



REDDAM
— House —

REDDAM HOUSE
ANNUAL REPORT
2016



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Message from the Principal of the High School at the 2016 Year 12 Valedictory.



I am told that the first time the term 'valedictory' was used was way back in 1651, with the root of the word being the Latin 'vale' – to bid farewell to. And it is right that we continue this tradition, not merely in the way that we say goodbye to family or friends as they leave after a visit, but rather by reflecting on the deep roots the Class of 2016 has embedded in the fabric of our school, and of the substantial impact you have made.

As I looked through the names of this class, I was struck by how many years I have seen those same names repeating themselves, whether in academic achievements, or successes on the sports fields, or in cultural pursuits. Your kindness and empathy has extended beyond the borders of the school through your involvement in outreach activities, as you have lived out the school motto of 'We Shall Give Back'. In short, yours has been a time at Reddam characterised by whole-hearted, enthusiastic and broad-ranging involvement.

In celebrating this rite of passage - this valedictory - it is clear that it is also one of those important gateway moments in life. A time both of reflection and of anticipation of what lies ahead. I have no doubt that much of what you have been feeling over the past few days has been nostalgia for what has passed, while at the same time harbouring a nervous energy and excitement for what lies ahead. All of these feelings are right and good at such a momentous time of your life.

It is a time of burgeoning freedom, of unfurling your wings and getting ready to fly from the confines of school, and perhaps even from home for some of you. But at the same time there are those feelings of loss – loss of the familiarity of school and of the faces of your friends, teachers and coaches, who have been such a fundamental part of your life for so long. Such are the challenges of change.

But in this change there is growth, and there is exploration, with new adventures and expanding horizons. It is a time of grasping those lessons you have learned in the past and of pushing forward with enthusiasm and vigour. So, what small words of advice can I give you as you stand at the threshold of this new phase of your life? Especially as I consider just how unique each one of you is, with such varied gifts and abilities.

Well, I thought I would offer you a few ideas about SUCCESS. Throughout your time at school, one of the words you have probably heard countless times, whether about your academics or sporting results, or even your cultural achievements, is this word – success. But trying to grasp what it is is like attempting to grab hold of a wet piece of soap. This intangible, slippery thing called success can be evasive, or suddenly appear unexpectedly and wonderfully.

If you google 'Success', the internet will throw up every celebrity and self-help guru's '10 Points for Success' lists, and there are some pretty eye-opening ideas out there! Or perhaps I should remind your parents of a song which was doing the rounds some years ago. Maybe some of you

Year 12s will even know it from your childhood. Aussie film director Baz Luhrman, famous for many blockbuster movies, released a song back in 1999 that became a runaway international sensation.

Called 'Everybody's free (To Wear Sunscreen)' – or, as most people that called it, that sunscreen song - it featured a list of advice, most memorably that you should 'Wear sunscreen'. Luhrman went on to say (because the song is more talking than the conventional singing): 'If I could offer you only one tip for the future, sunscreen would be it. The long-term benefits of sunscreen have been proved by scientists, whereas the rest of my advice has no basis more reliable than my own meandering experience. I will dispense this advice now'.

There are a couple of lines worth quoting and they are these: 'Get to know your parents. You never know when they'll be gone for good. Be nice to your siblings. They're your best link to your past and the people most likely to stick with you in the future. Understand that friends come and go, but with a precious few you should hold on'.

How important relationships are. I have no doubt that as you look back on your years at school; the things that most stand out are the experiences you had, made all the more special by the people with whom you shared them. Think back to the memorable swimming and athletics carnivals, filled with colour and surrounded by your friends; or perhaps an experience on the art retreat to Hobart; or of standing excitedly backstage with your friends just before you performed, whether in dance, music or drama. Perhaps it was a moment you shared with your parents on the side of the sports fields, or even a special conversation as they drove you to school, or sat alongside you on your bed at night. These are the moments that linger for many years, and I believe that true success starts with relationships.

There is another aspect of relationships which I believe is critical, and it has been highlighted in recent months, particularly in the Brexit vote, and in some of the rhetoric coming out of the current US electioneering. One of the authors whose writing I enjoy reading is Malcolm Gladwell. In an interview he said something which resonated with me, and it was this: 'I have conversations with people well outside my world'.

Of course it's so much easier to hang out with people who are the same as you, with similar interests, and not to expand your horizons to relationships beyond your comfort zones. However, research proves how limiting this is.

In a recent article, the influential Forbes magazine referred to this as Closed Networks and Open Networks, and this short extract indicates the characteristics of a Closed Network: 'Most people spend their careers in closed networks; networks of people who already know each other. People often stay in the same industry, the same religion, and the same political party. In a closed network, it's easier to get things done because you've built up trust, and you know all the shorthand terms and unspoken rules. It's comfortable because the group converges on the same ways of seeing

the world that confirm your own’.

The problem with this, though, is that it creates an individual who is unable to understand how others think or behave, and it entrenches the ‘us and them’ mentality, which seems to have become so prevalent in modern society. An Open Network individual, however, is eager to pull information from a variety of sources and to understand how others behave; this type of individual is ideally suited to become a connector between different groups and he or she is able to see more broadly the strengths and weaknesses of opposing ideas; and finally, an Open Network individual is able to think more creatively because he or she is not limited by a narrow range of ideas.

Perhaps one of the greatest innovators of our time was Steve Jobs, and this was his way of explaining the advantage of taking an Open Network approach. He said that, ‘A lot of people in our industry haven’t had very diverse experiences. So they don’t have enough dots to connect, and they end up with very linear solutions without a broad perspective on the problem. The broader one understands the human experience, the better design we will have’.

One can see how this played out in Steve Jobs’ life. Playing around with machinery with his father led him to an understanding of detail and mastery of his art; going through his so-called wilderness years, engaging with people outside the Apple corporation, and working on NeXT, propelled him back into Apple and its greatest period of success; then there was his lifelong passion for music, which led to the iTunes revolution; and, of course, his time living on an apple orchard sparked the now renowned icon. All of these indicate his insatiable curiosity and willingness to explore different fields, and to engage with people beyond what one would expect of an IT expert.

So, to recap these first two points: cultivate relationships and work hard to maintain them, AND take the risk to move beyond the comfortable, safe, relationships to understand more about potentially opposing ideas and beliefs.

Finally, in this very brief delving into what might bring success your way, let me mention a term I only recently came across. It is ‘Archer’s Paradox’. When an archer shoots an arrow at a target, he has a particular problem, and it is that the arrow has an obstacle directly in front of it, which is the bow. If you think of it, the arrow is placed either to the left or right of the bow, and from there it is propelled towards the target once the taut string is released. The problem is this – if the bow itself is placed in line with the target, the arrow will head off in the wrong direction.

And this is the ‘Archer’s Paradox’. In order to hit the target, the archer actually has to aim at a point which is not where he intends the arrow to land. Just as a matter of interest, there are some really great slow motion videos online which show just how much the arrow flexes upon release in

order to move around the bow, so I'll leave you watch those when you need a break from studying.

This paradox got me thinking about life, and of how sometimes if you want to achieve something, your focus actually needs to be on something else. And it is this. For success, whether in business or in relationships, or in sport, or whatever, I believe that the starting point needs to be a focus on who you are – that deep, intangible thing that makes you unique. It is that part of you that only you can reach and only you can change. It is the bedrock, the foundation, from which all your decisions come and from which all your relationships develop.

You see, Year 12s, there will come times in the future where you will be challenged and where you will need to make decisions - sometimes critical, life-changing decisions – and those will be made by bouncing off the sounding board that is deep within you. If that place is stable, built on a solid foundation of a moral and ethical consideration of your place in the world; taking into account those with whom you interact and of the environment in which you live; then it makes big decisions that much easier to make.

But such a place within yourself is not developed easily. Part of it is there already, forged in these first eighteen or so years of your life. Partially the values and ideals are those you have learned from your parents, teachers and friends, but there are other strengths you would have developed individually, perhaps through a deepening of your faith, or of having passed through challenges and obstacles.

I encourage you to see such potential detours as a mean of growing and of developing an ever stronger core of who you are, and of how you relate to the world and to those around you. I know that it will often test you to the limit of what you think you can endure but just know that with the overcoming of each challenge your levels of fortitude – and, I believe, your empathy for others – will increase.

It is by taking aim, not at the target of success, but rather at who you are as a person, that true success will be ultimately found. How often we read in the tabloid press of hugely successful people who end up disintegrating, largely because they have not looked after the core of who they are. Developing relationships; engaging with the world with empathy and compassion; giving yourself time for rest and introspection; caring for your environment; deepening your faith – all of these are ways of strengthening that foundation of who you are. And I truly believe that by aiming at that target you will hit the ultimate target of success.

I wish you many moments of fulfilment as you set out on this path of exploration. It has been our great joy to walk part of this journey with you, and we all look forward to watching your progress as you move beyond the confines of the school.

Dave Pitcairn
Principal

Message from the Principal of the Primary School



Reddam House Primary School enjoyed another successful year in all respects. The school continued to build on the solid foundations of the past, while also ensuring that the education offered is relevant, contemporary, and innovative.

