



Reddam House
Annual Report
2019

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Message from the Principal of the High School at the Valedictory Evening 2019

So, Year 12s, let me turn my attention to you. As I've already said, this evening is an occasion for reflection on the past but it is also a moment to consider the uncharted territory ahead.

It's an occasion for dreaming: for believing that anything is possible if you chase after it with enough passion and enthusiasm.

So what advice can I give you, as you step out into a world with boundless horizons and possibilities?

I'm going to keep my comments to just three points – and to make them extra easy to remember, they all start with the same letter. The first of these is to LEARN

At a recent talk at UNSW, international management consultant and prominent Canadian business executive, Dominic Barton, made some interesting comments about the forces at play in global markets – and the need for us to adapt to these if we are to have any hope of making our mark.

He remarked on the speed of change across the world and of the necessity to keep up with the shifting global dynamics.

What was once exceptional now almost seems laughable. One of the points which he made in his talk at UNSW was that we need to set bolder aspirations and to see the market as a global one.

I'm sure that I don't need to remind you Year 12s that we are all now part of a global village, as you already engage with others across the world on social media and in other forms of online communication.

However, making a place for yourself in a global workplace has its challenges.

It means adapting what you know: perhaps changing your approach to things or embracing cultures other than your own.

And this is relevant not only for those of you who might choose to go into business.

Whether you're an artist, musician, teacher, electrician, or farmer, the world is now your marketplace.

So how do you ensure that you stand out? How do you find fulfillment and satisfaction in such a vast and challenging environment?

The answer, I believe, is never to stop learning. Because, as Albert Einstein said, "Once you stop learning you start dying."

So I encourage you to embrace the opportunities to learn more about the world.

To revel in the complexities of human relationships, even though they may bring both joy and heartache.

Stretch your mind.

Become an interesting contributor to discussions, with a rich and varied range of interests.

What the world needs more of are individuals who are broad-minded – and who are willing to listen to others, even if they hold opposing views.

One thing that education and learning does is to expose just how little we each know – and hopefully, it also inspires us to learn more.

So, as you step out to take your place in the global community of which you are part: LEARN.

The second word I have for you is LEAVE.

I'd like to suggest that stepping out – and leaving – is part of the process of living fully which isn't always appreciated.

Another of Dominic Barton's comments in his talk was that being uncomfortable is important for a person's growth. Now of course none of us enjoys being uncomfortable – in fact the opposite is true for most people.

We seek comfort in our homes, our cars, our clothes, and even in our relationships.

We slip too easily into the routines which become our lives: leave for work, spend the day doing our job, go home, sleep, and wake up the next day to repeat all over again.

But every now and then we need to step back and to challenge ourselves.

There is a well-known saying in business: you're either moving forward or going backward. You can't remain the same – or just keep doing the same thing and expecting different results, which is another way of putting it.

So my challenge to each one of you, along with the need to keep learning – is to keep leaving.

Leaving the shores of mediocrity.

Leaving boring behind and seeking innovation, creativity, and passion.

And yes, for now, that will mean leaving this relatively safe haven of school, and maybe even home, to step out into an as yet uncertain future.

I love the quote that says, "Man cannot discover new oceans unless he has the courage to lose sight of the shore." This epitomises what I hope for in your lives.

You have been given the tools to push off from the shore, and I trust that your passion for discovery has been kindled during your time at Reddam.

But it does take courage to leave what is known behind.

It takes a vision to dream of a future that has not yet been created.

And it takes determination on the tough days not to turn around and head back to the safety of what you know.

Instead, I urge you to keep believing in the new path, the goal you have set yourself, the future which promises so much more than just 'ordinary'.

As I look out over you I see many who have done just this over the past few years and who are already putting their dreams into action for the future.

You have set yourself goals and pursued them with single-minded determination.

You have inspired all of us with your determination. I would like to believe that the school has created an environment that is encouraging, nurturing, and supportive of your efforts.

But now is the time to step out – to leave – to seek new oceans and new lands. New dreams. New achievements. New celebrations. The final word I have for you is perhaps the most obvious one starting with an 'L', and it is LOVE. Ours is a world that has become increasingly polarised, where a fear of the 'other' seems to grow every day.

It's a world where fake news, celebrity culture, and idealised versions of ourselves are presented on social media.

It's a world where materialism and consumerism seem to dominate – but maybe what we really all need more of is love.

We see the fragmentation of society as we watch, for example, what is currently happening in the United States. Opposing points of view have become more entrenched than ever, with a constantly shrinking middle ground. The bitterness and vitriol expressed during the Brexit process have resulted in probably the greatest political ruction in recent British history.

Populist parties across the world seem to be gaining traction as they play up nationalistic pride, often at the expense of the most marginalised in society.

All of that is on a global scale. But in many ways, it's also reflected in the way we each live.

Think of how some forms of social media work. Because we're limited in the number of words we can use to express ourselves – on Twitter, or Instagram, or other apps – we have to condense our thoughts, opinions, and feelings so they can fit what the app allows. There's no space for grey in what we write – only black and white. And we know how polarising that can be, as is seen in the endless threads of opposing points of view that spew out of some posts.

So to love. As you've probably figured out, my suggestion is about something deeper than the love we feel for our families or friends. This love is far more challenging than loving someone we know, care for, and choose to be with. This love I refer to embodies all the same aspects of love we feel for those closest to us but it goes even further.

It's the opposite of hatred, mistrust, and separation.

It's a choice to listen and to learn from others, no matter how much we disagree with their opinions.

It's an acknowledgment that we all share a deep interconnectedness as human beings.

As you leave school and enter a variety of exciting ventures, you will meet new people and face new challenges. It's an opportunity to reinvent yourself: to learn from your high points – and the mistakes – of the past few years and to create a 'you' of whom you can be proud.

We all get those opportunities throughout life, as we start new jobs, meet people for the first time, and deal with situations that challenge our values and our morals.

In the end, only you can create the person you become. As you move through the coming months and years, I hope that you might reflect on this evening and remind yourself of the three simple words I've mentioned.

I hope that you will continue to learn: that discovery and exploration will lead you to a deeper understanding of the world, its people, and of yourself.

I hope that you will remind yourself to leave: to leave the safe confines of what you know.

To shake yourself out of your comfort zones and to embrace change.

And I hope that you will continue to love: yes, to love those closest to you but also to love those who hold opposing views to your own.

To spread hope, joy, and optimism wherever you are, for in doing so you will be sowing the seeds of a brighter future for our world.

And finally, let me throw in another 'L': LIVE. Live fully and extravagantly. Live each moment in the present and your future will be a thrill, an adventure, a joy.

When you wake up each day let it be with the intention of packing as much as you can into that day.

Treasure the moments of your past but even more so create a future that is rich with possibility.

As George Bernard Shaw said, "Life isn't about finding yourself. Life is about creating yourself."

