



Reddam House
Annual Report
2018

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Message from the Principal of the High School at the Valedictory Evening 2018

The purpose of a Valedictory evening is, as its name suggests in Latin, to say goodbye. Goodbyes are always moments of mixed emotions and this evening is no different to any such event. They are, in a sense, like a fulcrum – an instant in time in which the past and the future are balanced delicately in the present.

In recent years, one term has been used quite frequently by a variety of social commentators, namely **lifelong learning**, and it is this we hope that you will be inspired to pursue. Not because there's a test to follow or because someone will check that you've covered the content, but rather for the sheer delight in learning more about the world, about others, and about yourself. Lifelong learning allows you to be in a constant state of inventing yourself. It keeps on extending your horizons and challenging you to try new things. It also, perhaps most importantly, makes you a whole lot more interesting as a person.

So this is my first challenge to you, as you prepare to step into the next exciting phase of your life: **keep learning**.

Henry Ford, the founder of the Ford Motor Company, who revolutionised the concept of mass production of motor vehicles, had this to say, "Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young."

So this is my first piece of advice – keep learning. And don't see it as a chore but rather as a mighty adventure, where each opportunity opens new vistas; where the 'Aha' moments enrich your life and the lives of those around you; and where you delve ever deeper into the fascinating creation in which we live.

The second point I'd like to make concerns the **pursuit of happiness**. We all spend our lives chasing after this intangible goal, yet the secret answer of what will bring us happiness mostly remains well hidden.

Any number of self-help books have been written on the topic and yet it is clear that no 'one size fits all'.

The subject of happiness has gained such prominence that one of America's most famous Ivy League universities, Yale, has even started a course which studies it.

To the surprise of the Dean of admissions it became the most popular course in the 316 year history of the university.

Dr Santos who presents this wildly popular option stresses to her students at the outset that she wants them not just to learn about the science of happiness but also about the practice of happiness – in other words, our decisions and actions can affect our levels of happiness.

I extracted just one lesson which I believe has a very useful suggestion for all of us, and particularly for you Year 12s.

And it involves a commodity we all relate to each day, namely - **time**.

If you suddenly found that you had an extra hour that you didn't expect to have? What would you do with it?

Most people would waste this time, either by spending it on social media, or – for us adults – doing even more work. Yet most adults will tell you that they “never have enough time”. And I’m sure that most of you Year 12s can also relate to that. In psychological terms this is what’s known as ‘time famine’, while the perception of having enough time is referred to as ‘time affluence’. Both of these terms say much about the way we regard time, as they each refer either to financial lack or sufficiency.

You’ve heard the saying “Time is money” before, and yet the way we frequently use – or misuse – time doesn’t generally reflect very well on us. It also doesn’t help that the world’s view of how we use time is largely skewed. It views an abundance of money as a status symbol, while an abundance of time is considered shameful - that you’re just being lazy. So we all come to believe that the busier we are the more successful we will be, and therefore, by implication, we should also be happier.

So that’s a strong first step towards happiness: **value time and move from time famine to time affluence. Each day has only 24 hours, and you cannot accumulate it to carry through to the next day, so what you do with each minute becomes so much more precious. Try not to fill each working minute with a headlong rush to accumulate wealth or possessions, which hardly ever bring true, sustainable happiness, but take time for pleasure. Look after yourself and value others during this time, and you will find that happiness comes as a consequence.**

The third, and final piece of advice which I have for you, is this: **choose people**. Choose people over technology. Choose people over the versions of themselves that they post on social media. Choose people over possessions, because they’re worth so much more than trends, or whichever brand is fashionable at that time. Choose people, for in doing so you will learn more about yourself. Choose people because, whether you like it or not, they’re going to be with you for the rest of your life, so nurture those relationships.

One of the driving forces which explains the explosion of social media over the past twenty years is that it plays on our human need for significance. Psychologists who have delved into the human psyche often point to this as one of the primary drivers of all human behaviour – and we see this at work in social media. We need to feel connected, and we need to portray a version of ourselves that appears glamorous, exciting and adventurous.

It reminds me of Plato’s statement that “Wise men speak because they have something to say; Fools because they have to say something.” And so was born the acronym ‘FOMO’ – the fear of missing out. We are so anxious to stay connected with the lives of others that at every given opportunity we are on our smartphones, checking out what our “friends” are up to.

One commentator refers to this as “low resolution life” – it’s an approximation of life - and although it shares similarities to real life, it lacks the “high resolution” of actual experiences.

Scientists have shown that the feel-good chemical dopamine is released while we are spending time scrolling through social media – and even more so when we receive those all-important likes, hearts, and increasing numbers of followers. Yet even this falls short of the extravagance of options available to us when we engage in real life.

Sometimes the most important commodity we can give is ourselves – our time, our care, our words, a kind touch. If social media has proved one thing, it is our need to feel connected to others. And yet, sadly, we end up hiding behind our smartphones and computer screens,

behind avatars and versions of ourselves that we think will be somehow more acceptable and appealing to others.

Our fear of what others might think of us prevents us from revealing who we really are. So we edit out the photos which don't present us in the best possible way, we use filters to paint over our pictures so the sun is that much brighter and the sea so much more blue. And we avoid reaching out to others, partly because we are unsure of how they will respond and partly because we are afraid of how others will perceive us if we do.

What the world is crying out for is for more people who choose people – who take a risk to reach out, to smile, embrace, walk alongside others, and listen. We need more people who see the huddled football team in the dark, and who are willing to plunge through the muck and sharp rocks and danger to rescue them. And even if I use this metaphorically, I encourage each of you to keep your eyes – and your hearts – open each day.

One of Dr Santos' assignments expected her students to give random acts of kindness daily.

They found the more they engaged with others the more they learnt about themselves. Do likewise and you will appreciate the saying that "It is in giving that we receive."

Live each moment fully in the present and your future will be a thrill, an adventure, a joy. We can't wait to watch your lives unfold.

You will always be a part of Reddam. Abraham Lincoln called it the "mystic chords of memory", which bind us together forever.

Go forward and become the great people we know you can be:

Dave Pitcairn
Principal

Message from the Principal of the Primary School

The past year at Reddam House Primary School was one characterised by variety, exciting challenges and the cheerful sounds of contented students filtering through the corridors and play grounds. Any school is a composite of so many parts that it is virtually impossible to make generalisations about what each person experiences – however, the following was certainly true of our school in 2018.

Applications for enrolment at Reddam House continued to exceed places available by some margin. The fact that ours is a school of choice is borne out by the considerable waiting lists and by how long before the required date of admission parents place their children on these lists. We constantly hear of the excited buzz in the community about our school, which is gratifying indeed, given that we are still relative newcomers to the educational scene in Sydney.