It is all too easy for educational institutions to become complacent, as they consider the effectiveness of past strategies to be sufficient for the future; however, with the rapidly changing world ever evolving, it is critical that education keeps pace with – and stays ahead of – these developments.

In a recent article, entitled *Skills for a Changing World: Advancing Quality Learning for Vibrant Societies*,* commissioned by the Brookings Institution in the United States, the researchers tackle the question of 'How can we best prepare children for success in their lives and livelihoods?'

One of their assertions is that 'Thriving in today's fast changing world requires breadth of skills rooted in academic competencies such as **literacy, numeracy, and science**, but also including such things as **teamwork, critical thinking, communication, persistence, and creativity.**'

These sentiments resonate with the academic curriculum and extra-curricular activities offered at Reddam House, as the school remains rooted in strong content-based syllabi and a broad range of complementary activities. However, this is used not as content for content's sake, but as the launch pad for skills-based knowledge acquisition. As the students learn new content this is translated into practical application of that knowledge, through class discussions, project work, excursions and incursions. A broad, holistic view of knowledge, which bridges all subject areas, is a critical aspect of keeping education relevant and practical.

Students were given many opportunities to work together in groups during the year, which encouraged the sharing of ideas. This interaction teaches the critical skills of listening to the opinions of others, compromise, and resolution of potentially conflicting ideas. As mentioned in the article above, the ability to work together and to be able to reason in an orderly and reasonable manner is a critical skill, as is the development of critical thinking. Such activities as public speaking, Future Problem Solving and the Tournament of Minds, all of which were given a prominent place in the calendar, develop critical thinking as well as confidence to express an opinion.

All but the youngest Year groups in the Primary School were taken on school camps during 2016. During these camps, students were challenged to overcome obstacles and solve problems, thereby developing self-confidence. Activities were varied from the physical to those demanding thinking skills, many of which required cooperation and communication. On all of these camps, staff were impressed with the positive attitude of the students, as well as their willingness to work together and to encourage those who struggled. These life skills are, we believe, essential preparation for later years at school and in the workplace.

Creativity is perhaps the area for which Reddam House Primary School has become best known in recent years, and with good reason. A comprehensive cultural programme remains the backbone of the creative activities offered to students, and this year saw a broad range of cultural pursuits in which they participated. Some of these were the various musical competitions, which seem to improve in quality, as well as in the number of students participating each year.

The Music Department organised piano, string, wind and brass, percussion, concerto, vocal and composition competitions, all of which received tremendous support, both from students, their peers, and their parents. Music assemblies and music incursions, such as the visit from Oz Opera, added to the musical offering, which gave all students the opportunity to enjoy music, not only those studying it as a subject.

Once again, the two annual dramatic productions proved to be highlights of the year, with the main roles taken by the senior students in the two phases of the school. The Year 3-6 students had the opportunity to present *The Sound of Music*, while the Year K-2 students performed a charming version of *Shrek*. In both cases, mass participation allowed all students in the school to take part in a production, which not only provided plenty of enjoyment but grew self-confidence at the same time. The benefits of these large-scale, whole school events cannot be underestimated and all those involved are to be commended for their efforts – it is no mean feat to pull together such productions.

In addition to these events, the cultural year also included an impressive Ballet Gala evening, the Sydney Eisteddfod, Cultural Enrichment Week, Book Week and Science Week, Robotics, Creative Arts Week, Literacy workshops, and a whole lot more. The event which provided a useful link between the cultural activities and those on the sports fields was the Year 3-6 Sport and Music Camp, held at the Narrabeen Sports Centre. This camp perhaps most perfectly captures the essence of extra-curricular activities on offer at the school, as both sport and music are given equal prominence.

The sporting programme for the year was as comprehensive and inclusive as the cultural one, with all students encouraged to participate, regardless of their skill level. Team work, persistence, and sportsmanship were developed alongside a focus on skill acquisition. At the same time, it was pleasing to note the fantastic successes in competition against other schools and clubs, many of which are considerably larger than our school.

During 2016 a diverse range of sports was offered, some focusing on individual sports and some on team sports. Reddam House Primary School now offers swimming, basketball, touch football, taekwondo, water polo, tennis, cross country, netball, soccer, rugby and athletics. The three sports Carnivals, namely Swimming, Cross-country and Athletics, encouraged mass participation and these days proved to be fun-filled, energetic events, enjoyed by all. In addition to these events, a number of students participated in sports not offered by the school, in which they achieved some considerable success. We share their, and their parents', thrill of their achievements and these were frequently mentioned in the weekly newsletter.

These newsletters open a window into some of the activities on offer at Reddam House, giving parents an insight into the many hours their children spend at the school. They provide feedback regarding academic work covered that week, as well as news on

sporting, cultural and outreach activities. One criticism often levelled against schools is that of lack of communication, and this is an aspect which was given constant attention during the year. It is essential that parents form part of the educational experience of their children, as they work alongside the teachers to provide the best possible learning experience for their children.

Clearly, the staffing of any top educational institution is critically important, and as such a particular emphasis is placed on attracting the finest practitioners to Reddam House. Teachers who apply to work at the school go through a rigorous interview process to ensure that the school appoints the best possible educators. Passion for their area of expertise, and a love for children, are at the forefront of any consideration of whether a teacher should be appointed. As a result, we are most fortunate to have a staff of enthusiastic, excellently trained educators, providing a world-class education to the students. Professional growth is promoted through courses and guest speakers, as well as through further individual opportunities to enhance their teaching.

These thoroughly professional educators ensure that their classrooms provide the ideal environment for learning and discovery. The work spaces are colourful, with walls covered in stimulating posters, alongside examples of students' work. Access to technology, and its practical use in the classroom, has become increasingly important in recent years and this is encouraged wherever relevant. With rapid technological advances and an ever-shrinking global community, our teachers ensure that children are adept at the use of various forms of technology. In addition, this past year several talks were given to students, staff and parents about appropriate use of computers, tablets and smartphones, as well as the potential dangers inherent with them.

We are fortunate to have a supportive and involved community of parents, who take a keen interest in the progress of their children. Staff/Parent meetings are well attended, and parents do much to augment what is taught to their children by assisting at home, and through encouragement. In addition, they eagerly support their children at sporting and cultural events, often travelling great distances to do so. Any successful educational institution relies heavily on close cooperation between staff, parents and students, and we are indeed fortunate to have this at Reddam House.

The focus is not only on our school community, however, and we take seriously our school motto of 'We Shall Give Back'. This year we continued to show support to the Jeans for Genes Day, Cystic Fibrosis Muffi Day, and the Sydney Children's Hospital. It was particularly gratifying to see the students on the Sport and Music Camp taking some time to write letters of kindness to the children at the Sydney Children's Hospital. There is no doubt that by raising an awareness of others, and taking their eyes off the largely consumerist culture so prevalent today, our children will benefit enormously. It is hoped that a more empathetic, understanding attitude might be encouraged amongst the students, through a focus of the plight of others less fortunate.

No complex institution such as Reddam House Primary School functions effectively without the considerable input of a number of people. I thank the teaching and coaching staff and parents, for their enormous contribution, as elucidated above. It cannot be over-emphasised just how much these two groups have combined to produce an ideal environment for learning to occur. The support staff also deserves special mention. These are the administration, cleaning, maintenance and catering

staff, who ensure the efficiency and smooth running of the school. Perhaps an appropriate analogy to describe what they do is to compare them to the backstage staff in a drama production; operating in the shadows, yet integral to the success of the production. I am most appreciative of their efforts, and for the many hours spent going about their business efficiently, often unnoticed.

As reflected above, 2016 has been another outstanding year on all fronts at Reddam House Primary School. There is much to applaud, and there are many who have contributed to this success. However, as a well-known piece of business wisdom asserts, one is either moving forward or going backwards. It is impossible to remain in the same place. It is imperative that our school continues to provide a safe, professional, caring environment for the students attending it, while at the same time constantly evaluating best educational practice. The founding vision of the school remains strong – that the child should remain at the forefront of all decisions – in order to have a school full of happy, well-adjusted, content students. By providing such an environment, it is inevitable that learning and discovery will be an enjoyable experience, rather than something to be endured. This has certainly been the essence of what has made 2016 an enjoyable and successful year.

Dee Pitcairn
Principal

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 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.



Dear Reddam House Community,

We would like to congratulate the HSC class of 2016 for their outstanding results.

Our 94 HSC students performed strongly across all curriculum areas with 248 Band 6's (scores of over 90%), which ranked our School 8th in NSW and the top Independent Co Educational School for the fourth year running.

92 students were listed on the "Board of Studies HSC Distinguished Achiever's Honours Roll" for at least one subject achieving a Band 6. (Listed on page 10)

15 Reddam students were featured as "NSW Top All-Rounders", our best ever!

7 Reddam students were listed as "Top Achievers".

11 Reddam students achieved an ATAR of 99.0 and above.

50% of our students received an ATAR of 95.0 and above.

75% of our students received an ATAR of 90.0 and above.

