



REDDAM
House



REDDAM HOUSE
ANNUAL REPORT
2017

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Message from the Principal of the High School at the Valedictory Evening 2017

Good evening ladies and gentlemen. How good it is to gaze out over those of you gathered here and have a flood of memories come rushing back of times spent together over the past number of years. As I stand here on the stage looking at you, I am so aware of the variety of stories which have unfolded in our shared experiences at Reddam – and of course of each of your individual stories.

Tonight we have the opportunity to create another moment to add to those collective experiences. It is my hope that you will look back in years to come, and remember with fondness this valedictory evening. 'Vale', the Latin word which means 'to bid farewell to', captures something of the dignity of the event and it is correct that we pause to acknowledge the HSC Class of 2017.

Valedictory ceremonies are unique in their purpose. They serve not only to reflect on times already past, and on the significant achievements and moments of a particular Year group – but they also allow us to gaze briefly into the future, hopefully with expectation and intent. I guess this is why I always enjoy this event on the calendar. It is both celebratory and hopeful, and it honours a rite of passage: that moment of transition from school to adult life

As I look out over the Year 12s of 2017, I am very aware that each of you has had different experiences during your time at Reddam, and that right now each of you has a variety of emotions rushing through you. Some will be eager to move on and to embrace the next chapter of their lives, while others will have a lump in their throats as they consider the impending moment when they will say goodbye to each other and to their teachers, and will walk out of the school doors for the last time.

If valedictory ceremonies are all about looking backwards and also forwards, what better opportunity to cast our minds back to the end of 2013, when you as a group of Year 8s were asked to write a letter to your Year 12 selves. You were asked what they would hope to have achieved by the time they reached Year 12 and also what your dreams were for 20 years down the line. Your responses make for illuminating reading!

Each of these was an attempt to peer into the future; to look down the choice of roads mentioned in Robert Frost's famous poem about trying to decide which road to take in life, and the benefits of taking the 'road less travelled'.

I wonder how many of you Year 12s can look back now to your younger self and reflect with some pride that you have achieved – or even exceeded – the goals you set yourself all those years ago.

My guess, though, is that for many of you the goals would have shifted, just as your interests have changed over the years. Yes, of course you all still hope to do well in your HSC, but perhaps your focus on a particular sport or cultural activity has changed over the years.

You may have made new friends and through that been introduced to new opportunities; your developing interests might in recent years have led you into a new field towards which you will study in the coming years – one which you might not even have considered back in Year 8. So what of the future, then? And what words of wisdom can I give you as you start on this new and exciting challenge? You Year 12s leave the relative safety of school for a world which seems to change ever more rapidly each year and where continuity, predictability and a degree of stability seem to have evaporated.

Over the past 18 months we have witnessed the failure of polls to predict the seismic shifts of a Brexit vote in Britain and then the aftershocks of a general election in which Theresa May's Conservative Party lost ground and ended up in an even weaker position than before; European politics has been shaken as a result. In the USA, the election of Donald Trump at the end of last year sent shockwaves throughout the world, and recent months have seen increased sabre-rattling, between him and North Korea, Kim Jong Un which has put the world on the brink of nuclear war. Even traditional warfare has changed.

Now we are faced with the insidious threat of madmen driving vehicles into groups of people enjoying a night out, or of car bombs and suicide bombers targeting innocent lives. The danger seems to lurk anywhere and everywhere, and slowly it seeps into our identities, threatening to disrupt our everyday lives.

Scenario planners and futurists around the world examine the unfolding events and try to predict potential future outcomes and reactions to moments of crisis. They speak of 'high roads' and 'low roads', and of 'best case' and

'worst case' scenarios, as they extrapolate from what they know of human behaviour and of the way the history of various countries has played out in the past. Yet even all their 'What if?' questions result in an intangible, unprovable bit of guesswork, sometimes prompting us to look forward in hope but more often leaving us shaking our heads in dismay, as we consider a potentially shaky future.

In many ways, this is the world into which you step, Year 12s. Yet, why do I tell you this, if it appears to be an environment only of threat, chaos and disruption?

Well, in the midst of all of this there is hope, and you Year 12's embody that hope. I will mention three reasons why I believe that your generation has the potential and the tools to rise above the challenges. These three points will each involve some point of action on your behalf.

Firstly, our view of how dangerous and threatening the world is may not be all that realistic, especially if we consider a bit of history. For example,

In 1939, almost exactly 78 years ago to the day Robert Menzies declared war on Germany and Australia joined WW2. Imagine for a moment that you were in Year 12 on that day, listening to the Prime Minister making that ominous announcement. Think what your impression might be of your future, particularly if you are male, and could be faced with conscription into the army to go off and fight for your country next year. And yet that was the reality for young adults at that time, perhaps even for one or more of your great-grandparents.

As I scrolled through what took place during this week in history, it struck me how instability, and the fear of the unknown, must have played through the minds of young people in those days, no less than it might through yours today. One such event, which stands out in recent years, and which was commemorated just a few days ago, was the September 11th attack on the World Trade Centre in New York.

Yet this is just one of a multitude of moments which might have seemed paralysing at the time, where the future appeared ominous and bleak. History is a good teacher and if we spend some time looking back, we will realise that although the present might have its problems, humanity has proven itself to be resilient and adaptive.

So when you step out next year, keep a sense of perspective and don't allow yourself to be influenced by the nay-sayers and prophets of doom. Rather keep your eyes on the possibility of a brighter future and be part of the solution, rather than the problem. Lead people through your optimism and never-say-die attitude, for it is in times of adversity that the light of hope shines brightest. I completely agree with Barack Obama who said "There's never been anything false about hope".

Secondly, and this leads on from the first point, realise that life is an ongoing discovery, and the greatest of all discoveries will be to know yourself, and to come to a place where you are at peace with who you are.

We all want to be loved and accepted. So from an early age we convince ourselves that the way to gain approval from others is to become something of a chameleon. Depending on who we are with at a particular time, we change our colours to adapt, to fit in, to be accepted, until we have so many layers to cover over our inner selves that we actually forget who we really are.

William Shakespeare wrote, "This above all; to thine own self be true. And it must follow, as the night the day, Thou canst not then be false to any man."

This idea of being true to yourself in order not to be false to others is a deep and vital truth.

The greatest peace you will know in your life is when you realise that you are an original creation, with unique and special talents and abilities. And that people will just like you for the person you are and not for the veneers you have painted over the real you.

So take time to explore; to delve into who you are; to discover what your abilities, talents and passions are; read; speak to people who are interesting, challenging, and who perhaps hold opinions contrary to your own. If you have the opportunity, travel; learn new skills; sing; dance. Keep your eyes fixed on the light just beyond the horizon.

But, and I stress this 'BUT', keep your inner eye focused on your true self and don't be afraid to ask yourself regularly whether you are remaining true to yourself, your beliefs and ideals –

Because you know what you will find in the end? By remaining true to yourself, you will develop even more meaningful relationships, built on trust and understanding. People will like you for who you are – for your constancy; the depth of your character; and the peacefulness you embody, as a result of your inner contentedness:
the authentic you

Finally, my third suggestion. You would have heard on many occasions during your time at Reddam that our motto is 'We Shall Give Back'. My challenge to each one of you is to take this with you and make it part of the way you live your life. The words 'Give Back' presuppose that you have been given something in the first place, and I think you will agree that you have been given many things in this life. Some of those might be financial, but largely what you have been given is love and attention, and a great education.

Allow me if you will to share a well-known allegory with you:

One day a man said to God, "God, I would like to know what Heaven and Hell are like."

God showed the man two doors. Inside the first one, in the middle of the room, was a large round table with a large pot of stew. It smelled delicious and made the man's mouth water, but the people sitting around the table were thin and sickly. They appeared to be famished. They were holding spoons with very long handles and each found it possible to reach into the pot of stew and take a spoonful, but because the handle was longer than their arms, they could not get the spoons back into their mouths.

The man shuddered at the sight of their misery and suffering. God said, "You have seen Hell."

Behind the second door, the room appeared exactly the same. There was the large round table with the large pot of wonderful stew that made the man's mouth water. The people had the same long-handled spoons, but they were well nourished and plump, laughing and talking.

The man said, "I don't understand."

