamin</b>	Software Design and Development
<b>King, Mikaela</b>	English (Advanced), Modern History, Visual Arts
<b>Knox, Edwina</b>	Mathematics
<b>Koopman, Michael</b>	Business Studies, Mathematics General 2, Personal Development, Health and Physical Education
<b>Kuper, Taylor</b>	Drama, Personal Development, Health and Physical Education
<b>Lai, Cynthia</b>	Mathematics
<b>Li, Zhiyuan</b>	English as a Second Language, Mathematics Extension 1, Mathematics Extension 2, Physics, Chinese Background Speakers
<b>Liling, Michaela</b>	Business Studies, Legal Studies, Mathematics General 2, Personal Development, Health and Physical Education
<b>Liu, Tianshuo</b>	Chinese Background Speakers
<b>Lubotzky, Jasper</b>	Biology, Mathematics, Physics, Software Design and Development
<b>Maxton, Jordon</b>	Ancient History, Biology, Economics, English (Advanced), Physics
<b>Mello-Ryan, Gabriel</b>	Business Studies, Mathematics General 2, Modern History
<b>Menounos, Spiro</b>	Mathematics
<b>Michelsen, Julian</b>	Mathematics
<b>Min, Yeeun</b>	Mathematics
<b>Orlievsky, Sascha</b>	Dance, English (Advanced), Mathematics, Visual Arts
<b>Pearson, Kenya</b>	Mathematics
<b>Pitcairn, Luke</b>	Business Studies, Mathematics General 2
<b>Rechnitzer, Joshua</b>	Business Studies, Legal Studies, Mathematics General 2
<b>Reid, Caitlin</b>	Ancient History, English (Advanced), Mathematics, Modern History, History Extension, Personal Development, Health and Physical Education
<b>Reisin, Jamie</b>	Mathematics
<b>Rubinstein, Hannah</b>	Mathematics
<b>Schwarz, Leah</b>	Biology, Chemistry, English Extension 1, Mathematics, Classical Hebrew Extension
<b>Scott, Henri</b>	Business Studies, English (Advanced), Legal Studies, Modern History, Visual Arts

<b>Shainfeld, Jaynie</b>	Drama
<b>Shehata, Andre</b>	English (Advanced),
<b>Shvarts, David</b>	Software Design and Development
<b>Silbermann, Jared</b>	Mathematics
<b>Skalkos, Zoe</b>	Business Studies, Mathematics General 2
<b>Stokes, Francesca</b>	Business Studies, Dance, Visual Arts
<b>Stuke, Mitchell</b>	Business Studies, Legal Studies
<b>Styles, Emma</b>	Mathematics
<b>Szypura Tobler, Cheryl</b>	Business Studies, English (Advanced), Legal Studies, Mathematics General, 2 , Visual Arts
<b>Teixeira Prichard, Lua</b>	Dance, Geography
<b>Veinberg, Marie</b>	Biology, English (Advanced), Mathematics Extension 1, Modern History,
<b>Visontay, Alexander</b>	Mathematics General 2
<b>Wainwright, Isobelle</b>	French Continuers
<b>Walker, Jett</b>	Visual Arts
<b>Wang, Shengliang</b>	Mathematics, Chinese Background Speakers
<b>Wilson, Charlotte</b>	Ancient History, Business Studies, Economics, English (Advanced), Mathematics General 2
<b>Wong, Kenny</b>	Mathematics
<b>Yates, Isabelle</b>	English (Advanced), English Extension 1, English Extension 2, Modern History
<b>Zhang, Ziyi</b>	Mathematics, Chinese Background Speakers
<b>Zhuang, Tian</b>	Mathematics, Chinese Background Speakers
<b>Zust, Zara</b>	Dance, Mathematics General 2
<b>Zykov, Eric Julian</b>	Mathematics

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

## **TO THE REDDAM HOUSE HSC CLASS OF 2015**

Congratulations on these wonderful results, we are very proud of each one of you. They are a testament to your work ethic and commitment to the academic program which you have shown throughout the course of your outstanding progress through Reddam House.

Not only are you great scholars but you have become great people who leave behind a legacy that future generations will aspire to. We are confident that the skills you have developed will form a strong foundation upon which to build your future success.

Thank you for your contribution to the ongoing success of Reddam House

## HSC Results for All Subjects in 2015

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
French Continuers	2	100.0	66.3	94.0	94.0
Mathematics Extension 1	4	100.0	84.1	94.0	93.6
Music Extension	2	100.0	93.2	92.0	92.0
Dance	6	100.0	45.1	92.0	91.7
Chinese Background Speakers	7	100.0	68.2	92.0	91.4
Visual Arts	19	100.0	53.4	91.0	90.6
Mathematics Extension 2	4	100.0	100.0	93.0	89.7
Legal Studies	17	100.0	40.1	89.0	89.3
Physics	12	66.7	31.1	91.0	88.8
Mathematics 2 Unit	51	86.3	56.3	91.0	88.4
Business Studies	38	92.1	35.9	90.0	87.7
History Extension	6	100.0	78.1	90.0	87.4
Software Design & Development	7	85.7	30.4	85.0	87.0
Music 2	2	100.0	88.1	89.0	87.0
English (Advanced)	56	89.3	57.8	88.0	86.5
Biology	15	73.3	28.0	90.0	86.5
Mathematics General	27	92.6	25.6	89.0	86.5
English Extension 1	10	90.0	94.0	88.0	86.4
Music 1	1	100.0	61.8	86.0	86.0
Geography	4	75.0	41.3	91.0	86.0
PDHPE	12	83.4	29.7	87.0	85.6
Modern History	24	79.2	43.6	88.0	85.1
Ancient History	15	73.3	32.6	86.0	84.8
Drama	6	66.7	42.4	88.0	83.7
English Extension 2	5	80.0	82.4	88.0	83.4
English ESL	7	56.1	25.9	88.0	82.6
Economics	25	64.0	45.9	87.0	82.2
Chemistry	25	60.0	41.1	81.0	81.2
English (Standard)	15	26.7	8.3	77.0	76.1

## 2015 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	2	9	25	65	99%	71%
	State	4	7	16	23	22	25	Band 4,5,6	Band 4,5,6
Persuasive Writing	School	0	0	0	3	67	30	100%	60%
	State	3	5	15	29	31	16	Band 4,5,6	Band 4,5,6
Spelling	School	0	0	7	12	39	42	93%	65%
	State	5	10	18	24	21	20	Band 4,5,6	Band 4,5,6
Grammar and Punctuation	School	0	0	0	23	18	60	100%	73%
	State	4	7	14	21	22	30	Band 4,5,6	Band 4,5,6