English was placed 1st in the state in English Standard and ESL and 2nd in the state in English Advanced, English Extension 1 and English Extension 2 with an average of:

- 90.7% for English Advanced (with 74.5% of students achieving Band 6)
- 88.9% for English Extension 1 (with 60.0% of students achieving Band 6)
- 82.0% for English Standard (with 18.9% of students achieving Band 6)
- 84.8% for ESL (with 20.0% of students achieving Band 6)

In Mathematics, we were placed 3rd in the State in General and 12th in the State in 2 Unit, Extension 1 and Extension 2 with averages of:

- 87.8% for Mathematics 2 Unit (with 52.9% of students achieving Band 6)
- 91.5% for Mathematics Extension 1 (with 81.25% of students achieving Band 6)
- 89.1% for Mathematics Extension 2 (with 60.0% of students achieving Band 6)
- 88.5% for Mathematics General (with 48.5% of students achieving Band 6)

All 13 of the Year 11 accelerants achieved Band 6.

Other subject highlights:

- French Extension: 98.0% average (with 100% of students achieving Band 6)
- French Continuers: 94.0% average (with 100% of students achieving Band 6)
- Chinese B/S: 94.0% average (with 100% of students achieving Band 6)
- History Extension: 92.2% average (with 83.3% of students achieving Band 6)
- SDD: 90.3% average (with 50.0% of students achieving Band 6)
- Dance: 92.0% average (with 60.0% of students achieving Band 6)
- Legal Studies: 89.3% average (with 64.3% of students achieving Band 6)
- Visual Arts: 89.1% average (with 60.0% of students achieving Band 6)
- Biology: 88.8% average (with 60.0% of students achieving Band 6)
- Business Studies: 88.3% average (with 56.1% of students achieving Band 6)
- Drama: 88.4% average (with 50.0% of students achieving Band 6)
- PDHPE: 88.5% average (with 76.9% of students achieving Band 6)

OnStage:

This year Reddam House HSC Drama students have received 5 OnStage Nominations for their Group Devised Performance and have been selected to perform at the OnStage production next year. This is the first time ever for Reddam Drama.



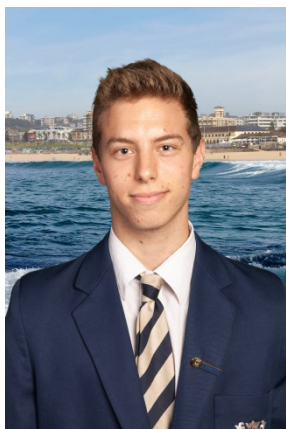
Daniel Butler



Tara Buckley



Issa O'Sullivan



Jamie Reisin



Sasha Wrublewski

Art Express:

This year Reddam House HSC Artists have received seven Art Express Nominations



Lily Speiser



Nick Bird



Georgia Cohen



Danin Silbermann



Nicole Gam



Sofia Papageorgious



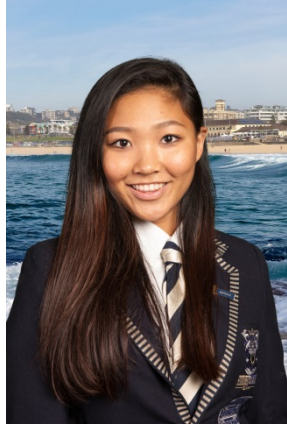
Abbie Gentin

Sofia Papageorgious and Lily Speiser's work have been chosen to exhibit at Art Express.

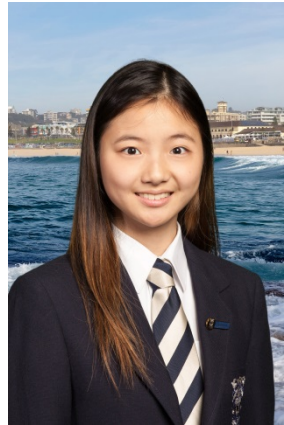
Callback:

This year we received eleven nominations for Callback for Dance Performance

Callback



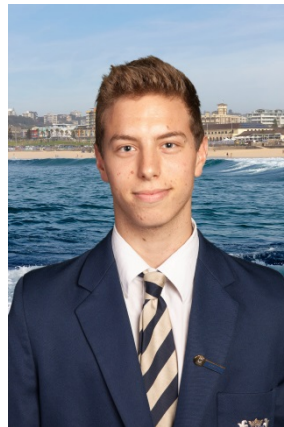
Kim Choi



Cynthia Lai



Sofia Papageorgious



Jamie Reisin

Cynthia Lai's Core Composition has been accepted into Callback and her Major Work has been placed on reserve.

“NSW TOP ACHIEVERS”

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



Laurice Aziz
9th in English Standard



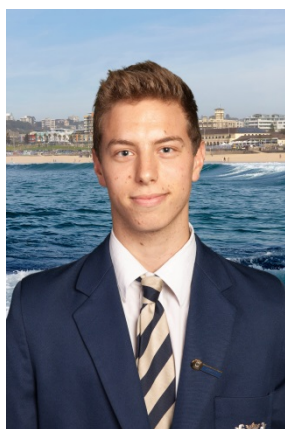
Manxin Gao
2nd in Chinese B/S and 9th in ESL



Blaze Lopes
15th in Business Studies



Sofia Papageorgious
10th in Visual Arts



Jamie Reisin
4th in Dance



Ellis Silove
15th in Mathematics 2 Unit



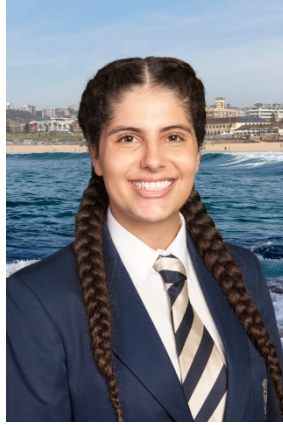
Lily Speiser
9th in Visual Arts and 14th in English Advanced

“NSW TOP ALL-ROUNDERS”

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



Noah Abulafia



Laurice Aziz



Natalia Bogatyreva



Tara Buckley



Dylan Chilchik



Gemma Eagle



Seth Gabrielson



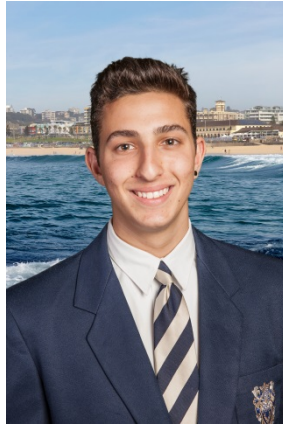
Manxin Gao



Cynthia Lai



Spiro Menounos



Jared Silbermann



Lily Speiser



Chelsea Stokes



Isobelle Wainwright



Eric Zykov

REDDAM HOUSE DUX 2016

The above results translated into outstanding ATAR's with the following students qualifying as Dux and runners up for 2016. The runners up are:

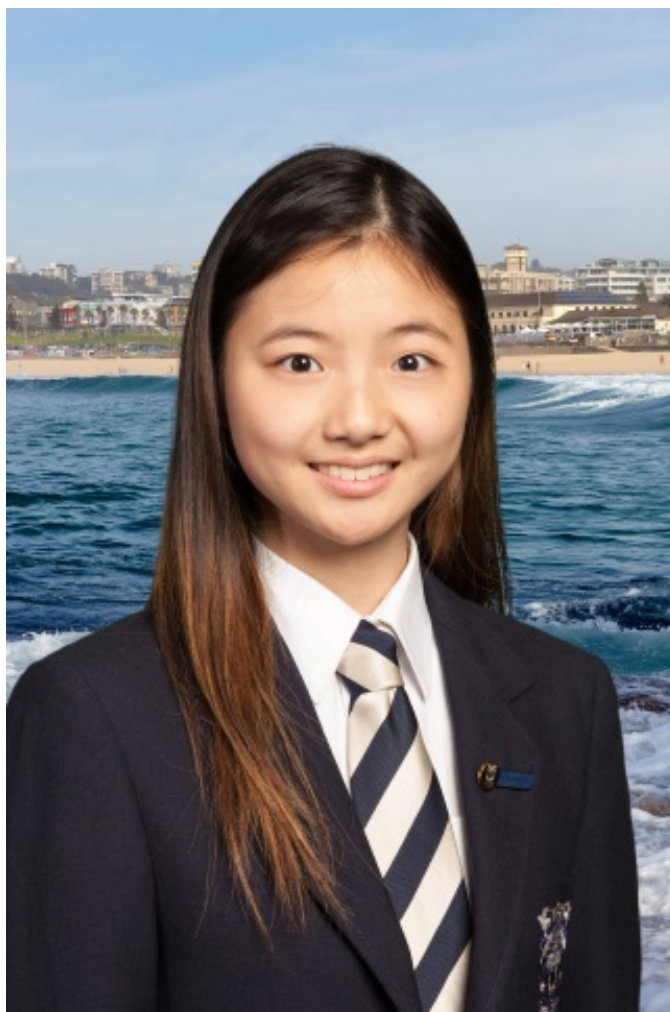
In Third Place – Natalia Bogatyreva with 99.70



Second Place – Mancy Gao with 99.80



The DUX award for 2016 goes to Cynthia Lai with an ATAR of 99.85



This is an outstanding achievement and is recognised at the Special school assembly in 2017

where the top students are acknowledged.