So, Year 12s, here we stand at the fulcrum of your life. Yes, it is good to look back with satisfaction and a well-earned sense of pride. And it is exciting to peer into the future which beckons. Yet the only assured time we all have is the present – and in this present we are privileged to pause and to acknowledge you, the Class of 2019.

We thank you for your contribution to the school in the past and we wish you well for the future – that future which is yours for the making.

You will always be a part of Reddam and Reddam will always be a part of you.

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.

Message from the Principal of the Primary School

Reddam House Primary School had an excellent 2019, as the school continued to build on the high standards established over recent years, while ensuring that we also kept an eye on a progressive, innovative future. In a school such as ours, which provides a broad-based, holistic approach to education, each individual's uniqueness is enhanced and polished through his or her immersion in a variety of activities. It is also true that the successes during the year came as a result of a whole-hearted involvement by all those in the Primary School community, for which we were most grateful.

An event which captured the world's imagination during 2019 was the 50th anniversary of the moon landing by the Apollo mission. Many of the students in the Primary School were fascinated with the commemoration, and as a result it generated a number of projects, discussions and perhaps even dreams of interstellar travel. This event also provides a useful analogy for us to look back on the year which we enjoyed at Reddam House.

A well-known saying goes, "Shoot for the moon. Even if you miss it you will land among the stars." We would like to believe that our students' aspirations did exactly that, with their sights set high and their dreams lofty. Whether in the academic, sporting or cultural spheres, they aimed for excellence and it was a pleasure to see them achieve some impressive results.

Academically, our students excelled. Their enquiring minds were encouraged and inspired by our enthusiastic team of teachers, who ensured that each lesson was stimulating and thoroughly prepared. It is a very special aspect of our school that achieving academically is 'cool' and certainly something to be applauded. As a result, the students pushed themselves to improve each term.

Many in society today seem to have an aversion for competition and yet competition is exactly what drives excellence and ever-improving performances. Even if that competition is entirely self-driven and focused on improving previous personal results, there is much to gain from setting targets and enthusiastically pursuing these. It was good to see the students establishing goals, working incredibly hard to achieve these, and then taking time to celebrate their achievements.

Far from being inward looking and content with measuring ourselves only against our own internal parameters, we in the Primary School constantly benchmark what we do by writing external exams and taking part in Olympiads and competitions. It was most gratifying to receive feedback from the NAPLAN tests, from which we were able to gauge the literacy and numeracy proficiencies of our students. This allowed us not only to congratulate those who had excelled but also to look for areas where we could still enhance what we do in those areas. Our Year 5 and 6 students thoroughly enjoyed being involved in the Maths Olympiad, as did the Year 4s, who participated in the Maths Games.

What was learned in stimulating lessons in class was further extended through numerous excursions and incursions. We pride ourselves in the comprehensive programme of such opportunities, and it was pleasing to note that every Year group was able to enjoy several

during the year. The diversity of such trips is evident in this list of just some of the places visited by various Year groups: Taronga Zoo, Centennial Parklands, Little Diggers, Kimbriki, Walkabout World, the NSW Schoolhouse Museum, Powerhouse Museum, Vaucluse House, Botanical Gardens, the Quarantine Station and the Sydney Opera House. In addition, a very successful Mandarin incursion immersed the students in the culture and activities associated with that language and it provided an opportunity to be creative at the same time.

These excursions and incursions were enhanced by the even longer trips from which our students benefited, as they headed out of town on several successful camps. The Year 4s thoroughly enjoyed their time in the Blue Mountains, while the Year 5s and 6s each had two trips to relish during the year. They learned much about themselves and about the environment as they travelled to the Great Aussie Bush Camp, Kincumber, Canberra and Bathurst.

We believe that it is critical to see our students holistically, which means moving them beyond the confines of the classroom and allowing them to express themselves in an environment which is not restricted by the four walls of the classroom. It really is special to see many of them thrive in such situations and the bonds which are established on these camps often last long after they have moved on from Primary School.

All indications are that the workplace which this generation of students will enter one day will require individuals with excellent 'soft skills', along with the ability to engage effectively with others. We believe that one way in which to encourage this is through the excellent sports programme which we offer in the Primary School. 2019 saw a full and diverse array of activities for the students to enjoy. These ranged from the mass participation events, such as the Swimming, Cross Country and Athletics Carnivals, to a full programme of team and individual sports on offer each term.

The focus for all these activities was very much on skills acquisition, as we believe that by polishing skills results look after themselves. And that they did, with some incredibly impressive performances from a number of our teams and athletes. However, perhaps most pleasing was to notice the camaraderie and team spirit in the teams, as well as the excellent sportsmanship displayed by our teams.

It cannot be underestimated just how powerfully sport can be used as a means to an end, and it was heartening to see our players responding to victory and loss with grace and humility. Sport is a critical tool to teach the 'soft skills' which will be so necessary in the future for these students and it was good to note how they grew through their involvement in the sporting programme during 2019.

In a similar vein, our students continued to 'shoot for the moon' in their many cultural activities. Every year their performances seem to reach greater heights and this was true of 2019. Not only was the diversity of cultural activities impressive but even more so was just how many of the students involved themselves in not one but a number of the opportunities available.

Drama is a wonderful way of expressing oneself and this is particularly so in a school environment, where it encourages the students to develop their own unique 'voices'. In addition to the stimulating Drama lessons during school, every student had the opportunity to participate in one of two magnificent dramatic productions, which were watched over several nights by large and enthusiastic audiences. The Year K-2 students presented the enchanting *Seussical Kids*, while the Year 3-6 students blew us away with *Chitty Chitty Bang Bang*.

Art lessons encouraged the students to explore their unique personalities and to let these explode in creativity and colour. A number of our students took their artistic abilities to the next level and entered pieces in competitions, and we were thrilled when several won prizes and had their works displayed and even published.

On the musical front, there can be few schools which boast the opportunities which our students have – or which have as passionate a bunch of teachers either. In 2019, our musicians had many avenues in which to show off their considerable talents. Some of these included the Piano, String, Wind and Brass, Percussion, Concerto, Vocal and Composition competitions. The Elite Musicians Evening was incredible, and our choirs excelled once again at the Sydney Eisteddfod, where they really have made a name for themselves in recent years.

In addition to all of this, the students loved participating in their impressive Ballet production at NIDA, as well as in the Sydney Eisteddfod, Creative Arts Week, Book Week and Science Week. Then there were also the Public Speaking Competition, Evening of Eminence, Project Heritage, Reddam Idol, Battle of the Bands and a whole lot more. It certainly was a packed year in so many regards.

One aspect of the year which was never forgotten was how to put into action our Reddam motto of 'We Shall Give Back'. Underpinning all that we do is an understanding that people are important and that our relationships with them should not just be about getting but also about giving. Our students showed a keen interest in ways that they were able to do just that, in order to help out those less fortunate than themselves. As such, perhaps the most meaningful experiences in which they all participated were the visits to Our Big Kitchen.