### Literacy Year 5

		Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	School Analysis	State Analysis
Reading	School	0	0	3	14	43	41	91%	58%
	State	5	13	22	24	19	15	Band 6,7,8	Band 6,7,8
Persuasive Writing	School	0	0	5	40	32	23	95%	52%
	State	6	12	28	33	15	4	Band 6,7,8	Band 6,7,8
Spelling	School	0	0	15	35	30	20	85%	61%
	State	5	11	22	28	21	12	Band 6,7,8	Band 6,7,8
Grammar and Punctuation	School	0	2	10	18	37	33	88%	61%
	State	5	11	21	25	20	16	Band 6,7,8	Band 6,7,8



## Literacy Year 7

		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Reading	School	0	3	14	24	33	37	84% Band 7,8,9	56% Band 7,8,9
	State	3	12	26	28	18	10		
Persuasive Writing	School	2	8	32	37	19	3	59% Band 7,8,9	40% Band 7,8,9
	State	11	18	30	24	12	4		
Spelling	School	1	4	11	28	38	18	84% Band 7,8,9	61% Band 7,8,9
	State	5	11	22	30	21	10		
Grammar and Punctuation	School	1	4	12	29	21	33	83% Band 7,8,9	56% Band 7,8,9
	State	6	13	24	27	18	11		

## Literacy Year 9

		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10 (%)	School Analysis	State Analysis
Reading	School	0	4	12	31	33	16	80% Band 8,9,10	47% Band 8,9,10
	State	6	17	28	26	15	6		
Persuasive Writing	School	5	12	15	34	21	9	64% Band 8,9,10	34% Band 8,9,10
	State	18	22	25	20	10	4		
Spelling	School	0	3	19	36	24	14	74% Band 8,9,10	51% Band 8,9,10
	State	8	14	25	27	16	8		
Grammar and Punctuation	School	0	8	19	35	23	12	70% Band 8,9,10	41% Band 8,9,10
	State	9	20	29	24	12	5		

### Numeracy Year 3

		Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	School Analysis	State Analysis
Numeracy	School	0	0	7	34	25	34	93% Band 4,5,6	61% Band 4,5,6
	State	4	11	22	27	20	14		

### Numeracy Year 5

		Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	School Analysis	State Analysis
Numeracy	School	0	2	13	34	26	25	85% Band 6,7,8	56% Band 6,7,8
	State	3	13	27	28	18	10		

### Numeracy Year 7

		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Numeracy	School	0	1	10	34	29	26	89% Band 7,8,9	53% Band 7,8,9
	State	2	14	29	27	16	10		

### Numeracy Year 9

		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10 (%)	School Analysis	State Analysis
Numeracy	School	0	1	9	22	34	31	87% Band 8,9,10	51% Band 8,9,10
	State	3	15	30	27	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 2013 HSC Examinations.

	2005 HSC	2006 HSC	2007 HSC	2008 HSC	2009 HSC	2010 HSC	2011 HSC	2012 HSC	2013 HSC	2014 HSC	2015 HSC
Ancient History	100	100	100	82	92	92	100	100	100	100	100
Biology	100	91	100	100	100	91	94	100	100	100	100
Business Studies	100	100	100	96	92	88	100	100	98	100	98
Chemistry	50	91	100	78	100	75	94	85	86	100	96
Chinese BS	N/A	N/A	N/A	N/A	N/A	100	100	100	100	100	100
Dance	N/A	100	100	100	100	100	100	100	100	100	100
Drama	100	100	100	100	100	100	100	100	100	100	100
Economics	100	100	100	89	94	74	88	82	100	100	100
English (Advanced)	98	100	98	100	100	100	100	100	100	100	100
English (Standard)	N/A	100	N/A	89	93	82	95	100	95	96	88
English ESL	N/A	100	100	50	92	94	100	100	75	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	100	100	100	N/A	N/A	100	N/A	100	100	100	100
French Extension	100	100	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
General Mathematics	92	100	100	100	82	71	100	100	93	100	97
Geography	100	100	100	83	72	100	100	67	100	100	100
History Extension	92	100	100	100	100	100	100	N/A	80	100	100
IPT	100	100	100	100	N/A	N/A	N/A	100	N/A	N/A	N/A
Legal Studies	100	100	100	80	89	100	100	100	100	100	100
Mathematics	100	79	92	84	100	98	100	96	100	95	100
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	100	100	N/A	N/A	N/A	N/A	100	100	100	100
Modern History	100	96	100	86	100	100	100	100	100	100	96
Music 1	100	100	100	100	100	100	100	100	100	100	100
Music 2	100	N/A	N/A	N/A	N/A	N/A	100	N/A	100	100	100
Music Ext	N/A	N/A	N/A	N/A	N/A	N/A	100	N/A	100	100	100
PDHPE	100	100	100	87	94	92	100	100	100	100	92
Physics	100	82	100	75	82	100	93	84	100	100	100
SDD	100	N/A	100	100	N/A	71	100	89	84	67	100
Visual Arts	100	100	100	100	91	100	100	100	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 2009 to 2015.

Year 3	% 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	% of students who achieved in the top three bands 2013	% of students who achieved in the top three bands 2014	% of students who achieved in the top three bands 2015
Reading	100	85	98	97	96	99
Persuasive Writing	96	98	100	100	100	100
Spelling	85	88	92	90	94	93
Grammar and Punctuation	93	96	95	95	94	100
Numeracy	89	86	95	91	93	93

Year 5	% 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	% of students who achieved in the top three bands 2013	% of students who achieved in the top three bands 2014	% of students who achieved in the top three bands 2015
Reading	71	83	94	95	97	91
Persuasive Writing	79	91	97	89	89	95
Spelling	72	79	88	90	95	85
Grammar and Punctuation	83	91	100	94	92	88
Numeracy	90	90	88	75	95	85

Year 7	% 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	% of students who achieved in the top three bands 2013	% of students who achieved in the top three bands 2014	% of students who achieved in the top three bands 2015
Reading	96	88	78	85	88	84
Persuasive Writing	77	86	73	67	78	59
Spelling	92	86	89	89	85	84
Grammar and Punctuation	91	85	81	88	95	83
Numeracy	95	93	84	93	90	89

Year 9	% 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	% of students who achieved in the top three bands 2013	% of students who achieved in the top three bands 2014	% of students who achieved in the top three bands 2015
Reading	80	82	78	84	80	80
Persuasive Writing	62	74	80	70	69	64
Spelling	84	80	82	74	78	74
Grammar and Punctuation	78	80	85	74	77	70
Numeracy	93	82	81	88	87	87

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

## Teacher Standards and Qualifications

In 2015, Reddam House maintained a full complement of 84 highly qualified full time teachers.