HSC Distinguished Achiever's 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. Students are listed in alphabetical order.

STUDENT	SUBJECT/S in which Band 6 was achieved
Abulafia, Noah	Business Studies, Economics, English (Advanced), Legal Studies, Modern History
Altit, Felix Jay	English (Standard), Mathematics (2015), Mathematics Extension 1, Mathematics Extension 2, Physics
Aziz, Laurice	Business Studies, English (Standard), Legal Studies, Mathematics General, Modern History
Bain, Olivia	Mathematics General
Bennell, Charlie	Business Studies, English (Standard), Mathematics General, Visual Arts
Bereny, Max*	Mathematics
Bogatyreva, Natalia	Biology, Chemistry, Economics, English (Advanced), Mathematics (2015)
Bowen-James, Rachel	Biology, English (Advanced), Mathematics (2015), Mathematics Extension 1, French Continuers
Brown, Lucas	Business Studies, English (Advanced), Personal Development, Health and Physical Education
Broyda, Joshua	Business Studies, Economics, Legal Studies
Buckley, Tara	Ancient History, Drama, English (Advanced), Mathematics, Modern History History Extension
Burgess, Darcy	Economics, English (Advanced), Mathematics General
Cass, Django	Software Design and Development
Chilchik, Dylan	Economics, English (Advanced), Mathematics (2015), Mathematics Extension 1, Mathematics Extension 2, Visual Arts
Chimes, Bianca	Personal Development, Health and Physical Education, Visual Arts
Choi, Kim	Dance, English (Advanced), Legal Studies
Christianos, Emmanuel	Business Studies
Clennar, Nicole	Biology, English (Advanced), Music Extension
Davis, Ethan	English (Advanced)
Domingues, Jordan	Mathematics
Eagle, Gemma	Business Studies, English (Advanced), Geography, Mathematics General, Visual Arts
Emdur, Tia	English (Advanced), Legal Studies, Mathematics General, Visual Arts
Everingham, Bryson	Mathematics General
Flaherty, James*	Mathematics
Fountas, Jasmine	Personal Development, Health and Physical Education
Gabrielsson, Seth	Economics, English (Advanced), Modern History, History Extension, Music Extension, Visual Arts
Gadaev, Roderick	Drama, English (Advanced)
Gam, Nicole	English (Advanced), Visual Arts
Gao, Manxin	Biology, Chemistry, Economics, English as a Second Language, Mathematics (2015), Mathematics Extension 1, Chinese Background Speakers
Geller, Joshua*	Mathematics
Gentin, Abbie	English (Advanced), Mathematics, Mathematics Extension 1, Personal Development, Health and Physical Education, Visual Arts
Gilliatt, Freddie	English (Advanced), History Extension, Personal Development, Health and Physical Education, Visual Arts
Giuffre, Roman	English (Advanced), Mathematics, Visual Arts
Goodman, Samuel*	Mathematics
Gordos, Daniel*	Mathematics
Grant, Michael	Legal Studies, Mathematics General
He, Lewis	Chemistry, Mathematics (2015), Mathematics Extension 1
Herz, Shoshana	English (Advanced)
Heyman-Griffiths, Seren	Biology, English Extension 1, English Extension 2, Visual Arts
Hoffman, Lana	Ancient History, English (Advanced), English Extension 1, Italian Continuers

Holle, Jonas	English (Advanced), Modern History, Visual Arts
Hong, Irene	Mathematics, Chinese Background Speakers
Huang, Haolin*	Mathematics
Kable, Isabella	Business Studies, English (Advanced), Personal Development, Health and Physical Education
Kaminski, Gal	Biology, Modern Hebrew Continuers (2015)
Kent, Connor	Business Studies, English (Standard), Personal Development, Health and Physical Education
Kim, Andrew*	Mathematics
Knox, Edwina	English (Advanced), Mathematics
Lai, Cynthia	Business Studies, Chemistry, Dance, English (Advanced), Mathematics (2015), Mathematics Extension 1, Mathematics Extension 2
Lan, Hao*	Mathematics
Lees, Joshua	Biology, Business Studies, Mathematics General
Leung, Lucas*	Mathematics
Liu, Alexandra	Biology, English (Advanced), English Extension 1, History Extension
Loewensohn, Danielle	Business Studies, English (Advanced), Mathematics General, Personal Development, Health and Physical Education
Lopes, Blaze	Business Studies, English (Advanced), Modern History, Visual Arts
Lu, John	Mathematics
Mallat, Daniel	Ancient History, English (Advanced), Modern History, Visual Arts
Markezinis, Alexander	Business Studies, Economics, Legal Studies
Menounos, Don	Business Studies, Chemistry, English (Advanced), Mathematics (2015), Mathematics Extension 1, History Extension
Michelsen, Julian	Mathematics (2015), Mathematics Extension 1, Software Design and Development
Min, Yeeun	Mathematics (2015), Mathematics Extension 1
Newton, Sam	English (Advanced), Mathematics General
O'Sullivan, Issa	Music 1
Ovens, Nicola	Business Studies, Personal Development, Health and Physical Education, Visual Arts
Papageorgious, Sofia	English (Advanced), Mathematics General, Modern History, Visual Arts
Pearson, Kenya	Biology, English (Advanced), English Extension 1, Mathematics (2015), Mathematics Extension 1
Peisah, Rebecca*	Mathematics
Perez, Carlos	Business Studies, Mathematics General
Powell, Hugo	Music 1
Ramage, Olav	Mathematics
Reisin, Jamie	Dance, Drama, Music 1
Riley, Eden*	Mathematics, Italian Continuers
Ross, Max	English (Advanced), Mathematics General, Visual Arts
Rotenstein, Daniel	Business Studies, Chemistry, Mathematics
Rubinstein, Hannah	Economics, English (Advanced), Mathematics, Mathematics Extension 1
Sanson, Carlos	Drama, English (Standard), Legal Studies
Sharp, Toni	Biology
Silbermann, Danin	Business Studies, Economics, English (Standard), Visual Arts
Silbermann, Jared	Business Studies, Chemistry, Economics, English (Advanced), Mathematics (2015), Modern Hebrew Continuers
Silove, Ellis*	Mathematics
Song, Nina*	Mathematics
Speiser, Lily	Business Studies, English (Advanced), Mathematics General, Modern History, Visual Arts
Stein, Harrison	Business Studies, Personal Development, Health and Physical Education
Stokes, Chelsea	Biology, Economics, English (Advanced), Mathematics General, Modern History
Styles, Emma	Legal Studies, Mathematics (2015) Mathematics Extension 1, Music 2
Wainwright, Isobelle	Chemistry, English (Advanced), English Extension 1, Mathematics, French Continuers (2015), French Extension
Wang, Weiliang*	Mathematics
Wells, Fion-Leif	Mathematics General
Wong, Kenny	Biology, Mathematics (2015)
Wrublewski, Sasha	Drama, English (Standard)
Zhao, Conglu*	Mathematics
Zheng, Olivia*	Mathematics
Zykov, Eric Julian	Business Studies, English (Advanced), English Extension 1, Legal Studies, Mathematics (2015), Modern History

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

TO THE REDDAM HOUSE HSC CLASS OF 2016:

Congratulations on these wonderful results, 49.4% Band 6 is our best ever result. We are very proud of each one of you. They are a testament to your work ethic and commitment to the academic programme that each of you has shown throughout your progression through the school.

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

Reddam will reverberate to your laughter long after you've left physically. You are part of the one great soul that is Reddam – visit us often.

Ernest Hemingway, once said, “It is good to have an end to journey toward; but it is the journey that matters, in the end.”

May the road rise to meet you

May the wind always be at your back

May the sun shine warmly upon your face

May the rain fall softly upon your fields

And until we meet again

May God hold you in the palm of his hand

Thank you, goodbye, good luck and have a meaningful journey.