Here they had the chance to prepare meals which were later distributed – and in the process they could see how their efforts made a huge difference in the lives of others. In addition, we supported a number of deserving organisations through several Mufti Days. While these were obviously enjoyable for the students, they also highlighted the great need in society and reminded all of us of the obligation to use what we have to the benefit of others.

Of course, none of the successes of the year would have been possible were it not for the extraordinary efforts of many different people. In the same way that it took a team of scientists, engineers, and creative thinkers to put the first men on the moon, so the achievements of 2019 would not have happened without the enthusiasm and input of many different groups of people.

Firstly, it goes without saying that the effectiveness of any school is dependent on the quality of teachers and coaches which it employs. Perhaps it would be more relevant to rephrase that to

the 'people' it employs. Ultimately, while the teaching and coaching skills that they bring to the school are critical, even more so is who they are as people. We are enormously grateful to have a group of individuals on our staff who pour themselves into the lives of the students.

Their empathy and understanding for the students goes far beyond achieving certain results in the classroom or on the sports fields. Their greatest joy is seeing young lives develop, self-esteem blossom and relationships being strengthened. It cannot be over-stated just how much our staff contributed to the success of 2019, and we are most grateful for the fuel they provided for our students to be propelled into the stratosphere of their dreams.

While only two people received the accolades as they stepped out onto the moon fifty years ago, it was the unsung heroes back on earth who deserved equal praise. So it was for us too here in the Primary School. Our administrative, cleaning and other support staff laboured tirelessly to provide a campus which ran efficiently and was conducive to learning. They helped our teachers enormously and they were a friendly, effective link between parents and the school.

Our parents, caregivers and other supporters played a crucial role in the school's successes in 2019. We were appreciative of their enthusiastic involvement in so many of the activities in which their children were involved. Whether in helping their children to prepare for a test or supporting on the side of the sports fields or at a music competition, ballet show, or dramatic production, the support of our parents was always impressive. All of this made a huge difference to the students, as they felt encouraged and affirmed, both by their family members and by their teachers. We are indeed fortunate to have such an involved and passionate group of parents and caregivers, who made a massive contribution to the year.

Finally, 2019 would not have been the success that it was were it not for the exuberant, hard-working and happy students who filled the corridors of the school. They truly were the life blood of the place and they deserve much praise for the way they went about each day. Their dedication in the classroom and high standards they set themselves, ensured that academic rigour flourished. Their vociferous support for each other at sporting and cultural events lifted their friends to ever greater heights.

Each day, these very special individuals took their own unique 'small steps' towards achieving their dreams. They discovered new talents and polished skills they had already learned. They interacted with each other and with their teachers in a manner which lifted all of us. In short, by individually keeping their eyes on excellence as a goal, they allowed us to soar collectively. We hope that the year will live long in their memories and that it will become part of the fabric of who they are. We trust that the moon and the stars will constantly beckon and that our students will keep pushing themselves to gain new heights.

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 government's 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 2019

Dear Reddam House Community,

I'm sure you will join me in congratulating the HSC Class of 2019 and their teachers on their exceptional results, which have placed them 8th in the State.

Part of Daniel Gilerman's speech at the Year 12 Valedictory perfectly sums up my message to the Year 12 Cohort of 2019,

"Regardless, of how we perform this year, please remember that your life is not going to be defined by your ATAR. We will all leave school with a piece of paper that will be quickly forgotten. What will actually last, are the memories and experiences that we have all shared through our schooling journey.

There are always teachers and parents that say "Year 12 is best tackled as a team." But that doesn't sit right with me. The truth of the matter is that we didn't tackle this year as a team. The support, the care, the collaboration and respect that we as students showed each other throughout the year isn't characterised by a team. Its characterised by a family.

To the 2019 cohort, good luck and here's to our unique, weird, little family, I wouldn't change it for the world."

Year 12 Class of 2019 you deserve your banner.

TO THE REDDAM HOUSE HSC CLASS OF 2019

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 to which future generations will aspire.

As you move through the coming months and years, I remind you of the four L's I suggested to you at your Valedictory.

I hope that you will continue to learn: that discovery and exploration will lead you to a deeper understanding of the world, its people and of yourself. The richness and variety of experiences which await you are endless. Revel in the complexities of human relationships. Stretch your mind. Become an interesting contributor to discussions, with a rich and varied range of interests. What the world needs more of are individuals who are broad-minded.

I hope that you will remind yourself to leave: to leave the safe confines of what you know. To shake yourself out of your comfort zones and to embrace change. I love the quote that says that, "Man cannot discover new oceans unless he has the courage to lose sight of the shore." This epitomises what I hope for in your lives.

And I hope that you will continue to love: yes, to love those closest to you but also to love those who hold opposing views to your own. To spread hope, joy and optimism wherever you are, for in doing so you will be sowing the seeds of a brighter future for our world.

And finally: LIVE. Live fully and extravagantly. When you wake each day let it be with the intention of packing as much as you can into that day. Treasure the moments of your past but even more so create a future which is rich with possibility. As George Bernard Shaw said, "Life isn't about finding yourself. Life is about creating yourself."

Your teachers and I have thoroughly enjoyed the privilege of journeying with you during the past six years and we will continue to take an interest in your progress as you move on from here. Yes, we will miss your exuberant spirits, but we send you out expectantly, knowing that you are ready to create a future for yourselves which will be rich with experiences and enhanced with deepening relationships.

It may be that you too will say one day, as Winnie the Pooh did, "We didn't realise we were making memories, we were just having fun."

Goodbye and good luck

Dave Pitcairn

HSC Results in 2019

Our 102 HSC students performed strongly across all curriculum areas with 297 Band 6's (scores of over 90%), which ranked our School 8th in NSW.

112 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 11)

25 Reddam students were featured as "NSW Top All-Rounders". Our most ever!

12 Reddam students were listed as "Top Achievers".

13 Reddam students achieved an ATAR of 99.0 and above.

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

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

English Advanced, English Extension 1 and English Extension 2 was placed 4th in the state and English Standard and EAL/D was placed 2nd in the state with an average of:

- 90.4% for English Advanced (with 59.7% of students achieving Band 6)
- 91.6% for English Extension 1 (with 77.8% of students achieving Band 6)
- 83.0% for English Standard (with 13.3% (State 0.66%) of students achieving Band 6)
- 87.9% for EAL/D (with 60.0% of students achieving Band 6)

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

- 89.9% for Mathematics Advanced (with 63.5% of students achieving Band 6)
- 92.1% for Mathematics Extension 1 (with 85.7% of students achieving Band 6)
- 94.2% for Mathematics Extension 2 (with 80.0% of students achieving Band 6)
- 87.5% for Mathematics Standard (with 50.0% of students achieving Band 6)

Congratulations to the 31 Year 11 Mathematics Accelerants, the 7 Year 10 IPT Accelerants, 1 German Accelerant, 2 Russian Accelerants and 1 Chemistry Accelerant who all achieved Band 6 for each of their respective subjects.

