



RED DAM

— HOUSE —
SYDNEY



Annual Report

2024

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I have bade farewell to various groups of Year 12s at the valedictory. I have seen their sadness as they have walked out of these doors for the last time – and yet tonight I can empathise with you, for it will be our farewell, not only yours. As such, I speak as much to myself tonight as I do to you. I will soak up all the moments of this occasion and try to capture the emotions, so that I can think back fondly on this evening in the years to come.

As I look out over you, the Class of 2024, I am immediately drawn back to the countless moments that characterise your group. I see in your eyes those same personalities that stared back at me with some trepidation and nervousness all those years ago as you entered high school for the first time. I remember the highlights along the way, whether in your academic prowess, achievements in the sports fields, or your exceptional abilities in the various cultural activities in which you excelled. Most of all, though (and I think this is probably true for your teachers too), I remember having conversations with you in the corridors when I could connect for a moment and find out how you were getting on; I remember your transition from awkward tweens into confident, focused young adults; I remember your overcoming challenges to emerge on the other side with a sense of pride and accomplishment.

Because the truth is that while academic, cultural and sporting activities are important in a school context, they are only a means to an end. They provide opportunities for you to explore who you are; they throw up obstacles and then challenge you to see how you will overcome them; and they give richness to the fabric of life.

I think you Year 12s would agree with me that many of the moments you will carry with you into the future have been found in the ordinariness of life – sitting around chatting after school; hanging out together over weekends; or sharing a remarkable achievement with someone close to you.

In many ways, our lives are made richer when we can share them with others. We have the privilege of having friends and family who walk alongside us during our difficulties and victories – and we get to do the same for them.

Because, you see, **people matter**. And I hope that you will never forget that as you leave school and head into the big, wide world. Remind yourself often that life is all the richer when you do it with others alongside you – and that **relationships are at their most potent when they work in both directions**.

A short while ago, I read something that resonated with me. It said:

Optimistic people play a disproportionate role in shaping our lives. Their decisions make a difference; they are inventors, entrepreneurs, political and military leaders – not average people. They got to where they are by seeking challenges and taking risks. That's a great observation! [This idea is often attributed to Daniel Kahneman, a Nobel laureate in Economics, who highlighted the significant impact of optimistic individuals on society¹².](#)

Perhaps you may be able to think of other individuals who are, in the quote's words, "not average people". They always seem to see the brighter side of things; they encourage others; and overcome challenges through their optimistic, energised approach.

But may I dream that you Year 12s will also carry your positive attitudes and a belief in your abilities, talents and gifts, into the future. May you, as the quote I've just read suggests, "play a disproportionate role" in the coming years, not only in who you become in your chosen career but in how you treat others. In the kindness and empathy you sow into the world. Because, as we all know only too well, the world certainly needs more such people.

I love reading biographies and real-life stories of people overcoming obstacles, as it is always fascinating to see why some people rise above challenges. In contrast, others fold when placed under the smallest amount of pressure. I also enjoy watching the occasional TED Talks videos, as they attract interesting people with views on almost everything under the sun. Most of all, they often force me to challenge my beliefs and suppositions.

As such, I was interested in an article entitled 'What advice do you wish you'd received when you graduated? 25 TED speakers answer:

While there were several enlightening answers, a couple stood out to me. One said, in a completely counter-cultural response:

"Whenever possible, get as uncomfortable as possible. Challenge yourself to get outside your comfort zone regularly – spend time with people you deeply disagree with, read books about experiences you will never have, travel to places you don't speak the language, and take jobs in industries you've never worked in. And if you feel yourself resisting, try again. Those experiences will help you build deep empathy, and we could all use more of that."

"Get as uncomfortable as possible." Not exactly what we'd want to hear, is it? And yet there's so much truth in it. Most people would admit that they find change difficult, but we truly grow in moments of change in our lives. It's when things don't go as planned that we are forced to adapt, find solutions, and perhaps discover something new about ourselves that we didn't even know existed.

As I mentioned a moment ago, I enjoy reading biographies and learning from people's experiences. One sportsman I admire enormously, as I'm sure many of you do, is Roger Federer. Perhaps you have read that he was recently honoured at Dartmouth College in the United States, where he gave what is known as the commencement speech to the graduating students.

While he admitted that he was the last person who should have been giving a speech at a university, as he left school at the age of 16 to become a professional tennis player, there were several points that he made that I enjoyed. You may have seen these doing the rounds on social media, where they have been viewed several million times.

I'd like to focus on one of his points, as we can all learn from it.

Here is what he said after losing to Rafa Nadal in the 2008 Wimbledon Final, when he was chasing a sixth Wimbledon title in a row:

Some defeats hurt more than others.

I knew I would never get another shot at six in a row.

I lost Wimbledon. I lost my number-one ranking. And suddenly, people said, "He had a great run. Is this the changing of the guard?"

But I knew what I had to do... keep working. And keep competing.

In tennis, perfection is impossible... In the 1,526 singles matches I played in my career, I won almost 80% of those matches... Now, I have a question for all of you... What percentage of the POINTS do you think I won in those matches?

Only 54%.

In other words, even top-ranked tennis players win barely more than half the points they play. On average, you learn not to dwell on every shot when you lose every second point.

You teach yourself to think: OK, I double-faulted. It's only a point.

OK, I came to the net and I got passed again. It's only a point.

Even a great shot, an overhead backhand smash that ends up on ESPN's Top Ten Plays: that, too, is just a point.

Here's why I am telling you this.

When you're playing a point, it is the most essential thing in the world.

But when it's behind you, it's behind you... This mindset is crucial because it frees you to commit to the next point fully... and the next... with intensity, clarity and focus.

The truth is, whatever game you play in life, sometimes you'll lose. A point, a match, a season, a job... It's a roller coaster, with many ups and downs.

And it's natural, when you're down, to doubt yourself. To feel sorry for yourself.

And by the way, your opponents have self-doubt, too. Don't ever forget that.

But negative energy is wasted energy.

You want to become a master at overcoming challenging moments. That to me is the sign of a champion.

The best in the world are not the best because they win every point... It's because they know they'll lose... again and again... and have learned how to deal with it.

You accept it. Cry it out if you need to... then force a smile.

You move on. Be relentless. Adapt and grow.

Work harder. Work smarter. Remember: work smarter.

It's always filled me with amazement how some sports stars can do just that – to put the missed shot behind them and focus on the next point. I've always thought mental toughness is superhuman, as it's almost as if we are hardwired to doubt ourselves when challenges arise – to believe that whoever we're up against is tougher than us, brighter, faster, better looking... whatever.

I do not doubt that Roger Federer also grappled with the same kind of self-doubt at some stages in his professional career. And yet, through experience, and through realising that he wouldn't win every shot (doesn't it amaze you, by the way, to hear that statistic that he has only won 54% of the points he's played in all his matches?), he came to a deeper understanding of his capabilities.

Earlier, I read a quote about optimistic people, which resonates well with what Federer mentioned at Dartmouth. He reminds each of us that "negative energy is wasted energy". I

think it's probably true for most of us – certainly for me – that we spend so much time worrying about the wrong 'what ifs' – what if we fail, what if we don't get into our chosen course, what if we don't make enough money, what if we come second, what if nobody likes us?

And yet, if we're honest with ourselves, most of those 'what ifs' never come to pass. We expend wasted energy on hours of thinking negatively, instead of being rational and positive in whatever we're going through. Let me remind you what I read about optimistic people: **They got to where they are by seeking challenges and taking risks.**

So we can play it safe or embrace life as the most incredible adventure we can experience. We can run away from challenges or use them to stretch ourselves to become ever stronger day by day. I admire how Roger Federer can put a missed point behind him and focus on the next point – and perhaps that's a helpful analogy for each of us.

Instead of dwelling on something we have tried that hasn't worked out, let us focus optimistically and positively on the next possibility. Yes, that might involve, as he puts it, "crying it out".