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
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HSC Results for All Subjects in 2016

French Extension	1	100.0	88.8	98.0	98.0
French Continuers	1	100.0	65.3	94.0	94.0
Chinese Background Speakers	2	100.0	65.7	93.0	94.0
History Extension	6	100.0	80.6	94.0	92.2
Dance	5	100.0	48.0	92.0	92.0
Mathematics Extension 1	16	100.0	79.4	92.0	91.5
English (Advanced)	51	98.0	61.9	92.0	90.7
Software Design & Development	4	100.0	33.3	93.0	90.3
Legal Studies	14	100.0	42.3	93.0	89.3
Mathematics Extension 2	5	100.0	85.3	91.0	89.1
Visual Arts	30	93.3	54.4	91.0	89.1
English Extension 1	10	100.0	94.9	90.0	88.9
Biology	20	95.0	35.1	91.0	88.8
PDHPE	12	92.3	34.4	91.0	88.5
Mathematics General	33	90.9	25.6	89.0	88.5
Drama	10	100.0	42.6	89.0	88.4
Business Studies	41	87.8	34.3	89.0	88.3
Mathematics 2 Unit	51	73.5	52.5	91.0	87.8
Music 1	8	100.0	62.7	86.0	86.8
Music 2	5	100.0	89.5	86.0	86.8
Chemistry	25	80.0	41.0	88.0	86.0
Economics	25	72.0	45.2	89.0	85.8
Geography	3	66.7	40.9	89.0	85.8
Modern History	37	78.4	40.8	86.0	85.8
Music Extension	5	100.0	93.6	88.0	84.9
English ESL	5	60.0	26.0	81.0	84.8
Ancient History	11	72.7	30.7	88.0	83.9
English Extension 2	7	100.0	79.4	80.0	82.8
English (Standard)	37	59.5	13.4	84.0	82.0
Physics	15	60.0	29.9	82.0	80.5

2016 NAPLAN Results

Literacy Year 3

		Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	School Analysis	State Analysis
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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%	56%
								Band	Band

	State	3	12	26	28	18	10	7,8,9	7,8,9
Persuasive Writing	School	2	8	32	37	19	3	59% Band	40% Band
	State	11	18	30	24	12	4	7,8,9	7,8,9
Spelling	School	1	4	11	28	38	18	84% Band	61% Band
	State	5	11	22	30	21	10	7,8,9	7,8,9
Grammar and Punctuation	School	1	4	12	29	21	33	83% Band	56% Band
	State	6	13	24	27	18	11	7,8,9	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	4	12	31	33	16	80% Band	47% Band
	State	6	17	28	26	15	6	8,9,10	8,9,10
Persuasive Writing	School	5	12	15	34	21	9	64% Band	34% Band
	State	18	22	25	20	10	4	8,9,10	8,9,10
Spelling	School	0	3	19	36	24	14	74% Band	51% Band
	State	8	14	25	27	16	8	8,9,10	8,9,10
Grammar and Punctuation	School	0	8	19	35	23	12	70% Band	41% Band
	State	9	20	29	24	12	5	8,9,10	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	7	34	25	34	93% Band	61% Band

	State	4	11	22	27	20	14	4,5,6	4,5,6
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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 2005 to 2016 HSC Examinations.

	2005 HSC	2006 HSC	2007 HSC	2008 HSC	2009 HSC	2010 HSC	2011 HSC	2012 HSC	2013 HSC	2014 HSC	2015 HSC	2016 HSC
Ancient History	100	100	100	82	92	92	100	100	100	100	100	100
Biology	100	91	100	100	100	91	94	100	100	100	100	95
Business Studies	100	100	100	96	92	88	100	100	98	100	98	100
Chemistry	50	91	100	78	100	75	94	85	86	100	96	100
Chinese BS	N/A	N/A	N/A	N/A	N/A	100	100	100	100	100	100	100
Dance	N/A	100	100	100	100	100	100	100	100	100	100	100
Drama	100	100	100	100	100	100	100	100	100	100	100	100
Economics	100	100	100	89	94	74	88	82	100	100	100	96
English (Advanced)	98	100	98	100	100	100	100	100	100	100	100	100
English (Standard)	N/A	100	N/A	89	93	82	95	100	95	96	88	100
English ESL	N/A	100	100	50	92	94	100	100	75	100	100	100
English Ext 1	100	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	100
French Continuers	100	100	100	N/A	N/A	100	N/A	100	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	100
General Mathematics	92	100	100	100	82	71	100	100	93	100	97	100
Geography	100	100	100	83	72	100	100	67	100	100	100	100
History Extension	92	100	100	100	100	100	100	N/A	80	100	100	100
IPT	100	100	100	100	N/A	N/A	N/A	100	N/A	N/A	N/A	N/A
Legal Studies	100	100	100	80	89	100	100	100	100	100	100	100
Mathematics	100	79	92	84	100	98	100	96	100	95	100	98
Mathematics Ext 1	100	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	100
Modern Hebrew Continuer	100	100	100	N/A	N/A	N/A	N/A	100	100	100	100	100
Modern History	100	96	100	86	100	100	100	100	100	100	96	100
Music 1	100	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	100
Music Ext	N/A	N/A	N/A	N/A	N/A	N/A	100	N/A	100	100	100	100
PDHPE	100	100	100	87	94	92	100	100	100	100	92	100
Physics	100	82	100	75	82	100	93	84	100	100	100	100
SDD	100	N/A	100	100	N/A	71	100	89	84	67	100	100
Visual Arts	100	100	100	100	91	100	100	100	100	100	100	100

The data indicates consistent performance and strength over the years in 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 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	% of students who achieved in the top three bands 2016
Reading	85	98	97	96	99	99
Persuasive Writing	98	100	100	100	100	100
Spelling	88	92	90	94	93	94
Grammar and Punctuation	96	95	95	94	100	100
Numeracy	86	95	91	93	93	93

Year 5	% 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	% of students who achieved in the top three bands 2016
Reading	83	94	95	97	91	90
Persuasive Writing	91	97	89	89	95	94
Spelling	79	88	90	95	85	85
Grammar and Punctuation	91	100	94	92	88	90
Numeracy	90	88	75	95	85	90

Year 7	% 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	% of students who achieved in the top three bands 2016
Reading	88	78	85	88	84	84
Persuasive Writing	86	73	67	78	59	59
Spelling	86	89	89	85	84	84
Grammar and Punctuation	85	81	88	95	83	83
Numeracy	93	84	93	90	89	89

Year 9	% 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	% of students who achieved in the top three bands 2016
Reading	82	78	84	80	80	80
Persuasive Writing	74	80	70	69	64	64
Spelling	80	82	74	78	74	74
Grammar and Punctuation	80	85	74	77	70	70
Numeracy	82	81	88	87	87	87

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

Teachers at Reddam

Teacher Standards and Qualifications

In 2016, Reddam House maintained a full complement of 85 highly qualified full time teachers.

- All Reddam teachers have teaching qualifications from a higher education institution within Australia or as recognized within the NESA 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 NESA 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 2016 was 90.5%.

Teacher Attendance Rate

In 2016, a total of 306 days of teacher leave was recorded, which translates to an average attendance rate of 98.1%. Non-attendance was solely due to teacher illness.

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 2016, Reddam House has approximately 916 students comprising of 412 Primary students and 504 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	2014 To 2016
Year 10 Total Enrolment	65	62	61	67	65	74	90	78	90	85	99
Year 12 Total Enrolment	56	60	63	66	71	79	69	61	88	78	94
Year 10 Total Enrolment remaining in Year 12	49	60	47	62	57	64	60	56	77	70	88
Apparent retention rate	86%	97%	94%	99%	100%	107%	93%	90%	97%	90%	95%
Actual retention rate	75%	80%	90%	81%	88%	87%	81%	80%	86%	82%	89%

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

Roll call is taken every day and parents notified, usually by phone, if their child is marked as being absent. This is recorded on the schools data base.

Average number of days absent (expressed as a %) for each year group in 2016:

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
2.7	2.0	2.6	3.1	4.1	3.0	2.5	1.0	0.5	0.8	0.9	1.7	0.7

The average student attendance rate in 2016 was 98.1%.

Post-School Destinations

The majority of the 2016 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

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.

Once a student is enrolled, the pre-requisites for continued enrolment **are:**

A minimum attendance rate of 80%

Maintain an SCI of at least 60%

Adhere to the Discipline code at all times

Ensure that all School Fees are paid up to date

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 2016	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 systems ▪ Use of Diary ▪ Merit and Debit system ▪ Anti-Bullying Policy 	No Changes	Included in Student/Parent Handbook. Included in Staff Handbook.
Code of Conduct for Staff Encompassing: <ul style="list-style-type: none"> ▪ Professional responsibilities (Duty of Care) ▪ Child Protection ▪ Professional standards ▪ Appropriate use of email 	No Changes	Included in Student Diary Included in Staff Handbook.

Student Discipline Policies



The Reddam House philosophy is structured to create a sense of freedom within which individuality is encouraged, personal growth and self-confidence promoted and freedom of expression allowed.

The extent of the freedom is defined by the Discipline Code, and the responsibility is placed on the student to enjoy the freedom within the parameters of this Code. Reddam House offers an education without fear. The Discipline Code is a partnership between Reddam House, parents and students.

