



REDDAM
— HOUSE —

SYDNEY

Annual Report 2020

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VALEDICTORY SPEECH 2020

Good evening, colleagues, family and friends of the Year 12 students watching at home and a particularly warm welcome to those we honour here tonight, the Year 12s of 2020.

It is my privilege to address you on this very special occasion and to reflect on what has turned out to be a quite extraordinary year, not only here but across the world.

Who would have thought, as I spoke to you just less than a year ago at the Year 11 Prize Giving, that your Year group was about to enter such a fragmented and disruptive year?

A year ago, we all sat in Adelaide Hall and cast our minds into the future with optimism and excitement as we considered the year during which you would lead the school, while honing your individual academic, sporting and cultural talents.

Little did we know, but at roughly the same time that we gathered for your Prizegiving, a virus was starting to spread through Wuhan. Certainly, none of us could anticipate the devastation it would leave in its wake, as it spread like wildfire from country to country.

A year ago, I used the example of Greta Thunberg, as I encouraged you to 'make your voice heard'.

And how aware I have been of your voices this year. They have joined with those across the globe in a combined sense of frustration and impatience. The moments you looked forward to in your final year of school seemingly evaporated before your eyes and many of the opportunities to lead our school became watered down.

Yet, the voices I heard were also optimistic and pragmatic.

They revealed individuals who are adaptable and creative.

They showed your resolve not to be cowed by circumstances but to make the most of each day.

As we shifted from face-to-face lessons to virtual connections, your voices continued to be forward-looking, probing and often leading the way.

It was truly remarkable to see how your technological know-how allowed you to make the transition to a new style of learning,

Speaking of technology, one event which took place a few months ago really inspired me, so I thought I would reflect on it briefly with you this evening.

To understand this event more broadly, picture this. A young boy sits in a classroom in Pretoria, South Africa.

It is the mid-1980s, at the height of Apartheid, and a State of Emergency has been declared across the country.

The police and army have been deployed in the townships, and political prisoners, such as Nelson Mandela, remain imprisoned.

South Africa is the pariah state of the world, with most countries having closed their borders to South Africans, and international travel is difficult, if not impossible, as a result.

Yet this boy dreams of possibilities beyond the four walls of his classroom and beyond the ideologies of a racist state. His mind is already racing; he reads voraciously; and he is fascinated by computers, even though they are only in their infancy.

His sights are already set on new horizons.

So, after school he moves to Canada and then to America, where he starts a software company, then an online financial services company, which becomes PayPal, before his even bigger steps into founding and leading Space X and Tesla.

As you may have worked out, the person I'm referring to is Elon Musk. Although I want only briefly to touch on him as a person, there are lessons we can all learn from his creativity and drive.

Think again of the limiting environment in which he grew up.

For most young South Africans of that time, the potential to establish a life beyond the country's borders seemed an impossibility – let alone the thought that they might end up as one of the ten richest people in the world.

Yet, this individual emerged from the chaos of that time to establish a diverse range of companies.

From those already mentioned, to solar energy, neurotechnology, artificial intelligence, tunnel construction and a high-speed transportation system known as the Hyperloop, Elon Musk has continued to reinvent himself and to pursue new opportunities.

In his case, even the well-known saying, "The sky's the limit" would seem to be untrue, as Space X has its sights set far beyond the sky.

A few months ago, the first of the Space X Dragon craft took two astronauts to the International Space Station and then returned them safely to earth a couple of months later.

This was the first time that a private company had taken astronauts to the I.S.S. and it was also the first time since the retired Space Shuttle system that Americans could launch from, and return to, their own country.

It truly was an example of a new order. No longer were the old government-based organisations, such as NASA, in the forefront (despite the fact that they were still involved).

But now, a new breed of dreamers was stepping up. They personify the individuals and the exciting world into which you are stepping, Year 12s.

If there is one thing which this pandemic has revealed, it is that **the future belongs to creative thinkers and those who remain optimistic despite the circumstances.**

Those who are able to adapt to a new 'normal' and to explore innovative ways of connecting with each other and of promoting products are those who will soar.

As I watched the progress of that Dragon spacecraft, from its launch to the docking at the I.S.S., I imagined the astronauts' view of us sitting down here. Maybe it looked something like this:

<https://newsroom.unsw.edu.au/news/science-tech/lift-finally-imminent-australias-new-space-agency>

As they hurtled around our blue planet at more than 27 000km/h they wouldn't have seen the borders being closed between New South Wales and our neighbouring states; they wouldn't have had to deal with the daily frustrations of lockdowns, empty shelves, cancelled sports events; nor with the terrible fall-out of businesses closing and people being laid off. **Distance would definitely have given them a very different perspective.**

One astronaut, from a previous NASA mission, put it like this:

"I believe it's universal that astronauts, when viewing Earth from space, are struck by the absence of boundaries.

There are no visible geographical, geopolitical, ethnic, or racial lines of distinction.

The Earth looks small, rather fragile, bright and peaceful.

If only those on earth could capture the essence of what astronauts see from space. Perhaps then we could regain and maintain that which is the true human spirit."

It's a useful analogy this – and one which we could all use from time to time. So often we become consumed by the details of a problem that we forget to step back and look at the big picture.

Also, we live our lives like mice on a spinning wheel, running frantically but never really getting anywhere. Which is why these last few months have probably been far more important than we even realise.

In a recent article in the Sydney Morning Herald, entitled '*Coming of age during COVID-19; the challenges facing the class of 2020*' it said this:

"The challenges will shape the class of 2020, but they too will make their mark on history, " says Professor Catherine Lumby from Macquarie University. "

During times of adversity is often when you see a huge wave of creativity - when life isn't sweet, when people are given pause for reflection."

If there's one thing I know about your Year group it's that you are creative, inspirational, forward-thinking human beings.

You have set yourself goals and you have been unafraid of pursuing these with determination and vigour.

As I think back over the years that you have been in High School, I remember many of your achievements and victories, whether on the sports fields, in your cultural and academic activities, or in your own personal challenges.

However, I believe that the true mark of you as a Year group and as individuals will only be felt in the years to come – and **I believe that it will be shaped by the unique circumstances of the year you have had to endure.**

I have no doubt that in the coming years, you will reflect on what we have all been through but I hope too that you will realise that **you have been strengthened in a way that few of your predecessors have been.**

My hope is that you will see this time as the quote I've just mentioned suggests – **a time for reflection and creativity.**

Previous generations have failed to look after our environment as we should have.

Perhaps among you there are those who will use your creativity to search for solutions to provide a more optimistic view for future generations.

As we look across the globe, we hear the voices of young people being raised against gender inequality, racial injustice, global warming, the plight of refugees, and many other social issues. Perhaps some of you will use your creativity and your passion to promote solutions and be part of the change we so desperately need.