The question of why there should be such a demand for places at Reddam House is answered by the comprehensive, holistic programme on offer at the school. Whether in the academic, sporting, cultural or outreach activities, there is something for everyone. And in each of these avenues our students are making their mark. No longer just regarded as the 'new kids on the block', our school has become a standard by which to be measured, as we regularly achieve accolades far in excess of schools larger than ours.

However, impressive though our academic and co-curricular programme may be, what stands out most – and which is probably the defining quality of our school – is that each student is treated as unique, talented in his or her own abilities, and possessed of tremendous potential. It was on these precepts that the Reddam House philosophy was based, when the schools were first established internationally back in 2000. So successful has this approach to education been that the schools continue to flourish across the globe, just as ours does here in this corner of Australia.

It is worth reminding ourselves of this Reddam House statement of what it stands for, to ensure that we continue to uphold these sentiments. As stated on our website: "We nurture individuality, talent and self-assurance in a secure, relaxed, self-disciplined environment. Reddam House understands the importance of education; we therefore equip our students to face an increasingly challenging global future with pride and confidence by inspiring true excellence in international education."

As we look back on 2018, it is pleasing to remember countless moments which permeated the Primary School, which epitomised much of the statement implies above. People sometimes refer to the 'happiness quotient' when trying to measure the happiness of a place or community: some countries have even taken to measuring their 'Gross National Happiness'. And it is not far-fetched to imagine that of Reddam House Primary School during the past year.

As one walked through the school, a contented hum came from the classes, punctuated every now and then by a laugh, or the sound of music, or enthusiastic applause from a class. Laughter and cheering drifted across the playing fields, as individuals learned the benefits of teamwork and camaraderie. Opportunities for self-expression in drama, dance and art encouraged our students to find their voices and discover latent abilities.

Schools should not be institutions of drudgery and boredom but rather spaces where children can laugh, explore and discover – where the wonder of learning is always fresh and the joy of being surrounded by teachers who care and friendly peers makes every day a new adventure. We hope that this was the case for our students during 2018.

One way of growing as an individual, in compassion and empathy, is through outreach opportunities and it was most pleasing to see this in action during the year. A number of our students really lived out the Reddam House philosophy of 'We Shall Give Back' by spontaneously involving themselves in outreach programmes, and we received several letters from community organisations complimenting them for their generous efforts.

In addition, we collectively supported a number of organisations through our Mufti Days and other fund-raising events. It was good to see our students respond generously, and while obviously enjoying the chance to come to school in casual clothing, they showed a real concern for the efforts of the various outreach organisations.

During 2018, Canon Australia produced a white paper entitled *The Future of Education*, which was the culmination of extensive research into the state of education in our country. It also examined the future, and how education can be used to prepare school-goers for their uncertain and yet exciting prospects. It refers to the "Disruption Revolution" in which we all find ourselves and which will demand individuals who can think creatively in an ever-evolving world.

One statement in the white paper resonates with what our teachers do each day. It is this: "The best way to encourage a love of learning and to foster creativity is to make it engaging, and the best way to do that is making it enjoyable." This is evident as one walks past the classrooms every morning, to hear the sounds of encouragement, or see the fondness with which the teachers greet their students. It is obvious in the exuberant celebrations after a victory on the sports fields, or in the excited anticipation before a music recital, dance performance or dramatic production.

The unwavering support which our teachers showed the students during the year meant that many of the challenges which came their way could be dealt with in an encouraging and nurturing way. The "Disruption Revolution", referred to previously, will mean learning how to cope with rapid change, to see mistakes as opportunities for learning, and yet to remain confident individuals. And there were multiple opportunities for our students to develop in these areas during 2018.

I am appreciative of all the efforts of our teachers during 2018 as they walked alongside the students. They helped them to set goals and then celebrated with them when these were achieved. However, they were also there to hold a hand or provide encouragement when hard work did not provide the desired rewards – for such is life too. Our teachers once again showed why they are the reason children and their parents choose Reddam House Primary School.

Any school can have a thorough curriculum and an extensive extra-mural programme; however, the essence of the place is largely determined by the teachers who walk alongside the students. We are indeed fortunate to have men and women of the quality we do, who go way beyond the dry words in their contracts, to create an environment which is safe, nurturing and caring for those they teach and coach.

The students were also given the opportunity to take their learning outside the classroom, through many excursions and incursions. The variety and breadth of these activities made concrete what had been learned in class, and gave the students time to bond and enjoy time together.

In addition, the Year 4-6 students were able to deepen relationships even further and experience the wide outdoors on a number of camps during the year. These have become part of the fabric of our school and are eagerly anticipated each year. Learning how to problem-solve while not in a familiar environment, and how to work together as part of a team, are important skills which the students learn during such trips.

As mentioned previously, our comprehensive co-curricular programme continues to flourish. Our sports teams recorded some exceptional results, and what was most pleasing was to see the fine sportsmanship shown by our students. The lessons absorbed while out playing are just as important as any learned in the classroom, and as such our sports programme is an integral part of the school's broader curriculum.

Perhaps the aspect for which we have most made a name for ourselves in recent years is in the cultural sphere. All of our students were involved in the two vast dramatic productions, *Aladdin* and *Aristocats*, which were once again memorable demonstrations of the value of mass participation. The dance, drama, music and art departments touched the lives of the majority of our students, who were given the opportunity to express themselves creatively. As already alluded to, the ability to be creative will be one of the most important skills for individuals in the future – although, of course, it also provides an enjoyable outlet for our students in the midst of their various academic demands.

On the academic front, our teachers continued to challenge students with lessons which were interesting and engaging. No longer reliant on a heavily knowledge-based approach, as was the case in the past, lessons now use the content as a means to an end. As educational research has shown, it is far more important to develop the ability to use the knowledge to acquire skills and understanding. Lateral thinking skills and problem-solving combine to resolve questions and students learn how to work collaboratively – and on their own. The teachers did an excellent job this past year to provide the scaffolding which allowed students to learn in this way, while encouraging them during the process.

What was once again clear during 2018 is that any achievements which we may have celebrated came on the back of much hard work by a variety of people. It is certainly true that a school is so much more than the buildings which populate its campus. The lifeblood is its people: staff, parents and students.

It has already been mentioned how fortunate we are to have teachers of the calibre which we do. Each of these women and men invested much into the lives of those with whom they interacted – it is no surprise that our alumni remember their teachers fondly many years after leaving school. Their enthusiasm for their profession brought an energy to the school during 2018, which impacted the lives of their colleagues, parents and the students.

We were fortunate too to have a dedicated and hard-working administrative and support staff, who made an impact during the year. These individuals ensured that the school looked good, that systems worked effectively, and that a friendly voice answered the phone when

people called. They played a critical role in the institution and their efforts, although often unseen, were most appreciated.

Our parents once again supported their sons and daughters in impressive numbers. Whether in their attendance at academic feedback meetings, around the sports fields, or at a multitude of cultural activities, our parents played a huge role in the year's success. It cannot be underestimated just how much their presence meant to the students – and to the teachers, who valued the collective approach to education.