God smiled. "It is simple," he said. "Love only requires one skill. These people learned early on to share and feed one another. While the greedy only think of themselves..."

I know that most of you would have heard this story before but it is a useful reminder that as we support and nourish the well-being of others, we ourselves are the recipients of an equal benefit.

John Donne famously said, "No man is an island, entire of itself; every man is a piece of the continent, a part of the main". Sadly, much of today's society seems preoccupied with an egocentric 'Me-culture', in which the plight of the other is overlooked.

Nurture relationships; take the time to understand others, especially those who are struggling; be prepared to sacrifice some part of yourself, whether in your time, money, or by assisting others in a tangible way; have eyes for the downtrodden, the alienated, the broken.

Realise too, that the words you speak have the power to heal or to break. The well-known service organisation, Rotary International, has what they refer to the Four Way Test of the things we think, say or do, and it goes like this:

- Is it the truth?
- Is it fair to all concerned?
- Will it build goodwill and better friendships?
- Will it be beneficial to all concerned?

We would do well to remember these four simple questions in our relating to others. How easy it is, when we hear people gossiping about another, to become part of that negativity and to add our bit to the destructive talk. It takes courage to walk away or to defend another in such a situation. And yet, this is what I would encourage you to do.

But you know what you will find, if you do start making a stand? Over the months and years, your friends and family will start respecting you for your integrity; they will trust you more because they will see that you are trustworthy; they will draw closer to you than before. And as the years pass, you will be able to reflect on ever closer relationships and on a peace within yourself that is hard to describe. This is what comes of giving of yourself.

So yes, you stand on the threshold of a new and exciting phase of your life. The world 'out there' might appear unpredictable and, at times, threatening. But I remind you of the three suggestions I have just given you, each of which is within your power to accept or reject. It is my great hope that you might remember one or two of these over the years, and that in time to come we will be able to speak of the contentment in your life.

Firstly, don't be swayed by public perceptions of what is wrong in the world – it is probably not as bad as it has been, or is being made out to be, and the future is yours to influence. Let your individual light so shine that others may walk alongside you in hope.

Secondly, don't let the fear of others determine who you are. Remain true to yourself, and allow that sense of 'self' to develop over the years as you strive at becoming the authentic you.

Finally, have a heart for others. Let your words and actions show real concern and empathy, and make the effort to develop relationships built on trust and sincerity.

Good luck, go well.

Dave Pitcairn
Principal

Message from the Principal of the Primary School

To attempt any measure of success in an organisation is a multi-faceted and complex task – and yet so necessary if that organisation is to take an honest look at its past and plot a successful way forward. This is all the more so in a school. While an educational institution may have aspects which are the same as other businesses – and these are of course necessary if it is to operate optimally – its core function is that of enhancing lives; of drawing the best out of the young people who pass through its doors each day.

This is true both for Reddam House Primary School and for each of the individuals who fill its spaces. When the school first started, it was founded on the principles of honouring the uniqueness of the individual – and of finding the finest educators to fan the sparks of creativity and discovery inherent in each student. It was to provide an education that was relevant and contemporary, and to avoid the straightjacket of formulaic regurgitation of facts and figures. It was also to create an environment where holistic education could be practically implemented, instead of merely paying lip-service to the term.

From those initial, tentative steps sprang a school which continues to impress. Indeed, even the title of this report is a misnomer, as Reddam House is not merely about complying – of ticking boxes and doing what is expected – rather it is a school which seeks to be out front, innovating and creating. Education has to be about the future. It cannot be a case of merely doing things which worked in the past and expecting that they will produce the innovators of the future.

For this reason, our teachers are constantly looking for new ideas and staying abreast of current educational reform. Technological advances, and our students' reliance on technology both now and in the future, means that our classrooms continue to evolve in order to keep up with the changes. We are equally aware, however, of the need to balance innovation with the tried and tested. Undoubtedly the most important aspect of this in a school is the value of the people who support the students, in this case the teachers and parents. A technologically advanced school without the nurture and encouragement of these significant people would be a dour, uncaring place indeed.

This year has been another fulfilling one in many ways. Perhaps the most ideal way to measure the 'success' of a school is in the intangible ethos which flows through the students and teachers. It is in the buzz which fills the corridors and classrooms; it is the cheers and words of encouragement which ring out across the playing fields; it is the chorus of voices and melodies of musical instruments which seep through the walls; it is the smiles and laughter, and the bounce in the steps, of those who make up the fabric of Reddam House Primary School.

A recent joint study conducted by the Australian Scholarship Group and researchers at Monash University highlighted the need for education to go beyond "curriculum and outcomes" and to provide opportunities for learning socialising skills, as part of a broad, holistic programme. As a result of spending more time with their eyes fixed on screens, children need to learn how to engage appropriately with others. The researchers touch on the simpler life of the past and on how complex it is now, especially for children growing up in a constantly evolving and potentially challenging environment.

For this reason, we continue to emphasise the 'soft skills' in the Primary School. Our teachers engage closely with students, guiding and directing, encouraging and supporting. Relationships with their peers are given scope to develop, both within the classroom and without. A comprehensive co-curriculum programme aims to cater for the interests of all, whether in the sporting, cultural or outreach spheres. In all of these opportunities, relationships are fostered and sportsmanship, good manners and respect reinforced.

The academic curriculum continues to impress, with lessons which engage and enthral. Our teachers ensure that the process is more important than the result, and although assessment remains an integral part of the system, it is in the learning that the real joy lies. The results of our students are benchmarked against their peers through a number of examinations and Olympiads, and they continue to excel in these external measuring tools.

The academic programme is supplemented through numerous excursions and incursions, each of which makes learning even more enjoyable and engaging. Moving learning out of the classroom allows students to see beyond the academic, and shows how what they have learned can be practically applied in their lives. It also exposes them to people who are passionate about their fields, and we trust that fires might be kindled through that passionate engagement.

Our school continues to set the bar high on the cultural front, and it has become a shining light in our city and beyond. The two annual dramatic productions are perhaps the most obvious examples of drama, dance and

music combining seamlessly in colourful displays of enthusiastic involvement. This year the Year 3-6 students presented *The Fiddler on the Roof, Jr*, while the Year K-2 students performed a wonderful version of *The Jungle Book*.

The Music Department organised piano, string, wind and brass, percussion, concerto, vocal and composition competitions, while music assemblies and music incursions, such as the visit from Oz Opera, added to the musical offering. Our choirs did exceptionally well this year, achieving the highest placing in the history of the school at the Sydney Eisteddfod. It has been most gratifying to note the huge numbers of students who are part of the music programme, and this speaks of the enthusiasm and passion of the Music Department.

No less enthusiastic are those in the Dance Department, who continue to impress by the variety of dance styles and the way our young dancers rise to the challenge. We were enthralled by the beautiful K-12 'Avant Garde' Ballet and Orchestra production, which showcased the incredible cross-section of talent in our school. All of our dancers have thoroughly enjoyed being taught by passionate and professional individuals, who have certainly sparked their creative expression.

Our sportsmen had another excellent year. It is impressive to consider that despite the wide range of activities on offer, our teams are highly competitive, often beating opposition from schools far larger than ours. A focus on skills acquisition remains the foundation of all of our sports teams, particularly in the younger age groups. While other schools might keep their eyes firmly on the end result, we believe that by first concentrating on skills and then on how those combine in the team environment, the results look after themselves. This was certainly proven during the past year, where the winning ratio was outstanding.

We commend all our coaches, who are carefully selected in order to get the best out of those they coach – and of course we compliment the students themselves, who proved that not only could they compete against the best, but they could do so with grace, sportsmanship and dignity. Sport as a means to an end, when viewed as part of the educational whole, is a critical tool which teaches about hard work, perseverance, winning and losing. The impressive sports carnivals also reminded the students that they are part of something much larger than themselves, and it was tremendous to see the enthusiasm with which they encouraged their team mates on these occasions.

Our school motto of 'We Shall Give Back' was put into action this past year, with an enthusiastic group of teachers and students leading the outreach programme. Their energy and determination to make a difference in the lives of people and animals most in need of help was an inspiration to all, and the whole school was involved in numerous fund-raising ventures and outreach activities. While a Muffi Day is always enjoyable for the students, the significance of each of these fundraising opportunities is never lost, and it is hoped that our students develop an empathy and understanding for those most in need.