- All Reddam teachers have teaching qualifications from a higher education institution within Australia or as recognized within the BOSTES 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 BOSTES 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 2014 was 87.8%.

## Teacher Attendance Rate

In 2015, a total of 373 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 2013. 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 BOSTES 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
- AIS - Using interactive whiteboards
- AIS - iPad in action
- AIS - It's all in your head - School counsellors course
- AIS - Making the most of reading groups
- AIS - Programming in English using Quality literature
- TTA- Working to strengths in the 21st Century
- AIS - Teaching reading from research to practice
- Reviva - First Aid
- AIS - We teach kids not technology
- AIS - Registration and accreditation briefing
- AIS - Tablets in languages K - 6
- AIS - Languages in Primary
- AIS - English Syllabus Familiarisation K - 6
- AIS - Science and Technology Syllabus Familiarisation K - 6
- AIS - Building effective maths programs K - 2
- AIS - iPad 101
- AIS - Beyond behaviour management
- AIS - Storytelling with Digital video

#### **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
- Implementing the new curriculum workshops
- Computer Skills

#### **Others**

- Leadership program
- Team Building
- WHS Information and Training



# Students at Reddam



## Student Population

- In 2015, Reddam House has approximately 822 students comprising of 327 Primary students and 495 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	2004 to 2006	2005 to 2007	2006 to 2008	2007 to 2009	2008 to 2010	2009 to 2011	2010 to 2012	2011 To 2013	2012 to 2014	2013 to 2015
Year 10 Total Enrolment	65	62	61	67	65	74	90	78	90	85
Year 12 Total Enrolment	56	60	63	66	71	79	69	61	88	78
Year 10 Total Enrolment remaining in Year 12	49	60	47	62	57	64	60	56	77	70
Apparent retention rate	86%	97%	94%	99%	100%	107%	93%	90%	97%	90%
Actual retention rate	75%	80%	90%	81%	88%	87%	81%	80%	86%	82%

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 2014:

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
2.6	2.1	2.4	3.6	4.4	3.5	5.5	2.1	2.4	2.2	2.3	1.9	2.0

The average student attendance rate in 2015 was 97.2%.

## **Post-School Destinations**

The majority of the 2014 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**

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 2015	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</b>		
<b>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	Included in Student/Parent Handbook. Included in Staff Handbook.

## Code of Conduct for Staff

### Encompassing:

- Professional responsibilities (Duty of Care)
- Child Protection
- Professional standards
- Appropriate use of email

No Changes

Included in  
Student Diary

Included in  
Staff  
Handbook.



## Student Discipline Policies

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

### The policy:

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

### Implementation of the Discipline Code

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

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

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

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

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

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



## Complaints and Resolving Grievances

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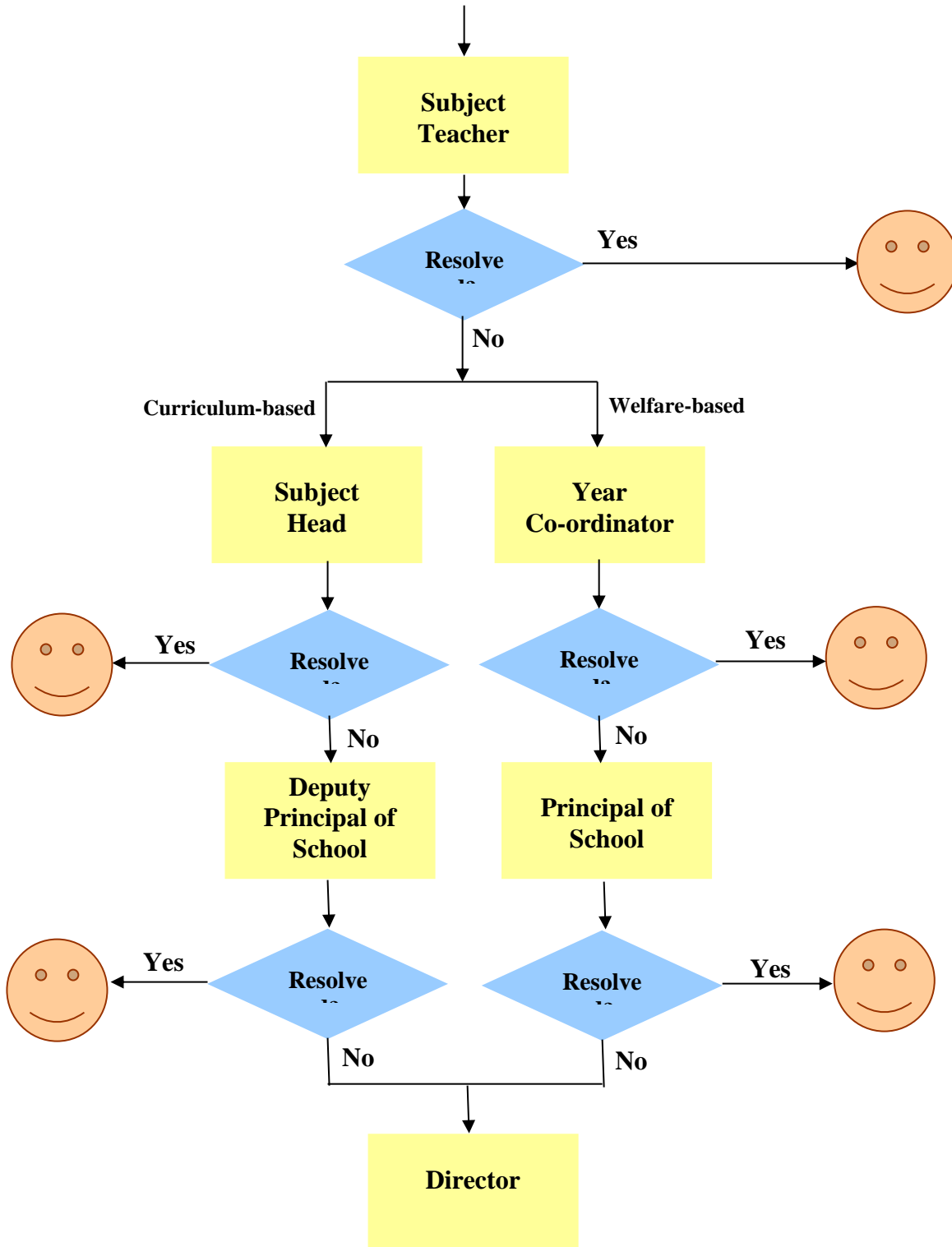
The school maintains an open-door policy for dealing with matters of concern from parents, students and teachers. All professional interaction incorporates appropriate principles of procedural fairness. In all applicable cases, the issues will be investigated based on the guidelines set out in the relevant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