**1st, 2nd, 3rd and 5th
in State
Chinese & Literature**

70%

**Of our students received an
ATAR of 90.0 and above**

OTHER SUBJECT HIGHLIGHTS:

- Modern Hebrew Continuers: 95.4% average (with 100% of students achieving Band 6)
- Mathematics Extension 2: 94.2% average (with 100% of students achieving Band 6)
- Chinese & Literature: 94.0% average (with 100% of students achieving Band 6)
- History Extension: 93.1% average (with 83.3% of students achieving Band 6)
- Information Processing Technology: 92.9% average (with 87.5% of students achieving Band 6)
- Mathematics Extension 1: 92.1% average (with 85.7% of students achieving Band 6)
- Music 1: 91.6% average (with 80.0% of students achieving Band 6)
- Drama: 91.4% average (with 66.7% of students achieving Band 6)
- Software Design and Development: 91.1% average (with 71.4% of students achieving Band 6)
- English Advanced: 90.4% average (with 59.3% of students achieving Band 6)
- Mathematics Advanced: 89.9% average (with 63.5% of students achieving Band 6)
- Dance: 89.8% average (with 50% of students achieving Band 6)
- Visual Arts: 89.5% average (with 44.7% of students achieving Band 6)
- Legal Studies: 88.9% average (with 63.2% of students achieving Band 6)
- Chemistry: 88.7% average (with 54.2% of students achieving Band 6)
- Ancient History: 87.9% average (with 50% of students achieving Band 6)
- Mathematics Standard: 87.5% average (with 50.0% of students achieving Band 6)
- Business Studies: 86.8% average (with 54.3% of students achieving Band 6)

OnStage:

This year Reddam House HSC Drama students have received 5 OnStage Nominations for their Group Devised Performance and 2 Nominations for their Individual performances. They have been selected to perform at the OnStage production next year.

OnSTAGE



Ella Springer
Group Nomination



Aisha Yue
Group Nomination



Romy Glass
Group Nomination



Phoebe Dunn
Group Nomination



Jade Kelly
Individual Nomination



Chloe Lees
Individual Nomination

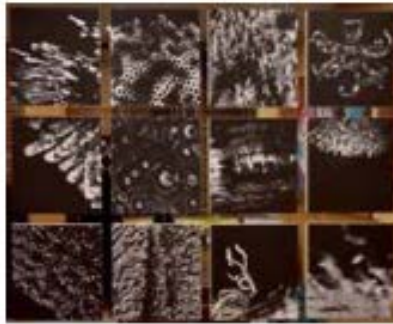


Art Express:

This year Reddam House HSC Artists have received 4 Art Express Nominations



Aedan Moloney's
'Synthetic Plunge'



Max Russell's
'Don't think twice'



Zoe Gross'
'Unfinished'



Jack McGrath's
'Razordance'



Callback:

This year we received a total of 6 nominations for Callback for Dance Performance

Callback



Micky Ayyar



Nominations for - Core Performance, Core Composition, Major Study Performance



Mimi Swinton



Nominations for - Core Performance and Major Study Performance



Holly Reoch



Nominated for Core Composition

Encore:

This year we received two nominations for music.



Romy Glass
Performance



Ariel Pacanowski
Viva Voce



"NSW Top Achievers"

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



Nancy Huang
1st Chinese & Literature



James Zheng
1st Place English EAL/D
3rd Chinese & Literature
11th Mathematics (2018)



Jonathan Freund
4th Modern Hebrew
Continuers



Zoe Gross
11th Modern History



Anthea Kasses
10th Mathematics
Standard 2



Tasha Lapidge
11th Mathematics
Standard 2



Young Lin
2nd Chinese & Literature
16th Mathematics (2018)



Murphy Pietranski
9th Legal Studies



Steven Wu
3rd English EAL/D



Aisha Yue
5th Chinese & Literature



Brendan Vuong
7th Information Processing
Technology Accelerated



Mia Achhorner
4th German Continuers

"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. Twenty Five Reddam students have performed at this exceptional level. They are:



Lucy Achhorner



Micky Ayyar



Daniel Berman



Laura Conlon



Ottavio de la Vega



Daniel Gilerman



Zoe Gross



Jake Hyman



Anthea Kasses



Tasha Lapidge



Chloe Lees



Young Lin



Amanda Liu



Ondina Mansfield



Kai Mashimo



Manu Masson



Jack McGrath



Thea Phillips



Murphy Pietranski



Rachael Rozengurt



Joshua Stotski



Lara Von Oertzen



Steven Wu



Aisha Yue



James Zheng

Reddam House Dux 2019

The above results translated into outstanding ATAR's with the following students qualifying as Dux and runners up for 2019. The runners up are:

In Third Place – Young Lin with an ATAR of 99.85



**The DUX award for 2019 goes to Zoe Gross and James Zheng,
both with an ATAR of 99.95**



**This is an outstanding achievement and is recognised at the
Special school assembly in 2020 where the top students are acknowledged.**

HSC Results for All Subjects in 2019

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	92.3	95.0	95.0
Mathematics Extension 2	5	100.0	85.9	96.0	93.2
Drama	15	100.0	43.6	95.0	91.2
Info Process and Tech	8	100.00	34.6	93.0	92.8
Chinese and Literature	8	100.0	70.3	95.0	94.0
Mathematics Extension 1	14	100.0	80.1	94.0	92.3
Dance	4	100.0	54.0	92.0	88.9
Software Design & Develop	7	100.0	44.2	93.0	90.1
French Continuers	8	75.0	67.6	92.0	96.0
History Extension	6	100.0	76.7	94.0	88.9
Mathematics Standard 2	24	87.5	24.1	90.0	87.3
Music 1	10	100.0	66.0	92.0	90.0
Mathematics 2 Unit	74	85.1	49.2	93.0	89.1
Visual Arts	38	100.0	62.5	90.0	89.0
Modern History	30	70.0	39.6	90.0	85.0
Ancient History	16	81.3	35.5	91.0	86.9
English (Advanced)	62	100.0	61.8	93.0	90.4
English Extension 1	9	100.0	94.4	89.0	91.6
Business Studies	35	80.0	33.0	91.0	86.4
Legal Studies	19	89.5	40.0	91.0	89.2
English EAL/D	10	80.0	23.5	91.0	87.6
Geography	16	87.5	42.2	88.0	85.4
Economics	24	75.0	51.7	89.0	85.0
Biology	28	75.0	31.3	86.0	84.3
PDHPE	16	75.0	31.3	88.0	83.4
English (Standard)	30	70.0	11.8	84.0	82.5
English Extension 2	5	100.0	79.8	80.0	86.0
Physics	12	83.4	36.9	90.0	87.5
Chemistry	24	87.5	45.9	91.0	88.7