But as he goes on to say, **"Then force a smile. You move on. Be relentless. Adapt and grow. Work harder. Work smarter. Remember: work smarter."**

Let me return to the article I mentioned earlier, in which TED Talks speakers reflected on what they wished they'd known when they graduated. Here's another piece of wisdom which I enjoyed, from the author Shawn Achor:

"When I graduated, I wish I'd known the research showing that future success doesn't lead to happiness. I sometimes got paralysed by the fear that happiness existed only if I found the perfect job, degree or position. **In truth, the research is clear: happiness exists down almost any life path as long as you are grateful for the present, and develop meaningful relationships.** Choose optimism and gratitude now and invest more in others, and happiness will be a lifelong advantage as you pursue your dreams."

I enjoyed this bit of advice, as it's so true. All too often, we spend our lives chasing success, whatever we believe that might look like. And yet, as we know from personal experience, in most cases, the perfect job, degree or position doesn't exist, because inevitably, once we achieve whatever we are running after, it's never quite as good as we imagined. We're left feeling deflated and underwhelmed.

But what does make a difference are the following, as mentioned a moment ago:

Grateful for the present. Optimism and gratitude. Meaningful relationships.

These attributes last. They make life worth living. They focus us on the pleasure of being in the moment, instead of worrying about the future or carrying any guilt we may feel about things we have done in the past.

My encouragement to each of you, Year 12s, is to embrace the future with optimism, so that you will, as I mentioned previously, **"play a disproportionate role in people's lives"**.

Be willing to **"get as uncomfortable as possible"**, because it's in the uncomfortable moments of our lives that we grow, not in the times of ease, when life is just ticking along.

Challenge yourself by living life to the whole while embracing risk. Roger Federer did not rise to the top of world tennis and maintained his position there for years by settling into his comfort zone.

And yet even he had to learn that he **would not win every point.**

This is not defeatist thinking. Instead, it acknowledges that not everything will go exactly as we hope. It is the ability to move beyond disappointment, defeat and the inevitable 'lost points' in our lives that we truly rise.

I know that I speak on behalf of all the teachers, coaches, parents and other family members here tonight when I say that we can't wait to see what the next chapter in your lives holds. We believe in you completely and trust that the solid foundations you laid during your school years will stand you in good stead, no matter what you strive to achieve.

We congratulate you on a fantastic year, and we trust that all will go exceptionally well in your upcoming exams – but most of all, we wish you the best for the exciting adventures that lie ahead. We will be cheering for you, **knowing that you have what it takes to achieve success, find happiness, and make a difference in the lives of those you meet along the journey.**

Dave Pitcairn

Principal

Message from the Principal of the Primary School

The Primary School enjoyed another exceptional year in 2024 and it is pleasing to look back on a year filled with so many outstanding achievements, both collectively and for each of our students individually. In a highly competitive market, where we know that parents have a wide choice of schools from which to choose for their children, it was heartening indeed to note the continued support we received and the ongoing demand for places at Reddam House Sydney.

The academic standards continued to place our school among the top performers in the state and the country in 2024, and this was in no small part due to the outstanding teachers who made a difference in the lives of the students who filled their classes each day. International benchmarking tests were once again used to ensure that we maintained our excellence at all levels of the school and was particularly pleasing to note the way our students excelled in their NAPLAN and Allwell tests.

Continuous assessment through both formative and summative assessments formed the basis for the academic programme, and the students performed excellently, with the culmination the awarding of many certificates of achievement at the annual Prizegiving ceremonies at the end of the year. Preparing our students for rigorous testing went hand-in-hand with a constant reminder of the importance of having a growth mindset, which we trust will make a huge difference in the years to come when our students are required to sit even more challenging assessments.

Further opportunities to extend themselves beyond the classroom were given to our students in the form of frequent excursions and incursions. These were a wonderful way not only to learn more about fascinating aspects of our city and country but also for our students to enjoy time together as year groups.

This was certainly also the case with the highly successful year group camps, which prompted students to step out of their comfort zones and discover more about themselves and about their classmates. There is no doubt that the excursions and camps added much to the happy atmosphere that pervaded the school during the year.

At the heart of the school during 2024 remained the idea that "it's cool to be clever." All too often, academic rigour is viewed negatively by some in society, with a focus on appeasing the lowest common denominator; however, this was not the case in the Primary School, where academic excellence and hard work was recognised and rewarded. We trust that this will stand our students in good stead and that they will continue to strive to be the best they can be.

As with any school, it is hard to quantify the intangible – and even more meaningful – qualities which characterise the identity of the place, and which are caught up in the relationships between those in the school. Or in the feelings of elation at the end of a sports match. Or the applause which lifts the spirits after a music recital or dance performance.

For this reason, the Primary School continued to offer and promote its comprehensive and holistic approach to education throughout the year. The full cultural and sports calendars provided many opportunities for our students to be involved and to develop their own talents and interests. It was a joy to see them flourish and find their unique voices though all that

they took part in and we know that these experiences will continue to grow their individuality in the future.

This was perhaps most evident in our mass participation sporting events – the swimming, athletics and cross country carnivals – in which all in the school had a good time participating but also cheering on their friends. The Year 6 student leaders did an outstanding job of generating spirit at these events, which were a blaze of colour, energy and excitement.

Two other significant events on the calendar which encouraged participation across the age groups in the school were the spectacular annual musical productions of *Moana JR* (Years 3-6) and *Finding Nemo KIDS* (K-2). Anyone who attended these two productions could not have but been moved by the incredible sets and costumes, along with the impressive performances from both enormous casts. The thrill of being part of these huge events will no remain with all those who took part for many years to come, along with the catchy tunes and lyrics.

At Reddam House we have always believed that children who are happy learn best and this continued to be our focus during the past year. When students arrive at school and feel safe, affirmed and noticed, they inevitably do better in their academics and are more inclined to participate fully in the comprehensive extra-mural programme. This was borne out in 2024, as our students' faces each morning told the story of their eagerness to be at school, and their wholehearted participation in the sporting and cultural programme saw the vast majority being involved.

In addition to their participation in the academic, sporting and cultural opportunities on offer, it was gratifying to note how many of our students gave up their time to put the school's motto of 'We Shall Give Back' into action. We received several letters during the year commending our students for their selfless dedication to outreach projects and we trust that this commitment to the service of others will last throughout their lives. The school also supported a number of charities and outreach organisations through our very popular Mufti Days, each of which brought in pleasing contributions.

Ultimately, the heart of a school is not the buildings, sports fields or other venues that it occupies, impressive though these may be. Rather, it is the people who inhabit those spaces. In this regard, 2024 will surely be remembered by most for the happy moments shared by the Reddam House students and their families, along with the teachers and other support staff.

I was grateful each day for the proficiency of our quite exceptional teaching and coaching staff. These are men and women of the highest quality, not only in their ability to teach, but more so in their genuine care and concern for each of their students. By creating inviting, warm spaces for their classes and by inspiring them to keep reaching ever higher, they added hugely to the success and enjoyment of the year.

Two verses from the wonderful *Moana JR* production perhaps capture something of the essence of what our teachers and coaches did for our students during the year:

See the line where the sky meets the sea...

It calls me

And no one knows

How far it goes.

If the wind in my sail on the sea

Stays behind me,

One day I'll know

If I go, there's no telling how far I'll go...

I am grateful to each of our teachers and coaches who inspired our students to keep their eyes on the ever-beckoning horizons of their potential and to keep stretching towards those dreams. In addition, on many occasions they were the “wind in their sails” as they encouraged our students to set goals and be the best they could be, while remaining humble and kind towards those around them.

Our parents and other family members were also fully invested in the school – and more specifically in their children – during the year. Events were supported with great enthusiasm and solid relationships were built between parents and teachers, all to the benefit of our students.

Our students in the Primary School can look back on the year with great pride and satisfaction, as they achieved on so many levels and involved themselves fully in the life of the school. We thank them for their positive attitudes and cheerful demeanour, which made the year a happy and successful one.