Finally, the year would not have been the enjoyable and fulfilling one it was, were it not for the enthusiasm and vitality which the students brought to it. Their bright-eyed wonder and willingness to throw themselves wholeheartedly into the activities on offer were the reason why we could celebrate a year well-lived. One of the greatest privileges for a teacher is to witness a quiet, reserved child find her voice; a sportsman show dignity, whether in victory or defeat; a struggling academic's eyes light up as a mathematical problem is solved; or a cheerful farewell at the end of the year.

There are so many reasons to celebrate a fruitful 2018 but at the root of all of these is the students. The poet WB Yeats wrote that, "Education is not filling a pail but the lighting of a fire." There were many such lights that were ignited during the year, which combined to form a cumulative blaze. Our success as a school is a reflection of all the many small flames which radiated during the year, no matter how tentatively. Long may those fires burn.

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 2018

Dear Reddam House Community,

We would like to congratulate the HSC class of 2018 for their outstanding results.

Our 97 HSC students performed strongly across all curriculum areas with 243 Band 6's (scores of over 90%), which ranked our School 9th in NSW.

101 students were listed on the "Board of Studies HSC Distinguished Achiever's Honours Roll" for at least one subject achieving a Band 6.

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

7 Reddam students were listed as "Top Achievers".

7 Reddam students achieved an ATAR of 99.0 and above.

45% of our students received an ATAR of 95.0 and above.

70% of our students received an ATAR of 90.0 and above.

English was placed 1st in the state in English Standard and ESL and 21st in the state in English Advanced, English Extension 1 and English Extension 2 with an average of:

- 87.3% for English Advanced (with 41.0% of students achieving Band 6)
- 83.2% for English Standard (with 20.0% (State 0.85%) of students achieving Band 6)
- 86.0% for ESL (with 16.7% of students achieving Band 6)

In Mathematics, we were placed 2nd in the State in General and 9th in the State in 2 Unit, Extension 1 and Extension 2 with averages of:

- 88.7% for Mathematics 2 Unit (with 56.5% of students achieving Band 6)
- 91.0% for Mathematics Extension 1 (with 90.0% of students achieving Band 6)
- 93.5% for Mathematics Extension 2 (with 100.0% of students achieving Band 6)
- 89.6% for Mathematics General (with 57.1% of students achieving Band 6)

All 21 of the Year 11 Mathematics Accelerants achieved Band 6. 2 other Year 11 Accelerants in German and French Continuers also achieved Band 6.

Other subject highlights:

- Modern Hebrew Continuers: 96.0% average (with 100% of students achieving Band 6)
- Music Extension: 94.5% average (with 100% of students achieving Band 6)
- Maths Extension 2: 93.5% average (with 100% of students achieving Band 6)
- Drama: 92.1% average (with 68.8% of students achieving Band 6)
- Maths Extension 1: 90.9% average (with 33.3% of students achieving Band 6)
- Chinese & Literature: 90.9% average (with 90.0% of students achieving Band 6)
- Dance: 90.6% average (with 66.7% of students achieving Band 6)
- Music 2: 90.5% average (with 60.0% of students achieving Band 6)
- SDD: 90.5% average (with 66.7% of students achieving Band 6)
- French Continuers: 90.1% average (with 75.0% of students achieving Band 6)
- History Extension: 89.7% average (with 66.7% of students achieving Band 6)
- Maths General: 89.6% average (with 57.1% of students achieving Band 6)
- Music 1: 89.6% average (with 50.0% of students achieving Band 6)
- Music 2 Unit: 88.7% average (with 56.5% of students achieving Band 6)
- Visual Arts: 88.5% average (with 51.4% of students achieving Band 6)
- Modern History: 88.3% average (with 51.7% of students achieving Band 6)

This year Reddam House HSC Drama students have received 6 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.



Avital Greenberg



Lita Bennett McNeill



Caitlin Robinson



Noah Cohen Stoddart



Marcelo Sanson



Charlotte Brinkworth



Lillie Schenkel



Finn Holle

Congratulations to Finn Holle, Charlotte Brinkworth, Marcelo Sanson, Lillie Schenkel and Lita Bennett McNeill. Their group HSC Drama Performance has been selected for OnStage 2019. They now have the opportunity to perform their piece 'Flugzeug' at The Seymour Centre in February next year to the rest of the State as an exemplar HSC Performance.

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



Tobi Fox



Finn Holle



Harry Wilson



Elliot Gibson

Congratulations to Tobi Fox, Finn Holle & Elliot Gibson who have been selected for inclusion in ArtExpress 2019. Elliot's film *Anansi* has also been accepted to screen in the FlickerUp Competition at Flickerfest's 28th International Short Film Festival, 11th - 20th January 2019, Bondi Beach, Sydney, Australia. The FlickerUp programme takes place at 2pm on Saturday 19th January 2019 at the Bondi Beach Pavilion. There are 2500+ entries for Flickerfest so this is a phenomenal achievement for Elliot.

Callback

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



Avital Greenberg



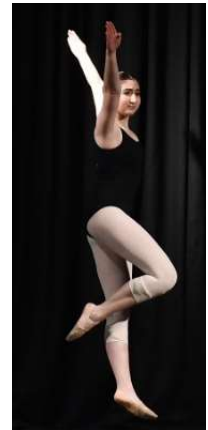
Gabriella Turco



Sunday Jones-Evans



Adina Herz



Natasha Carroll



Congratulations to Natasha Carroll's whose Core Composition (danced by Talia Mchet) has been accepted into Callback 2019.

This year we received two nominations for music.



Raphael Masters



Avital Greenberg

NSW TOP ACHIEVERS 2018

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:



Catherine Feng
Chinese & Literature
(1st in NSW)



Elliot Gibson
Drama
(8th in NSW)



Young Lin – Year 11
Mathematics
(16th in NSW)



Isabella Page
Drama
(9th in NSW)



Jayden Raber
English Standard
(10th in NSW)



Marcelo Sanson
English Standard
(3rd in NSW)



James Zheng – Year 11
Mathematics
(11th in NSW)



Lucy Achhorne – Year 11
German
(4th in NSW)

NSW TOP ALL-ROUNDERS 2018

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:



Luke Angelou



Catherine Feng



Tobi Fox



Catherine Gu



Lucia Hamdorf



Adina Herz



Joshua Kwok



Samuel Lane



Mikayla Li



Lana Marshall



Luke Morris



Isabella Page



Elisa Palic



James Rice



Xiao Zhang

REDDAM HOUSE DUX 2018

The above results translated into outstanding ATAR's with the following students qualifying as Dux and runners up for 2018. The runners up are:

In Third Place – Xiao Zhang with an ATAR of 99.50



Second Place – James Rice with an ATAR of 99.65



The DUX award for 2018 goes to Catherine Feng with an ATAR of 99.70



This is an outstanding achievement and is recognised at the Special school assembly in 2018 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.