2019 NAPLAN Results

Literacy Year 3

		Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	School Analysis (%)	State Analysis (%)
Reading	School	0	0	5	8	39	48	95 Band 4,5,6	76 Band 4,5,6
	State	2	8	13	21	25	30		
Persuasive Writing	School	0	0	1	12	41	46	99 Band 4,5,6	84 Band 4,5,6
	State	1	4	10	29	36	19		
Spelling	School	0	0	9	18	35	38	91 Band 4,5,6	74 Band 4,5,6
	State	4	7	14	21	24	29		
Grammar and Punctuation	School	0	0	2	7	27	64	98 Band 4,5,6	77 Band 4,5,6
	State	3	7	11	18	23	36		

Literacy Year 5

		Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	School Analysis (%)	State Analysis (%)
Reading	School	0	0	5	16	33	46	95 Band 6,7,8	65 Band 6,7,8
	State	3	9	20	28	23	14		
Writing marks not recorded in 2019	School							Band 6,7,8	Band 6,7,8
	State								
Spelling	School	0	0	6	18	50	26	94 Band 6,7,8	66 Band 6,7,8
	State	4	8	20	28	23	15		
Grammar and Punctuation	School	0	0	6	13	27	54	94 Band 6,7,8	62 Band 6,7,8
	State	6	11	20	25	20	17		

Year 3		Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	School Analysis	State Analysis
Numeracy	School	0	0	2	31	28	39	98 Band 4,5,6	68 Band 4,5,6
	State	2	9	18	26	23	19		

Year 5		Band 3 (%)	Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	School Analysis	State Analysis
Numeracy	School	0	0	6	28	33	33	94 Band 6,7,8	60 Band 6,7,8
	State	9	11	25	29	19	12		

Literacy Year 7 2019

		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Reading	School	1	0	13	21	45	37	88% Band 7,8,9	58% Band 7,8,9
	State	4	12	24	29	19	10		
Writing marks not recorded in 2019	School								
	State								
Spelling	School	1	0	14	31	44	27	87% Band 7,8,9	61% Band 7,8,9
	State	5	10	21	28	22	11		
Grammar and Punctuation	School	0	0	8	29	38	43	93% Band 7,8,9	56% Band 7,8,9
	State	6	13	24	27	19	10		

Literacy Year 9 2019

		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10 (%)	School Analysis	State Analysis
Reading	School	1	1	12	45	38	18	88% Band 8,9,10	50% Band 8,9,10
	State	6	15	26	29	17	4		
Writing marks not recorded in 2019	School								
	State								
Spelling	School	0	3	17	35	47	16	83% Band 8,9,10	51% Band 8,9,10
	State	8	14	27	28	16	7		
Grammar and Punctuation	School	0	3	13	47	36	18	83% Band 8,9,10	45% Band 8,9,10
	State	9	17	27	26	14	5		

Year 7 2019		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School Analysis	State Analysis
Numeracy	School	0	0	4	27	30	55	96% Band 7,8,9	61% Band 7,8,9
	State	3	11	23	28	20	13		

Year 9 2019		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10 (%)	School Analysis	State Analysis
Numeracy	School	0	1	5	30	42	37	94% 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 2008 to 2019 HSC Examinations.

	2008 HSC	2009 HSC	2010 HSC	2011 HSC	2012 HSC	2013 HSC	2014 HSC	2015 HSC	2016 HSC	2017 HSC	2018 HSC	2019 HSC
Ancient History	82	92	92	100	100	100	100	100	100	100	100	84
Biology	100	100	91	94	100	100	100	100	95	95	100	96
Business Studies	96	92	88	100	100	98	100	98	100	100	100	94
Chemistry	78	100	75	94	85	86	100	96	100	96	96	100
Chinese BS	N/A	N/A	100	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	89	94	74	88	82	100	100	100	96	88	100	96
English (Advanced)	100	100	100	100	100	100	100	100	100	100	100	100
English (Standard)	89	93	82	95	100	95	96	88	100	100	97	97
English ESL	50	92	94	100	100	75	100	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	N/A	N/A	100	N/A	100	100	100	100	100	80	100	88
French Extension	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	N/A	N/A	N/A
Mathematics Std	100	82	71	100	100	93	100	97	100	100	100	86
Geography	83	72	100	100	67	100	100	100	100	100	100	100
History Extension	100	100	100	100	N/A	80	100	100	100	100	100	100
IPT	100	N/A	N/A	N/A	100	N/A	N/A	N/A	N/A	N/A	N/A	100
Legal Studies	80	89	100	100	100	100	100	100	100	100	100	100
Mathematics	84	100	98	100	96	100	95	100	98	98	98	99
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	N/A	N/A	N/A	N/A	100	100	100	100	100	100	100	100
Modern History	86	100	100	100	100	100	100	96	100	100	100	97
Music 1	100	100	100	100	100	100	100	100	100	100	100	100
Music 2	N/A	N/A	N/A	100	N/A	100	100	100	100	100	100	N/A
Music Ext	N/A	N/A	N/A	100	N/A	100	100	100	100	100	100	N/A
PDHPE	87	94	92	100	100	100	100	92	100	100	93	88
Physics	75	82	100	93	84	100	100	100	100	94	100	100
SDD	100	N/A	71	100	89	84	67	100	100	100	100	100
Visual Arts	100	91	100	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 2019. The data missing will be updated when data becomes available

Year 3	% 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	% of students who achieved in the top three bands 2019
Reading	98	97	96	99	99	93	93	95
Persuasive Writing	100	100	100	100	100	96	94	99
Spelling	92	90	94	93	94	94	94	91
Grammar and Punctuation	95	95	94	100	100	93	93	98
Numeracy	95	91	93	93	93	92	92	98

Year 5	% 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	% of students who achieved in the top three bands 2019
Reading	94	95	97	91	90	97	97	95
Persuasive Writing	97	89	89	95	94	74	74	
Spelling	88	90	95	85	85	93	93	94
Grammar and Punctuation	100	94	92	88	90	98	98	94
Numeracy	88	75	95	85	90	96	96	94

Year 7 N/A in 2020	% 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 N/A in 2020	% 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 2019, Reddam House maintained a full complement of 110 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 2019 was 92.12%.

Teacher Attendance Rate

In 2019, 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 2019. 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 2019, Reddam House has approximately 1219 students comprising 525 Primary students and 694 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	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	2017 to 2019
Year 10 Total Enrolment	67	65	74	90	78	90	85	99	92	102	98
Year 12 Total Enrolment	66	71	79	69	61	88	78	94	83	98	101
Year 10 Total Enrolment remaining in Year 12	62	57	64	60	56	77	70	88	80	87	90
Apparent retention rate	99%	100%	107%	93%	90%	97%	90%	95%	90%	98%	103%
Actual retention rate	81%	88%	87%	81%	80%	86%	82%	89%	87%	87%	92%

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 2019:

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 2019 was 97.7%.