I shall remember my time in the Primary School with great fondness and will carry with me countless memories of people and meaningful moments at this very special school. The past sixteen years have been some of the greatest blessings of my life and I am grateful to all those who have walked the journey with me. I move on to the Reddam House North Shore campus secure in the knowledge that the Primary School is in strong hands and ready to face the future with confidence.

Dee Pitcairn

Principal

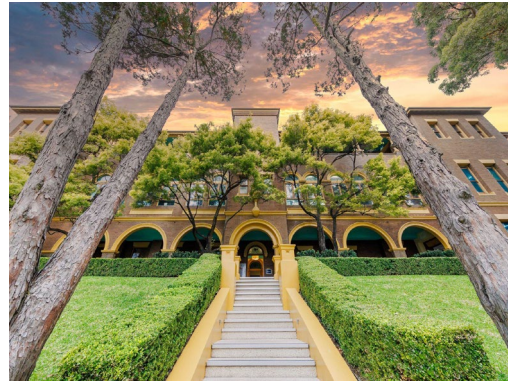
Reddam House is a private, day, co-educational and non-denominational school. Campuses are located in Woollahra and Bondi. The school was launched by its CEO, Mr. Graeme Crawford, in June 2000.

Striving to provide a dynamic, contemporary and creative schooling environment, Reddam's philosophy is to embrace the academic rigour of a traditional private education and infuse it with a modern child-focused pedagogy.

Since its inception as a Years 7 to 11 school in 2001 at the current Bondi Campus, Reddam House has grown very strongly and quickly. The Woollahra Campus was opened in 2003 enabling the addition of Reddam House Primary School and the restructuring of the High School into a Middle School (Years 7 to 9) in Woollahra and a Senior School (Years 10 to 12) in Bondi.

An extensive building program commenced in May 2010 to cope with increasing demand for schooling. A number of multipurpose areas were built as part of the governments BER program.

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



Please follow the link to view the [HSC 2024 Newsletter](#).



REDDAM
— HOUSE —
SYDNEY



**INDEPENDENT
CO-ED
SCHOOL
NSW
2024**

HSC RESULTS 2024 5th in State

An **inspired** school

Dear Reddam House Community,

I'm sure you will join me in congratulating the HSC Class of 2024 and their teachers for their incredible results. Coming 5th in the State is a testimony to the dedication of our students and their families and the professionalism and commitment of our teachers. It was a real team effort of which I could not be more proud.

Looking back on the speech at Valedictory delivered by Alex Marucci, Sam Weidler, and Milly Golovsky wherein they spoke about their "Reddam" family. Alex defined this as: "To me, family is so much more than bloodlines or who you share a home with. It is defined by memories and shared moments—the small, beautiful, imperfect moments shared over the years. It's about the people who have been beside you through it all - the ones who challenge you, support you, help you grow, and make you laugh. Never before in my life have I met a stronger, more compassionate, amusing group of people whose dedication and hard work are rooted in their continuing support of each other and fueled by their strengthening friendships. Each one of you is responsible for shaping not only my journey through school but also the journeys of every other student here tonight in ways words can hardly describe and for that, I am eternally grateful."

The collaboration and collective effort to motivate each other to achieve their personal best has filled me with immense pride in this cohort. They have built on lessons from previous cohorts and dedicated themselves to improving and having each individual within the group work to their maximum capacity. They have built each other up, and their pride in their achievements is heartwarming.

The Year 12 Class of 2024, you deserve your banner, well done.

Dave Pitcairn

5th

in State
**Mathematics
Advanced,
Ext 1 and Ext 2**

2nd

in State, receiving
100% for
**Dance,
Storm Hasemer**

29

**Students are NSW
Top All Rounders**

3rd

in State
**English
Advanced,
Ext 1 and Ext 2**

Literacy Year 3 2024

		Needs additional Support (%)	Developing (%)	Strong (%)	Exceeding (%)	School Analysis (%)	State Analysis (%)
Reading	School	0	0	38	60.5	98.6 Strong & Exceeding	70 Strong & Exceeding
	State	8	21	50	20		
Persuasive Writing	School	0	0	61.9	38.1	100 Strong & Exceeding	80 Strong & Exceeding
	State	9	25	35	23		
Spelling	School	0	5.6	45.7	49.3	94.3 Strong & Exceeding	64 Strong & Exceeding
	State	9	23	45	21		
Grammar and Punctuation	School	1.4	5.6	40.8	52.1	92.6 Strong & Exceeding	66 Strong & Exceeding
	State	11	28	48	11		

Literacy Year 5 2024

		Needs additional Support (%)	Developing (%)	Strong (%)	Exceeding (%)	School Analysis (%)	State Analysis (%)
Reading	School	0	1.9	40.2	56.9	97.06 Strong & Exceeding	70 Strong & Exceeding
	State	7	17	52	24		
Persuasive Writing	School	0	2.9	52.94	43	96.8 Strong & Exceeding	80 Strong & Exceeding
	State	9	19	48	24		
Spelling	School	0	3	45.1	51	96.08 Strong & Exceeding	64 Strong & Exceeding
	State	9	23	45	21		
Grammar and Punctuation	School	0	1	35.9	60	97.09 Strong & Exceeding	66 Strong & Exceeding
	State	9	23	50	16		

Numeracy Year 3 2024

Year 3		Needs Additional Support (%)	Developing (%)	Strong (%)	Exceeding (%)	School Analysis	State Analysis
Numeracy	School	0	8.4	50.7	39.4	90.1 Strong & Exceeding	57 Strong & Exceeding
	State	10	23	52	12		

Numeracy Year 5 2024

Year 5		Needs Additional Support (%)	Developing (%)	Strong (%)	Exceeding (%)	School Analysis %	State Analysis %
Numeracy	School	0	1.9	46	50.1	97.6 Strong & Exceeding	64 Strong & Exceeding
	State	10	23	52	12		

Literacy Year 7 2024

		Needs Additional Support (%)	Developing (%)	Strong (%)	Exceeding (%)	School Analysis	State Analysis
Reading	School	0	2.7	50.6	43.7	94.3% Strong & Exceeding	69.1% Strong & Exceeding
	State	9.4	20	46.9	22.2		
Writing	School	0	9.0	55.6	34.5	90.1% Strong & Exceeding	68.9% Strong & Exceeding
	State	8.3	21.3	49.6	19.3		
Spelling	School	3	9	32.6	55.4	88% Strong & Exceeding	76.1% Strong & Exceeding
	State	6.3	16.1	49	27.1		
Grammar and Punctuation	School	11.1	18.9	31.9	38.1	70% Strong & Exceeding	74.9% Strong & Exceeding
	State	11.6	22	45.7	19.2		

Literacy Year 9 2024

		Needs Additional Support (%)	Developing (%)	Strong (%)	Exceeding (%)	School Analysis	State Analysis
Reading	School	1.2	1.8	33.8	63.2	97% Strong & Exceeding	64.3% Strong & Exceeding
	State	10.3	23.6	44.8	19.5		
Writing	School	0	5.3	36.4	58.3	94.7% Strong & Exceeding	63.5% Strong & Exceeding
	State	9.4	25.3	41.4	22.1		
Spelling	School	1.6	2.1	42.7	53.6	96.3% Strong & Exceeding	74.8% Strong & Exceeding
	State	5.8	17.5	56.1	18.7		
Grammar and Punctuation	School	1.9	3.7	43.8	50.6	94.4% Strong & Exceeding	56.5% Strong & Exceeding
	State	13.6	28	39.7	16.8		

Numeracy Year 7 2024

Year 7 2024		Needs Additional Support (%)	Developing 5(%)	Strong (%)	Exceeding 7(%)	School Analysis	State Analysis
Numeracy	School	0	2.7	50	46.5	96.5% Strong & Exceeding	70.4% Strong & Exceeding
	State	7.9	20.2	53.4	17		

Numeracy Year 9 2024

Year 9 2024		Needs Additional Support (%)	Developing (%)	Strong (%)	Exceeding (%)	School Analysis	State Analysis
Numeracy	School	0	2.1	48.2	49.7	97.9% Strong & Exceeding	65.8% Strong & Exceeding
	State	9.2	23.2	54.4	11.4		

Trends in Student Performance

The table below shows percentages of Reddam Students scoring in the top 3 of 6 bands in the 2014 to 2024 HSC Examinations.