As already alluded to in this report, a school is fundamentally about the people who inhabit its spaces. Primarily, of course, this refers to the students but our successes this year and in the past would not have been what they were if it were not for others who contributed in many and varied ways. Their input, many hours of hard work, and support of the students has provided the ideal environment for learning and for enjoying the precious years of childhood.

While there are any number of highly qualified teachers who we could appoint to our school, the key is to tap into the underlying passion which potential applicants have for children. To find individuals who inspire and whose central concern is for the wellbeing of those under their care continues to remain our purpose when employing educators and coaches. How fortunate we have been this past year to have so many such people. They truly have made a difference in the lives of our students, and have worked excellently as a cohesive whole. It has been a great pleasure to be part of such a special team.

Our parents have once again been fully involved in the life of the school, both in the support they give their own children and in the interest they show in the school at large. We are indeed fortunate to have as committed a group of parents as we do; the impact their involvement has on all aspects of the school is enormous. Students invariably do better when their parents take an interest in their academic and other pursuits, and the teachers and coaches also appreciate their enthusiastic involvement. It has been gratifying to see teachers, coaches and parents cooperating and supporting each other, all for the benefit of the students.

The administration and support staff, many of whom have served the school for a number of years, remain the bedrock of the school. They ensure that our systems work efficiently and that the students, teachers and parents are given the best possible support, on a clean and well organised campus. More often than not their efforts go

unnoticed but we are most appreciative of all their hard work, without which the year would not have been as successful as it was.

Finally, our students continue to impress in every sphere and it is through their reflected glory that the reputation of the school has grown each year. Their academic application, many hours of practising and rehearsing, delightful manners and beaming faces are indicative of a group of youngsters enjoying every day. Their excited chatter and the sounds of their music and singing wafts through the corridors daily and has become the soundtrack of a school contentedly in action.

It has been said that "The whole purpose of education is to turn mirrors into windows". Far from being inward looking, Reddam House Primary School has continued to encourage our students to dream big, to step beyond their preconceived ideas of what they are capable of and to look toward their ever-expanding horizons. We are energised by the successes of the past and determined to set the bar high in our pursuit of excellence in education. To all those who contributed towards a wonderful 2017 we express our appreciation and we look forward to 2018 and beyond with renewed vigour and enthusiasm.

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.

The addition of the Music Terrace in late 2016 has greatly transformed the facilities in the Music Department allowing them to continue to deliver a world class curriculum.



HSC 2017

We would like to congratulate the HSC class of 2017 for their outstanding results.

Our 83 HSC students performed strongly across all curriculum areas with 185 Band 6's (scores of over 90%), which ranked our School 17th in NSW.

83 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)

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

3 Reddam students were listed as "Top Achievers".

4 Reddam students achieved an ATAR of 99.0 and above.

40% of our students received an ATAR of 95.0 and above.

55% of our students received an ATAR of 90.0 and above.

English was placed 10th in the state in English Standard and ESL and 14th in the state in English Advanced, English Extension 1 and English Extension 2 with an average of:

- 87.5% for English Advanced (with 50.0% of students achieving Band 6)
- 84.7% for English Standard (with 11.8% (State 0.85%) of students achieving Band 6)
- 80.2% for ESL (with 10.0% of students achieving Band 6)

In Mathematics, we were placed 3rd in the State in General and 13th in the State in 2 Unit, Extension 1 and Extension 2 with averages of:

- 87.0% for Mathematics 2 Unit (with 51.0% of students achieving Band 6)
- 93.5% for Mathematics Extension 1 (with 92.3% of students achieving Band 6)
- 94.2% for Mathematics Extension 2 (with 100.0% of students achieving Band 6)
- 86.6% for Mathematics General (with 53.1% of students achieving Band 6)

All fifteen of the Year 11 Mathematics Accelerants achieved Band 6.

Three other Year 11 Accelerants in Chinese in Context, Modern Hebrew Continuers and Music 2 also achieved Band 6.

Other subject highlights:

- Music Extension: 98.8% average (with 100% of students achieving Band 6)
- Hebrew Continuers: 96.0% average (with 100% of students achieving Band 6)
- Drama: 94.6% average (with 85.7% of students achieving Band 6)
- Music 1: 91.7% average (with 100.0% of students achieving Band 6)
- Chinese B/S: 90.2% average (with 80.0% of students achieving Band 6)
- Dance: 89.7% average (with 40.0% of students achieving Band 6)
- Visual Arts: 88.5% average (with 42.9% of students achieving Band 6)
- Ancient History: 87.6% average (with 66.7% of students achieving Band 6)
- History Extension: 85.8% average (with 40.0% of students achieving Band 6)
- Business Studies: 85.4% average (with 47.1% of students achieving Band 6)
- Legal Studies: 85.4% average (with 33.3% of students achieving Band 6)
- SDD: 85.2% average (with 40.0% of students achieving Band 6)

OnStage

This year Reddam House HSC Drama students have received 7 OnStage Nominations for their Group Devised Performance and 4 Nominations for their Individual performances. They have been selected to perform at the OnStage production next year.

OnSTAGE



Alex Ulis
(Individual & Group)



Ellie Shafir
(Individual & Group)



Julian Weiner-Angelopoulou
(Individual & Group)



Isabella Compton
(Individual & Group)



Nisha McArthur
(Group)



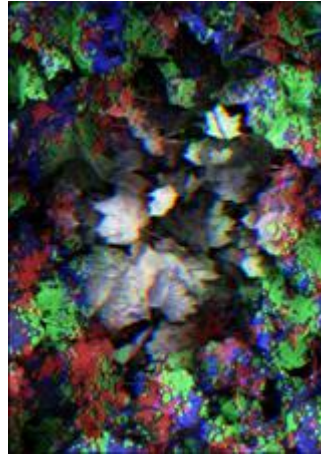
Nathan Gencher
(Group)



Bridgit Shkolnik
(Group)

Art Express

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



Thomas Howarth



Andre Pires



India Swinton

Callback

This year we received eleven nominations for Callback for Dance Performance.

Callback



Ella Barlin



Charlotte Crowe



Rebecca Peisah



Morena Teixeira Prichard



Savannah Chilchik



Encore

This year we received three nominations for music.



Lucas Leung



Andre Pires



Raphael Masters

NSW TOP ACHIEVERS

This title is given to students who have been placed in the top 20 in a subject in the state. Three Reddam students

have performed at this exceptional level. They are:



Eden Riley
Modern History Extension
(6th in the State)



Xiao Zhang
Mathematics 2 Unit
(16th in the State)



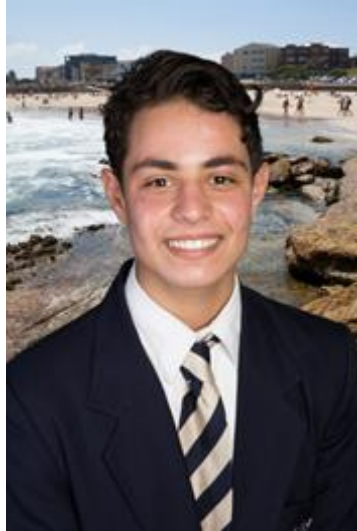
Ronnie Yogev
Modern Hebrew Continuers
(5th in the State)

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



Daniel Gordos



Daniel Katz



Andrew Kim



Edward Lan



Eden Riley



Brigit Shkolnik



Ellis Silove

REDDAM HOUSE DUX 2017

The above results translated into outstanding ATAR's with the following students qualifying as Dux and runners up for 2017. The runners up are:

In Third Place – Ellis Silove with an ATAR of 99.30



Second Place – Andrew Kim with an ATAR of 99.65



The DUX award for 2017 goes to Eden Riley with an ATAR of 99.90



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 Honour's 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.