It is when we step back from our own tiny spaces, as we zoom out into space and look back at our fragile blue planet, that we are able to gain a new perspective. **I encourage each one of you to keep shifting your perspective – in order to see problems and their solutions with new eyes.**

While on this topic of perspective, I'd like to encourage you also to view the small, everyday details of your life from a different point of view. Take time to 'smell the roses', to use one cliché.

Despite the frustrations earlier this year, remember the slowness of that time, along with the special times with family and friends.

One book which comes to mind is called '*In Praise of Slow*', by Carl Honore. In it, he comments on how the world seems to value speed: we speed read, speed walk, speed date and speed dial. Apparently, there is even such a thing as speed yoga.

But hopefully this past year has changed some of that. During the restrictions a huge number of people started planting their own veggie patches and several stores ran out of flour as people tried their hand at baking bread.

There was a new appreciation for our parks, beaches and outdoor spaces, once restrictions were lifted. The enforced slowness gave us time to reconnect with nature and with each other.

My hope is that you will all hold onto those times and seek to make them part of your lives in the future.

Let me return to the example of the Dragon spacecraft again. One thing which struck me, as the astronauts prepared to leave the I.S.S. for their return journey to Earth, was their personal stories. Although they had millions of viewers from around the world watching their every move, even in that very public space they took the time to mention a dinosaur. Here's footage of it:

<https://abc13.com/society/nasa-astronauts-wake-up-to-message-from-their-sons/6348697/>

This shiny dinosaur was given to the astronauts by their young sons and it was part of a promise they made to them that they would take the dinosaur to space and return it safely.

In the middle of their farewell speech, as they orbited the Earth and prepared to leave the I.S.S., they made sure to remind the boys of that promise.

You see, in the end, this photo captures something of what makes life worth living:

It's not the glory of manning the first private spacecraft to fly into space; it's not speaking with presidents or kings; it's not about accumulating wealth or possessions.

But rather, **it's about the people who surround us.** It's about our families who support us. It's about sharing special moments with friends.

It's about noticing the strangers we engage with each day, like the check-out lady at the supermarket who seems to be having a rough day, or the person we accidentally bump into in town.

While the pandemic might have had a devastating economic impact across the globe, it has had just as powerful an effect on our **social interactions.**

One only has to watch some of the videos online of children hugging each other after months of not being able to, or of others visiting their grandparents in retirement homes but having to do so separated by a window.

The hugs and kisses which were so much part of our lives are now sadly regarded as a health risk. But I believe that those very restrictions should also remind us just how important our relationships are and that we should never take them for granted.

Let us never forget this feeling of not being able to show our affection as we would like to and let us ensure that we never again minimise the importance of those who mean so much to us.

I'd like to end off by considering one more aspect of space travel. As you probably all know, the next frontier for international explorers seems to be Mars. Space X and other organisations have sent probes to our closest planetary neighbour and the great hope is that in the not-too-distant future we will watch a human being stepping onto that red planet.

As Elon Musk has said, tongue in cheek, "I think it would be great to be born on Earth and to die on Mars. Just hopefully not at the point of impact."

My question to each of you is, **what is your 'Mars'?** What is that huge goal that you dream about, that vision that flickers on the horizon that you maybe haven't even told anyone else about because it seems so audacious?

And if you don't have one yet, how can you try to live your tomorrows with an ever-more adventurous spirit, which will inspire you to dream bigger each year?

Then might I ask, **what is the first step that you can take towards that goal?** It might mean just writing it down in a journal – seeing it in actual words might make it that much more real. I encourage you to take the first step, no matter how small.

Remember that when Neil Armstrong took that step onto the moon just over fifty years ago, it was the culmination of years of preparation and planning, and it represented the dreams of many.

No goal of any significance is achieved without considerable effort – but that is what makes the celebration of its achievement so much more special. The important thing is to keep dreaming, and to keep putting one foot in front of the other as you pursue whatever it is that gets you up in the morning.

To conclude, let me remind you of the few points I have mentioned.

Firstly, **don't allow your circumstances to limit your potential**, but rather see them as an opportunity. There may be others around you who retreat because of those same circumstances, which will create even more space for your dreams to come to fruition. This is so much more relevant right now, as humanity goes through such dramatic challenges.

Then, always try to **gain a new perspective** on your circumstances. Step back, almost like those astronauts in outer space, to see your situation without boundaries, restrictions and preconceived ideas. Sometimes we become too bogged down in the details and we forget the big picture.

Slow down. Yes, I know that might sound like a paradox as you will want to achieve success as quickly as you can. But you will only enjoy that success if you take the time to do so. Take time to nurture relationships and take time for yourself. Spend it in nature or curl up in bed with a good book. Savour your meals, listen to the birdsong from the trees and the sound of the waves.

Value those who journey alongside you. And don't be afraid to tell them what they mean to you... often. As *Peanuts* cartoonist Charles M. Schultz once said, "In life, it's not where you go, it's who you travel with."

It has been our great pleasure at Reddam to travel a small part of your eventual journey with you, to watch you develop as individuals over the years, and in particular to note how you have dealt with the uncertainty of the past few months. **If that strength of character and determination is anything to go by, your futures are very bright indeed, and we will enjoy watching your progress with interest.**

Dave Pitcairn
Principal

MESSAGE FROM THE PRINCIPAL OF THE PRIMARY SCHOOL

It was a year like no other for communities across the globe, as the Covid-19 pandemic caused disruption and uncertainty in its relentless, unpredictable surge. The Primary School was not left untouched by this scourge and it tested the patience, ingenuity and creativity of our teachers and school community.

Benjamin Franklin said that “Out of adversity comes opportunity” and I believe this is true, both in what the teachers, students and parents experienced this past year and in the foundations which were laid for future generations who pass through Reddam House. We were certainly challenged when distance learning became the norm, in terms of how this could be achieved most effectively from an academic point of view, but also how the connections between the school and its families could be maintained and even enhanced.

The year started on a positive note, with teachers enthusiastic and well prepared for the new groups they would teach and coach. A full calendar for the first term indicated that it would be another stimulating term filled with a variety of academic, sporting and cultural activities. Little did we know at that stage that the distant rumblings of a virus which had been discovered at the end of the previous year in China would soon make its presence so real across the world and throw the rest of the calendar into disarray.

One of the items on the calendar which is eagerly awaited each year is the camps, which take place for three of the Primary year groups. Camps play an important role in the Primary School, as they forge relationships and build cohesion within the year groups. They allow teachers to see their students in a different environment from that of the classroom – and they also provide opportunities for the students to challenge themselves to overcome obstacles in the wide, open spaces of our beautiful country.

Perhaps the camps which provide the most benefit are those held at the start of the year, as they set the tone for the new term, while also allowing any new students to be welcomed into the Reddam House family. This was certainly the case in 2020, as the Year 5 and 6 students had a fantastic time at their Kincumber and Tea Gardens camps. There is no doubt that they made memories which will last a lifetime and that the positivity which characterised their year groups this year was established at those camps. Sadly, the bush fires which caused such devastation proved to be an obstacle to allowing our Year 4s to undertake their usual camp in the Blue Mountains, which was a great disappointment to all.