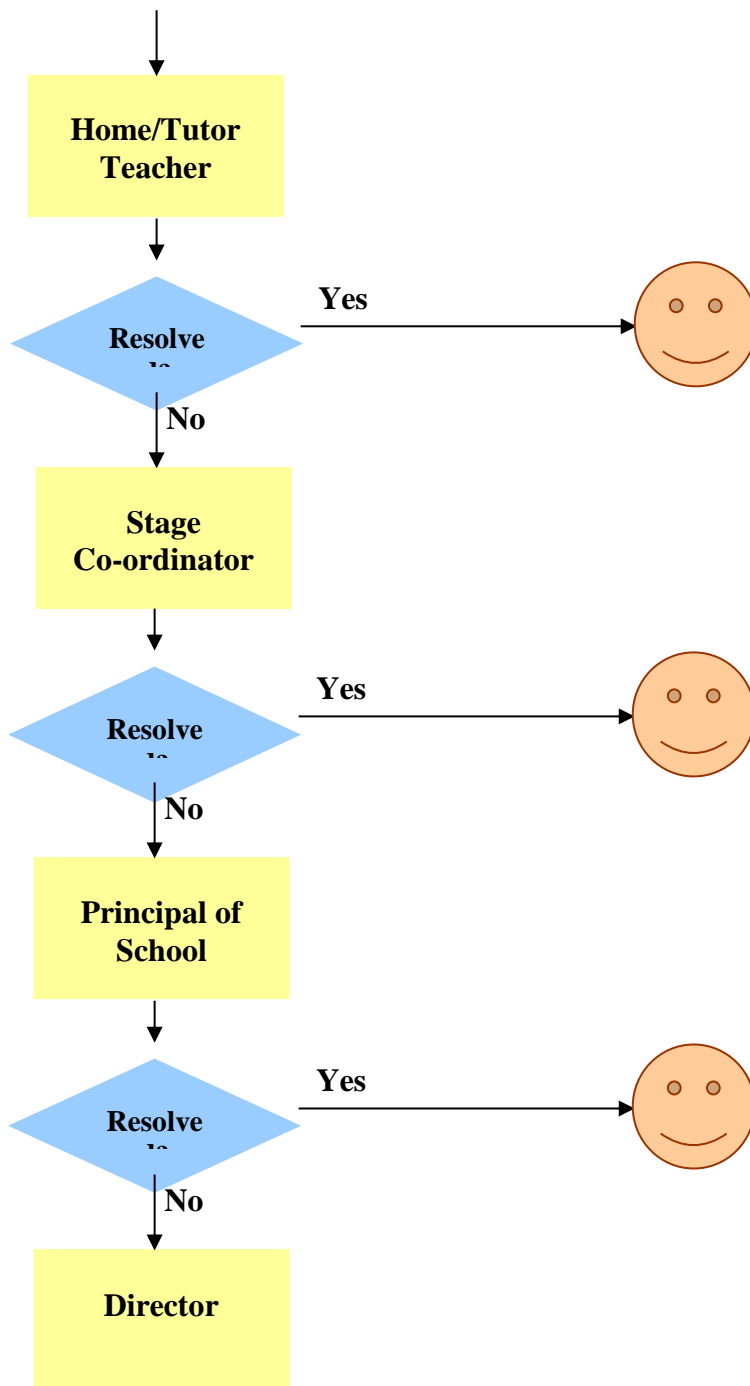
Issue from Student and/or Parent



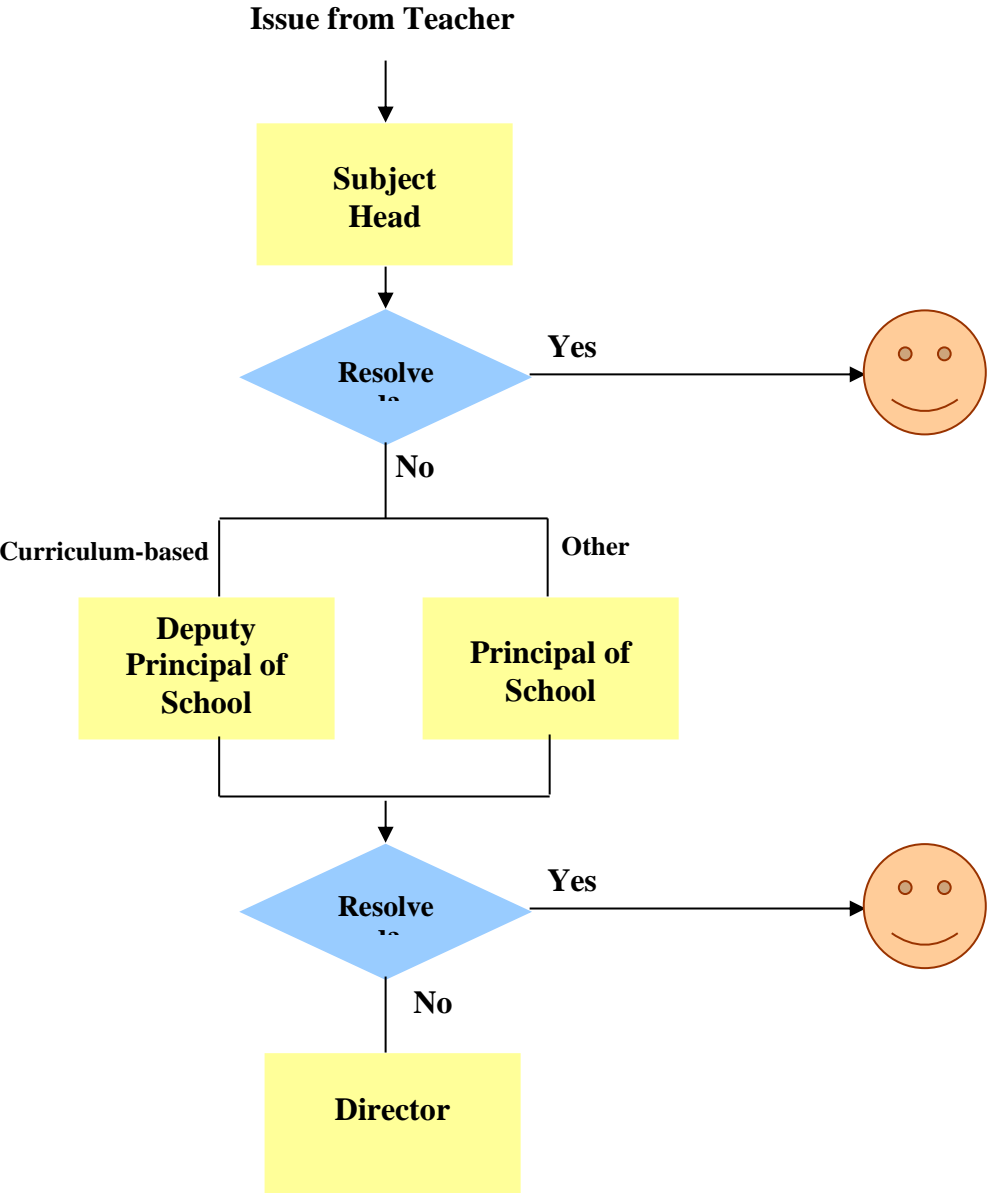


PROCEDURES FOR DEALING WITH ISSUES FROM PRIMARY STUDENTS / PARENTS

Issue from Student and/or Parent



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 2015 have been outlined below.

## Student Welfare

Priorities	2015 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 continues to be 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 and cater for sensible student requests.</li><li>Paul Dillon – Drug and Alcohol awareness</li></ul>

## Teaching and Learning

Priorities	2015 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><li>Implementation of gmail folders for students to access subject information from home.</li><li>Implementation of iPad for textbooks through Learningfield</li></ul>

## Staff Professional Development

Priorities	2015 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>▪ BOSTES Registration and Accreditation</li> <li>▪ Study Skills with Prue Salter</li> <li>▪ SM Marks In Service</li> <li>▪ Year 12 Website Launch</li> <li>▪ REVIVA First Aid course</li> <li>▪ iPad use in the classroom – Jim Hayden</li> </ul>

## Assessment and Reporting

Priorities	2015 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>

## Workplace Health & Safety

Priorities	2015 Achievements
<ul style="list-style-type: none"> <li>▪ WHS inspection</li> <li>▪ Hazard Identification Report</li> <li>▪ Developing written WHS teacher procedures</li> <li>▪ WHS newsletter and communication</li> <li>▪ Student awareness</li> </ul>	<ul style="list-style-type: none"> <li>▪ In house audit of WHS procedures</li> </ul>

## Management Structure

Priorities	2015 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>▪ Regular Welfare meetings</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 2015 to strengthen and further develop these important values. These included:

- Musical and Drama productions
- Sports Carnivals
- Clean-up 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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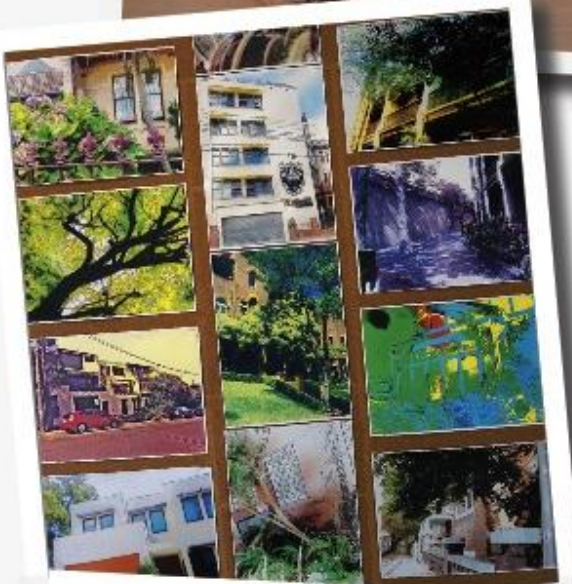