The policy:

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

Implementation of the Discipline Code

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

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

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

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

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

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

Complaints and Resolving Grievances



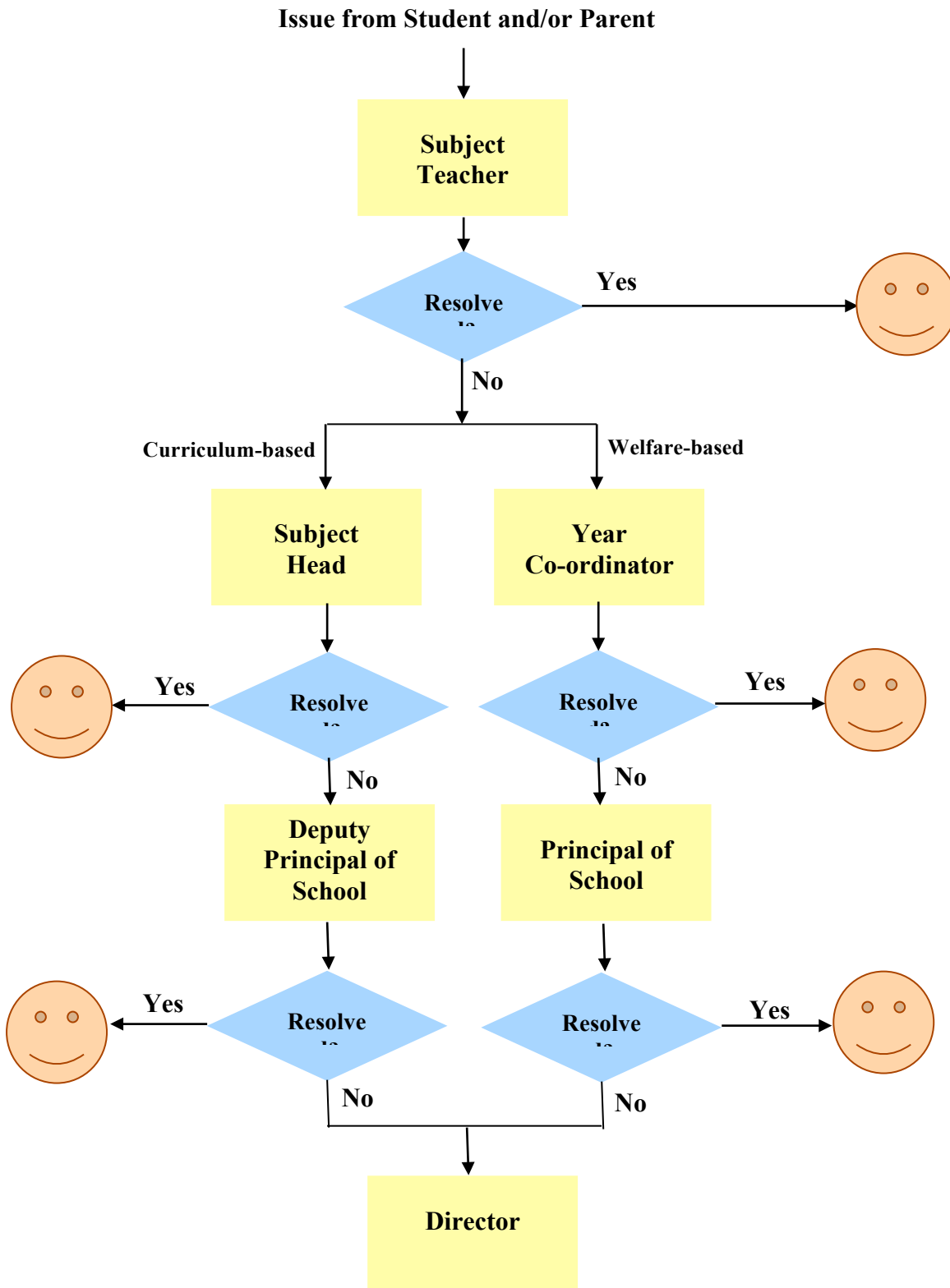
The school maintains an open-door policy for dealing with matters of concern from parents, students and teachers. All professional interaction incorporates appropriate principles of procedural fairness. In all applicable cases, the issues will be investigated based on the guidelines set out in the relevant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

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

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

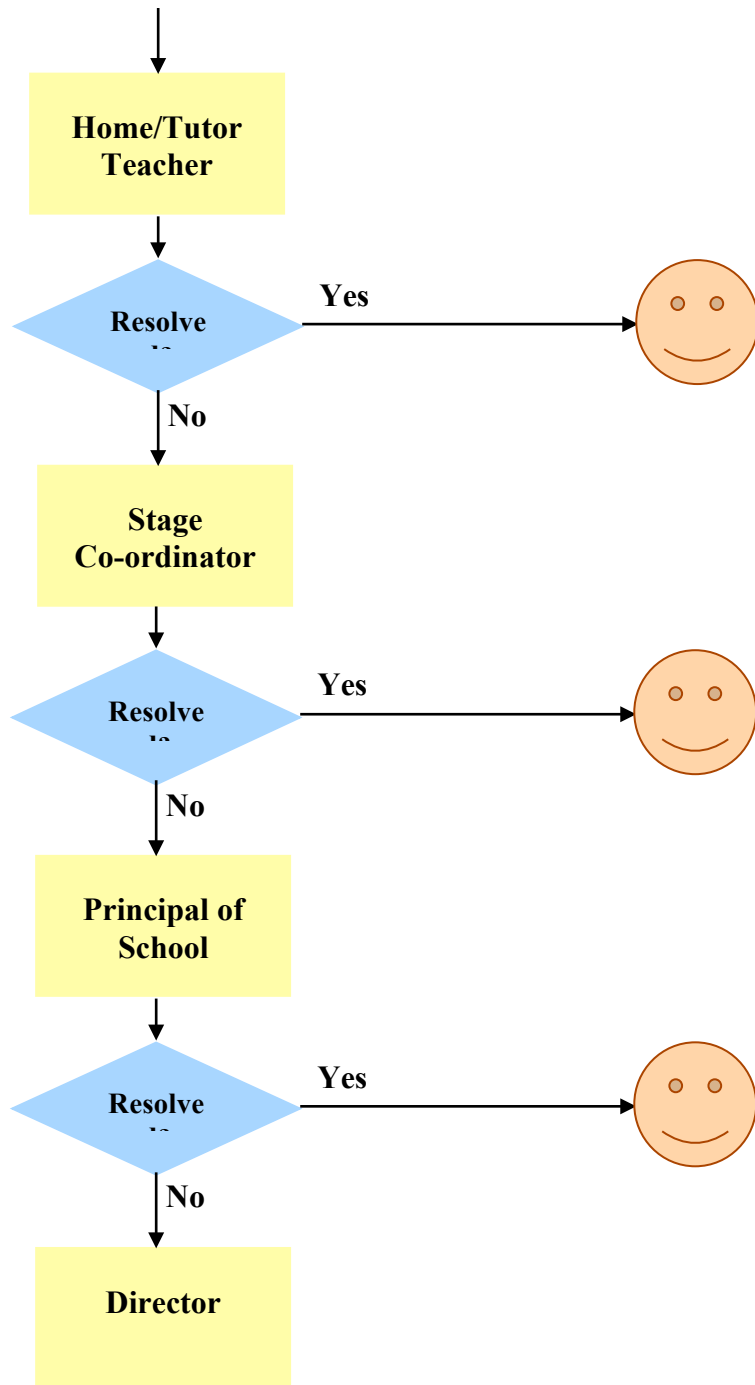
Should you wish to view any of these policies, please contact the school and the policies will be made available to you.