First term activities were soon in full swing and as much as we remained aware of the spread of the coronavirus throughout Europe, we remained relatively unaffected. A number of excursions were enjoyed, and we inducted the new group of Year 6 leaders, after which they attended a most worthwhile leadership conference. This set the tone for the role they would play as the senior students in the Primary School in this most extraordinary year. Our Swimming Carnival was once again a blaze of colour and enthusiastic cheering – little did we know at the time that such mass participation events, which we had always taken for granted in the past, would soon become an impossibility.

Our students continued to involve themselves in the many cultural and sporting events at the school, as well as during their private time. It was most gratifying to receive news of their achievements and we enjoyed sharing their successes with the broader Reddam House community in the weekly newsletters. The mathematicians in the school relished the opportunity to challenge themselves in the Maths Games and Maths Olympiad, which started in the First Term and continued throughout the year.

The Primary Elite Musicians recital was a tremendous success, with some quite exceptional performances. Had we known at the time that this would be the last time we would all sit together in a venue, while enjoying the excellence of our musicians we would no doubt have made even more of the event. With the term now almost two months old, it was becoming increasingly clear that such events would become impossible, as social distancing, mask-wearing, and other health protocols were being implemented across the country.

By the end of the First Term, we had already taken the sad decision to cancel excursions and sports events and this was to set the tone for the remainder of the year. Thereafter started a constant dialogue with various stakeholders in the Reddam House community, as we sought to ensure the safety of our students, teachers and other staff members, while also keeping the best possible educational experience our number one priority.

With no precedent of how such a challenge might be handled, it was a case of daily discussions and ongoing input from a wide variety of sources. It was during this time that being part of the wider Inspired group of schools proved invaluable, as we were able to share ideas and try out suggestions from our international colleagues, particularly those on other continents who were further down the line in dealing with the pandemic.

It cannot be understated just how incredible our teaching and support staff were at that time – and throughout the year. Their immense patience, along with their innovation, creativity and resilience shone through. Many schools across the world floundered in the face of the constant unpredictability, yet our teachers gave their all, coming up with some great ideas of how best to keep interacting with their students. For instance, while our musical performances at assemblies are always enjoyed by those in the hall, now a far wider range of people could enjoy the wonderful exhibitions of talent. Weekly recordings of our students performing went out with the newsletters, and these elicited many compliments from parents, caregivers and others who would never have seen them before.

Although the shift to distance learning in the second term might have continued to have academic excellence as its focus, the teachers also made every effort to be reassuring and positive in their interactions with the students. It was evident just how much the restrictions had impacted the lives of the students and how much they missed seeing each other and being able to interact in class, on the sports fields and in their many other activities. Group interactions online were characterised by plenty of smiles and greetings, in addition to the excellent work which was accomplished despite the challenges.

As schools gradually reopened and restrictions were eased, we continued to be led by state and national guidelines. For much of the year our teachers had to conduct their classes in a form of blended learning, as some of the students were physically in the classrooms, while others remained at home. I cannot commend our teachers enough for the manner in which they coped with the demands of producing worksheets, marking work, staying in contact with all their students, and still being cheerful in the midst of all they had to do.

The primary focus for the year was to ensure that our students were able to maintain their academic excellence, whether on campus or at home. However, as the year progressed, we were gradually able to start reintroducing some of the other extra-curricular events which had been arranged for the year. The Primary School Vocal competition, Book Week, the Reddam Idols competition and even the Prizegiving ceremonies at the end of the year all took on a very different complexion. Some were held in socially distanced conditions, while others went entirely digital.

If there was one aspect of the year which stood out, it was a reminder that the school is so much more than the buildings on its campus. The people who make up the Reddam House Primary School family are what makes us who we are. No doubt each of those people will have his or her own stories of what made this year unique – and many of those stories will still be told many years from now, as we reminisce over all we lived through. The year was characterised by resilience and adaptability, by kindness and caring, and by a continued focus on hard work and high standards.

I have already mentioned the dedication of our teachers, who ensured that their students could step forward with pride at the end-of-year Prize Giving ceremonies. Their single-minded approach to providing the best possible experience for the students, despite the obstacles, is truly commendable and we all owe them a debt of gratitude.

The teachers, and for part of the year our coaches too, were ably backed up by our incredible team of support staff. They often had to bear the brunt of the health and safety challenges, to ensure that the campus was kept clean and constantly sanitised. They manned phones and reassured parents. They kept the various systems around the school operating with precision, and as such their contribution cannot be understated.

The staff and I were also only too aware of the considerable stresses which parents, caregivers and other significant adults in the children's lives experienced during the year. With most having to work from home, this created an added pressure, and with the economy taking a pounding we knew what the knock-on financial effect would be for parents. For this reason, we were all the more appreciative of the positive interaction we continued to have with our parent body, along with the support we received from them.

Finally, the students themselves deserved every accolade when they stepped forward to receive their awards at Prizegiving. It would have been entirely appropriate for their certificates to have had a special endorsement to honour their achievements during an extraordinary year. As we prepare students for an ever-shifting future, the question is often asked what skills will be most critical in years to come. Some which are often mentioned by those who try to predict future trends are: adaptability, creativity, digital literacy, and the soft skills needed for interacting with people.

All of these were put to the test in 2020 and our students gained perhaps more from learning to cope with an unfamiliar set of circumstances than they would have in a 'normal' year. This they did with smiles on their faces and reassuring words for their friends and for their teachers. Despite the challenges, they excelled in so many ways, which can only stand them in good stead for the future.

An African proverb says, "Smooth seas do not make skilful sailors." We trust that the rough seas through which our school came during 2021 will better prepare all of us – but especially our students – for whatever exciting challenges lie ahead.

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 2020

I'm sure you will join me in congratulating the HSC Class of 2020 and their teachers on their exceptional results, which have placed them 12th in the State.

Their year started with the worst bushfires in living memory which were followed in quick succession by the global pandemic. These events will have a way of defining this cohort of students. It disrupted their schooling, virtual learning became the norm for a period of time and many rites of passage associated with Year 12 were transformed and diluted.

Their reaction to the adaptation of these milestones impressed me and all their teachers. Facing the disappointment and challenges of this year had a way of galvanising the cohort, strengthening the bonds of friendship, and building character. The resilience and determination that I have witnessed from this cohort together with the kindness shown to each other and members of the community have led to an optimistic and positive culture emerging. Attitudes of which the Class of 2020 can be proud.

They lived the school mantra of "it's cool to be kind".

In many ways, the Class of 2020 has thrived during this time of uncertainty. They have pooled their resources, collaborated and helped each other over the line. They have been united against adversity and every student has been as important as every other student.