	2014 HSC	2015 HSC	2016 HSC	2017 HSC	2018 HSC	2019 HSC	2020 HSC	2021 HSC	2022 HSC	2023 HSC	2024 HSC
Ancient History	100	100	100	100	100	84	100	81	100	100	100
Biology	100	100	95	95	100	96	89	65	93	100	100
Business Studies	100	98	100	100	100	94	100	81	100	100	100
Chemistry	100	96	100	96	96	100	96	80	100	100	97
Chinese BS	100	100	100	100	100	100	100	95	100	100	100
Dance	100	100	100	100	100	100	100	100	100	100	100
Drama	100	100	100	100	100	100	100	100	100	100	100
Economics	100	100	96	88	100	96	97	92	100	97	97
English (Adv)	100	100	100	100	100	100	100	97	100	100	100
English (Standard)	96	88	100	100	97	97	93	83	98	98	100
English EAL/D	100	100	100	100	100	100	100	85	100	100	100
English Ext 1	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
French Continuers	100	100	100	80	100	88	100	100	100	100	100
French Extension	N/A	N/A	100	N/A	N/A	N/A	N/A	N/A	100	100	100
Geography	100	100	100	100	100	100	74	85	100	89	100
History Extension	100	100	100	100	100	100	100	100	100	100	100
Legal Studies	100	100	100	100	100	100	100	88	100	100	100
Mathematics Adv	95	100	98	98	98	99	98	93	95	100	99
Mathematics Std	100	97	100	100	100	86	100	95	100	98	100
Mathematics Ext 1	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
Modern Hebrew	100	100	100	100	100	100	100	100	100	100	100
Modern History	100	96	100	100	100	97	95	86	100	100	97
Music 1	100	100	100	100	100	100	100	100	100	100	100
Music 2	100	100	100	100	100	N/A	100	100	100	100	100
Music Ext	100	100	100	100	100	N/A	100	100	100	100	100
PDHPE	100	92	100	100	93	88	91	69	85	96	100
Physics	100	100	100	94	100	100	95	63	100	91	82
SDD	67	100	100	100	100	100	100	85	100	100	100
Visual Arts	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 2014 to 2024. The 2020 NAPLAN was cancelled due to COVID-19.

	% of students who achieved in the top two proficiency indicators										
Year 3	2013	2014	2015	2016	2017	2018	2019	2021	2022	2023	2024
Reading	97	96	99	99	93	93	95	99	98	92	98
Persuasive Writing	100	100	100	100	96	94	99	100	99	100	100
Spelling	90	94	93	94	94	94	91	99	98	92	94
Grammar and Punctuation	95	94	100	100	93	93	98	100	100	93	93
Numeracy	91	93	93	93	92	92	98	92	95	94	94

	% of students who achieved in the top two proficiency indicators										
Year 5	2013	2014	2015	2016	2017	2018	2019	2021	2022	2023	2024
Reading	95	97	91	90	97	97	95	91	96	98	98
Persuasive Writing	89	89	95	94	74	74	78	74	95	99	96
Spelling	90	95	85	85	93	93	94	90	94	100	96
Grammar and Punctuation	94	92	88	90	98	98	94	90	93	100	97
Numeracy	75	95	85	90	96	96	94	95	96	98	97

	% of students who achieved in the top three bands up to and including 2021/ Top two Proficiency Indicators 2022/2024									
Year 7	2013	2014	2015	2016	2017	2018	2019	2021	2023	2024
Reading	85	88	84	84	86	87	88	88	89	94
Persuasive Writing	67	78	59	59	66	75	77	86	86	90
Spelling	89	85	84	84	85	87	89	95	94	94
Grammar and Punctuation	88	95	83	83	83	84	90	94	95	70
Numeracy	93	90	89	89	96	91	93	95	95	96

	% of students who achieved in the top three bands up to and including 2021/ Top two Proficiency Indicators 2022/2024									
Year 9	2013	2014	2015	2016	2017	2018	2019	2021	2023	2024
Reading	84	80	80	80	88	89	88	89	90	97
Persuasive Writing	70	69	64	64	62	72	71	67	79	94
Spelling	74	78	74	74	79	80	79	86	85	96
Grammar and Punctuation	74	77	70	70	73	74	72	88	89	94
Numeracy	88	87	87	87	93	95	93	95	96	97

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

Teacher Standards and Qualifications

In 2024, Reddam House maintained a full complement of 118 highly qualified full-time teachers.

- All Reddam teachers have teaching qualifications from a higher education institution within Australia or as recognised 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 recognised 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 2024 was 97.0%.

Teacher Attendance Rate

In 2024, a total of 95 days of teacher leave were recorded, which translates to an average attendance rate of 98.7%. 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 2024. 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 on 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 exercises and activities.
- Six hat thinking
- Anti-bullying activities
- 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
- Legal Studies Association Annual 2-day Conference
- AIS Head Teachers of Mathematics Meetings
- Marking/Assessing of HSC papers
- Attendance at annual subject conferences
- Attendance at various professional development courses
- 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 - Beyond behaviour management
- AIS - Storytelling with Digital Video

Student Welfare

- Backflips against bullying Incursions - K - 6
- 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
- Sexual Harassment Y9
- Healthy Relationships Y10

Administration and Reporting

- Board of Studies Year Coordinators / Curriculum Coordinators Information Session
- Implementing the new curriculum workshops
- Computer Skills
- Implementation of ISAMS
- Implementation of CANVAS

Others

- Leadership programmes
- Amazing Race – Character Building 5 & 6 and 11
- Team Building
- WHS Information and Training

Whole Staff

- Term 1, 2024 – Guest Speaker - Nikki Janks, Centered Meditation - NESA Approved
- Term 3 2024 – Staff Resilience Workshop - Grow Your Mind
- Term 4 2024 – CPR, Anaphylaxis and Asthma training - REVIVA

Students at Reddam

Student Population

- In 2024, Reddam House had approximately 1464 students, comprising 571 Primary students and 893 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, Northern and Southern suburbs.
- Reddam students are from a wide range of cultural backgrounds that reflect our multicultural society.

Retention rates

Years Compared	2013 to 2015	2014 to 2016	2015 to 2017	2016 to 2018	2017 to 2019	2018 to 2020	2019 to 2021	2020 to 2022	2021 to 2023	2022 to 2024
Year 10 Total Enrolment	85	99	92	102	98	122	119	125	123	129
Year 12 Total Enrolment	78	94	83	98	101	123	120	118	122	132
Year 10 Total Enrolment remaining in Year 12	70	88	80	87	90	114	116	121	119	120
Apparent retention rate	90%	95%	90%	98%	103%	101%	101%	103%	99%	102%
Actual retention rate	82%	89%	87%	87%	92%	93%	98%	97%	97%	93%

Reasons indicated for the students leaving:

- Relocations due to international families moving after contracted service.
- Domestic relocation within Australia
- Some students were in contravention of the Code of Conduct.
- Some students leave to pursue vocational courses or attend schools that offer subjects of less academic rigour.

Student Attendance and Trends

Roll call is taken every day and parents are 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 2024:

Yr K	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr12
2.8	6.5	4.5	7.4	5.7	6.0	9.0	4.9	10.2	11.6	8.8	3.1	2.9

The average student attendance rate in 2024 was 93.6%.

Post-School Destinations

The majority of the 2024 HSC graduates went on to further studies, with a small number travelling overseas or joining the workforce.

The University of NSW, the University of Sydney, the University of Technology, Macquarie University and the Australian National University were the main educational institutions students applied for and for which they accepted an offer.