PROCEDURES FOR DEALING WITH ISSUES FROM HIGH SCHOOL STUDENTS / PARENTS

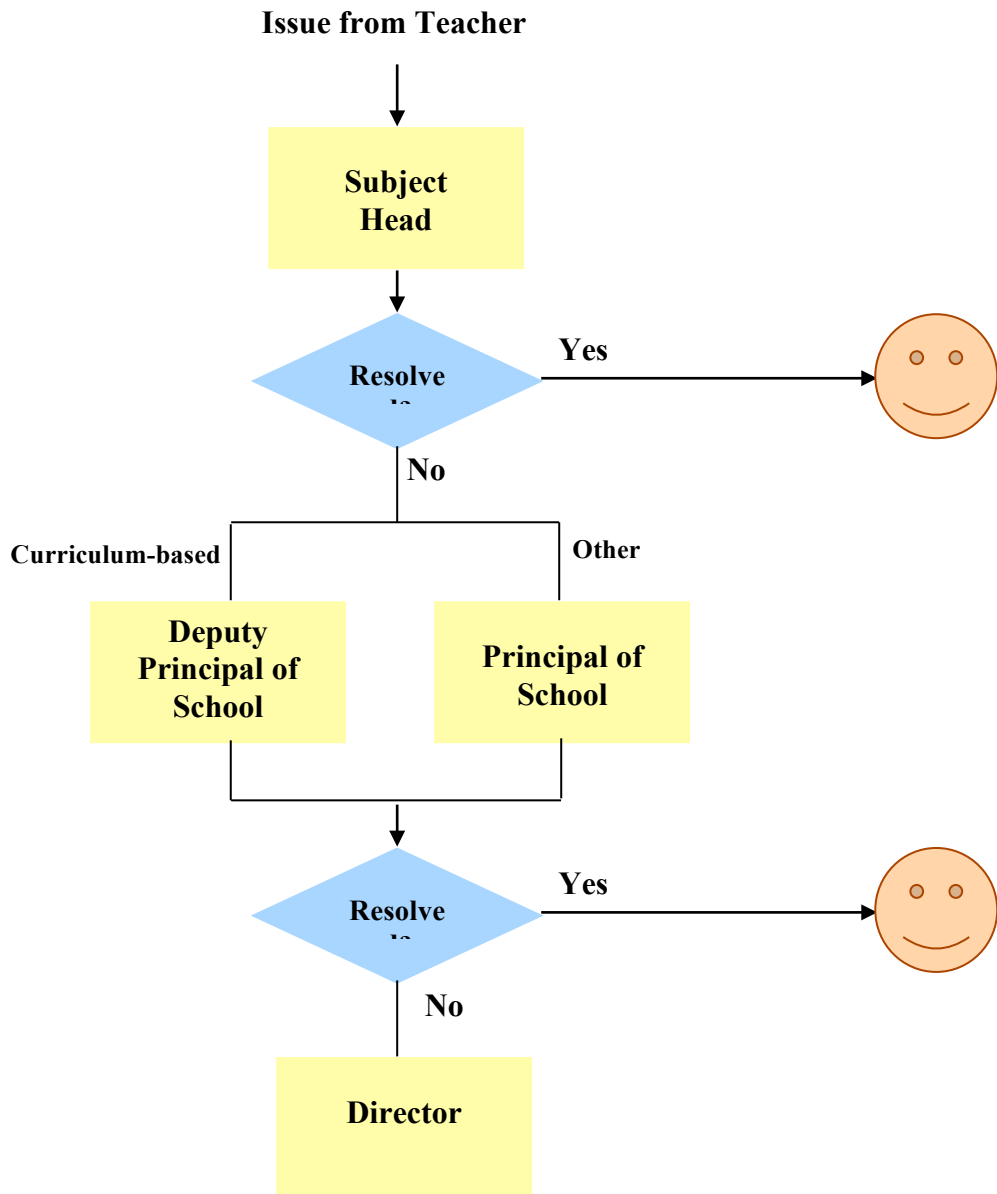


PROCEDURES FOR DEALING WITH ISSUES FROM PRIMARY STUDENTS / PARENTS

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.

Need to include improvement targets that we have met and projected improvement targets

Student Welfare

Priorities	2016 Achievements
<ul style="list-style-type: none">Checklist for late enrolmentsSafe School through consistent use of Bounce Back program and Stop Think Do programStrengthen pastoral care through tutor groups and tutor meetingsSafe playground activitiesEvacuation plansExcursion plans and documentationRevising special examination provision policy and application procedures	<ul style="list-style-type: none">Bounce Back (anti-bullying) program continues to be implemented in the primary school.High School welfare policies reviewed and updated.Menu in the school canteen modified to promote healthier eating habits and cater for sensible student requests.Paul Dillon – Drug and Alcohol awareness

Teaching and Learning

Priorities	2016 Achievements
<ul style="list-style-type: none">Integrating ICT skills across the curriculumImproving delivery and assessment of the All My Own Work programTrialling acceleration program in Senior Mathematics and PDHPEIntegration of Thinking SkillsDifferentiation of Learning StylesRevise teaching programsIntegration of units of workOutcomes and implementationFuture Problem SolvingStudy 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.Implementation of gmail folders for students to access subject information from home.Implementation of iPad for textbooks through Learningfield

Staff Professional Development

Priorities	2016 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"> ▪ BOSTES Registration and Accreditation ▪ Study Skills with Prue Salter ▪ SM Marks In Service ▪ Year 12 Website Launch ▪ REVIVA First Aid course ▪ iPad use in the classroom – Jim Hayden

Assessment and Reporting

Priorities	2016 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

Workplace Health & Safety

Priorities	2016 Achievements
<ul style="list-style-type: none"> ▪ WHS inspection ▪ Hazard Identification Report ▪ Developing written WHS teacher procedures ▪ WHS newsletter and communication ▪ Student awareness 	<ul style="list-style-type: none"> ▪ In house audit of WHS procedures

Management Structure

Priorities	2016 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 ▪ Regular Welfare meetings ▪ 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 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

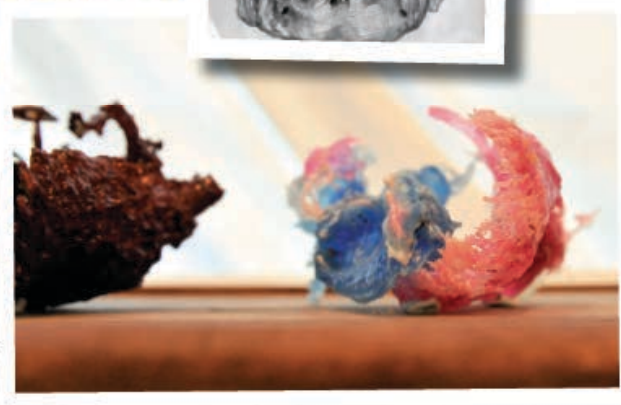


In 2016, in addition to the excellent student and teacher attendance rates and the outstanding academic results, Reddam House enjoyed a high level of support from parents, students and teachers in a range of extra-curricular activities and cultural events, from Saturday sports, second-hand uniform shop 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.











REDDAM HOUSE
Kindergarten to Year 4 Music Showing
Monday 20th October 2014 7:00 p.m.
Adelaide Hall
Auditions 13th October




REDDAM HOUSE
Senior Elite Musicians Recital
27th February 2017 7:00 p.m.
Adelaide Hall




REDDAM HOUSE
Wind and Brass Competition
24th May 2017 7:00 p.m.
Adelaide Hall
Auditions 17th May
Lunchtime in the Music Terrace




REDDAM HOUSE
Percussion Competition 2016
Primary Section:
16th September 1 p.m.
Senior Section:
16th September 10 a.m.
Adelaide Hall
Auditions 25th August



REDDAM HOUSE
Piano Competition
13th March 2017 7:00 p.m.
Adelaide Hall
Auditions 7th March, Lunchtime - Music Terrace



REDDAM HOUSE
Primary Elite Musicians Recital
6th March 2017 7:00 p.m.
Adelaide Hall
Auditions 1st March, Lunchtime - Music Terrace



REDDAM HOUSE
String Competition
22nd March 2017 7:00 p.m.
Adelaide Hall
Auditions 14th March, Lunchtime - Music Terrace



AAH!
REDDAMHOUSE
NEW EXHIBITIONS EVERY TERM
Want to experience more art? See new exhibitions every term, straight after school. Register for the ones you are interested in. No worksheets, just good art.
SERIES TWO
Encampment
Carriageworks, Eveleigh
Meet 3.45pm Tues 20th Sept
FREE
EMAIL ME AMY BAMBACH FOR PERMISSION FORM



Fundraiser
Reddam Valentine's Dance
13 February 2017 6:30 pm to 9:00 pm
Prizes for best fancy dress
Photobooth + UNLIMITED fairyfloss & softdrink
Tickets \$15 in advance - \$20 at the door
Tickets available from Sophie, Years 7 to 9 and from Leeara, Year 5 and 6

REDDAM HOUSE PRESENTS AN EVENING OF
AVANT GARDE 2017
NIDA PARADE THEATRE
1st and 2nd May at 7pm

ANIMAL FARM
AN ADAPTATION OF THE GEORGE ORWELL CLASSIC
PRESENTED BY REDDAM HOUSE SENIOR DRAMA COMPANY
7PM, JULY 26TH, 27TH 2017
LEND LEASE DARLING QUARTER THEATRE
TICKETS: WWW.MONKEYBAA.COM.AU
DIRECTED BY SAMMA BUZZO & WILL HODGSON | DESIGNED BY STEPHANIE HOWE
ENSEMBLE: MEHWISH ADNAN, ARI BANOS, NISHA COHEN, STOODART,
ROHAN ENGLISH, PHIBRE DUNN, TAYLOR FRY, ELIOT GIBSON, SAM GORBATOV,
ROMY GLASS, CHLOE LEE, ISABELLA PAGE, BROOKE REUMENY, SOFIA STYLES,
ROY WALLACE-CANT, AISHA YUE AND JAMES ZHENG

HSC VISUAL ARTS SHOWCASE

Featuring the outstanding works of the HSC Class of 2017



29th May 2017, 6.00 - 8.00 pm

Reddam House, Bondi Campus
56 Mitchell St, North Bondi, NSW

Reddam House presents
Year 12 Drama Showcase
7pm Thursday 3rd August 2017
Bondi Pavilion Theatre
Queen Elizabeth Drive, Bondi Beach
Featuring: Isabella Compton, Nathan Gencher,
Nisha McArthur, Ellie Shafir, Brigi Shkolnik, Alex Uls and
Julian Weiner-Angelopulo
This is a free event | Recommended for audiences aged 12+

REDDAM HOUSE
Battle of the Bands
&
Reddam Idol
7th November 2016 7:00 p.m.
Adelaide Hall
Gold coin donation to raise funds for the
Reddam House International Community Service Project


REDDAM HOUSE
Composition Competition
7th August 2017 7:00 p.m.
Adelaide Hall
Submissions by Wednesday 26th July

The **REDDAM HOUSE**
Production of
MARY POPPINS
THE BROADWAY MUSICAL
A Musical based on the stories of P.L. Travers and the Walt Disney Film
Original Music and Lyrics by
Richard M. Sherman and Robert S. Sherman
Book by
Julian Fellowes
New Songs and Additional Music and Lyrics by
George Shles and Anthony Drewe
Co-Created by
Cameron Mackintosh
Originally Produced by
Cameron Mackintosh and Thomas Schumacher for Disney

REDDAM HOUSE PRIMARY SCHOOL
Creative Arts Festival
K to Yr2, 5th-8th June & Yr3 to Yr6, 13th-16th June
Workshops in Animation, Photography, Glass Blowing, Indian Ink Drawing, Music, Art,
Caricature, Environmental Sculpture, Ceramics, Pencil Art and Creative Collage.
Includes: An Outback Aboriginal Experience by Kooram, and a performance by
100% Inspi, a group of Ugandan orphans who entertain through story and song.