Student	Subject/s in which Band 6 was achieved
Achhorner, Lucy*	Mathematics, German Continuers
Ahmed, Aaleen*	Mathematics
Anderson, Harry	Mathematics General 2
Angelou, Luke	Business Studies, Economics, Legal Studies, Modern History
Azzi, James	Business Studies, English (Standard)
Barber, Violet	Mathematics General 2
Beeston, Marley	Business Studies, Mathematics General 2
Bell, Miette Elizabeth	Business Studies, Mathematics General 2, Visual Arts
Berman, Daniel*	Mathematics
Berry, Hudson Joseph	Biology, Personal Development, Health and Physical Education
Bookallil, Stella Grace	Mathematics General 2
Brinkworth, Charlotte Isabella	Drama, Music 1
Buckley, Marcus*	Mathematics
Carroll, Natasha Amber	Dance, Mathematics General 2
Chen, Zhan Qiu	Biology
Cohen Stoddart, Noah	Drama, Mathematics General 2
Conlon, John Jamie	Mathematics Extension 1, Software Design and Development
Conlon, Laura*	Mathematics
Davidson, Jacob Wallace	Visual Arts
Donato, James Nicholas	Business Studies
Drummond, Bella Terese	Visual Arts
Erllich, Avigayil	Ancient History, Music Extension
Feng, Runzi	Business Studies, English as a Second Language, Mathematics Extension 1, Mathematics Extension 2, Chinese and Literature
Fox, Tobi	Business Studies, English (Advanced), Mathematics General 2, Modern History, Visual Arts
Gibson, Elliot Carpenter	Drama, English Extension 1, English Extension 2, Visual Arts
Godfrey-Cargill, Morgan*	French Continuers
Greenberg, Avital	Dance, Music 1
Gross, Zoe*	Mathematics
Gu, Catherine	English (Advanced), Geography, Mathematics, Modern History, Visual Arts
Hamdorf, Lucia	Biology, English (Advanced), English Extension 1, Geography, Mathematics General 2, Visual Arts
Harris-Meo, Lisa	English (Standard)
Herz, Adina Etana	Dance, English (Advanced), English Extension 1, Legal Studies, Music 2, Music Extension
Heyman-Griffiths, Taliesin	Mathematics General 2
Holle, Finn	Biology, Drama, English (Advanced), Visual Arts
Huang, Rui Tong	Business Studies

Student	Subject/s in which Band 6 was achieved
Hyman, Jake*	Mathematics
Jones-Evans, Sunday Lily	Dance, Mathematics General 2, Visual Arts
Kanikevich, Eric Stephen	Business Studies, Personal Development, Health and Physical Education
Kapsanis, Nicholas	Visual Arts
Kemeny, Tate James	Mathematics General 2
Kwok, Joshua	Chemistry, English (Advanced), Legal Studies, Mathematics, Modern History
Lane, Samuel	Ancient History, Drama, English (Advanced), English Extension 1, Modern History, History Extension
Levin, Joshua*	Mathematics
Levy, Annabel	English (Advanced), Mathematics General 2
Levy, Nathan	English (Standard), Mathematics, Modern History
Li, Joanna Jiawen*	Mathematics
Li, Mikayla	Ancient History, Chemistry, English (Advanced), English Extension 1, Mathematics, Visual Arts
Lin, Bradley	Mathematics Extension 1, Software Design and Development
Lin, Chenyang	Mathematics
Liu, Zhehui*	Mathematics
Machet, Hannah	English (Advanced), English Extension 1, Mathematics, Modern History, History Extension
Mars, Jack David	Biology, English (Advanced), English Extension 1, Modern History, History Extension,
Marshall, Lana Angel	Ancient History, Business Studies, English (Standard), Mathematics General 2, Visual Arts
Mashimo, Kai Mike*	Mathematics
Masson, Manu*	Mathematics
Masters, Raphael	English (Advanced), Legal Studies, Mathematics General 2, Music Extension
McIntyre Clere, Piripi	English (Advanced), Legal Studies, Modern History
Meck, Maxim*	Mathematics
Mei, Yihan	Mathematics
Mei, Yixue	Business Studies, Economics, Legal Studies, Mathematics Extension 1
Moran, Max	English Extension 1
Morris, Luke	Chemistry, Economics, English (Advanced), Software Design and Development
Newton, Joseph	Mathematics Extension 1, Mathematics Extension 2, Music 2, Music Extension, Physics
Page, Isabella	Drama, English (Advanced), English Extension 1, Mathematics General 2, Modern History, Visual Arts
Palic, Elise	Business Studies, English (Advanced), Geography, Mathematics General 2, Visual Arts
Paterson, Cameron Phillip	Mathematics, Software Design and Development
Raber, Jayden	Business Studies, Economics, English (Standard), Mathematics
Rice, James	Ancient History
Rice, James	English (Advanced), Legal Studies, Mathematics, Modern History, History Extension
Richards, Victoria Naomi	English (Advanced), Modern History, Visual Arts, French Continuers

Student	Subject/s in which Band 6 was achieved
Robinson, Caitlin	Biology, Drama, English (Advanced)
Rozengurt, Rachael-Elaine*	Mathematics
Rubinstein, Leo Max	Business Studies, Chemistry, English (Advanced)
Samocha, Yoav	English (Advanced), Modern Hebrew Continuers
Sanson, Marcelo	Business Studies, Drama, English (Standard), Modern History
Schenkel, Lillie Skye	Drama
Scott, Estelle	English (Advanced), Legal Studies
Seidenberg, Marco David	Mathematics
Shu, Andrew	Mathematics Extension 1, Mathematics Extension 2
Spivak, Reeves	Business Studies, Software Design and Development
Stockdale, Harrison Karl	Ancient History, Mathematics
Stotski, Joshua*	Mathematics
Student	Subject/s in which Band 6 was achieved
Student	Subject/s in which Band 6 was achieved
Student	Subject/s in which Band 6 was achieved
Ulm, Martha	Ancient History, English Extension 1, Modern History, Visual Arts
Von Oertzen, Lara Allison*	Mathematics
Vougdis, Athina Elizabeth*	Mathematics
Wallace-Cant, Roy	Drama, Mathematics, Software Design and Development
Weng, Justin	English (Advanced), Mathematics, Mathematics Extension 1
Wilson, Harris James Douglas	Business Studies, Drama, Visual Arts
Wren, Sophie	Ancient History, Modern History, French Continuers
Wu, Yiheng (Steven)	Mathematics
Yogev, Ronnie	Economics, English (Advanced), Mathematics, Mathematics Extension 1
Yue, Yangjun*	Mathematics
Zhang, Xiao Kang	Chemistry, English (Advanced), Mathematics Extension 1, Mathematics Extension 2, Music 2, Music Extension, Physics
Zheng, Yuming	Mathematics
Zou, Xiaobo	Music Extension, Chinese in Context

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

TO THE REDDAM HOUSE HSC CLASS OF 2018

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.