Some students applied to Colleges in the USA and were accepted to Duke University and Penn State.

The courses chosen included:

University Studies

Arts

Business

Commerce
Communication
Construction Management
Design
Economics
Education
Engineering
Management
Health Sciences
Information Technology/Computer Science
International Studies/Global Studies
Law
Media
Medicine
Politics, Philosophy and Economics
Science
Social Sciences

Enrolment Policies

The process of admission at Reddam House Sydney 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.

Entry Points

Entry points at Reddam House Sydney are Kindergarten, Year 5 and Year 7. Applications for non-intake years are welcome, however vacancies are unpredictable, limited and can vary from year to year. We can only consider applications for any year group if places are available. Changes to the waitlist year and year group can be made any time by accessing the application portal. The application date remains the same.

Reddam House Early Learning School

Children in Reddam House ELS Woollahra are offered automatic progression to Reddam House Sydney Kindergarten. There is **no** automatic progression to Reddam House Sydney Kindergarten from Reddam ELS St.Leonards or Reddam ELS Lindfield.

Admission Process

To lodge an application with Reddam House Sydney, please proceed to the website to lodge an online application form. You will require a copy of the prospective student's birth certificate, immunisation history, copies of the applicant's two most recent school reports, NAPLAN results (if applicable), and a personal profile outlining the students non-academic interests and achievements. A payment of a \$300 application fee (non-refundable) will be required at the time of lodging the application. Once Reddam House Sydney is in receipt of a completed application, it will progress to the waiting list for the projected point of entry (this process is not automated). An applicant can only be on one waitlist at a time.

For Kindergarten applications, we commence the review process 12 months prior to the entry year in application date order. For applications into Kindergarten, Reddam House Sydney follows the

NSW guideline that your child must be 5 years old by 31 July or turning 6 years old in the year of entry.

For Year 5 applications, we commence the review process 24 months prior to the entry year in application date order. In reviewing applications, consideration will be given to academic ability, and non-academic interests and achievements.

For Year 7 applications, we commence the review process 24 months prior to the entry year (application date is not considered). In reviewing all high school applications, consideration will be given to academic ability, and non-academic interests and achievements.

As a co-educational school, maintaining a healthy gender balance in our multicultural and diverse school community is considered with other factors during the review process.

Applicants on the waiting list are notified by email and are required to reconfirm their interest as well as add any additional information that may be relevant to the child's application. Following this review process, the Principal will invite selected students for an interview or a meet and greet. If successful, a formal offer of enrolment will follow. All offers of enrolment are at the discretion of the Principal.

Enrolment

Each accepted applicant is sent a formal letter of acceptance with a request for payment of a non-refundable Enrolment Fee of \$4000. The fee does not go towards the tuition fees. Reddam House Sydney also requires that both parents confirm acceptance of enrolment. Following the digital acceptance of the terms and conditions, both parents signatures and payment of the acceptance fee on the application portal, the applicant's place at Reddam House Sydney is secure.

Once a student is enrolled, the prerequisites for continued enrolment are:

- A minimum attendance rate of 80%
- To maintain an SCI of at least 60%
- To adhere to the Discipline Code at all times
- To ensure that all School Fees are paid up to date

If your child does not take up a place that has been offered and accepted, you may make a request in writing for your child to be considered for a subsequent point of entry. If a place is offered and accepted for this subsequent point of entry, no additional enrolment fee will be payable.

Family Matters

Reddam House Sydney is unable to involve itself in any family law matters. In case of all families, including divorced or separated parents, Reddam House Sydney will assume that prior to contacting the School, both parents are in agreement to the Application of Admission being submitted and the possible enrolment of their child.

Unless otherwise stated in Family Court Orders, both parents are required to provide their contact details on the Application form on our platform OpenApply, and, should a place be offered both parents must sign the Acceptance on the OpenApply Portal.

Notice of Transfer Between Campuses

Should a parent wish to transfer their child to a different Reddam House campus (ie Reddam House North Shore), a Current Student Transfer Request form must be completed and sent to the Principal for approval.

Notice of Withdrawal

The School will work on the assumption that all enrolled students will stay at Reddam House until they complete their remaining schooling. In other words, their enrolment is automatically continued and there will be no need to follow any re-enrolment process each year. Should parents wish to withdraw the student from the school, they are obliged to provide at least one term's written notice to the Principal. In such an event, parents shall be required to pay a reasonable cancellation penalty, which shall be equal to one term's fees (if the notice is given in the first week of the students proposed final term) or two term's fees (if the notice is given later than the first week of the students proposed final term). Notwithstanding the expiry of the term's notice period, the student shall be entitled to remain at the school for the period in respect of which the cancellation penalty is calculated, subject to the remaining terms and conditions.

Returning Students

Pupils who leave Reddam House Sydney for any reason will not be automatically accepted if they wish to return. Pupils who wish to return should reapply and provide current documents and academic reports. Any offers will be dependent on availability at the time.

Acceptance of an enrolment offer for returning students will require the payment of the difference between the original acceptance fee paid and the new acceptance fee due.

Siblings/Alumni

In reviewing applications, factors such as children of alumni or siblings of current students will be considered, however this does not guarantee an offer of enrolment.

Scholarship

Academic Scholarships are offered to students entering Years 7 to 11. Scholarships allow for partial or full remission of tuition fees throughout a student's secondary education. Academic Scholarships for students are awarded on the performance of the Scholarship examination, as well as the information and documentation provided during the scholarship registration process.

Scholarship exams are held annually in March for entry into the following year and registrations open in mid-January on our website. All offers of scholarship are at the discretion of the Scholarship Committee and the Principal.

Registration and Orientation

In preparation for commencement of school, the family is emailed an enrolment pack. This pack includes detailed information regarding uniforms, stationery and book lists, technology, calendar and a contact directory. There is also a requirement to complete forms on the checklist in the application portal. Orientation days are held for Kindergarten, Year 5 and Year 7 and information about these is sent to parents as soon dates are finalised.

International Students

Reddam House Sydney welcomes applications for admission from abroad. International students are those that hold a Visa Sub-class 500. This must be supplied when submitting an international application. Students who are Permanent Residents should apply as local students. Please note that places for international students at Reddam House Sydney are extremely limited and we will consider each application in relation to other applications received for this year group. Usually, candidates need to have academic scores of 90% or better from the best overseas schools. They must also live in accommodation considered satisfactory to the school and submit a copy of their student visa. Overseas students under 15 years of age will only be accepted if they have a family member living in Sydney. Please note that for all High School entry, we will assess applications based on academic ability, and non-academic interests and achievements. The next step is to invite applicants to an interview with the Principal (or a Principal's representative) and if successful, proceed with a formal offer of enrolment.

Change of Policy

Reddam House School reserves the right to change the Admissions Policy at any time without notice.

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 2024	Access to Full Text
<p>Pastoral Care Policy encompassing:</p> <ul style="list-style-type: none"> ● Support Policy ● Attendance Policy ● Channels of Communication ● Specialist resources eg. medical ● Nurse ● Counsellor ● Critical incident policy 	<p>Updating hard copy policies to digital policies and procedures on Complispace platform</p>	<p>Included in Parent/Student Handbook and Staff Handbook.</p>
<p>Child Protection Policy Encompassing:</p> <ul style="list-style-type: none"> ● Definitions and concepts ● Legislative requirements ● Preventative strategies and risk management ● Investigation processes ● Legislation 	<p>Updating hard copy policies to digital policies and procedures on Complispace platform</p>	<p>Available on school's common drive.</p>
<p>Security Policy encompassing:</p> <ul style="list-style-type: none"> ● Procedures for security of the grounds and buildings ● Use of grounds and facilities ● Emergency procedures 	<p>Updating hard copy policies to digital policies and procedures on Complispace platform</p>	<p>Available on school's common drive. Distributed to staff in hard copy.</p> <p>Evacuation procedures and map displayed in each room.</p>
<p>Supervision Policy encompassing guidelines for:</p> <ul style="list-style-type: none"> ● Duty of care and risk management for excursions and school trips ● Levels of supervision for on-site and off-site activities 	<p>Updating hard copy policies to digital policies and procedures on Complispace platform</p>	<p>Included in Staff Handbook.</p> <p>Available in Common staff Drive.</p>

Student Behaviour Policy encompassing:

- 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:

- 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.