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

Student	Subject/s in which Band 6 was achieved
Angelou, Luke*	Mathematics
Baez Anceska, Aida	Business Studies, English (Standard), Mathematics General, PDHPE
Bailey, Bryana	Visual Arts
Barlin, Ella	Dance, English (Advanced), Visual Arts
Bereny, Maximilian	Business Studies, English (Advanced), French Continuers
Billiris, Nikolas	Legal Studies, Mathematics
Carr, Remy	Business Studies, English (Advanced)
Chilchik, Savanna	Business Studies, English (Advanced), PDHPE, Visual Arts
Clark, Abby	Modern History
Collaery, Sara	Business Studies
Compton, Isabella	Drama
Conlon, John Jamie*	Mathematics
Crawford, Carly	Business Studies, Mathematics General
Crowe, Charlotte	Biology, Business Studies
Cruz, Bianca	Biology, Business Studies, English (Advanced), Legal Studies
Cuccurullo, Francesca	English (Advanced), Mathematics General, Visual Arts
Doyle, Oscar	English (Advanced), Mathematics General, PDHPE, Visual Arts
Fagan, Ashleigh	English (Advanced)
Feng, Catherine*	Mathematics
Flaherty, James	Mathematics (2016), Mathematics Extension 1, Physics
Gay, Ellie	Biology, English (Advanced), Geography
Geller, Joshua	English (Advanced), Mathematics (2016), Mathematics Extension 1, Physics
Gencher, Nathan	Mathematics General 2
Glazer, Gabrielle	Music 1
Gomel, Ariel	Business Studies, English (Standard), Mathematics General
Goodlace, Chloe	Visual Arts
Goodman, Samuel	Business Studies, English (Advanced), Mathematics (2016), Mathematics Extension 1, SDD
Gordos, Daniel	English (Advanced), Legal Studies, Mathematics (2016), Mathematics Extension 1, Physics, SDD
Howarth, Thomas	Mathematics General 2
Huang, Harry	Mathematics (2016), Mathematics Extension 1, Chinese and Literature

Huang, Echo*	Mathematics
Hurwit, Sam	English (Advanced)
Jin, Tiffany	Chinese and Literature
Kagan, Alison	Mathematics General 2
Katz, Daniel	Business Studies, English (Advanced), Mathematics General, Modern History, Visual Arts
Kim, Andrew	Chemistry, English (Advanced), Mathematics (2016), Mathematics Extension 1, Mathematics Extension 2, Physics
Lan, Edward	Chemistry, Mathematics (2016), Mathematics Extension 1, Mathematics Extension 2, Physics, Chinese and Literature
Leung, Lucas	English (Advanced), Mathematics (2016), Mathematics Extension 1, Music Extension
Li, Mikayla*	Mathematics
Lin, Bradley*	Mathematics
Long, Jeremy	Chinese and Literature
Lord, Jessica	Business Studies, English (Advanced), Modern History, French Continuers
Machet, Hannah*	Mathematics
Masters, Raphael*	Music 2
McArthur, Nisha	Drama
Mei, Sharon*	Mathematics
Morris, Luke*	Mathematics
Newton, Joseph*	Mathematics
O'Leary, Siobhan	Ancient History, English Advanced, Modern History, History Extension, Visual Arts
Pattison, Connor	Business Studies, Mathematics
Peisah, Rebecca	Ancient History, Dance, English (Advanced), Mathematics
Pires, Andre	Mathematics General 2, Music 1, Visual Arts
Qi, Astera	English as a Second Language, Mathematics, Chinese and Literature, Korean Beginners
Riley, Eden	Chemistry, English (Advanced), Italian Continuers (2016), Mathematics, Mathematics Extension 1, Modern History, History Extension
Rubinstein, Leo*	Mathematics
Russell, Jay Alex	Biology, Legal Studies, Mathematics General
Shafir, Yael	Drama, English (Advanced), Modern History, Visual Arts
Shkolnik, Brigit	Drama, English (Advanced), Legal Studies, Mathematics General 2, Visual Arts
Shu, Andrew*	Mathematics

Silove, Ellis	Chemistry, English (Advanced), Mathematics (2016), Mathematics Extension 1, Mathematics Extension 2, Modern History, Physics
Singleton, Summer	Business Studies, English (Advanced), Mathematics General
Smith, India	Mathematics General 2
Song, Nina	Japanese Continuers, Japanese Extension, Mathematics (2016)
Strang, Liam	Mathematics General 2
Swinton, India	Visual Arts
Teixeira Prichard, Morena	English (Advanced)
Ulis, Alexander	Drama
Varnava, Imogen	Business Studies, English (Advanced), Geography, Mathematics
Vassiliev, Maxim	Legal Studies
Walker, Jesse	Business Studies, Mathematics General, PDHPE
Wang, Weiliang	English (Advanced), Mathematics, Mathematics Extension 1, Physics
Weiner-Angelopulo, Julian	Drama, English (Advanced), Modern History, PDHPE
Weng, Justin*	Mathematics
West, Cody	Mathematics General 2
Wong, Ethan*	Mathematics
Xue, Danny	Chinese and Literature
Yogev, Ronnie*	Mathematics, Modern Hebrew Continuers
Zhang, Xiao Kang*	Mathematics
Zhang, Penny	Mathematics, Chinese and Literature
Zhao, Iris	Chemistry, Chinese and Literature, Korean Beginners
Zheng, Olivia	Mathematics (2016), Mathematics Extension 1
Zou, Chloe*	Chinese in Context

TO THE REDDAM HOUSE HSC CLASS OF 2017

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.

Year 12, you leave the relative safety of school for a world which seems to change ever more rapidly each year and where continuity, predictability and a degree of stability seem to have evaporated.

Realise that life is an ongoing discovery, and the greatest of all discoveries will be to know yourself and to come to a place where you are at peace with who you are. So take time to explore; to delve into who you are; to discover what your abilities, talents and passions are: read, speak to people who are interesting, challenging, and who perhaps hold opinions contrary to your own. If you have the opportunity, travel; learn new skills; sing and dance.

I remind you of the three suggestions I gave you at your Valedictory.

Firstly, don't be swayed by public perceptions of what is wrong in the world – it is probably not as bad as it has been, or is being made out to be, and the future is yours to influence. Let your individual light so shine that others may walk alongside you in hope.

Secondly, remain true to yourself, and allow that sense of 'self' to develop over the years as you strive at becoming the authentic you.

Finally, have a heart for others. Let your words and actions show real concern and empathy, and make the effort to develop relationships built on trust and sincerity.

Good bye and good luck,

Dave Pitcairn

HSC Results for All Subjects in 2017

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
Modern Hebrew Continuers	1	100.0	65.1	96.0	96.0
French Continuers	5	60.0	65.8	87.0	82.5
Chinese and Literature	10	100.0	66.8	92.0	90.2
History Extension	5	100.0	79.6	88.0	85.8
Dance	5	100.0	53.6	89.0	89.7
Mathematics Extension 1	13	100.0	81.6	95.0	93.5
English (Advanced)	56	87.5	63.6	92.0	87.5
Software Design & Development	5	80.0	35.5	86.0	85.2
Legal Studies	18	89.0	43.6	88.0	85.4
Mathematics Extension 2	3	100.0	84.0	94.0	94.2
Visual Arts	28	100.0	54.5	89.0	88.5
English Extension 1	5	100.0	93.3	86.0	84.0
Biology	15	73.3	39.3	86.0	83.0
PDHPE	17	82.4	30.6	86.0	84.7
Mathematics General	32	78.1	25.5	91.0	86.6
Drama	7	100.0	42.1	95.0	94.6
Business Studies	34	75.5	36.1	89.0	85.4
Mathematics 2 Unit	47	83.0	53.5	91.0	87.0
Music 1	2	100.0	65.2	92.0	91.7
Music 2	4	100.0	89.2	88.0	86.3
Chemistry	23	69.6	42.7	86.0	83.4
Economics	17	82.4	49.2	87.0	82.4
Geography	9	77.8	41.9	85.0	83.4
Modern History	30	74.4	38.8	86.0	83.5
Music Extension	1	100.0	94.8	98.0	98.8
English ESL	10	60.0	25.2	83.0	80.2
Ancient History	3	66.6	36.0	89.0	87.6
English Extension 2	4	100.0	87.3	88.0	84.7
English (Standard)	17	64.7	15.9	84.0	83.2
Physics	16	62.5	33.8	88.0	83.6

2017 NAPLAN Results

Literacy Year 3

		Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	School Analysis	State Analysis
Reading	School	0	2	5	17	23	53	93% Band 4,5,6	73% Band 4,5,6
	State	3	7	14	22	23	28		
Persuasive Writing	School	0	0	3	8	53	35	96% Band 4,5,6	75% Band 4,5,6
	State	3	5	16	30	30	15		
Spelling	School	0	0	7	15	42	37	94% Band 4,5,6	69% Band 4,5,6
	State	5	9	16	23	23	23		
Grammar and Punctuation	School	0	5	2	3	10	80	93% Band 4,5,6	76% Band 4,5,6
	State	4	7	13	20	22	34		