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

Firstly, keep learning. Our world is an infinitely interesting place to live. Whatever you do, though, keep stretching the horizons of your life. Don't be satisfied with comfort and ease but look to challenge yourself, to learn more about other people, other countries and beliefs. Realise that even the moments which seem to be failures are lessons in themselves, and are just as valuable as those pursuits which end up positively. Become a lifelong learner.

Secondly, learn the value of time, because as you do so you will realise that one of the secrets of happiness is hidden there. Each day you are given a finite number of minutes – what you do with those is up to you. Understand that time is a far more precious commodity than the size of your house or the number of cars in your garage. So take time for yourself – time to connect with the special people in your life, time to appreciate a sunrise or sunset, time to savour a good meal or just to lie in a shaft of sunlight and listen to the birds outside. Value your time.

And finally, choose people. Social commentators often refer to the world as a global village, and yet, even as it appears on the surface that we are all coming closer, there has been an increasing fear of the 'other' which has developed in recent years. One only has to look at the political shifts internationally to see this in action. So make time for others. This is in itself a sacrifice, as engaging with others will take effort on your behalf. Yet your own life will become immeasurably richer as you grow in understanding, empathy and love. So, choose people.

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.

Good bye and good luck

Kind regards

Dave Pitcairn

HSC Results for All Subjects in 2018

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	94.9	96.0	95.6
Music Extension	6	100.0	96.0	94.0	94.5
Mathematics Extension 2	4	100.0	85.4	96.0	93.5
Drama	16	94.8	42.4	96.0	92.1
Chinese and Literature	3	33.3	70.4	89.0	90.9
Mathematics Extension 1	10	100.0	79.6	92.0	90.9
Dance	6	100.0	54.4	92.0	90.6
Software Design & Development	9	100.0	36.9	92.0	90.5
Music 2	5	100.0	91.4	90.0	90.5
French Continuers	4	100.0	64.1	92.0	90.1
History Extension	6	83.3	78.7	96.0	89.7
Mathematics General	35	91.4	26.6	92.0	89.6
Music 1	4	100.0	64.5	91.0	89.6
Mathematics 2 Unit	62	82.3	51.8	91.0	88.7
Visual Arts	35	97.2	53.3	90.0	88.5
Modern History	29	89.7	41.8	91.0	88.3
Ancient History	17	88.2	36.1	88.0	87.5
English (Advanced)	61	91.8	62.6	90.0	87.3
English Extension 1	18	94.5	94.9	89.0	87.2
Business Studies	38	89.5	37.0	89.0	87.1
Legal Studies	18	94.4	44.0	89.0	86.9
English ESL	6	100.0	25.4	87.0	86.1
Geography	15	93.3	43.2	84.0	84.1
Economics	19	73.7	46.4	87.0	83.9
Biology	17	70.6	36.9	83.0	83.5
PDHPE	14	78.6	32.8	87.0	83.3
English (Standard)	30	76.7	15.0	86.0	83.2
English Extension 2	5	100.0	71.1	80.0	81.5
Physics	17	52.9	33.8	81.0	80.9
Chemistry	28	50.0	41.1	80.0	80.6

2018 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	6	16	44	34	94% Band 4,5,6	91% Band 4,5,6
	State	1	1	6	15	46	30		
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 2007 to 2018 HSC Examinations.

	2007 HSC	2008 HSC	2009 HSC	2010 HSC	2011 HSC	2012 HSC	2013 HSC	2014 HSC	2015 HSC	2016 HSC	2017 HSC	2018 HSC
Ancient History	100	82	92	92	100	100	100	100	100	100	100	100
Biology	100	100	100	91	94	100	100	100	100	95	95	100
Business Studies	100	96	92	88	100	100	98	100	98	100	100	100
Chemistry	100	78	100	75	94	85	86	100	96	100	96	96
Chinese BS	N/A	N/A	N/A	100	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	89	94	74	88	82	100	100	100	96	88	100
English (Advanced)	98	100	100	100	100	100	100	100	100	100	100	100
English (Standard)	N/A	89	93	82	95	100	95	96	88	100	100	97
English ESL	100	50	92	94	100	100	75	100	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	N/A	N/A	100	N/A	100	100	100	100	100	80	100
French Extension	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	N/A	N/A
General Mathematics	100	100	82	71	100	100	93	100	97	100	100	100
Geography	100	83	72	100	100	67	100	100	100	100	100	100
History Extension	100	100	100	100	100	N/A	80	100	100	100	100	100
IPT	100	100	N/A	N/A	N/A	100	N/A	N/A	N/A	N/A	N/A	N/A
Legal Studies	100	80	89	100	100	100	100	100	100	100	100	100
Mathematics	92	84	100	98	100	96	100	95	100	98	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	N/A	N/A	N/A	N/A	100	100	100	100	100	100	100
Modern History	100	86	100	100	100	100	100	100	96	100	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	100	N/A	100	100	100	100	100	100
Music Ext	N/A	N/A	N/A	N/A	100	N/A	100	100	100	100	100	100
PDHPE	100	87	94	92	100	100	100	100	92	100	100	93
Physics	100	75	82	100	93	84	100	100	100	100	94	100
SDD	100	100	N/A	71	100	89	84	67	100	100	100	100
Visual Arts	100	100	91	100	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 2018. The data missing will be updated when data becomes available

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	% of students who achieved in the top three bands 2018
Reading	85	98	97	96	99	99	93	
Persuasive Writing	98	100	100	100	100	100	96	94
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	% of students who achieved in the top three bands 2018
Reading	83	94	95	97	91	90	97	
Persuasive Writing	91	97	89	89	95	94	74	94
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	

Year 7	% 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	% of students who achieved in the top three bands 2018
Reading	78	85	88	84	84	86	
Persuasive Writing	73	67	78	59	59	66	
Spelling	89	89	85	84	84	85	
Grammar and Punctuation	81	88	95	83	83	83	
Numeracy	84	93	90	89	89	96	

Year 9	% 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	% of students who achieved in the top three bands 2018
Reading	78	84	80	80	80	88	
Persuasive Writing	80	70	69	64	64	62	
Spelling	82	74	78	74	74	79	
Grammar and Punctuation	85	74	77	70	70	73	
Numeracy	81	88	87	87	87	93	

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

Teachers at Reddam

Teacher Standards and Qualifications

In 2018, Reddam House maintained a full complement of 95 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 89.12%.