In 2015, in addition to the excellent student and teacher attendance rates and the outstanding academic results, Reddam House enjoyed a high level of support from parents, students and teachers in a range of extra-curricular activities and cultural events, from Saturday sports, second-hand uniform shop 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.











**VALENTINES DAY DANCE**  
**17 FEBRUARY 2015**  
**6.30PM - 9.00PM**  
**ADELAIDE HALL**  
**17 FEBRUARY 2015**  
**\$15** Includes a drink and a slice of pizza  
*Don't Be Alone This Valentine*

**REDDAM HOUSE**



**REDDAM HOUSE**  
 Senior Elite Musicians Recital  
**23th February 2015 7:00 p.m.**  
 Adelaide Hall  
 Auditions 16th February 2015

**REDDAM HOUSE**



**REDDAM HOUSE**  
 Piano Competition  
**11th March 2015 7:00 p.m.**  
 Adelaide Hall  
 Auditions 2nd March 2015

**REDDAM HOUSE**

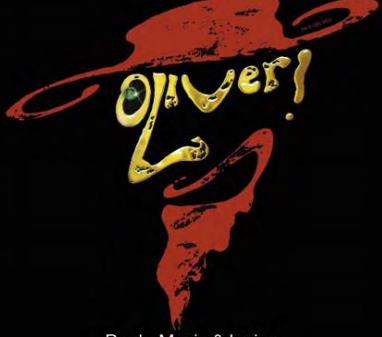
**REDDAM HOUSE Scholarships 2016**  
**12<sup>th</sup> in State HSC 2014**  
**1<sup>st</sup> Independent Co-Ed School**

Reddam House is a co-educational, non-denominational school with an enviable record of excellence and high-achieving students. We are pleased to announce our **Academic and Dance Scholarships for 2016.**



**Applications close Thursday 5<sup>th</sup> March. Auditions & examinations will take place on Sunday 15<sup>th</sup> March. An information session will be held for parents at 9.30am.**  
**For more information or to register visit our website at: [www.reddamhouse.com.au/scholarships](http://www.reddamhouse.com.au/scholarships)**


**REDDAM HOUSE**  
 Presents




**Over!**  
 Book, Music & Lyrics by **Lionel Bart**  
 By arrangement with Hal Leonard Australia Pty, Ltd, exclusive representative of Cameron Mackintosh and the Southbrook Group

**7:00 pm, 18th & 19th March 2015**  
 Seymour Centre - Everest Theatre  
 Tickets available from Seymour Centre; online, by phone or in person

APRIL 24-25 2015 AUSTRALIA & NEW ZEALAND WIDE

1915  2015  
**CAMP GALLIPOLI**  
 COMMEMORATING 100 YEARS OF ANZAC SPIRIT



Commemorate 100 years of ANZAC history camping in swags together as one at Camp Gallipoli events across Australian & New Zealand cities.