TO THE REDDAM HOUSE HSC CLASS OF 2020

Congratulations on these wonderful results, be proud of what you have achieved this year – doing your HSC during a global pandemic - wear it as a badge of honour.

However, I believe that the true mark of your cohort and as individuals will be shaped by the unique circumstances of the year you have had to endure. I have no doubt that in the coming years, you will reflect on what you have all been through and realise that you have been strengthened in a way that few of your predecessors have been.

If there's one thing I know about your Year group, it is that you are creative, inspirational, and forward-thinking. You have set yourself goals and you have been unafraid of pursuing these with determination and collaboration.

I remind you of my message at your Valedictory,

This pandemic has revealed that the future belongs to creative thinkers and those who remain optimistic despite the circumstances. Those who are able to adapt to a new 'normal' and to explore innovative ways of connecting with each other.

Don't allow your circumstances to limit your potential, but rather see them as an opportunity. There may be others around you who retreat because of those same circumstances, which will create even more space for your dreams to come to fruition. This is so much more relevant right now, as humanity goes through such dramatic challenges.

Then, always try to gain a new perspective on your circumstances. Step back, almost like astronauts in outer space, to see your situation without boundaries, restrictions and preconceived ideas. Sometimes we become too bogged down in the details and we forget the big picture.

Slow down. Yes, I know that might sound like a paradox as you will want to achieve success as quickly as you can. But you will only enjoy that success if you take the time to do so. Take time to nurture relationships and take time for yourself. Spend it in nature or curled up in bed with a good book. Savour your meals, listen to the birdsong from the trees and the sound of the waves.

Value those who journey alongside you. And don't be afraid to tell them what they mean to you... often. As Peanuts cartoonist, Charles M. Schultz, once said, "In life, it's not where you go, it's who you travel with."

Year 12 of 2020. It has been our great pleasure to watch you develop as individuals over the years, and in particular to note how you have dealt with the uncertainty of the past few months. If that strength of character and determination is anything to go by, your futures are very bright indeed, and we will enjoy watching your progress with interest.

Goodbye, go well.

Dave Pitcairn

School Highlights

Our 123 HSC students performed strongly across all curriculum areas with 292 Band 6's (scores of over 90%), which ranked our School 12th in NSW.

- 107 students were listed on the "Board of Studies HSC Distinguished Achiever's Honours Roll" for at least one subject achieving a Band 6. (Listed on page 10)
- 27 Reddam students were featured as "NSW Top All-Rounders". Our most ever!
- 6 Reddam students were listed as "Top Achievers", 2 students coming first in a subject.
- 14 Reddam students achieved an ATAR of 99.0 and above.
- 30% of our students received an ATAR of 95.0 and above.
- 50% of our students received an ATAR of 90.0 and above.

English Results

- 88.9% for English Advanced (with 54.4% of students achieving Band 6)
- 93.9% for English Extension 1 (with 100% of students achieving Band 6)
- 82.2% for English Standard (with 25.9% (State 0.53%) of students achieving Band 6)
- 88.4% for English EAL/D (with 37.5% of students achieving Band 6)

Mathematics Results

- 88.0% for Mathematics Advanced (with 63.5% of students achieving Band 6)
- 93.0% for Mathematics Extension 1 (with 85.7% of students achieving Band 6)
- 93.8% for Mathematics Extension 2 (with 80.0% of students achieving Band 6)
- 84.0% for Mathematics Standard (with 50.0% of students achieving Band 6)

Congratulations to the 21 Year 11 Mathematics Accelerants and the 3 Year 11 Information Processes and Technology Accelerants

Other Subject Highlights:

- English Extension 1: 93.9% average (with 100% of students achieving Band 6)
- Maths Extension 2: 93.8% average (with 100% of students achieving Band 6)
- Maths Extension 1: 93.0% average (with 86.4% of students achieving Band 6)
- Chinese & Literature: 91.5% average (with 100% of students achieving Band 6)
- Dance: 90.9% average (with 50% of students achieving Band 6)
- History Extension: 90.3% average (with 57.9% of students achieving Band 6)
- Music 1: 89.7% average (with 66.6% of students achieving Band 6)
- English Advanced: 88.9% average (with 54.4% of students achieving Band 6)
- SDD: 88.7% average (with 57.9% of students achieving Band 6)
- English EAL/D: 88.4% average (with 37.5% of students achieving Band 6)
- Legal Studies: 88.4% average (with 62.5% of students achieving Band 6)
- Visual Arts: 88.0% average (with 48.9% of students achieving Band 6)
- Maths Advanced: 88.0% average (with 55.0% of students achieving Band 6)
- Business Studies: 87.7% average (with 56.5% of students achieving Band 6)
- Drama: 87.5% average (with 33.3% of students achieving Band 6)

“NSW Top Achievers”

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



Zoe Bakerman
2nd Dance
20th Business Studies



Christian Caporusso
3rd Business Studies



Avalon Davis
1st Dance



Sophia Masters
9th English Standard



Oliver Rice
12th English Advanced
3rd History Extension
3rd Visual Arts



Steven Wu
1st Mathematics Advanced
3rd Chinese & Literature

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



Mia Achhorner



Nicholas Angelou



Zoe Bakerman



Oscar Boye-Moller



Kenny Cai



Christian Caporusso



Maxwell Ean



Samuel Gorbatov



Ronaldo Keng



Khaya Miller



Kieran Mui



Oliver Rice



Charlie Rule



Yana Rusakova



Zarah Salgado



Mimi Silberstein

“NSW Top All-Rounders”



Tom Soepono



Tom Speiser



Zoe Townsden



Sophie Veksner-Shaw



Jake Von Oertzen



Emily Wang



Jason Wang



Lesley Wang



Steven Wu



Geraldine Yang



Anthony Yap

OnStage

This year Reddam House HSC Drama students have received six OnStage nominations for their Individual performances. They have been selected to perform at the OnStage production next year.

OnSTAGE



Mehwish Adnan



Mia Achhorer



Ari Banos



Rose Chachko



Rohan Dalglish



Tyson Ibrahim



Art Express

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



Harry Baker
'The Gaze'



Maddy Black
'The Promised Land'



Rose Chachko
'Above and Beyond'



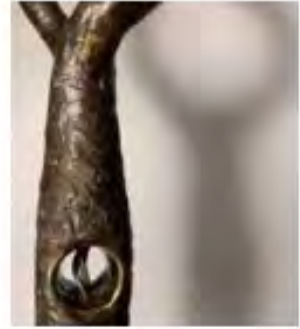
Sophia Masters
'S(c)entimental'





Clay Holle

'Resilience, Resistance, Persistence'



Oliver Rice

'Dual Drawings 1 - 10'



Alexei Machkevitch

'Hawkesbury'



Encore

This year we received one nomination for music.