Post-School Destinations

The majority of the 2019 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 2019	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

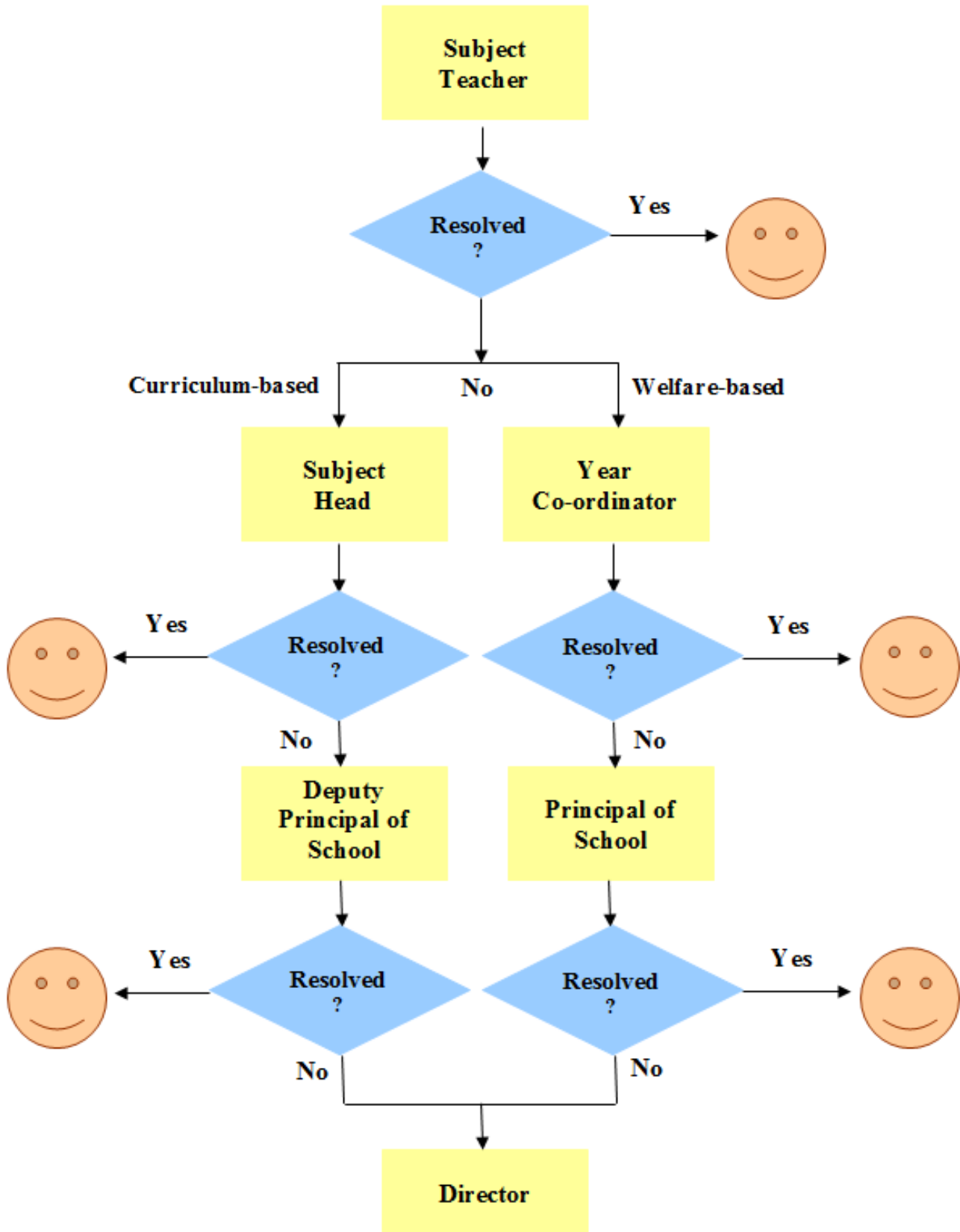
The school maintains an open-door policy for dealing with matters of concern from parents, students and teachers. All professional interaction incorporates appropriate principles of procedural fairness. In all applicable cases, the issues will be investigated based on the guidelines set out in the relevant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

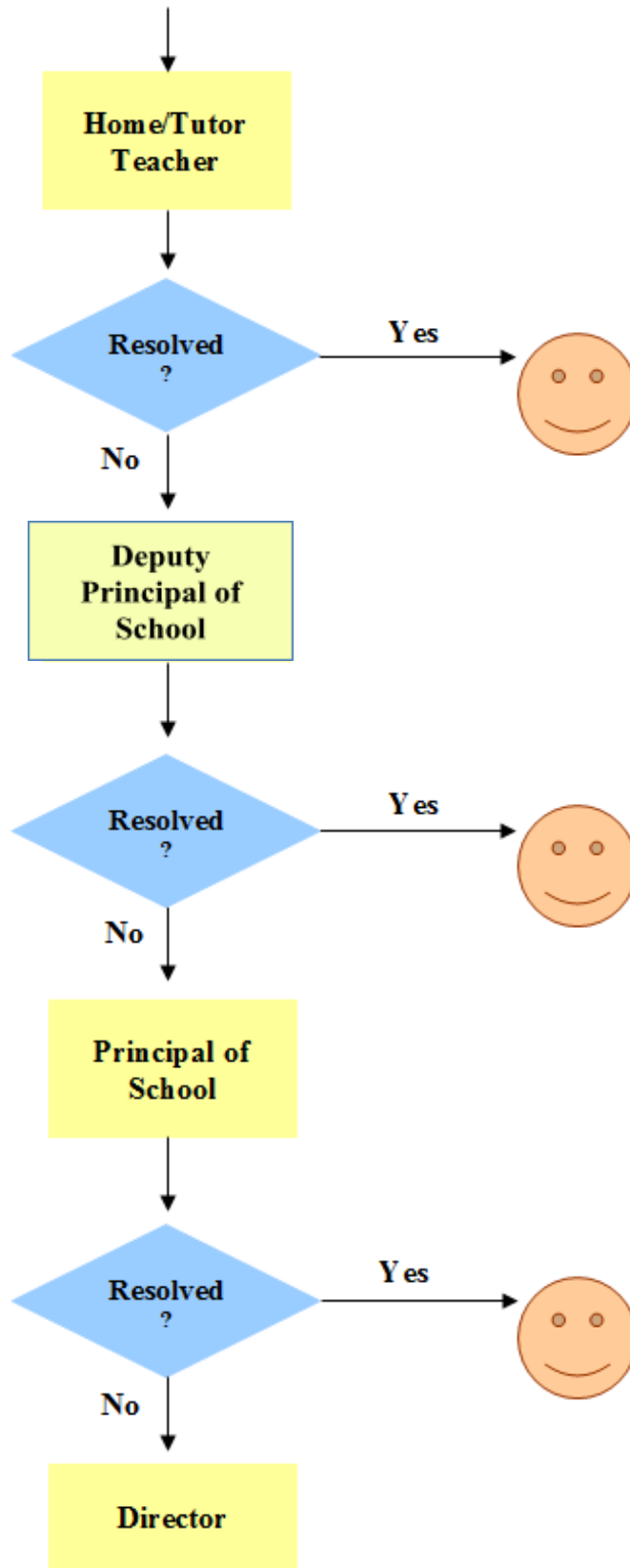
Should you wish to view any of these policies, please contact the school and the policies will be made available to you.