Literacy Year 5

		Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	School Analysis	State Analysis
Reading	School	0	1	2	20	34	43	97% Band 6,7,8	63% Band 6,7,8
	State	4	10	21	26	21	16		
Persuasive Writing	School	1	1	23	36	23	15	74% Band 6,7,8	56% Band 6,7,8
	State	6	13	31	32	21	3		
Spelling	School	0	1	6	16	37	40	93% Band 6,7,8	64% Band 6,7,8
	State	4	10	21	29	23	12		
Grammar and Punctuation	School	0	1	1	5	15	78	98% Band 6,7,8	60% Band 6,7,8
	State	6	12	21	25	20	15		

Literacy Year 7

		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Reading	School	0	2	12	28	30	28	86% Band 7,8,9	58% Band 7,8,9
	State	4	12	24	29	19	10		
Persuasive Writing	School	2	9	23	28	22	16	66% Band 7,8,9	40% Band 7,8,9
	State	10	18	30	24	12	4		
Spelling	School	0	3	12	19	45	21	85% Band 7,8,9	61% Band 7,8,9
	State	5	10	21	28	22	11		
Grammar and Punctuation	School	0	1	16	25	35	23	83% Band 7,8,9	56% Band 7,8,9
	State	6	13	24	27	19	10		

Literacy Year 9

		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10(%)	School Analysis	State Analysis
Reading	School	1	1	11	42	28	18	88% Band 8,9,10	50% Band 8,9,10
	State	6	15	26	29	17	4		
Persuasive Writing	School	3	7	29	32	13	17	62% Band 8,9,10	37% Band 8,9,10
	State	16	20	25	21	11	5		
Spelling	School	0	5	16	25	39	15	79% Band 8,9,10	51% Band 8,9,10
	State	8	14	27	28	16	7		
Grammar and Punctuation	School	1	9	17	30	19	24	73% Band 8,9,10	45% Band 8,9,10
	State	9	17	27	26	14	5		

Year 3		Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	School Analysis	State Analysis
Numeracy	School	0	2	7	27	15	50	92% Band 4,5,6	67% Band 4,5,6
	State	3	9	20	27	23	17		

Year 5		Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	School Analysis	State Analysis
Numeracy	School	0	0	5	27	42	27	96% Band 6,7,8	48% Band 6,7,8
	State	3	12	26	30	19	9		

Year 7		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Numeracy	School	0	0	4	28	33	35	96% Band 7,8,9	61% Band 7,8,9
	State	3	11	23	28	20	13		

Year 9		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10 (%)	School Analysis	State Analysis
Numeracy	School	0	1	6	33	37	23	93% Band 8,9,10	53% Band 8,9,10
	State	2	14	29	29	16	8		

Trends in Student Performance

The table below shows percentages of Reddam Students scoring in the top 3 of 6 bands in the 2006 to 2017 HSC Examinations.

	2006 HSC	2007 HSC	2008 HSC	2009 HSC	2010 HSC	2011 HSC	2012 HSC	2013 HSC	2014 HSC	2015 HSC	2016 HSC	2017 HSC
Ancient History	100	100	82	92	92	100	100	100	100	100	100	100
Biology	91	100	100	100	91	94	100	100	100	100	95	95
Business Studies	100	100	96	92	88	100	100	98	100	98	100	100
Chemistry	91	100	78	100	75	94	85	86	100	96	100	96
Chinese BS	N/A	N/A	N/A	N/A	100	100	100	100	100	100	100	100
Dance	100	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	89	94	74	88	82	100	100	100	96	88
English (Advanced)	100	98	100	100	100	100	100	100	100	100	100	100
English (Standard)	100	N/A	89	93	82	95	100	95	96	88	100	100
English ESL	100	100	50	92	94	100	100	75	100	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	N/A	N/A	100	N/A	100	100	100	100	100	80
French Extension	100	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	N/A
General Mathematics	100	100	100	82	71	100	100	93	100	97	100	100
Geography	100	100	83	72	100	100	67	100	100	100	100	100
History Extension	100	100	100	100	100	100	N/A	80	100	100	100	100
IPT	100	100	100	N/A	N/A	N/A	100	N/A	N/A	N/A	N/A	N/A
Legal Studies	100	100	80	89	100	100	100	100	100	100	100	100
Mathematics	79	92	84	100	98	100	96	100	95	100	98	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	N/A	N/A	N/A	N/A	100	100	100	100	100	100
Modern History	96	100	86	100	100	100	100	100	100	96	100	100
Music 1	100	100	100	100	100	100	100	100	100	100	100	100
Music 2	N/A	N/A	N/A	N/A	N/A	100	N/A	100	100	100	100	100
Music Ext	N/A	N/A	N/A	N/A	N/A	100	N/A	100	100	100	100	100
PDHPE	100	100	87	94	92	100	100	100	100	92	100	100
Physics	82	100	75	82	100	93	84	100	100	100	100	94
SDD	N/A	100	100	N/A	71	100	89	84	67	100	100	100
Visual Arts	100	100	100	91	100	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 2011 to 2017.

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	% of students who achieved in the top three bands 2017
Reading	85	98	97	96	99	99	93
Persuasive Writing	98	100	100	100	100	100	96
Spelling	88	92	90	94	93	94	94
Grammar and Punctuation	96	95	95	94	100	100	93
Numeracy	86	95	91	93	93	93	92

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	% of students who achieved in the top three bands 2017
Reading	83	94	95	97	91	90	97
Persuasive Writing	91	97	89	89	95	94	74
Spelling	79	88	90	95	85	85	93
Grammar and Punctuation	91	100	94	92	88	90	98
Numeracy	90	88	75	95	85	90	96

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

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	% of students who achieved in the top three bands 2017
Reading	88	78	85	88	84	84	86
Persuasive Writing	86	73	67	78	59	59	66
Spelling	86	89	89	85	84	84	85
Grammar and Punctuation	85	81	88	95	83	83	83
Numeracy	93	84	93	90	89	89	96

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	% of students who achieved in the top three bands 2017
Reading	82	78	84	80	80	80	88
Persuasive Writing	74	80	70	69	64	64	62
Spelling	80	82	74	78	74	74	79
Grammar and Punctuation	80	85	74	77	70	70	73
Numeracy	82	81	88	87	87	87	93

Teachers at Reddam

Teacher Standards and Qualifications

In 2017, Reddam House maintained a full complement of 91 highly qualified full time teachers.

- All Reddam teachers have teaching qualifications from a higher education institution within Australia or as recognized within the NESAs 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 NESAs 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 2017 was 86.8%.

Teacher Attendance Rate

In 2017, a total of 488 days of teacher leave was recorded, which translates to an average attendance rate of 97.1%. 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 2017, Reddam House has approximately 1112 students comprising of 468 Primary students and 644 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	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	2015 to 2017
Year 10 Total Enrolment	61	67	65	74	90	78	90	85	99	92
Year 12 Total Enrolment	63	66	71	79	69	61	88	78	94	83
Year 10 Total Enrolment remaining in Year 12	47	62	57	64	60	56	77	70	88	80
Apparent retention rate	94%	99%	100%	107%	93%	90%	97%	90%	95%	90%
Actual retention rate	90%	81%	88%	87%	81%	80%	86%	82%	89%	87%

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 school's database.

Average number of days absent (expressed as a %) for each year group in 2017:

Yr K	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
2.9	3.4	4.0	5.1	4.2	5.0	4.3	5.7	4.3	5.1	6.7	6.1	3.5

The average student attendance rate in 2017 was 95.1%.