Sophia Masters



Callback

This year we received a total of 11 nominations for Callback for Dance Performance

Callback



Tom Soepono

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



Avalon Davis

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



Isabelle Hassan

Nominated for -
Core Composition



Charlie Campbell

Nominated for -
Core Composition



Zoe Bakerman

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



Reddam House Dux 2020

The above results translated into outstanding ATAR's with the following students qualifying as Dux and runners up for 2020.

The DUX award for 2020 goes to Christian Caporusso & Oliver Rice with an ATAR of 99.95



In Third Place Steven Wu with an ATAR of 99.90



This is an outstanding achievement and is recognised at the Special school assembly in 2021 where the top students are acknowledged.

HSC RESULTS FOR ALL SUBJECTS IN 2020

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
Ancient History	21	57.2	33.1	88	83.0
Biology	26	53.8	30.5	75	81.1
Business Studies	46	84.8	34.9	86	87.7
Chemistry	24	79.2	42.9	88	84.9
Chinese and Literature	6	100.0	68.3	94	91.5
Dance	6	100.0	57.2	90	90.9
Drama	12	91.7	47.2	86.0	87.5
Economics	33	75.8	51.3	84	84.7
English Standard	58	65.5	11.5	84	82.2
English Advanced	57	94.7	63.3	89	88.9
English Extension 1	4	100.0	93.2	95	93.9
English Extension 2	1	100.0	82.4	88	88.0
English EAL/D	8	100.0	25.9	89	88.4
Geography	19	57.9	31.5	85	79.5
Info Process and Tech	9	77.8	32.1	89	85.9
Legal Studies	16	93.8	39.4	90	88.4
Mathematics Advanced	60	86.7	52.5	90	88.0
Mathematics Standard	39	64.1	24.5	87	84.0
Mathematics Extension 1	22	100.0	74.2	94	93.0
Mathematics Extension 2	7	89.5	40.0	94	93.8
Modern History	38	73.8	36.2	88	84.3
History Extension	7	100.0	42.2	90	90.5
Music 1	3	100.0	64.1	92	89.3
Music 2	3	100.0	87.8	88	87.2
Music Extension	3	100.0	97.3	86	84.9
PDHPE	22	60.1	34.2	83	80.8
Physics	19	68.4	37.4	90	84.7
Software Design & Dev	19	89.5	36.9	92	88.7
Visual Arts	45	93.3	64.7	90	88.0
French Continuers	8	75.0	63.6	91	87.2

2019 NAPLAN RESULTS

Literacy Year 3 (2020 Cancelled due to COVID 19)

		Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)			State
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	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	State
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 (2020 Cancelled due to COVID 19)

		Band 4 (%)	Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	School	State
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. (2020 Cancelled due to COVID 19)

		Band 5 (%)	Band 6 (%)	Band 7 (%)	Band 8 (%)	Band 9 (%)	Band 10(%)	School	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	
Numeracy	School	0	0	4	27	30	55	96% Band 7,8,9	61%
	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 2009 to 2020 HSC Examinations.

	2009 HSC	2010 HSC	2011 HSC	2012 HSC	2013 HSC	2014 HSC	2015 HSC	2016 HSC	2017 HSC	2018 HSC	2019 HSC	2020 HSC
Ancient History	92	92	100	100	100	100	100	100	100	100	84	100
Biology	100	91	94	100	100	100	100	95	95	100	96	89
Business Studies	92	88	100	100	98	100	98	100	100	100	94	100
Chemistry	100	75	94	85	86	100	96	100	96	96	100	96
Chinese BS	N/A	100	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	94	74	88	82	100	100	100	96	88	100	96	97
English (Advanced)	100	100	100	100	100	100	100	100	100	100	100	100
English (Standard)	93	82	95	100	95	96	88	100	100	97	97	93
English EAL/D	92	94	100	100	75	100	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	100	N/A	100	100	100	100	100	80	100	88	100
French Extension	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	N/A	N/A	N/A	N/A
Mathematics Std	82	71	100	100	93	100	97	100	100	100	86	100
Geography	72	100	100	67	100	100	100	100	100	100	100	74
History Extension	100	100	100	N/A	80	100	100	100	100	100	100	100
IPT	N/A	N/A	N/A	100	N/A	N/A	N/A	N/A	N/A	N/A	100	100
Legal Studies	89	100	100	100	100	100	100	100	100	100	100	100
Mathematics Adv	100	98	100	96	100	95	100	98	98	98	99	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	N/A	N/A	N/A	100	100	100	100	100	100	100	100	100
Modern History	100	100	100	100	100	100	96	100	100	100	97	95
Music 1	100	100	100	100	100	100	100	100	100	100	100	100
Music 2	N/A	N/A	100	N/A	100	100	100	100	100	100	N/A	100
Music Ext	N/A	N/A	100	N/A	100	100	100	100	100	100	N/A	100
PDHPE	94	92	100	100	100	100	92	100	100	93	88	91
Physics	82	100	93	84	100	100	100	100	94	100	100	95
SDD	N/A	71	100	89	84	67	100	100	100	100	100	100
Visual Arts	91	100	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 show Year 3, 5, 7 and 9 NAPLAN (National Assessment Plan for Literacy and Numeracy) results from 2013 to 2019. 2020 NAPLAN was canceled due to COVID 19. The data missing will be updated when data becomes available.

Year 3	% 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		96	99	99	93	93	95
Persuasive Writing		100	100	100	96	94	99
Spelling		94	93	94	94	94	91
Grammar and Punctuation		94	100	100	93	93	98
Numeracy		93	93	93	92	92	98

Year 5	% 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	95	97	91	90	97	97	95
Persuasive Writing	89	89	95	94	74	74	
Spelling	90	95	85	85	93	93	94
Grammar and Punctuation	94	92	88	90	98	98	94
Numeracy	75	95	85	90	96	96	94

Year 7 N/A in 2020	% 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	85	88	84	84	86	87	88
Persuasive Writing	67	78	59	59	66	75	77
Spelling	89	85	84	84	85	87	89
Grammar and Punctuation	88	95	83	83	83	84	90
Numeracy	93	90	89	89	96	91	93

Year 9 N/A in 2020	% 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	84	80	80	80	88	89	88
Persuasive Writing	70	69	64	64	62	72	71
Spelling	74	78	74	74	79	80	79
Grammar and Punctuation	74	77	70	70	73	74	72
Numeracy	88	87	87	87	93	95	93

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

2020 NAPLAN was cancelled due to COVID 19.

TEACHERS AT REDDAM

Teacher Standards and Qualifications

In 2020, Reddam House maintained a full complement of 107 highly qualified full-time teachers.

- All Reddam teachers have teaching qualifications from a higher education institution within Australia or as recognized within the NESA guidelines.
- All Reddam teachers have formal teacher education qualifications in addition to qualifications as a graduate from a higher education institution within Australia or one recognized within the NESA guidelines.
- All Reddam teachers have formal qualifications as listed above. No teacher is employed solely on their relevant successful teaching experience or appropriate knowledge relevant to the teaching context.