Reddam House International Community Service Project



**Tuesday 4th August 6.30pm - 9.30pm**  
 Theatre Sports Interhouse Tournament, Adelaide Hall  
 \$15 per Ticket

**Wednesday 26th August 7pm - 10pm**  
 Top level - El Topo Restaurant, Westfield Bondi Junction  
 \$50 per Ticket

**Sunday 16th August 9am**  
 Centennial Park Bike Ride  
 Ride till you drop to raise funds

All proceeds will be donated to the Costa Rica and Nicaragua trip  
 Contact: [warren.garaff@reddamhouse.com.au](mailto:warren.garaff@reddamhouse.com.au)  
**[www.reddamhouseics.com](http://www.reddamhouseics.com)**

**REDDAM HOUSE**



**REDDAM HOUSE**  
 Wind and Brass Competition  
**11th May 2015 7:00 p.m.**  
 Adelaide Hall  
**Auditions 27th April 2015**



# REDDAM HOUSE OPEN DAY



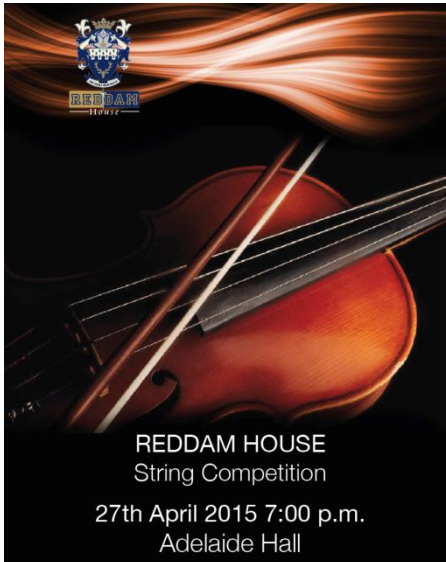
Early Learning, Primary and High School

**Come and see what sets us apart**

View live performances in dance, music, drama and our visual arts exhibition

**3rd May 2015 10:00 am - 2:00 pm**

Contact [vanessa.governato@reddamhouse.com.au](mailto:vanessa.governato@reddamhouse.com.au) - 9369 4096




**REDDAM HOUSE**  
String Competition  
27th April 2015 7:00 p.m.  
Adelaide Hall  
Auditions on 30th March 2015

Reddam House presents

## The Crucible

Written by Arthur Miller Directed by Penny Lindley



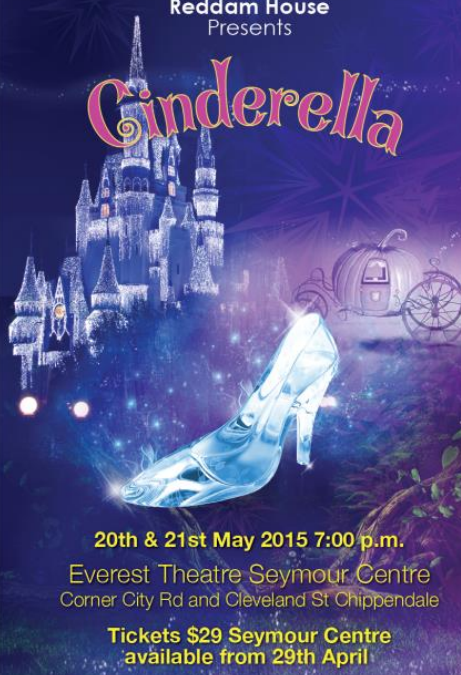
By arrangement with Hal Leonard Australia Pty Ltd on behalf of Dramatist Play Service, Inc. New York.

**26th & 27th May 2015 – 7.00 pm**  
Adelaide Hall

Tickets available from Sophie and Liz at Reception  
\$25 for Adults and \$20 for Students

Reddam House Presents

## Cinderella



**20th & 21st May 2015 7:00 p.m.**  
Everest Theatre Seymour Centre  
Corner City Rd and Cleveland St Chippendale  
Tickets \$29 Seymour Centre  
available from 29th April



**REDDAM HOUSE**  
Vocal Competition  
27th July 2015 7:00 p.m.  
Adelaide Hall  
Year 3 - 12 Auditions Monday 20th July 2015

### INVITATION



**HSC VISUAL ARTS SHOWCASE**  
6.00 pm – 8.00 pm  
Monday 1st June 2015

Reddam House, Bondi Campus,  
56 Mitchell Street, North Bondi, NSW, 2026  
Drinks and canapés will be served