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 from Kindergarten to Year 6 for actions and engagement that would be considered above and beyond what is normally expected. Any behaviour that contravenes the Discipline Code will result in the awarding of Demerits. Once awarded a Demerit, a student is required to meet with their teacher for discussions in regard to the Demerit. Students may be placed on a contract where they meet with the student year 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 were 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 and Parent Information Handbooks.

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

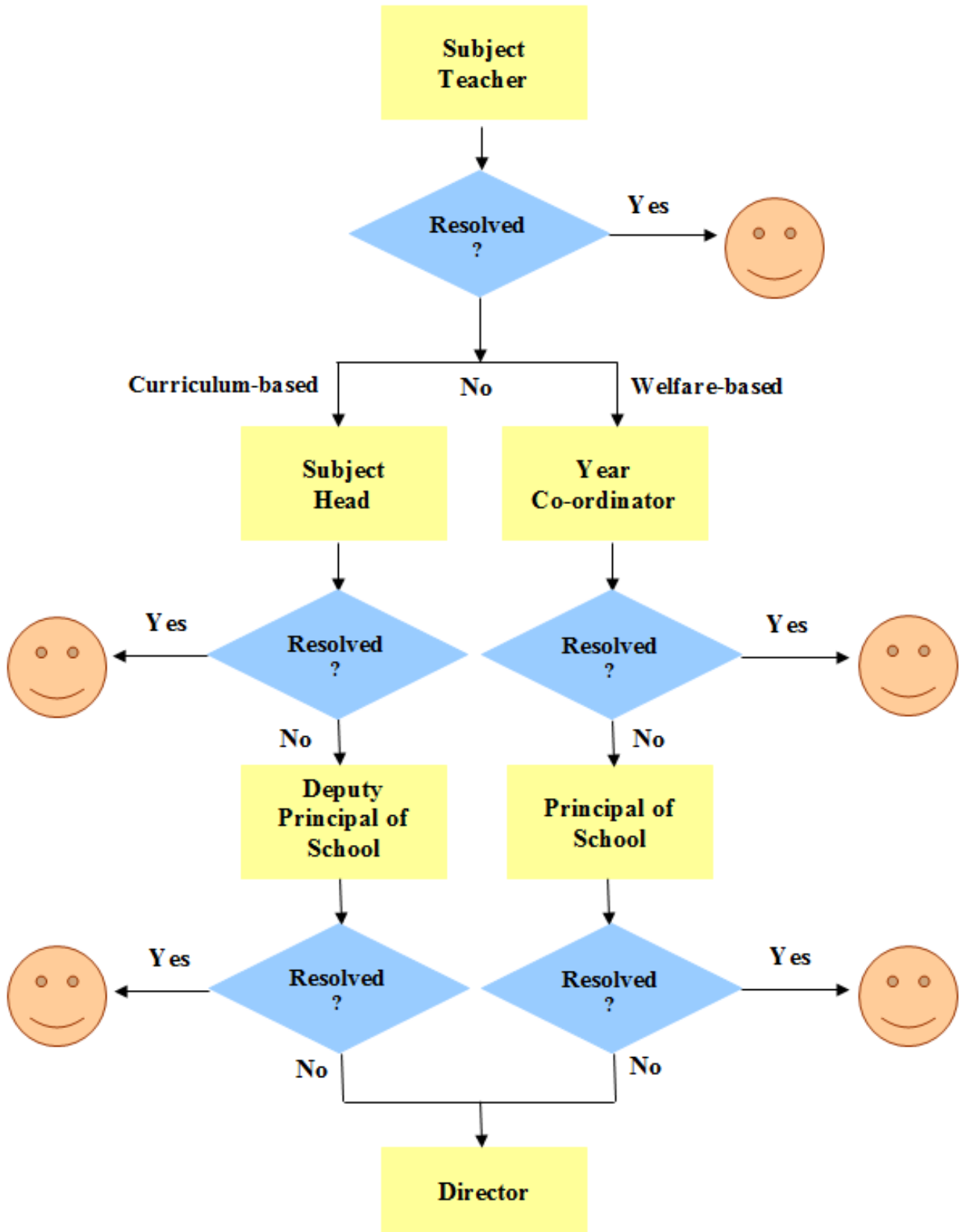
The school maintains an open-door policy for dealing with matters of concern from parents, students and teachers. All professional interaction incorporates appropriate principles of procedural fairness. In all applicable cases, the issues will be investigated based on the guidelines set out in the relevant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

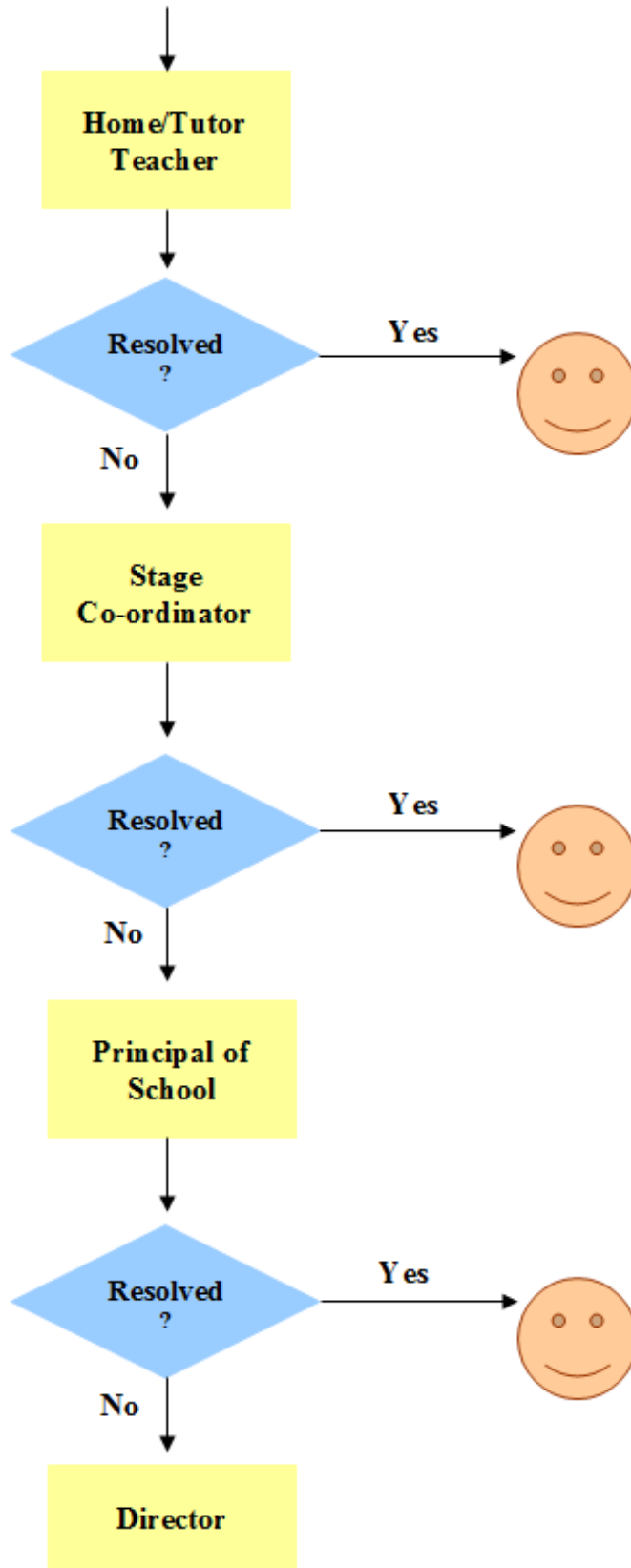
The flowcharts in the next three pages summarise the recommended procedures.