Teacher Attendance Rate

In 2018, a total of 490 days of teacher leave was recorded, which translates to an average attendance rate of 97.21%. 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 2018. 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 - 6
- AIS - iPad 101
- AIS - Beyond behaviour management
- AIS - Storytelling with Digital video

● **Student Welfare**

- Mindfulness programmes – Life Skills 3-6
- Bounce Back Programme units for Bullying K-6
- Programme Achieve K-6
- In Real Life Friendship programme K-6
- Circle Time K-6
- Cyber Safety 3-6
- Anti-Bullying workshops 3-6
- 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 programmes
- Amazing Race – Character Building 5 & 6
- Team Building
- WHS Information and Training

Whole Staff

- Term 1 "Awaken' – Youth Suicide Prevention presented by Donna Redman
- Term 2 'Apply First Aid' and CPR – REVIVA
- Term 3 'Managing Relationships with Teachers, Parents and Students presented by Dr Jodi Lowinger
- Term 4 – Anaphylaxis and Asthma training - REVIVA

Students at Reddam

Student Population

- In 2018, Reddam House has approximately 1 102 students comprising of 443 Primary students and 659 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	2016 to 2018
Year 10 Total Enrolment	61	67	65	74	90	78	90	85	99	92	102
Year 12 Total Enrolment	63	66	71	79	69	61	88	78	94	83	98
Year 10 Total Enrolment remaining in Year 12	47	62	57	64	60	56	77	70	88	80	87
Apparent retention rate	94%	99%	100%	107%	93%	90%	97%	90%	95%	90%	98%
Actual retention rate	90%	81%	88%	87%	81%	80%	86%	82%	89%	87%	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 there 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	Yr12
1.8	2	2.1	2.1	2.6	2.4	2.2	2.5	2.3	2.3	2.8	3.1	1.5

The average student attendance rate in 2018 was 97.7%.

Post-School Destinations

The majority of the 2018 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, Macquarie University and The Australian National 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

Politics, Philosophy and Economics

Science

Social Sciences

Enrolment Policies

Reddam House is a non-denominational, co-educational K-12 school 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

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.

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 Kindergarten, Year 5 and 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 2018	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.
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	Evacuation procedures and map displayed in each room. Included in Staff Handbook.
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	Available in Common staff Drive. Included in Student/Parent 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 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

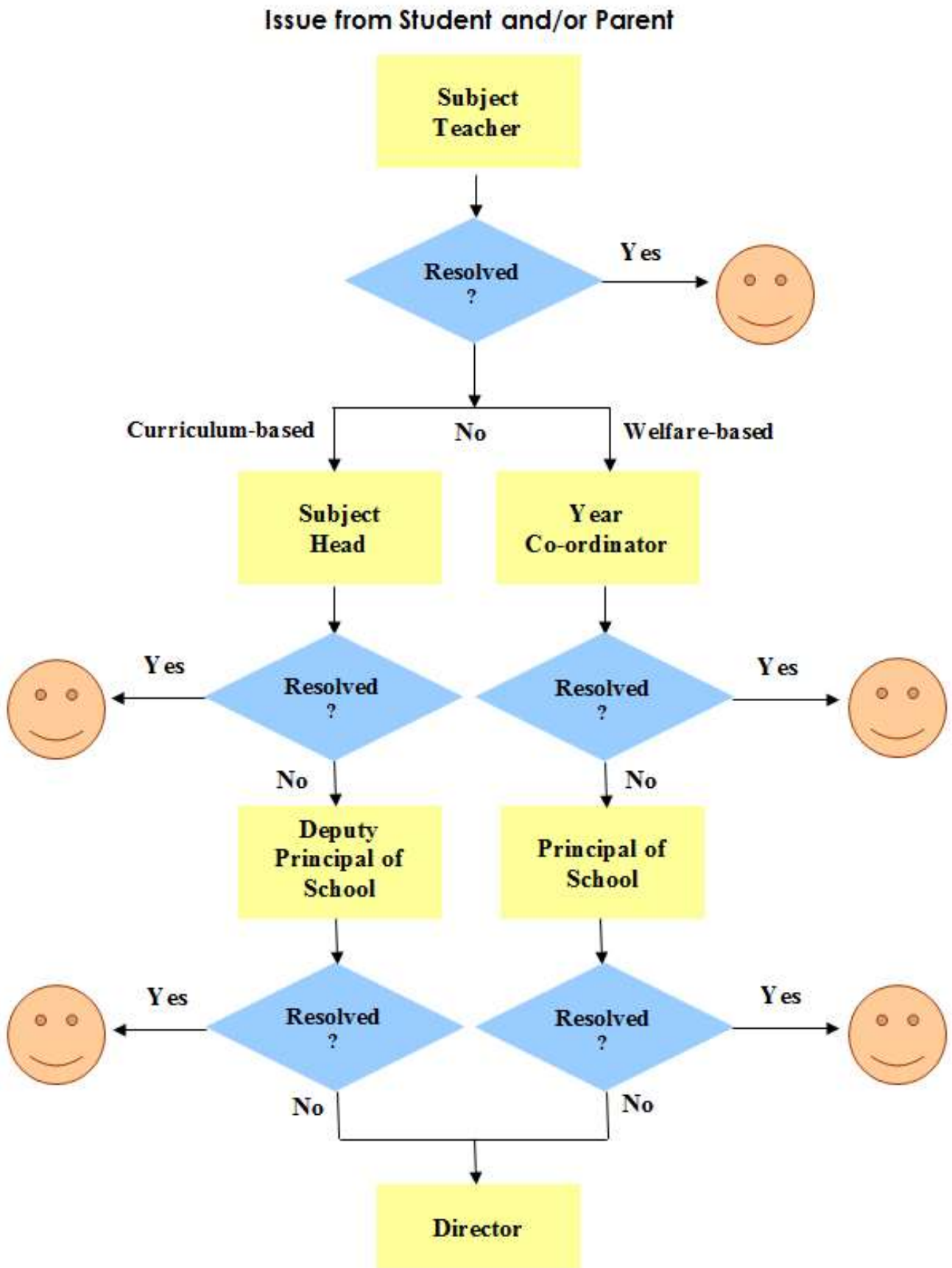
The school maintains an open-door policy for dealing with matters of concern from parents, students and teachers. All professional interaction incorporates appropriate principles of procedural fairness. In all applicable cases, the issues will be investigated based on the guidelines set out in the relevant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