REDDAM HOUSE
Concerto Competition
31st July 2017 7:00 p.m.
Adelaide Hall

Reddam House Primary School
presents




SHREK
The Musical JR

DIRECTED BY
DEAN HATTINGH

MUSIC BY
DAVID LINDSAY-ABRAIRE LYRICS BY
JEANINE TESORI


CO-PRODUCED BY
DREAMWORKS THEATRICALS AND **NEAL STREET PRODUCTIONS**

BASED ON THE DREAMWORKS ANIMATION PICTURES AND THE BOOK BY WILLIAM STEIG





23rd & 24th November 2016
6.30 p.m. Seymour Centre, Everest Theatre

Tickets on sale 25th October
from Seymour Centre, online, by phone or in person





**DRONES,
DROIDS AND ROBOTS**

Reddam House Primary School
Science Week
15 August 2016

Reddam House Primary School
Mathematics Week
15 November 2016

Reddam House Primary School
English Week
15 February 2017



Reddam House Primary School
presents
Directed by Dean Hattingh





George H. Reynolds
The SOUND of MUSIC

MUSIC BY **RICHARD RODGERS**
LYRICS BY **OSCAR HAMMERSTEIN II**
BOOK BY **EDWARD LINDSAY AND HUSSEL CRONIN**

20th & 21st September 2016, 7:00pm
Nida Parade Theatre, 215 Anzac Pde Kensington
Tickets available from Ticketek. Enquiries: 9369 4006

**REDDAM HOUSE
Senior Dance Night**
2nd August 2016 7:00 p.m.
Adelaide Hall

**REDDAM HOUSE
Dance Showcase**
Wednesday 9th November 2016 7.00 pm
Adelaide Hall




**REDDAM HOUSE
HSC Drama Trials**
6th August 2016 2:00 p.m.
Adelaide Hall
Suitable for ages 15 and over



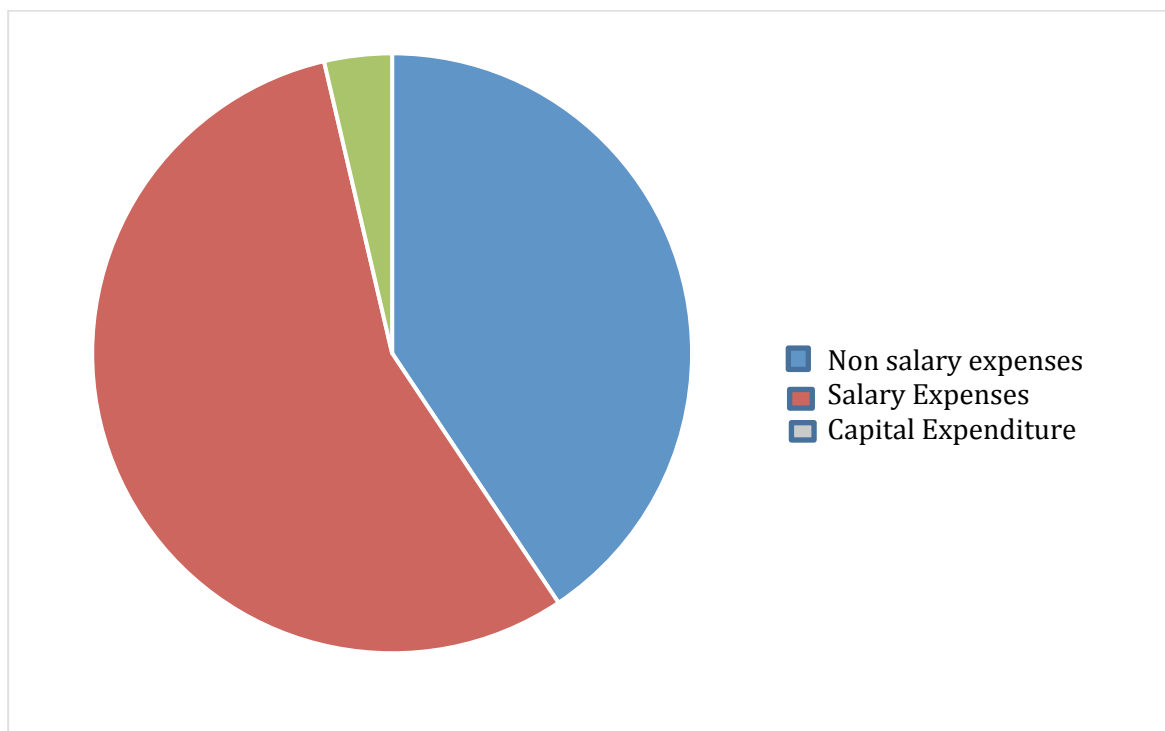
REDDEN
Harnessing the creative
and innovative minds of
Young Entrepreneurs

**2nd Annual Reddam RedDen
Pitch Competition**
Wednesday 30th November 2016

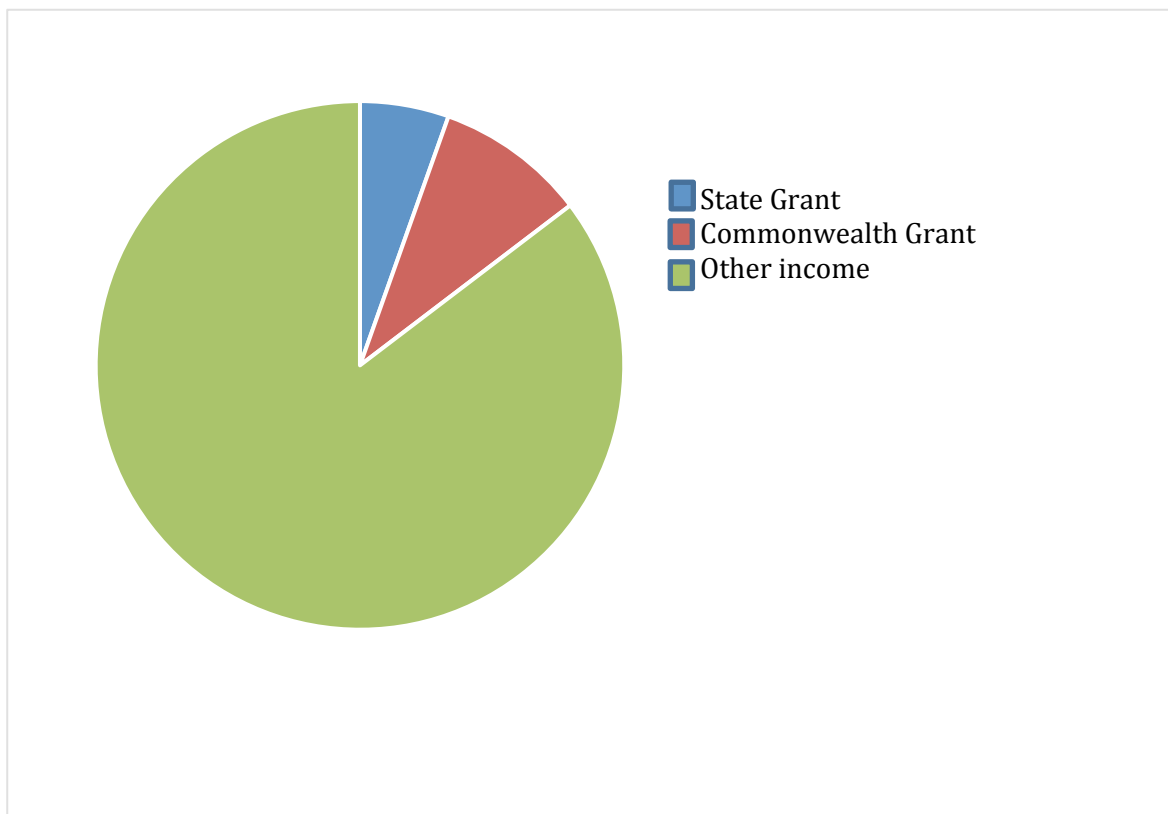
Summary Financial Information



The following pie chart indicates the Recurrent/Capital Expenditure for 2016



The following pie chart indicates the Recurrent/Capital Income for 2016



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

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. Themie Oud

Deputy Principal of High School

Mr. Warren Garratt

Deputy Principal of High School

Mrs. Geraldine Campbell

Business Manager

Mr. Craig Hattingh

Systems Manager

Mr. Dominic Smith, Ms Claudia Jones, Mr Mark Bailey

WHS Representatives

Ms. Andrea Huxham

Media Officer