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

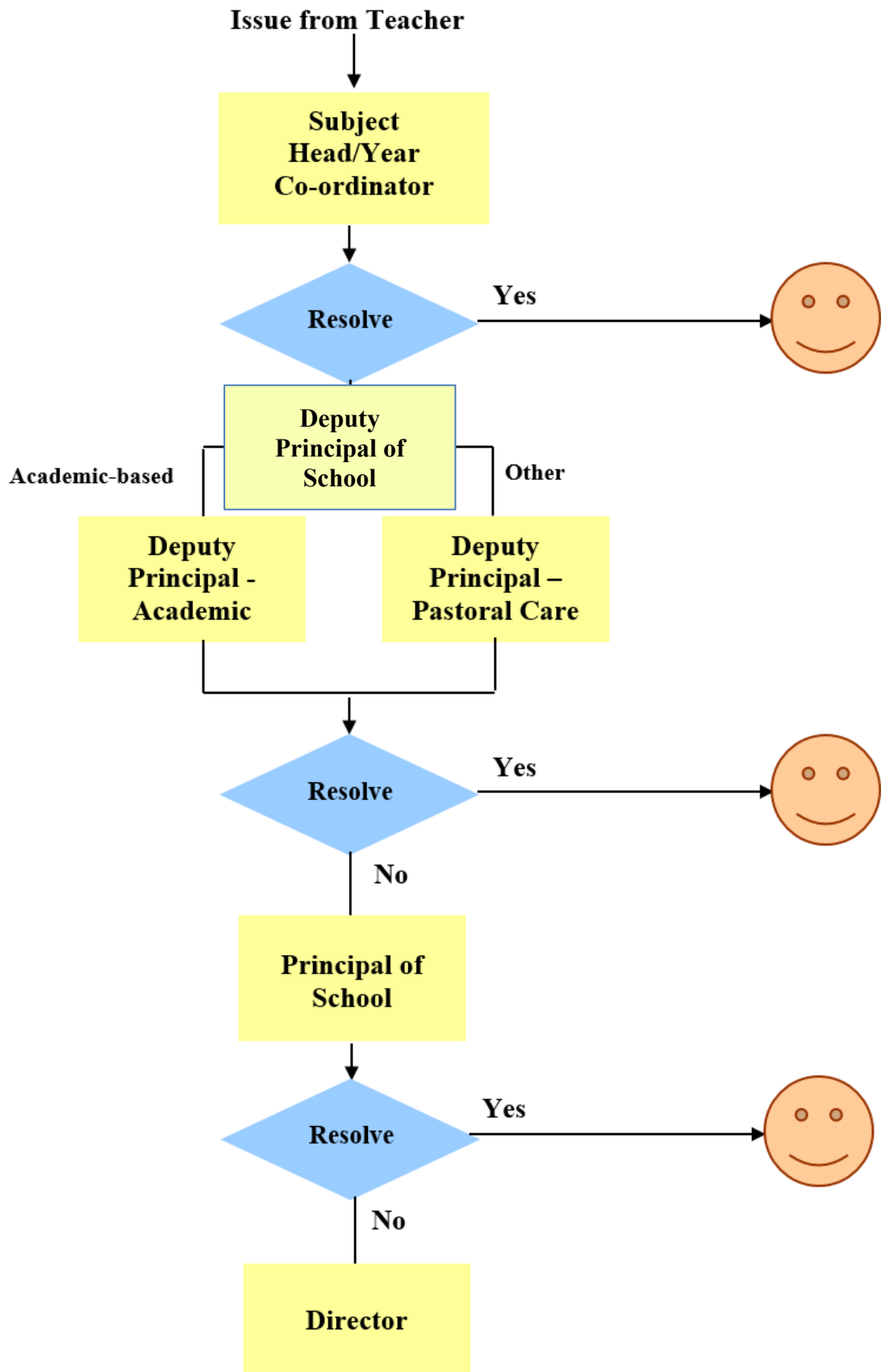
Issue from Student and/or Parent



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 2024 have been outlined below.

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

Student Welfare

Priorities	2024 Achievements
<ul style="list-style-type: none">▪ Checklist for late enrolments▪ Safe School through consistent use of Bounce Back program, Stop Think Do program, ElephantEd personal awareness program▪ Strengthen pastoral care through structured tutor sessions▪ Implementation of Student Mentor program high school▪ Implementation of structured pastoral care curriculum across the whole school▪ Safe playground activities▪ Evacuation plans and procedures▪ Excursion plans and documentation and protocols▪ Risk assessments▪ Revising alternative examination provision policy and application procedures▪ Healthy Relationships in adolescent students	<ul style="list-style-type: none">▪ Anti-bullying program continues to be implemented in the primary school.▪ maintaining and developing of Purple Flag - playground system▪ Whole 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 whole school: Age-specific, Sex Education Workshops▪ Menu in the school canteen continues to develop and be modified to promote healthier eating habits and cater for sensible student requests.

Teaching and Learning

Priorities	2024 Achievements
<ul style="list-style-type: none"> ▪ Integrating ICT skills across the curriculum ▪ Improving the 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"> ▪ 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 ▪ Development of the Canvas platform for school content delivery and distribution ▪ Introduction of iSams as the new school management program ▪ Introduction of the new InspirEd Global Platform ▪ Introduction of Rachelle Clark: Like Me Project ▪ Philosophy club ▪ Coding club ▪ Maths enrichment club ▪ Chess club ▪ Dungeons and Dragons club

Staff Professional Development

Priorities	2024 Achievements
<ul style="list-style-type: none"> ▪ Integration of technology in teaching and learning ▪ Assessing and Reporting Strategies ▪ Year Co-ordinator training ▪ Revise the 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 ▪ Gradebook In-Service ▪ iSAMS in-service ▪ Canvas in-service ▪ Year 12 Website Launch ▪ REVIVA CPR and First Aid course ▪ Student Counselling ▪ Behavioural Expert and Positive Psychology

Assessment and Reporting

Priorities	2024 Achievements
<ul style="list-style-type: none">Streamlining K to 12 reporting formats and proceduresRevising Assessment Guidelines for studentsRevising examination procedures for students and teachersProviding computer training for teachers with regard to storage, calculation and analysis of student resultsAllowing online issuing and accessing of student reports	<ul style="list-style-type: none">Further development of a new report format including SCI for Examination TermsAdapting our assessment program to NESA's rules and regulations for Year 11 and 12

Workplace Health & Safety

Priorities	2024 Achievements
<ul style="list-style-type: none">WHS inspectionHazard Identification ReportDeveloping written WHS teacher proceduresSecurity AuditEvacuation Procedure AuditWHS newsletter and communicationStudent awareness	<ul style="list-style-type: none">In-house audit of WHS proceduresComplilearn - WHS Modules as part of our new staff onboardingReporting of any WHS concerns of staff on Bondi Campus to senior administration when required.Staff reporting to WHS representative Ms Claudia Jones on Bondi Campus if injury occurs and appropriate forms completed in a timely manner.

Management Structure

Priorities	2024 Achievements
<ul style="list-style-type: none">A more cohesive management approach across the whole SchoolRestructure of welfare and curriculum responsibilitiesRegular Executive meetingRegular Welfare meetingsMore effective staff/welfare / faculty meetings	<ul style="list-style-type: none">Training provided to all administrative staff members using iSams.School's computer-based administration system updated

At Reddam House, the values of respect and responsibility are deeply embedded in both the school's philosophy and its operational framework. Students are encouraged to develop individuality and self-confidence within the boundaries of the Discipline Code, which reflects a strong partnership between the School, students, and parents. In addition, teachers, tutor teachers, senior students, and the student executive actively model respectful and responsible behaviour, fostering a culture of integrity and accountability.