Post-School Destinations

The majority of the 2017 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 website)

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 2017	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. Included in Student Diary
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 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

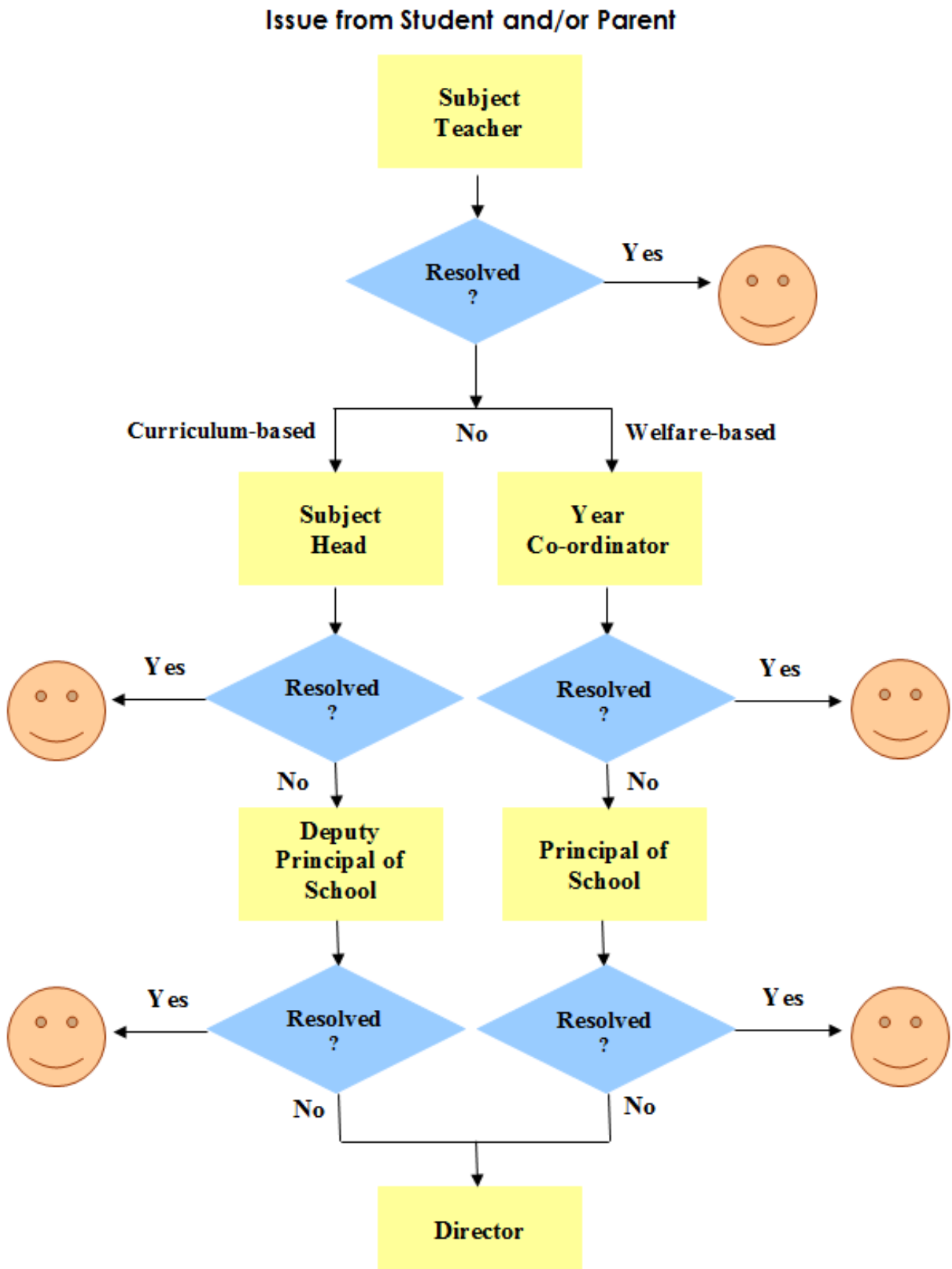
The school maintains an open-door policy for dealing with matters of concern from parents, students and teachers. All professional interaction incorporates appropriate principles of procedural fairness. In all applicable cases, the issues will be investigated based on the guidelines set out in the relevant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

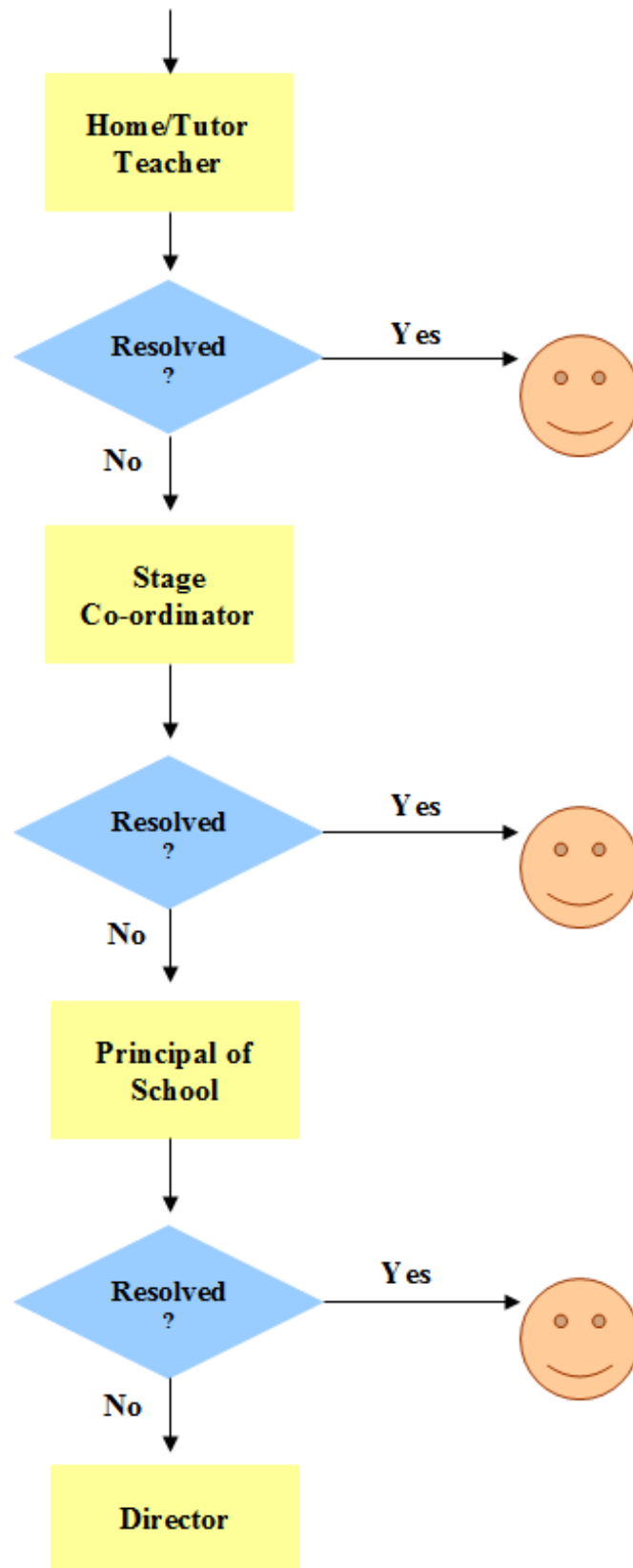
Should you wish to view any of these policies, please contact the school and the policies will be made available to you.