Teaching Staff Retention Rate

The proportion of teachers retained from 2019 was 91.12%.

Teacher Attendance Rate

In 2020, a total of 490 days of teacher leave was recorded, which translates to an average attendance rate of 96.8%. 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 2020. 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 2020, Reddam House had approximately 1313 students comprising 553 Primary students and 760 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	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	2018 to 2020
Year 10 Total Enrolment	65	74	90	78	90	85	99	92	102	98	122
Year 12 Total Enrolment	71	79	69	61	88	78	94	83	98	101	123
Year 10 Total Enrolment remaining in Year 12	57	64	60	56	77	70	88	80	87	90	114
Apparent retention rate	100%	107%	93%	90%	97%	90%	95%	90%	98%	103%	101%
Actual retention rate	88%	87%	81%	80%	86%	82%	89%	87%	87%	92%	93%

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 2020:

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
1.5	2	2.1	2.1	2.8	2.5	2.3	2.5	2.3	2.2	2.6	3.3	1.7

The average student attendance rate in 2020 was 97.7%.

POST-SCHOOL DESTINATIONS

The majority of the 2020 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 lodge an application with Reddam House, please proceed to the website to lodge an online form. 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.

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.

Reddam also has a new online portal called Complispace where all documents, information, policies and Incident reports can be logged and found.

Policy	Changes in 2020	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 	Updating hard copy policies to digital policies and procedures on Complispace platform	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 	Updating hard copy policies to digital policies and procedures on Complispace platform	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 	Updating hard copy policies to digital policies and procedures on Complispace platform	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 	Updating hard copy policies to digital policies and procedures on Complispace platform	Evacuation procedures and map displayed in each room. Included in Staff Handbook. Available in Common staff Drive.
Student Behaviour Policy encompassing: <ul style="list-style-type: none"> ▪ Code of Conduct for Students ▪ The roles and expectations for student leadership systems ▪ Use of Diary ▪ Merit and Debit system ▪ Anti-Bullying Policy 	Updating hard copy policies to digital policies and procedures on Complispace platform	Included in Student/ Parent Handbook. Included in Staff Handbook. Included in Student Diary
Code of Conduct for Staff Encompassing: <ul style="list-style-type: none"> ▪ Professional responsibilities (Duty of Care) ▪ Child Protection ▪ Professional standards ▪ Appropriate use of email 	Updating hard copy policies to digital policies and procedures on Complispace platform	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

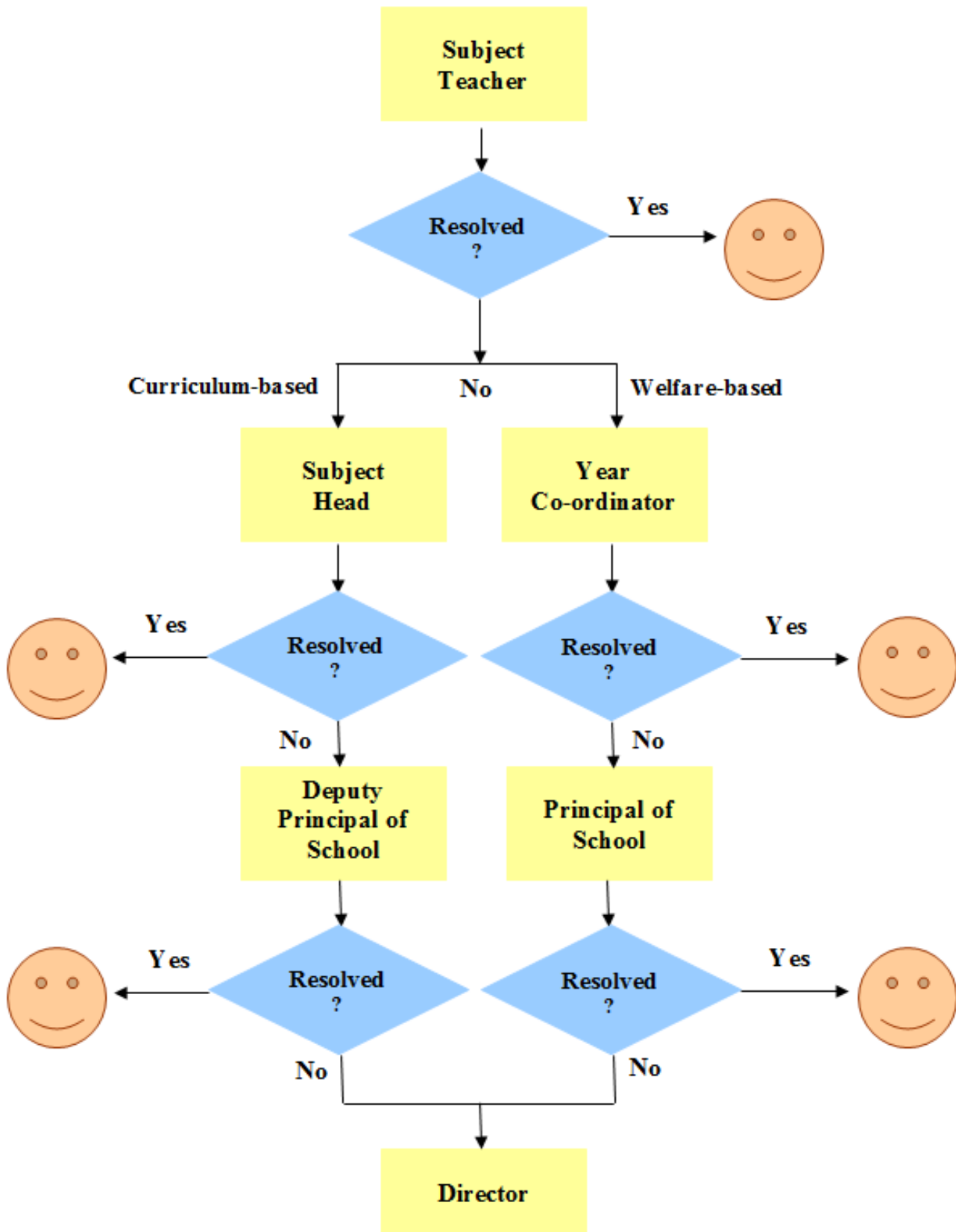
The school maintains an open-door policy for dealing with matters of concern from parents, students and teachers. All professional interaction incorporates appropriate principles of procedural fairness. In all applicable cases, the issues will be investigated based on the guidelines set out in the relevant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