In addition, a variety of activities were conducted in 2024 to strengthen and further develop these important values. These included:

- Musical and Drama productions
- Sports Carnivals
- Primary School Creative and Cultural Arts Festival
- Oz Harvest food drive
- Clean-up Australia
- Participation in the Tournament of Minds
- Participation in Future Problem Solving
- Participation in the Maths Olympiad
- Tutor groups and home room peer support
- 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's Adolescent Changes seminars
- Middle School Growth Mindset workshops
- Back-off Seminars
- Formals organised by student committees
- Online and face-to-face house Competitions
- Teachers are 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
- Online and face-to-face assemblies organised and presented by Senior and Junior Student Executive
- K–6 programs that focus 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 2024, Reddam House experienced exceptional levels of engagement and satisfaction from parents, students, and teachers alike. In addition to strong attendance rates and outstanding academic achievements—including placing **5th in the State in the HSC**—our community embraced a wide array of extracurricular, cultural and sporting activities.

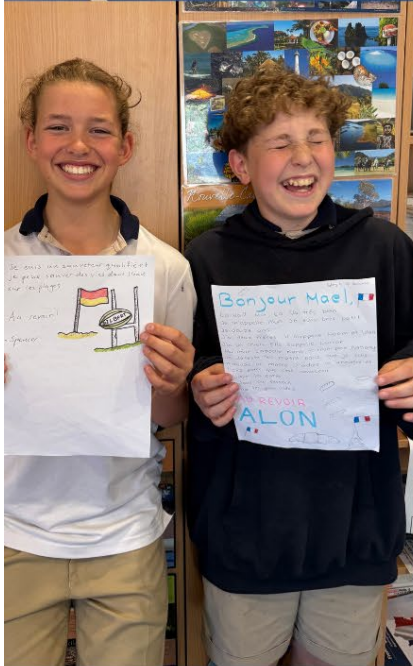
Parents responded particularly positively to the added support of online learning via Google Classroom and parent-teacher Interviews via the Online Google Meet, which enabled more effective delivery of resources and reinforced student learning through parent engagement.

Perhaps most significantly, the spirit of camaraderie, care, and compassion demonstrated by our teachers and students created a nurturing and inspiring school environment. Teachers consistently prioritised student wellbeing, showing deep empathy and unwavering commitment to ensuring students felt supported, connected and safe.

We hope the following photographs provide a meaningful glimpse into the life of our vibrant school community. We are immensely proud of our students, teachers, and parents and deeply grateful for the energy, dedication, and creativity they bring to Reddam House each day.









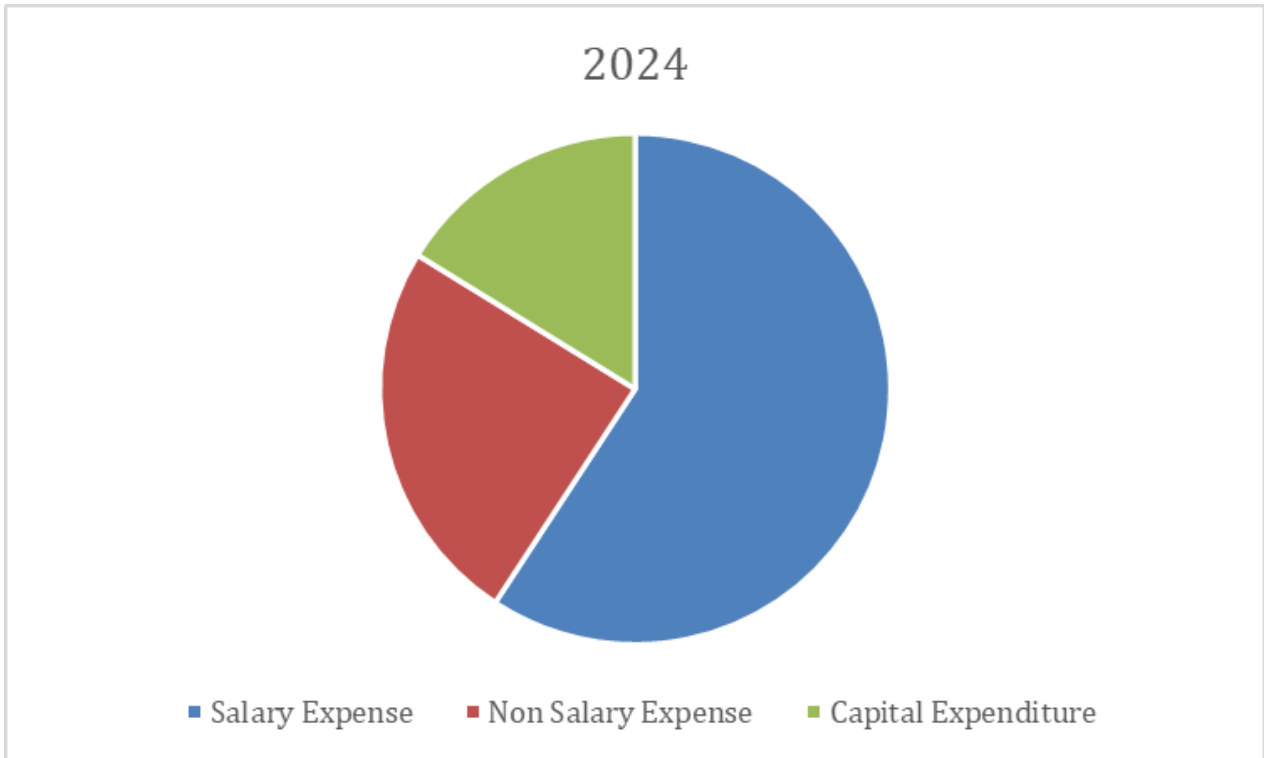




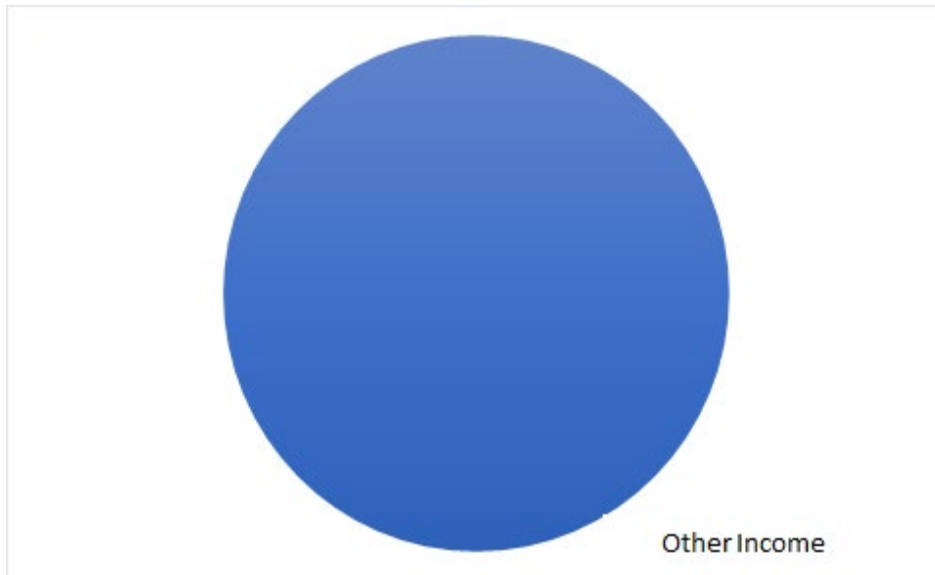




The following pie chart indicates the Recurrent/Capital Expenditure for 2024



The following pie chart indicates the Recurrent/Capital Income for 2024



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

Mr. Warren Garratt

Deputy Principal of High School

Mr. Mark Bailey

Deputy Principal of Primary School

Mr. Tom Cooper

Deputy Principal of Primary School

Ms. Rhonda Soulakellis

Finance Director

Ms. Claudia Jones, Dominique Lansley & Mr. Mark Bailey

WHS Representatives

Mrs Anna Feller

Head of Admissions