Issue from Student and/or Parent

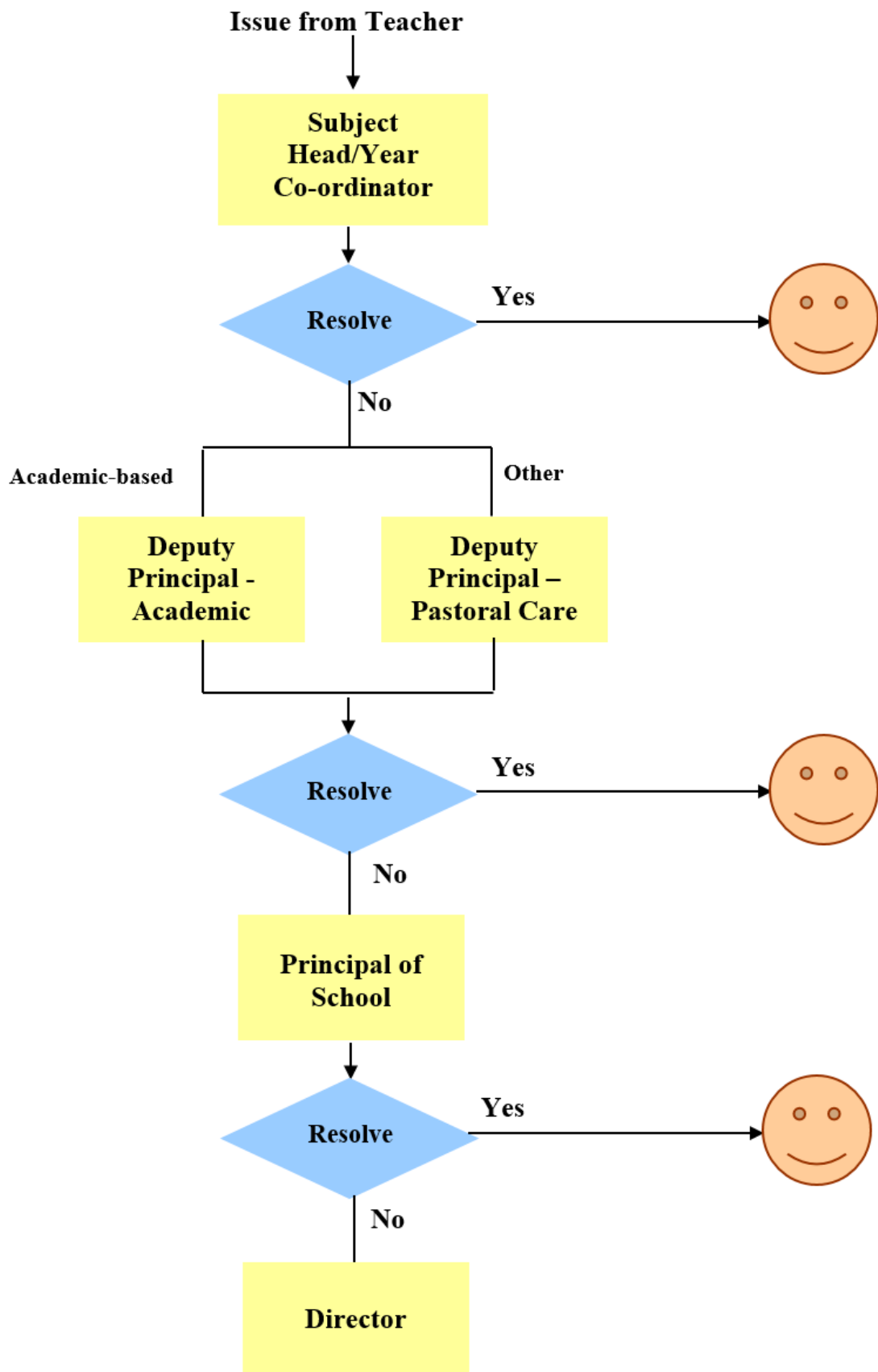


PROCEDURES FOR DEALING WITH ISSUES FROM PRIMARY STUDENTS / PARENTS

Issue from Student and/or Parent



PROCEDURES FOR DEALING WITH ISSUES FROM TEACHERS



School Determined Improvement Targets

As a growing school, it is necessary to continue to review, reflect, improve and expand our foundation of policy and procedure in order to support the needs of our students, parents and staff and to provide the highest possible standards whilst maintaining our unique philosophy of education.

The new targets and strategies for achievement for 2019 have been outlined below.

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

Student Welfare

Priorities	2019 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	2019 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	2019 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	2019 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	2019 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	2019 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

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.

Actions undertaken to promote respect and responsibility

In addition, a variety of activities were conducted in 2019 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

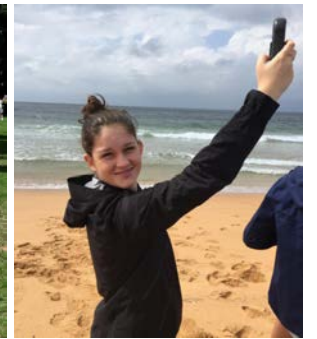
In 2019, in addition to the excellent student and teacher attendance rates and the outstanding academic results, Reddam House enjoyed a high level of support from parents, students and teachers in a range of extracurricular activities and cultural events, from Saturday sports, second-hand uniform shop 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.