Procedures for dealing with issues from High School students / parents

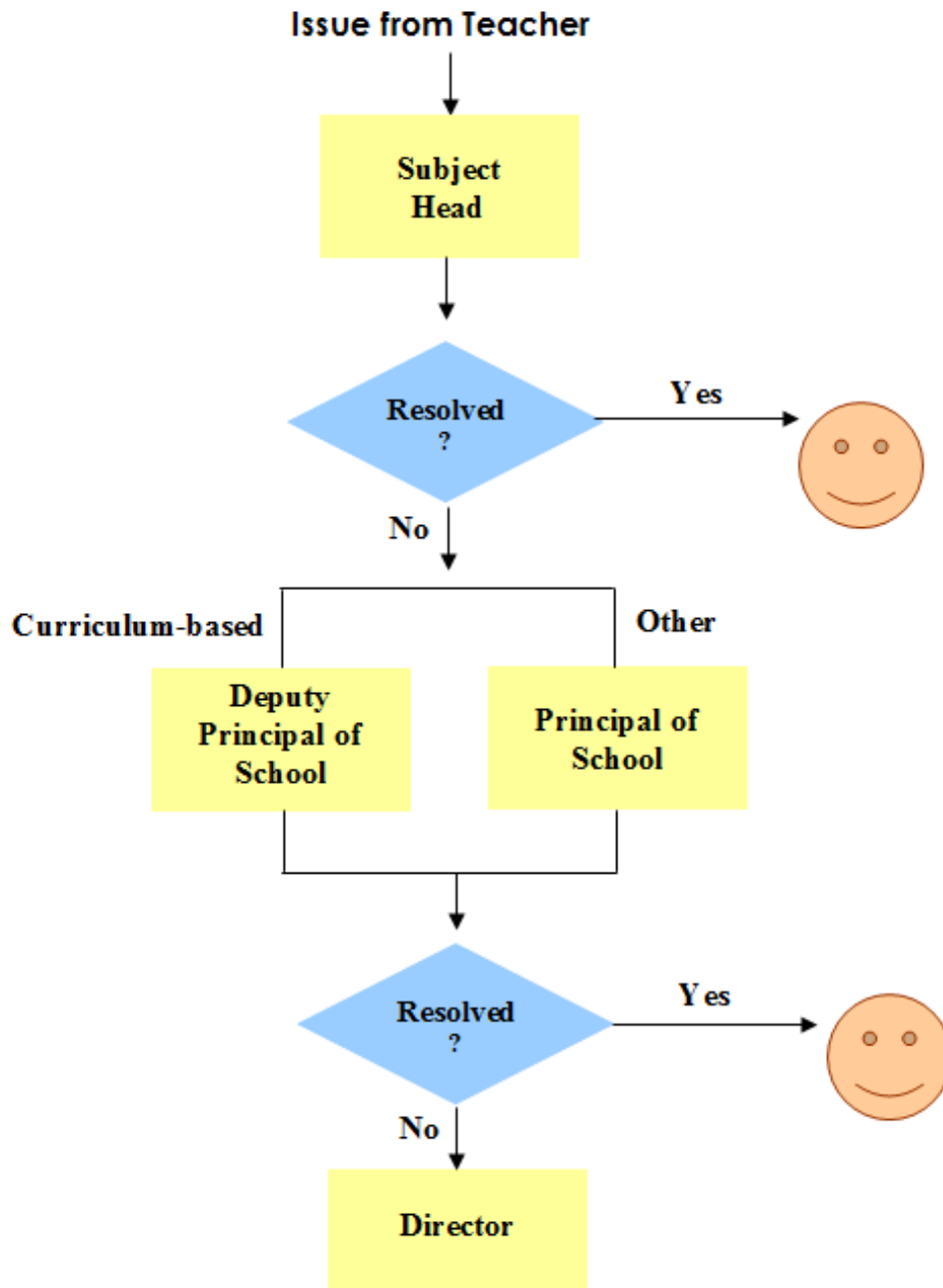


Procedures for dealing with issues from Primary students / parents

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 2017 have been outlined below.

STUDENT WELFARE

Priorities	2017 Achievements
<ul style="list-style-type: none"> ▪ Checklist for late enrolments ▪ Safe School through consistent use of Bounce Back program and Stop Think Do program ▪ Strengthen pastoral care through structured tutor sessions ▪ Implementation of Student Mentor program high school ▪ Implementation of structured pastoral care curriculum High school ▪ Safe playground activities ▪ Evacuation plans ▪ Excursion plans and documentation ▪ Revising special examination provision policy and application procedures 	<ul style="list-style-type: none"> ▪ Bounce Back (anti-bullying) program continues to be implemented in the primary school. ▪ High School welfare policies reviewed and updated and structured to avoid overlapping ▪ Mentor program rolled out and very successful ▪ Pastoral care curriculum developing well ▪ Paul Dillon – Drug and Alcohol awareness ▪ Prue Salter - Study skills ▪ Dr Lowinger - Growth Mindset ▪ Menu in the school canteen modified to promote healthier eating habits and cater for sensible student requests.

TEACHING AND LEARNING

Priorities	2017 Achievements
<ul style="list-style-type: none"> ▪ Integrating ICT skills across the curriculum ▪ Improving delivery and assessment of the All My Own Work program ▪ Trialling acceleration program in Senior Mathematics and PDHPE ▪ Integration of Thinking Skills ▪ Differentiation of Learning Styles ▪ Revise teaching programs ▪ Integration of units of work ▪ Outcomes and implementation ▪ Future Problem Solving ▪ Study Skills 	<ul style="list-style-type: none"> ▪ Platinum HSC Support---- initiative to provide academic support for students in the High School. ▪ IT focus--- improved hardware and software availability for academic departments and students. ▪ ESL Support initiatives implemented. ▪ Study Skills Seminars. ▪ Implementation of gmail folders for students to access subject information from home. ▪ Implementation of iPad for textbooks through Learningfield

STAFF PROFESSIONAL DEVELOPMENT

Priorities	2017 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"> NESA 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	2017 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	2017 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	2017 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 2017 to strengthen and further develop these important values.

These included:

- Musical and Drama productions
- Sports Carnivals
- Clean-up Australia
- 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 3 - 6 Anti-bullying workshops
- Year 3 - 6 Power of one Anti Bullying workshop
- Year 7 Anti-bullying workshop
- Police Liaison Information Sessions
- Middle School 'Adolescent Changes' seminars
- Middle School Growth Mindset workshops
- Back-off Seminars
- Formals organized by student committees
- House Competitions
- Student Exchange Program
- International Community Service Project Romania, Croatia, Hungary
- Teachers modelling appropriate behaviour.
- Cyber Bullying workshops
- 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
- Year 5 & 6 Sleep connection pastoral care program



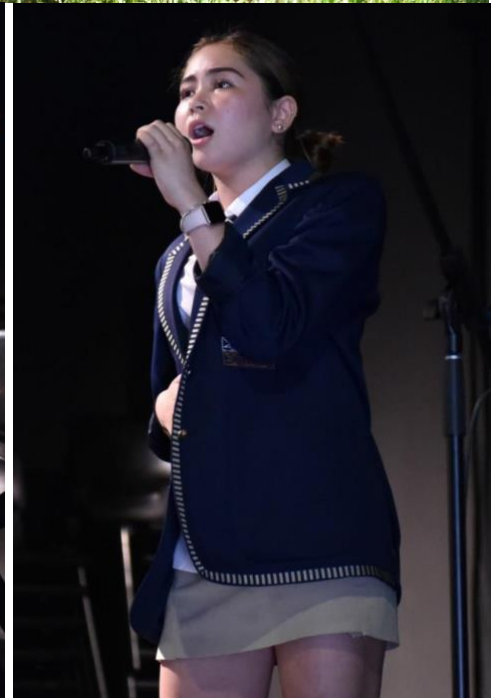
Parent, Student and Teacher Satisfaction

In 2017, 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 extracurricular 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
Piano Competition
19th March 2018 7:00 p.m.
Adelaide Hall
Audition Tuesday 6th March, Lunchtime - Music Terrace

Reddam
The Visual Arts Showcase
Featuring the outstanding works of the RECCO Club of 2018
28th May 2018, 6:30 - 8:30 pm
Reddam House, Bondi Campus
56 Mitchell St, North Bondi, NSW

REDDAM HOUSE
Percussion Competition
28th May 2018 7:00 p.m.
Adelaide Hall

REDDAM HOUSE
Senior Elite Musicians Recital
5th March 2018 7:00 p.m.
Adelaide Hall
Audition Monday 26th February, Lunchtime - Music Terrace

Reddam House Senior Drama Company
Presents a double bill
WHAT ARE THEY LIKE?
by Lucinda Coxon
Directed by **Chloe Montgomery**
Directed by Leo Skenevitch & Maxine Vorensk
&
THE BEAUTY MANIFESTO
A PLAY ABOUT BEAUTY
Lendlease Darling Quarter Theatre
1-2 August 2018, 7pm. Tickets on sale 13 June
<http://www.monkeybag.com.au/shows/reddamhouse/drama/>

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, Pottery, All Caricature, Environmental Sculpture, Cinema, Film, Book Art and Creative Collage
Includes: An Outdoor Acrobatic experience by Roomals, and a performance by 1988 - a group of hip-hop dancers who combine breakdancing with song.