Featuring the outstanding works of the  
HSC artists 2015


Find out what sets us apart

# REDDAM HOUSE

Early Learning, Primary & High School

## OPEN DAY

Venue: 70 Edgecliff Rd, Woollahra  
Time: 10:00 am to 2:00 pm  
Date: 3 May 2015

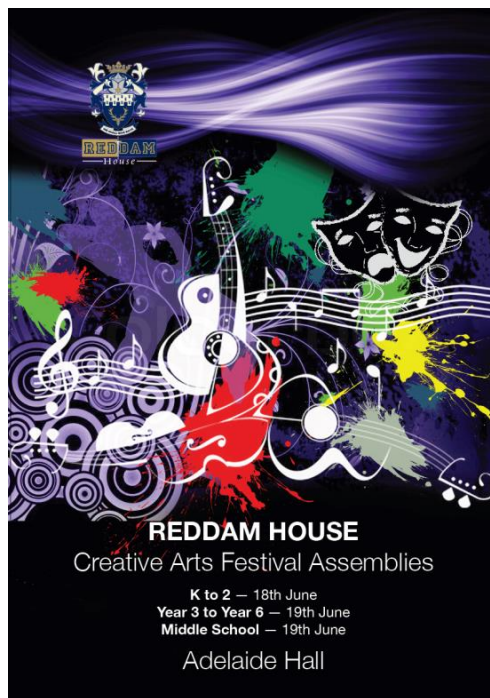


**REDDAM HOUSE**

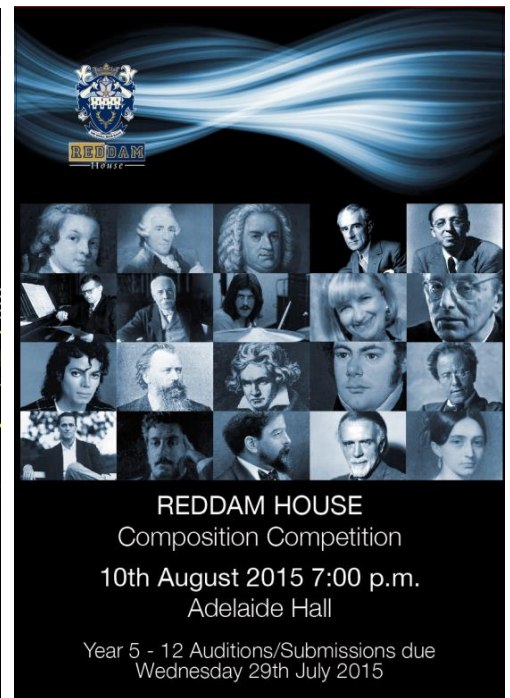
*A Unique Dynamic Education of Excellence*



**REDDAM HOUSE**  
Concerto Competition  
3rd August 2015 7:00 p.m.  
Adelaide Hall



**REDDAM HOUSE**  
Creative Arts Festival Assemblies  
K to 2 – 18th June  
Year 3 to Year 6 – 19th June  
Middle School – 19th June  
Adelaide Hall




**REDDAM HOUSE**  
Composition Competition  
10th August 2015 7:00 p.m.  
Adelaide Hall  
Year 5 - 12 Auditions/Submissions due  
Wednesday 29th July 2015

## Reddam House Senior Dance Night

A showcase of the HSC Dance Works for 2015

**Wednesday, 29th July 2015**  
7pm Adelaide Hall



**RSVP Monday 27th July [liz.collier@reddamhouse.com.au](mailto:liz.collier@reddamhouse.com.au)**



**Reddam House International  
Community Service Project**



**Wednesday 26th August 7pm - 10pm**  
Top level - El Topo Restaurant,  
Westfield Bondi Junction  
**\$50 per Ticket**  
Buy here: <http://goo.gl/37bN0z>

All proceeds will be donated to the  
Costa Rica and Nicaragua trip  
Contact: [warren.garratt@reddamhouse.com.au](mailto:warren.garratt@reddamhouse.com.au)  
**[www.reddamhouseics.com](http://www.reddamhouseics.com)**



**REDDAM HOUSE**  
Percussion Competition 2015  
**Primary Section:**  
Final Assembly, 11th September 12 p.m.  
**Intermediate and Senior Section:**  
Final Assembly, 11th September 10 a.m.  
**Adelaide Hall**  
Auditions on Wednesday 19th August  
Open to soloists from Year 3 to Year 12



**REDDAM HOUSE**  
HSC Drama Trial  
Sunday 2nd August 2015  
2:00 p.m. onwards, Adelaide Hall

The Reddam House Primary Production of  
**Disney's**  
**HIGH SCHOOL MUSICAL JR**

Book by David Simpatico

Based on a Disney Channel Original Movie Written by Peter Barsocchini


Original Songs by:  
 Matthew Gerrard & Robbie Nevil; Ray Cham, Greg Cham & Andrew Seeley;  
 Randy Petersen & Kevin Gulvin; Andy Dodd & Adam Watts; Bryan Lousselle;  
 David N. Lawrence & Faye Greenberg; Jamie Houston

Music Adapted, Arranged and Produced by  
 Bryan Lousselle

By arrangement with Hal Leonard Australia Pty Ltd,  
 exclusive agent for Music Theatre International, NY


**2nd & 3rd September 2015, 7:00pm**  
**NIDA PARADE THEATRE, 215 Anzac Pde Kensington**

Tickets available from Ticketek  
 Enquiries: **9369 4096**



**REDDAM HOUSE**  
 Year 9 and 10 Music Showing

Wednesday 14th October 2015 7:00 p.m.  
 Adelaide Hall



**REDDAM HOUSE**  
 Year 5 to Year 8 Music Showing

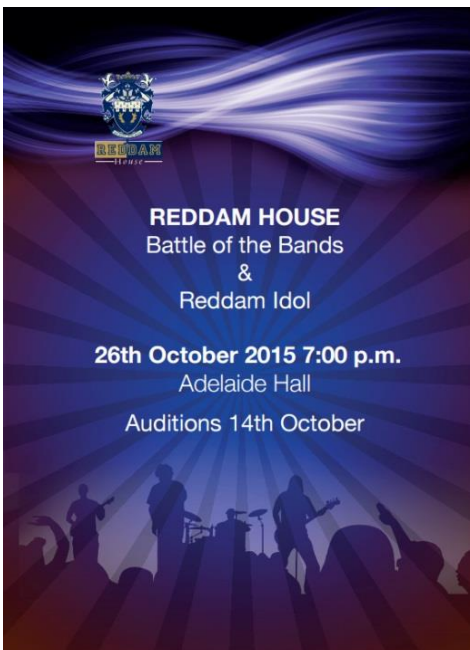
Monday 19th October 2015 7:00 p.m.  
 Adelaide Hall  
 Auditions 12th October



**REDDAM HOUSE**  
 Kindergarten to Year 4 Music Showing

Wednesday 21st October 2015 7:00 p.m.  
 Adelaide Hall

Auditions Tuesday 13th October



**REDDAM HOUSE**  
 Battle of the Bands  
 &  
 Reddam Idol

**26th October 2015 7:00 p.m.**  
 Adelaide Hall

Auditions 14th October


Reddam House  
 Presents

**Faded**

Co-Directed by Avigayil Erlich  
 and Adina Herz

based on the original concept by  
 Avigayil Erlich and Adina Herz.

**7:00 pm, November 1, 2015**  
 Adelaide Hall



The Red Den was established to provide an avenue for students to express their creativity and enhance their entrepreneurial skills. The concept of the 'Think Tank' evening is based on the the popular TV shows Dragon's Den and Shark Tank.