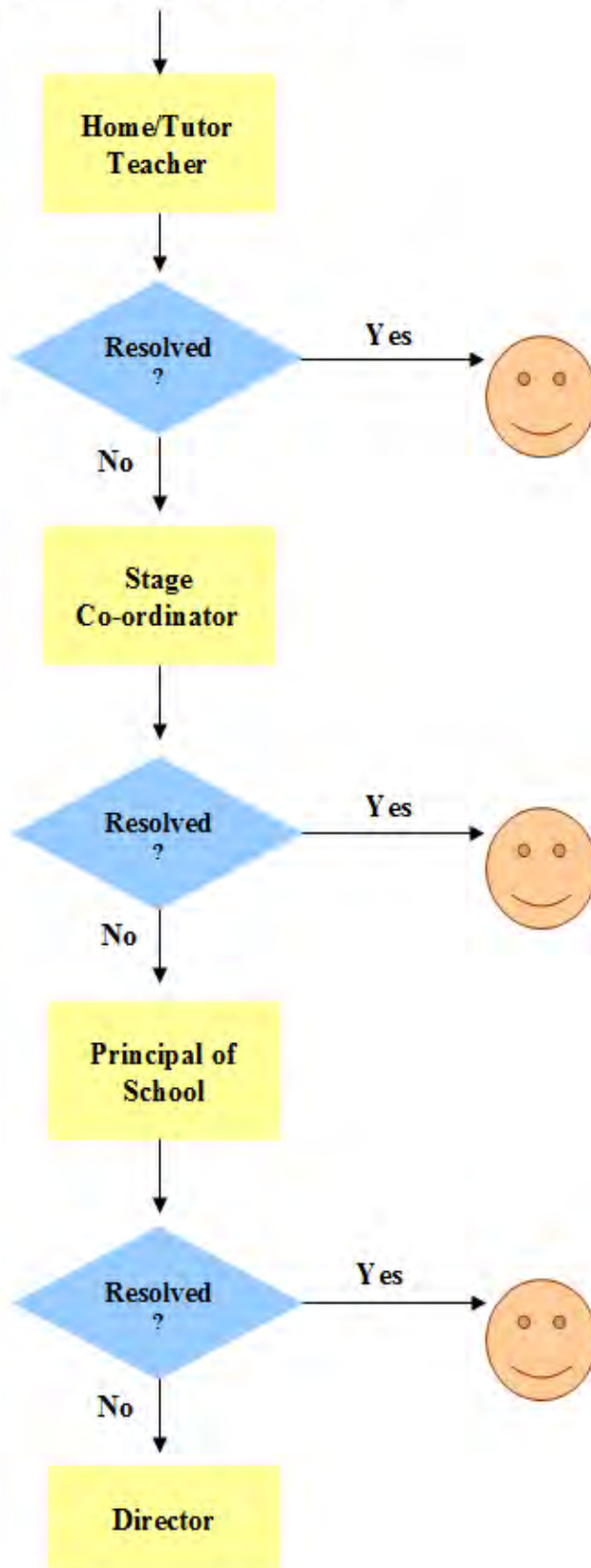
Should you wish to view any of these policies, please contact the school and the policies will be made available to you.

Issue from Student and/or Parent

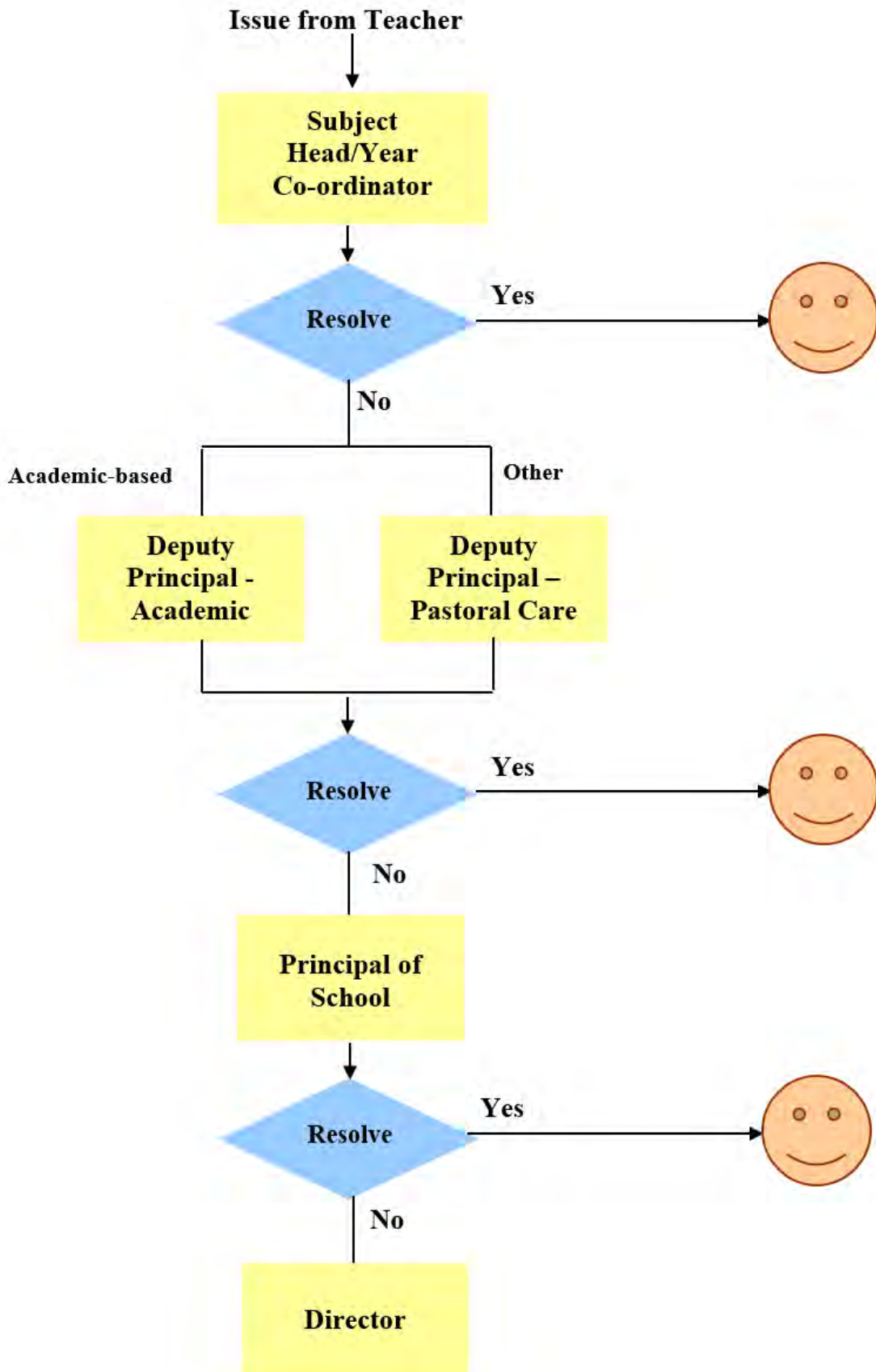


PROCEDURES FOR DEALING WITH ISSUES FROM PRIMARY STUDENTS / PARENTS

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	2020 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▪ Introduction of Elephant Ed Middle school: Age specific, Sex Education Workshops▪ Menu in the school canteen modified to promote healthier eating habits and cater for sensible student requests.

