2009 Annual School Report
Randwick Girls High School

NSW Public Schools – Leading the way
Principal's message

It is my great pleasure to present to our Randwick Girls High School community our 2009 Annual School Report.

Our vision of educating the girl of today to be a leader of tomorrow is ensured by:

- the provision of a wide and diverse curriculum which promotes authentic learning in the pursuit of excellence.
- encouraging creativity, independence and the critical assessment of information in all its artistic and technological forms, making informed decisions with integrity.
- the creation of a positive, caring and tolerant learning community where students dare to take learning risks in a climate of mutual respect and shared responsibility.
- the provision to all students and staff of the relevant and up to date resources and facilities based on the latest technology.

With over 900 students, 70% coming from a non-English speaking background (NESB), there is a rich and creative cultural sharing where our young women work together, proud of their sisters’ cultural heritage.

The curriculum is wide and diverse, offering studies in all Key Learning Areas (KLAs) at all levels, with over 85% of students proceeding to tertiary studies.

Special programs and structures ensure that our Gifted and Talented students are able to extend themselves in an extension stream from Year 7 to Year 12. A full range of sciences, liberal, creative and performing arts, sport and PD/H/PE, four foreign languages and business and vocational studies are on offer.

All girls participate in extensive sporting programs, encouraging a healthy lifestyle; many representing the school at region and state competitions in their chosen sports.

Our inclusive culture ensures that students with learning and physical disabilities are welcomed, with their needs catered for by specialised individual programs and staff.

Student motivation and achievement is enhanced through our comprehensive student well-being and leadership programs, ensuring all students are happy and committed members of our learning community; a learning community which welcomes our parents and community friends into close working relationships to provide the most enriched of learning environments.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Heather Emerson

P&C message

On behalf of the P&C I am delighted to present the 2009 Annual Report. I would sincerely like to thank the 2009 office bearers for their ongoing support and tireless contributions during a very busy and memorable year.

They are:

- Karon Lekeu: Vice President/fundraising
- Toula Louvaris: BBQ/fundraising
- Frances Forshlager: Secretary
- Karyn Lymbery: Treasurer
- Toni Lindeback: Communications/year coordinator

The 2009 year started on a very positive and enthusiastic note. I am very pleased to report that interest in the P&C has been increasing steadily over the last few years and in 2009 we recorded large attendance numbers at our gatherings. Surely a sign that we are doing something right!

A number of very good ideas were collated during the year, however we need more volunteers to help us raise funds and implement new initiatives.

Towards the end of 2009 it is envisaged that the P&C will host a planning meeting to help capture our thinking and to develop a strategy for 2010. It is hoped that we will encourage more parents to get involved and help us focus on seeking donations and sponsorships from local businesses. Much of the ground work has been initiated by Karon Lekeu, and I would like to take this opportunity to thank Karon for seeking out sponsors and developing networks with local businesses.

2009 Highlights

- Year 7 students and parents Welcome BBQ. Approximately 150 attendees (teachers, students and parents) participated and enjoyed the casual and engaging atmosphere. It was great to see lots of mums, dads, grandparents and siblings enjoy the new library courtyard.
- Open Day Welcome. Over 500 potential Year 7 students attended this event. The P&C provided complimentary tea, coffee and sandwiches and opportunities to engage with primary school students and their families.
- Presentation from the Prince of Wales (POW) Adolescent Services Unit. This informal workshop provided insightful information and
proved to be very popular attracting 30 parents. We hope to offer a similar program in 2010.

- Rock Eisteddfod 20th Anniversary Fashion Parade. This was truly an amazing night attracting around 500 participants, all of whom enjoyed what was a very successful Showcase. I must also mention the raffle and thank those parents who donated very generously, both in terms of their time and prizes, I hope we will be able to host a similar event next year, and a very big thank you to those parents who prepared food, sold tickets and provided security. Over $4,500 was raised for Rocka with the help of the P&C. A truly amazing achievement!

2010 Priorities

Our priorities for 2010 will focus on fundraising however the P&C will proactively lobby government, both federal and state, for funding to undertake improvement and capital works. Unfortunately, RGHS missed out on funding from the Commonwealth for school improvement programs during 2009 however we have developed a draft proposal to present to government. This follows on from talks with NSW Government representatives and consultation with the school community.