The evening will provide Year 9 Commerce students with an avenue to share their ideas with a panel of experts who will undoubtedly provide invaluable feedback and mentor support. The top students will be selected to represent Reddam at the Innovation 15 Australia's biggest StartUp competition at Parliament of New South Wales - Macquarie St Sydney on Thursday, 26 November 2015 from 10:00 pm to 3:00 pm.


**The Red Den**  
 Year 9 Commerce Think Tank evening

Wednesday 11th November, 5.00 -7.00 pm  
 Senior School Auditorium  
 56 Mitchell Street, Bondi, NSW 2026  
 (Light refreshments will be provided)

Harnessing the creative  
 and innovative minds of  
 Young Entrepreneurs

Reddam House  
 Presents

2016 Senior School Musical



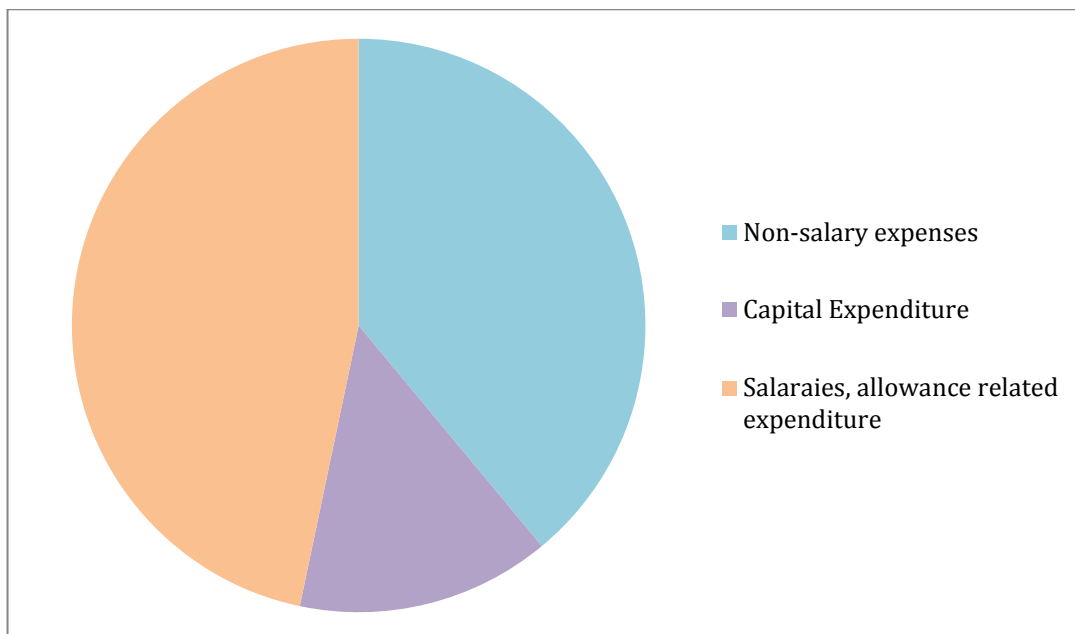
**CATS**

Big Sing and Audition materials  
 to be distributed  
**Tuesday 8th December 3.00 to 4-30 pm**

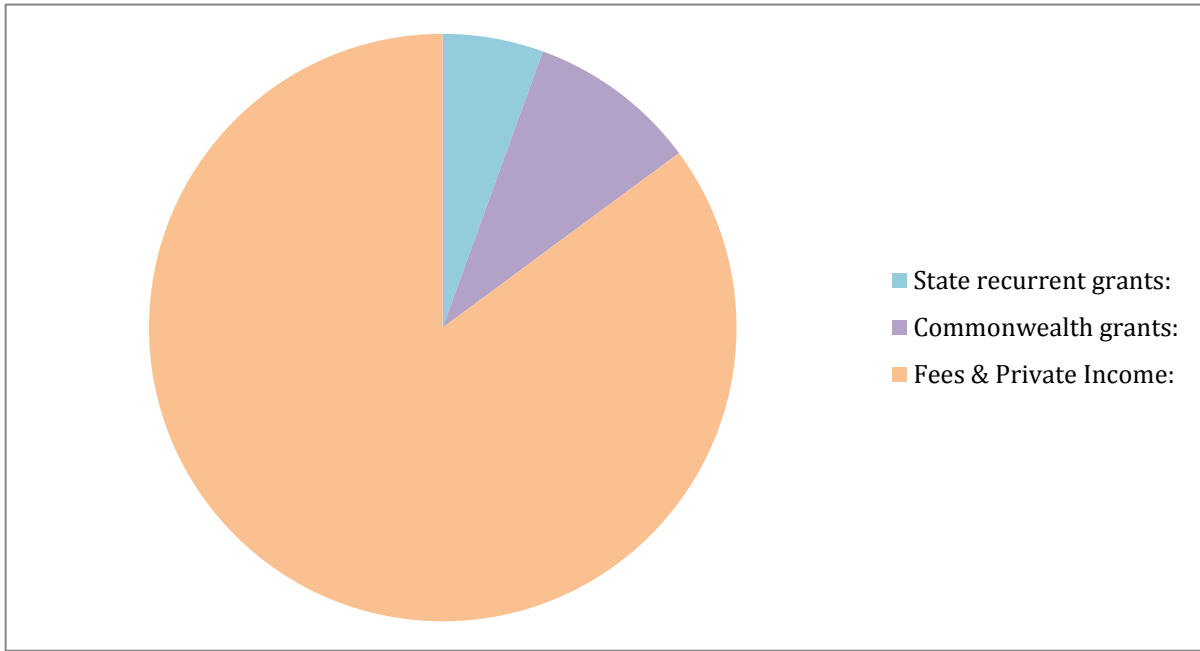
## Summary Financial Information



The following pie chart indicates the Recurrent/Capital Expenditure for 2015



The following pie chart indicates the Recurrent/Capital Income for 2015



# 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**

Chief Executive Officer

**Mrs. Dee Pitcairn**

Principal of Primary School

**Mr. Dave Pitcairn**

Principal of High School

**Mr. Colin Cawse**

Deputy Principal of High School

**Mrs. Geraldine Campbell**

Business Manager

**Mr. Craig Hattingh**

Systems Manager

**Mr. Jez Johnson**

WHS Representative

**Ms. Andrea Huxham**

Media Officer