Teaching and Learning

Priorities	2020 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 ▪ Consent ▪ Digital Citizenship ▪ Personal Brand ▪ Remote Learning ▪ Remote testing ▪ Remote staff interconnectivity ▪ Extension clubs 	<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. ▪ Consent seminars ▪ Evolved student leadership structure ▪ Implementation of Gmail folders for students to access subject information from home. ▪ Implementation of Google Classroom for remote learning ▪ implementation of EXAM.net for online examinations ▪ Introduction of Rachelle Clark: Like Me Project ▪ Philosophy club ▪ Coding club ▪ Maths enrichment club ▪ Chess club ▪ Dungeons and Dragons club

Staff Professional Development

Priorities	2020 Achievements
<ul style="list-style-type: none"> ▪ Integration of technology in teaching and learning ▪ Assessing and Reporting Strategies ▪ Year Co-ordinator training ▪ Revise new scheme teacher mentoring process ▪ Child Protection ▪ Time management ▪ Effective Communication 	<ul style="list-style-type: none"> ▪ NESA Registration and Accreditation ▪ Study Skills with Prue Salter ▪ SM Marks In Service ▪ Year 12 Website Launch ▪ REVIVA First Aid course ▪ iPad use in the classroom – Jim Hayden

Assessment and Reporting

Priorities	2020 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	2020 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 ▪ Complilearn - WHS Modules

Management Structure Safety

Priorities	2020 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

In addition, a variety of activities were conducted in 2020 to strengthen and further develop these important values. These included:

- Musical and Drama productions
- Sports Carnivals
- Creative Arts week
- Oz Harvest food drive
- Clean-up Australia
- Participation in Tournament of Minds
- Participation in Future Problem Solving
- Participation in Maths Olympiad
- 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 9 GRIP Leadership
- 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
- 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
- Digital responsibility 7-9 Rachel Clark
- Sex Education workshops 7-12
- Consent workshops 7-12



PARENT, STUDENT AND TEACHER SATISFACTION

In 2020, 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.











OUR FUTURE
TEDxYouth@ReddamHouse
an independently organized TED event

TEDxYouth@ReddamHouse
Streamed Online
8pm August 8th
<https://www.tedxyouthreddamhouse.com>







REDDAM HOUSE
HSC VISUAL ARTS
VIRTUAL SHOWCASE

MONDAY 25TH MAY 2020

6PM | Exhibition Preview
 Link to online exhibition will be emailed to all staff and students.

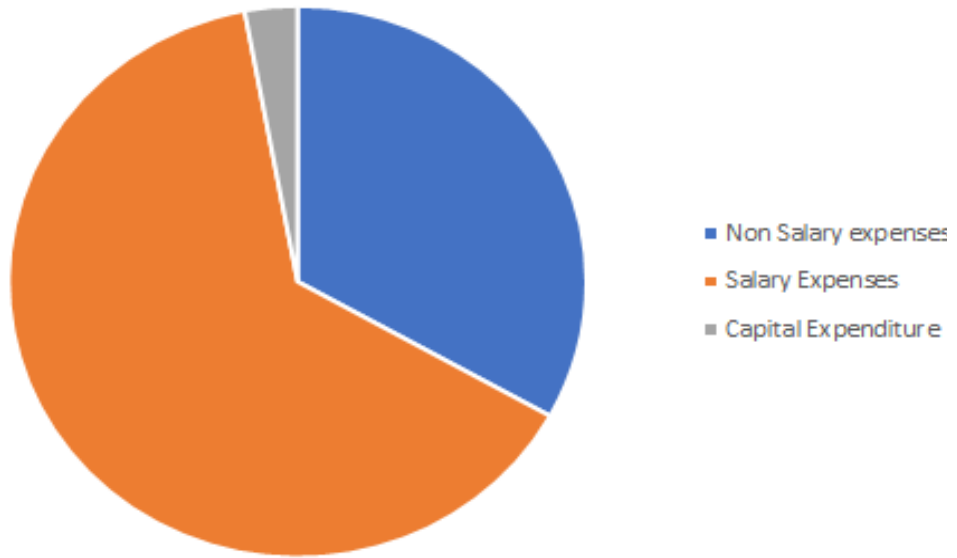
7PM | Official Opening via Livestream
 Please access via the link below:
<https://zoom.us/j/9606542214?pwd=ZkxhcnZkdU5kdz09aU9lcnZkdU5kdz09>
 ID# 9606 5422 14



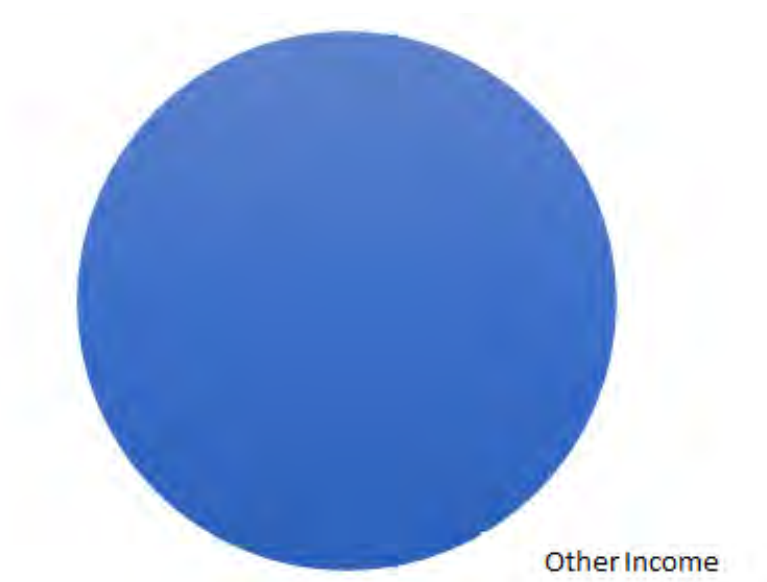


SUMMARY FINANCIAL INFORMATION

The following pie chart indicates the Recurrent/Capital Expenditure for 2020



The following pie chart indicates the Recurrent/Capital Income for 2020



ABOUT THIS REPORT

In preparing this report, information has been gathered from

- evaluation and goal setting sessions conducted on staff development days
- internal review conducted by School Executive
- existing policies and documentations
- data stored in the School's administration system

The following key personnel have been consulted during the report preparation process and have provided data and information for the report:

Mr. Dave Pitcairn

Director and Principal of High School

Mrs. Dee Pitcairn

Director and Principal of Primary School

Ms. Rhonda Soulakellis

Director and Business Manager

Mr. Colin Cawse

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 Claudia Jones & Mr Mark Bailey

WHS Representatives