Fundraiser

Reddam Valentine's Dance

13 February 2019 6:30 pm to 9:00 pm

Live Performances by Vertigo + DJ & Lights

Prizes for best fancy dress

Sausage Sizzle & Drinks

House Points

Tickets \$15

available from Sophie for Years 7 to 9 and from Hayley for Year 6

ALL IN THE TIMING

SEVEN SHORT PLAYS BY DAVID IVES

DIRECTED BY WILL HODGSON & CHRIS MONTGOMERY

VENUE: BONDI PAVILION

DATES: WEDNESDAY 24TH, THURSDAY 30TH MAY 2019

START TIME: 7PM

Reddam House High School Production of

TARZAN

THE STAGE MUSICAL

BASED ON THE Disney FILM

Music & Lyrics by PHIL COLLINS

Book by DAVID HENRY HWANG

Adapted from the story "Tarzan of the Apes" by Edgar Rice Burroughs

Originally Produced on Broadway by Disney Theatrical Productions

Licensed exclusively by Music Theatre International (Australia)

All performance materials supplied by H&L Leonard Australia

NIDA PARADE THEATRE

7pm, 27th & 28th March 2019

Tickets on sale 25 February - NIDA

REDDAM HOUSE OPEN DAY

Early Learning, Primary & High School

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

70 Edgecliff Rd Woollahra

17th March 2019 - 10:00 am - 2:00 pm



A Unique Dynamic Education of Excellence

For more information visit our website at: www.reddamhouse.com.au

REDDAM SKI CAMP 2019

Sunday 14th July - Friday 19th July

This camp has been designed by skiers/boarders to give students maximum time on the snow. We will be staying at Snowy Gums Lodge at Smiggins and skiing at Perisher. Subject to conditions we aim at skiing 9.00am to 5.00pm each day. Staying on snow allows us to monitor conditions across the entire resort. On the blue sky days we will be there for the 1st lifts and if there are blizzards we can keep our students warm and dry in the lodge and avoid the chaos on the road up to the ski fields. With experienced and enthusiastic teachers, the students will have a great time on the snow!

Please see Mr Kable for a booking form or email: phil.kable@reddamhouse.com.au for further details.



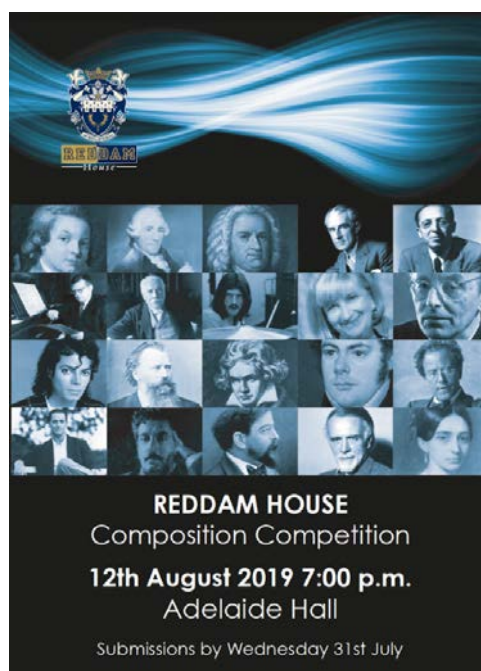
REDDAM HOUSE

Percussion Competition

20th May 2019 7:00 p.m.

Adelaide Hall

Auditions 9th May Lunchtime Music Terrace



REDDAM HOUSE

Composition Competition

12th August 2019 7:00 p.m.

Adelaide Hall

Submissions by Wednesday 31st July



REDDAM HOUSE

Wind and Brass Competition

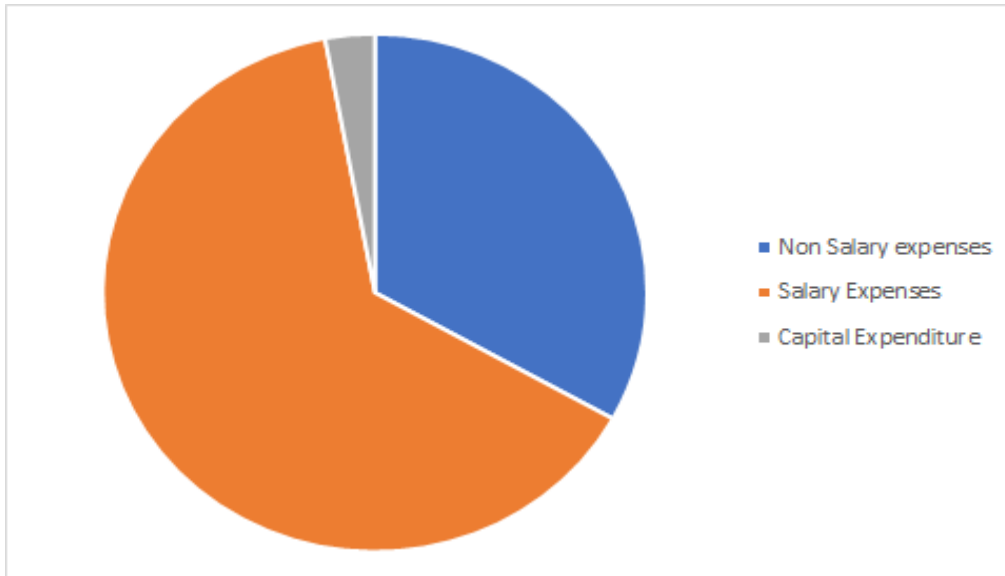
6th May 2019 7:00 p.m.

Adelaide Hall

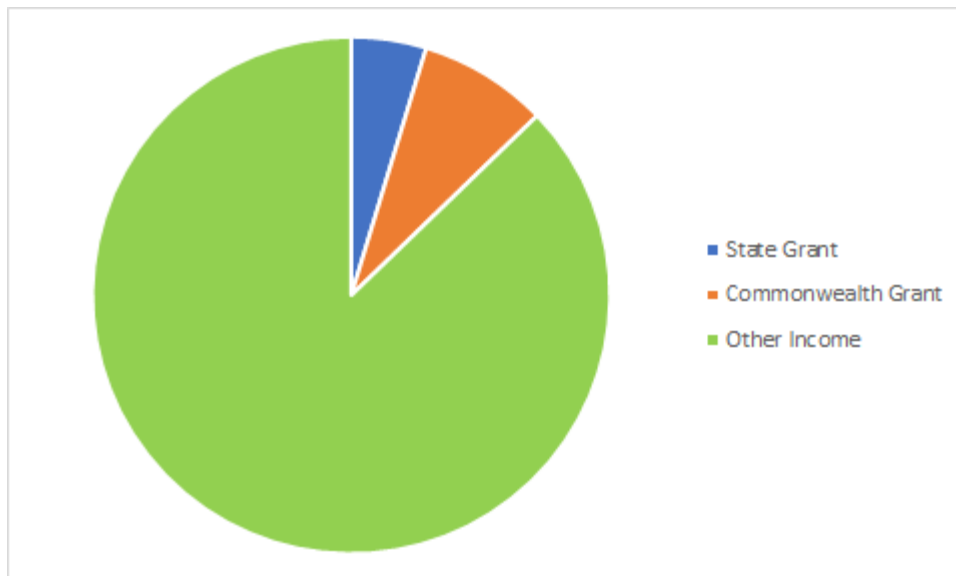
Auditions 1st and 2nd May Lunchtime in the Terrace

Summary Financial Information

The following pie chart indicates the Recurrent/Capital Expenditure for 2019



The following pie chart indicates the Recurrent/Capital Income for 2019



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

Ms. Rhonda Soulakellis

Business Manager

Mr. Craig Hattingh

Systems Manager

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

WHS Representatives

Ms. Andrea Huxham

Media Officer