I would like to thank the Principal, Heather Emerson, the Executive and all staff for their professionalism and dedication. I believe RGHS delivers the very best education in a vibrant, safe and stimulating environment.

Finally, a very warm and sincere thank you to the students and parents for making RGHS the very best girls’ high school in Sydney.

I look forward to seeing you all again in 2010.

Kind regards,

Julie McAlpin,
President RGHS P & C

Student representative’s message

Randwick Girls Student Representative Council is the peak student leadership and consultative and decision-making forum in the school and represents every year group at Randwick. For 2009, our SRC aimed to improve three core areas in the school, namely maintenance, social issues and entertainment. Planning for these goals was achieved after a hard day of work and fun, known as training day, an annual custom at our school.

In Term 1, we were very enthusiastic about the coming year and our first fundraiser was Bandana Day which has become one of our regular charity events. Together with staff and students, we raised $815 for the Canteen Foundation. Our school’s generous spirit was evident in the Salvation Army Christmas Appeal with 10 full boxes of food being donated to less fortunate families.

This year’s SRC has successfully raised funds for many major charity organisations. Apart from the above, we also held a two day fundraiser for the Victorian Bushfire Appeal, raising $3,158.80.

Our two mufti days consisted of Bandaged Bear Day, our theme of pyjamas raising money for the Children’s Hospital at Westmead, and Jeans for Genes Day.

We also maintained our ongoing efforts for the 40 hour Famine and Daffodil Day for the Cancer Council. We also supported the Salvation Army’s Red Shield Appeal and Planet Ark for the mobile muster.

Apart from supporting charities, our major school spirit raiser for the year was our inaugural mini fete with music, novelty games and delicious food promoting positive connections and FUN!

A Canteen Committee was established this year with the help of our Deputy Principal, Mr Raskall, and we effectively collaborated with the canteen to implement changes on behalf of all the students here at Randwick.

Randwick Girls SRC provides numerous opportunities to develop our leadership skills such as Young Leaders Day, the Global Leadership Convention for World Vision, Youth Forum for Children’s Rights and the International Women’s Day Breakfast and Assembly with our SRC making and selling 300 purple ribbons for a gold coin donation with the proceeds going to UNIFEM. As part of this event, students were also able to write their hopes for women on stars which were displayed in the level 2 quad.

I am proud to say that we have passed on the torch to the next generation of student leaders, with Claudia Rusman of Year 10 being elected to represent the North East Sydney Region at the State SRC Conference. I am also very proud to
have been elected as a State Action Team member for the Sydney region, organising the NSW State Conference.

On behalf of the 2009 SRC I would like to thank Ms Mack and Ms Jordan for their support over the past year, whether in roll call or at the Tuesday lunchtime meetings. To all the students and teachers who helped our SRC run these events – thank you to the moon and back! Finally, thank you to Mrs Emerson for believing in us and encouraging all our undertakings.

Just remember:

*Change will not come if we wait for some other time. We are the ones we’ve been waiting for. We are the change that we seek.* (Barack Obama)

Pania Anderson SRC President 2009

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Management of non-attendance

A series of initiatives have been introduced to work with long established attendance practices to deal with the growing problem of non-attendance.

These include:

- Daily and class-by-class roll call with close monitoring of both full and fractional truants
- SMS and personalised daily phone home program operates to inform parents of daily non-attendance
- Close liaison with the District HSLO following all DET procedures, to ensure follow-up of non-attenders, including regular tracking, student conferencing, parent/school attendance meetings.

Retention to Year 12

Proportion Staying On (SC to HSC)
Post-school destinations
The Randwick Girls High School Destination Survey has been completed annually since 1992. Contact is made by the Careers Adviser with the Year 12 cohort immediately after the publishing of the HSC and ATAR results.

The post-school destinations of Year 12 2009 closely mirrors previous years.

- 100% of students attaining HSC or equivalent vocational educational training.
- 61% of students attending university.
- 28% of students undertaking vocational or trade training.
- Most popular was TAFE followed by private colleges and apprenticeships.
- 4.8% of students in part or full-time employment.
- Remainder of students overseas, a gap year or unable to be contacted.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>431,873.48</td>
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<td>Global funds</td>
<td>637,119.90</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>17,958.77</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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</tbody>
</table>

| Balance carried forward | 429,959.65 |

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Staff establishment

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<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>75</td>
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</table>

Under the requirements of the National Educational Guidelines the school reports that at present no member of staff has identified as indigenous.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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School performance 2009

Achievements

Arts

• Outstanding HSC results in Music and Visual Arts. The Music class achieved three band 6 and two band 5, while Visual Arts students received two band 6 and five band 5.