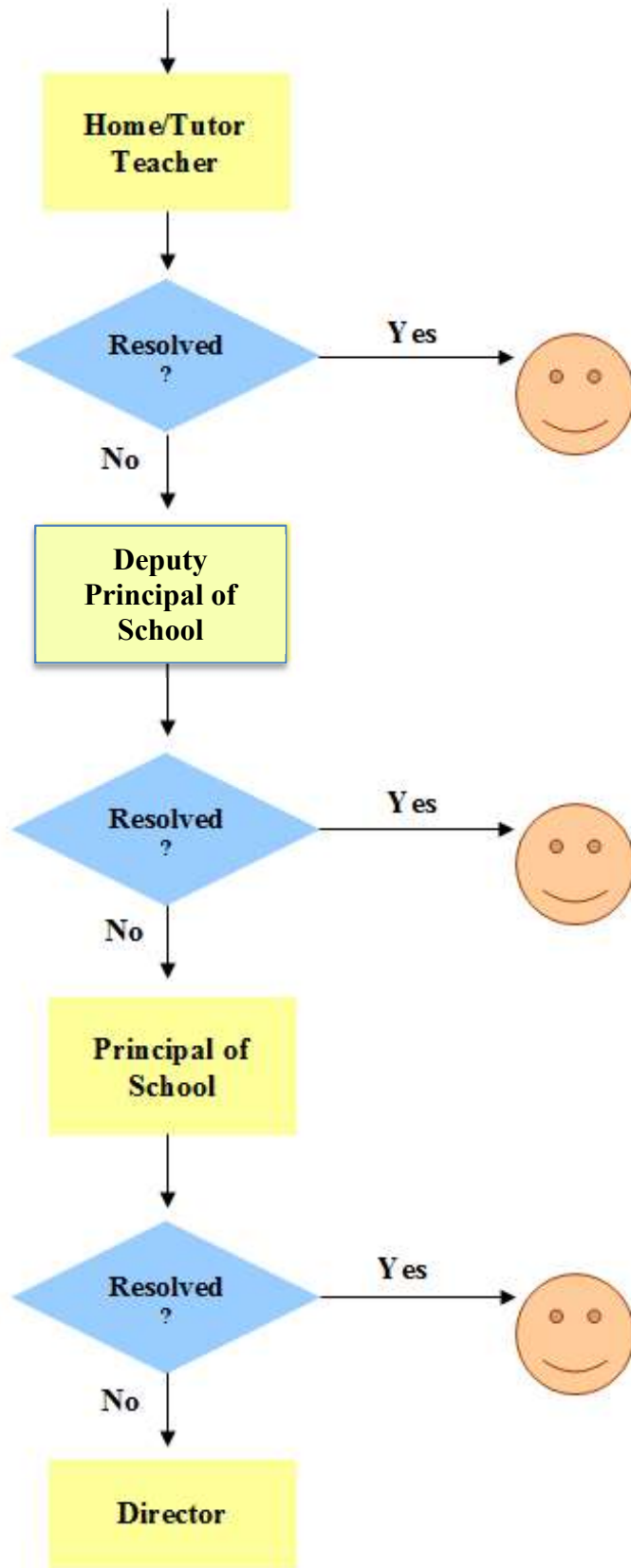
Should you wish to view any of these policies, please contact the school and the policies will be made available to you.

PROCEDURES FOR DEALING WITH ISSUES FROM HIGH SCHOOL STUDENTS / PARENTS

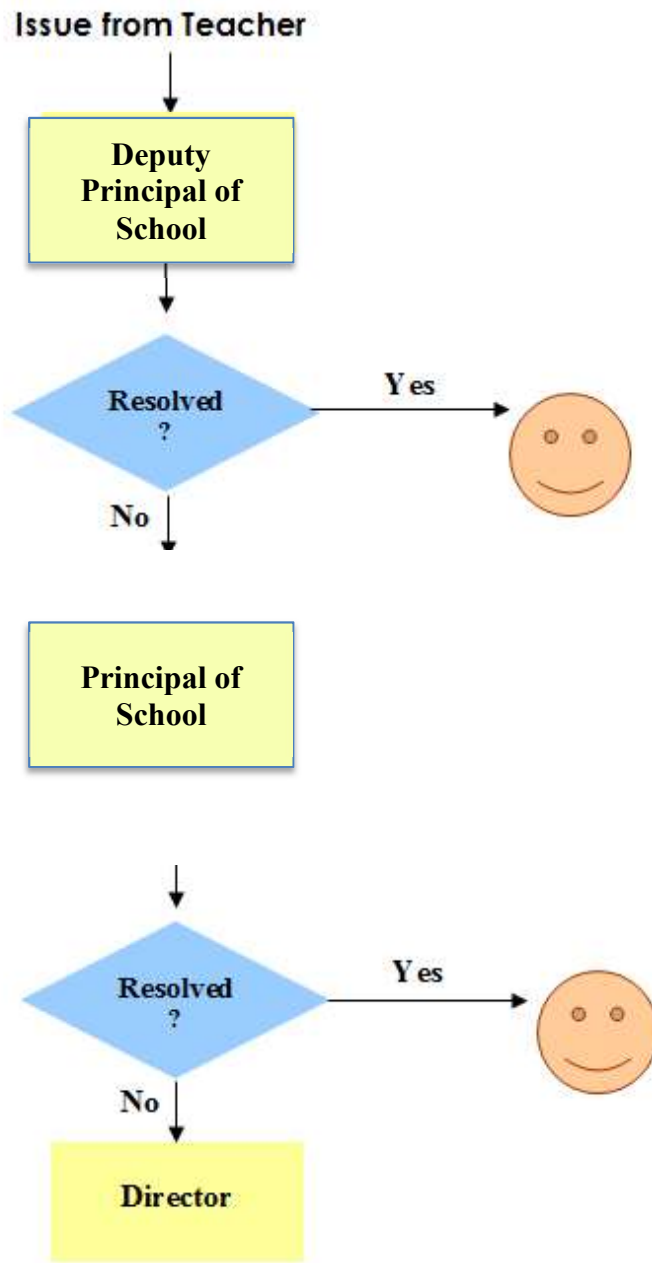


PROCEDURES FOR DEALING WITH ISSUES FROM PRIMARY STUDENTS / PARENTS

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 2018 have been outlined below.

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

Student Welfare

Priorities	2018 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	2018 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	2018 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	2018 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	2018 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	2018 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 6 GRIP Leadership
- 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 3-6 Cyber Safety workshops
- 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 2018, 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 s hop 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
 Public Speaking Competition
 13 November 2018


Reddam House
 Dance Competition
A night of explosive dance and creativity
 Monday 12th November 7pm
 Playhouse, NIDA 215 Anzac Pde Kensington


Reddam House
 Halloween Dance
 20.11.18
 Monday 29 October 2018 6.30 to 9 pm
 Senior Dance Studio
 \$20 in advance or \$25 at the door
 Years 6 to 9 welcome
 Includes:
 G.U. Costume, Stalk, Pocky Painting, Prizes for Best Dancer


Reddam House
 String Competition
 9th April 2018 7:00 p.m.
 Adelaide Hall
 Auditions Tuesday 3rd April, Lunchtime - Music Terrace



Reddam House
 Piano Competition
 19th March 2018 7:00 p.m.
 Adelaide Hall
 Auditions Tuesday 6th March, Lunchtime - Music Terrace


Reddam House
 Primary Elite Musicians Recital
 12th March 2018 7:00 p.m.
 Adelaide Hall
 Auditions Thursday 1st March, Lunchtime - 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