REDDAM HOUSE
Senior Dance Night
Tuesday 1st August 7:00 pm
Adelaide Hall

REDDAM
Nurturing the creative and innovative minds of Young Entrepreneurs
3rd Annual Reddam RedDen Pitch Competition
Wednesday 29th November 2017

HALLOWEEN DANCE
PRIZES FOR BEST DRESSER
PHOTO BOOTH
FOOD & DRINK PROVIDED
WEDNESDAY 1ST NOVEMBER
6:30 TO 9PM
\$15 IN ADVANCE OR \$20 AT THE DOOR
TICKETS AVAILABLE FROM SOPHIE - MIDDLE SCHOOL AND HAYLEY YEARS 5 & 6

Reddam House Primary School Presents

Fiddler on the Roof JR.

Directed by Dean Hattling

19 September 2017, 7:00 pm
20 September 2017, Matinee

NIDA Parade Theatre, 215 Anzac Rd Kensington

Tickets available at Tikelek. Enquiries 9367 4294

REDDAM HOUSE

Primary Elite Musicians Recital

12th March 2018 7:00 p.m.
Adelaide Hall

Auditions Thursday 1st March, Luncheon - Music Terrace

Reddam House Primary School Presents

THE JUNGLE BOOK

Directed by DEAN HATTINGH

15 & 16 November 2017
Seymour Centre

Reddam House Presents

The Nutcracker

NIDA PARADE THEATRE
7pm, 9th and 10th May 2018
Tickets on sale 3rd April - NIDA

REDDAM HOUSE

Wind and Brass Competition

21st May 2018 7:00 p.m.
Adelaide Hall

Auditions Monday 14th & Tuesday 15th
Luncheon in the Terrace

Reddam House High School Dance Department Presents

Soar

A celebration of passion, ambition, determination & creation

6th November 2017, 7pm

NIDA Playhouse, 215 Anzac Parade Kensington

REDDAM HOUSE

String Competition

9th April 2018 7:00 p.m.
Adelaide Hall

Auditions Tuesday 3rd April, Luncheon - Music Terrace

Fundraiser

Reddam Valentine's Dance

13 February 2018 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 Hayley, Years 5 and 6

RODGERS & HAMMERSTEIN'S

Oklahoma!

Directed by Dean Hattling

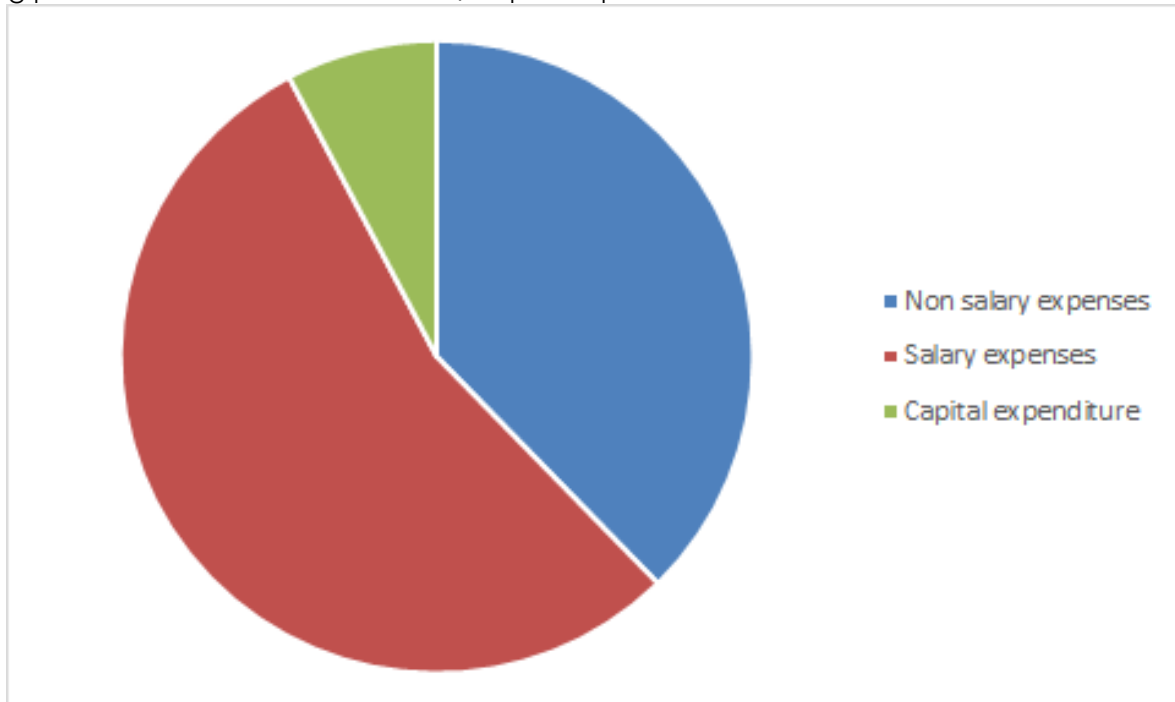
RODGERS & HAMMERSTEIN'S OKLAHOMA!
with a BRAND NEW CAST
MUSIC BY OGGY MCGARRIN
LIVELY! THEATRE COMPANY
© Rodgers & Hammerstein

NIDA Parade Theatre
Wednesday 28th & Thursday 29th March 7pm

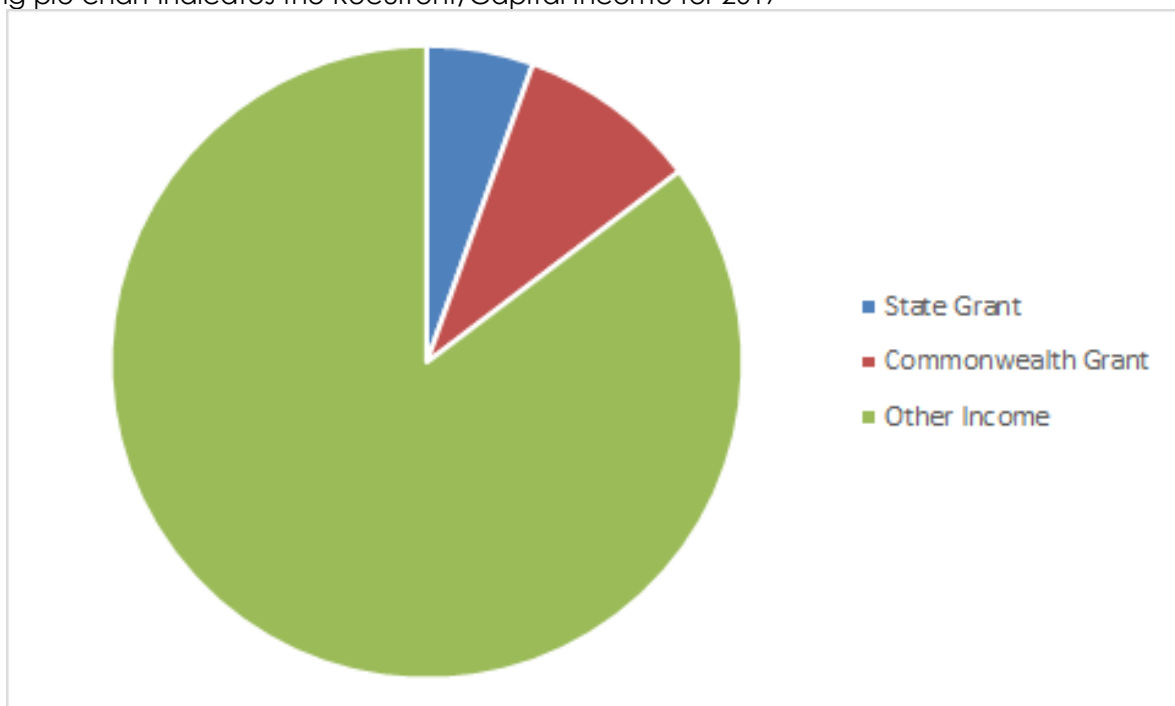
Tickets on sale Monday 20th February

Summary Financial Information

The following pie chart indicates the Recurrent/Capital Expenditure for 2017



The following pie chart indicates the Recurrent/Capital Income for 2017



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

Mr. Mark Bailey

Deputy Principal of Primary School

Ms. Gayle Eitzen

Deputy Principal of Primary School

Mrs. Jeanine Shainfeld

Deputy Principal of Primary 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