Reddam House
 Percussion Competition
 28th May 2018 7:00 p.m.
 Adelaide Hall


Reddam House
 Wind and Brass Competition
 21st May 2018 7:00 p.m.
 Adelaide Hall
 Auditions Monday 14th & Tuesday 15th
 Lunchtime in the Terrace



REDDAM HOUSE
Vocal Competition Year 3 to Year 12

30th July 2018 7:00 p.m.
Adelaide Hall



REDDAM HOUSE
Year 12 Music Showing

Wednesday 15th August 2018 7:00 p.m.
Adelaide Hall



REDDAM HOUSE
Concerto Competition Year 5 to Year 12

6th August 2018 7:00 p.m.
Adelaide Hall



REDDAM HOUSE
Composition Competition

13th August 2018 7:00 p.m.
Adelaide Hall

Submissions by Wednesday 7th August

Reddam House presents

Year 12 Drama Showcase



7pm Tuesday 7th & Wednesday 8th August 2018
Bondi Pavilion Theatre
Queen Elizabeth Drive, Bondi Beach

This is a free event / Recommended for audiences aged 13+



REDDAM HOUSE
Senior Dance Night

Tuesday 7th August 7:00 pm
Adelaide Hall




REDDAM IDOL 2018

AUDITIONS
Auditions Wednesday 17th October
Lunchtime Music Terrace

FINALS
Wednesday 24th October 7:00pm
Adelaide Hall




REDDAM HOUSE
Kindergarten to Year 6 Music Showing

Monday 22nd October 2018 7:00 p.m.
Adelaide Hall

Auditions Tuesday 16th October
Lunchtime Music Terrace



REDDAM HOUSE
Senior Elite Musicians' Recital

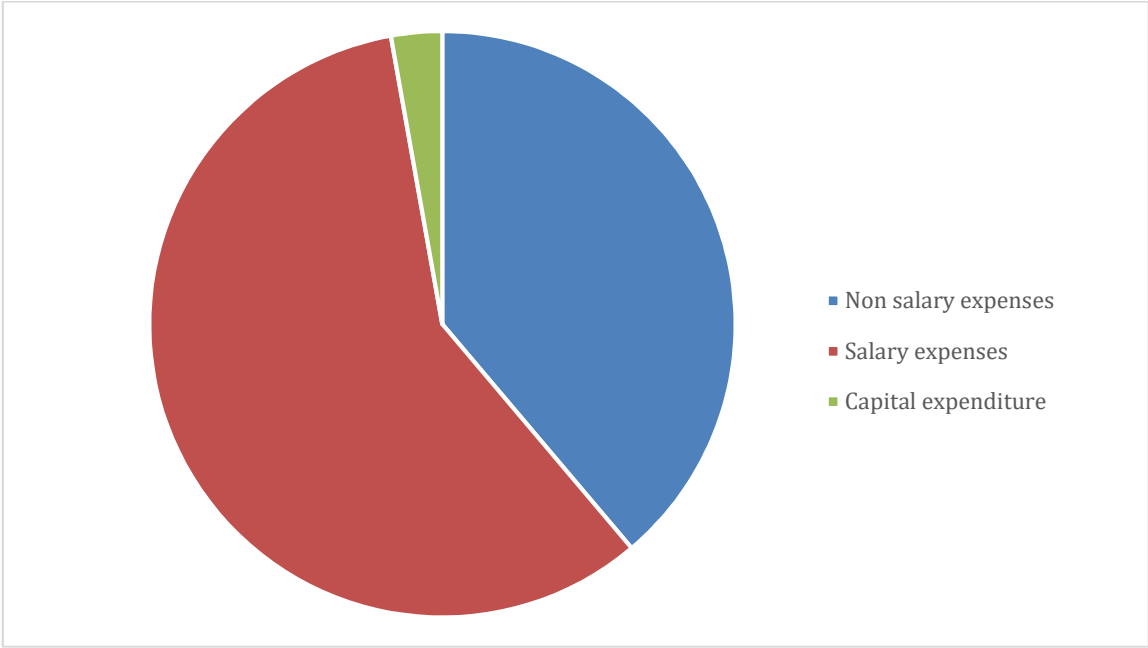
5th March 2018 7:00 p.m.
Adelaide Hall

Auditions Monday 28th February, Lunchtime - Music Terrace

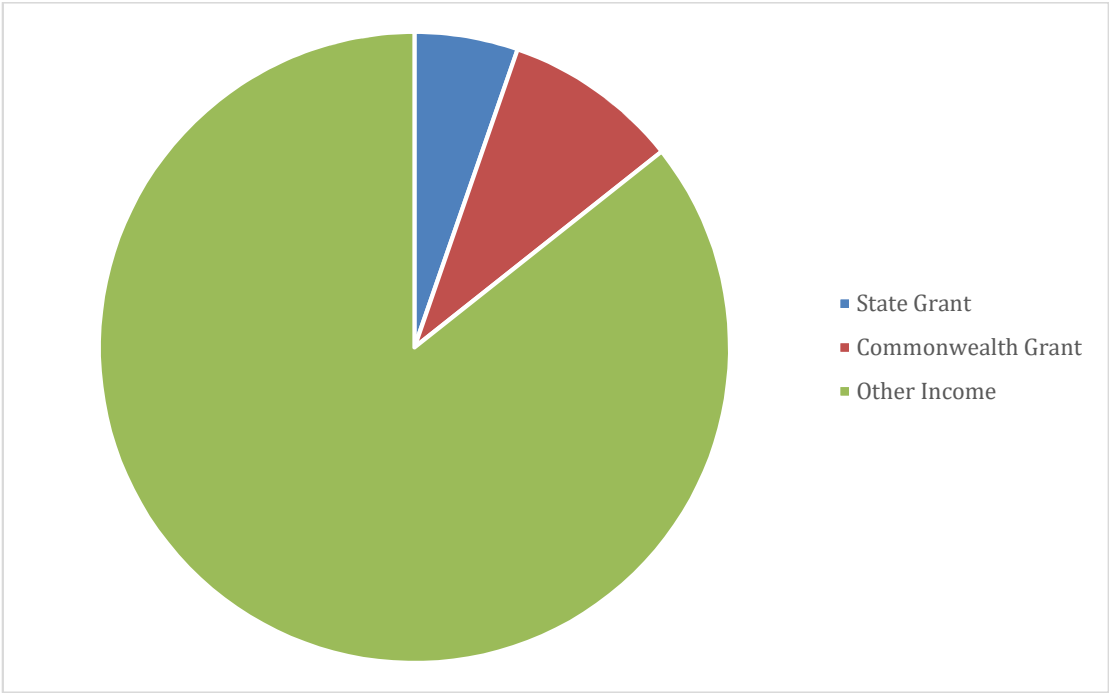


Summary Financial Information

The following pie chart indicates the Recurrent/Capital Expenditure for 2018



The following pie chart indicates the Recurrent/Capital Income for 2018



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:

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. 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