• The Concert Band continues to perform music that is challenging. The ensemble has increased in size to 45 students. They had a busy year of performances, including Open Nights for RGHS and RBHS, Education Week at Westfield Eastgardens, Secondary Student for a Day Band Workshop with Randwick Public School, Year 4 visits, Music Night and the Presentation Day ceremonies for RGHS and RBHS.

• The String Ensemble and Jazz Band were featured at school assemblies, our Music Nights and a performance at Waverley War Memorial Nursing Home.

• Sabrina Mobbs and Perri Roach were selected for State Music Camp.

• For the fifth time, Randwick Girls’ High school students won first prize and the limited edition bronze medallion in the Wylie’s Baths student art competition. The winning work was a digitally manipulated photo by Tijana Kobilarov and Anita Gallagher of Year 9, who received $200 each. Nisa Vinandar, Niki Curtis and Erilyn Neira received a highly commended for a set of three paintings.

• Our Art Club and Film Club continue to be well attended on Monday afternoons with many projects being completed, for class and competitions.

• Lans Xie and Vivien Chen won first prize in the storyboard section of the Urban Shorts Film Competition. Kezia Christianti and Meenal Rajapet were awarded second and third prize in the storyboard section.

• Angie Ngie, Natasha Piggins, Savanagh Gascoigne and Lans Xie attended Real TV making a TV show in an industry setting.

• Isabella Husaini won first prize and a highly commended for two of her photos in a local photography competition.

• 24 Visual Arts students in Year 9 painted a mural of student images in areas of the car park wall of Rainbow Street Public school. This project has been in planning for two years.

• The Gifted and Talented Dance Ensemble program continued to grow in strength and numbers in 2009. This year three ensembles, involving 90 students, rehearsed each week on Tuesday, Thursday and Friday mornings.

• All three Dance Ensembles auditioned and were successful in their application to perform at the Sydney Region Dance Festival.

• Dance Ensembles also performed at the Bondi District Showcase and the State Dance Festival, held at the Seymour Centre.

• 12 students performed in the Greatest View Segment of the Schools Spectacular, held at the Entertainment Centre. While Year 12 students showcased their HSC performance pieces at the school’s annual MaDD (Music, Dance, Drama) Night.

• Liorah Ayalon, Alesa Matis and Aya Ford, students in the Year 12 HSC 2 unit Dance class, were nominated for Callback, a prestigious showcase of exemplary HSC Dance works from around the state.

• Olympia Kotopoulos was selected to attend the State Dance Camp held at the Sydney Dance Company, and was invited to participate in the State Dance Ensemble.

• The Randwick Rock Eisteddfod Team held a 20th Anniversary Gala Costume Parade. The students modelled over 350 costumes from the previous 14 years (1995-2008). An audience of approx 700 attended, including many ex-students and parents.

• This year 120 students formed the Randwick Girls and Boys Rock Eisteddfod Premier Division team. The team was awarded second place in the NSW Premier Division of the competition. The team performed The House of Berlei: the Story of a Nation’s Foundations.

• The Premier Division Team was also selected to be shown on the National TV Special on Channel 9, one of 17 schools from throughout Australia. Randwick were awarded third place in this national competition.

• 65 students were involved in the RAW division of the Rock Eisteddfod Competition. Randwick performed Belonging. Randwick’s RAW team were successful in being selected to perform at the Grand Final. The Raw team were awarded third place in the competition.

• In Drama students from Year 9 and 10 performed at Rainbow Street Public School.
Sport

- Inter-school Zone Competitions for Years 7 and 8 were undertaken in touch, netball and basketball, they were successful in winning their grade competition.

- The school participated in NSW CHS Knockout Competitions for basketball (open and under 15yrs), cricket, hockey, netball, soccer, table tennis, tennis, touch, water polo and volleyball. The basketball and netball teams were successful in reaching the Sydney East Area Final Qualifying Competitions.

- 2009 saw the formation of a School Gymnastics Team, to compete at the Sydney East Regional Trials. Students competed against over 40 other gymnasts from schools in the area with outstanding results. Kate O'Reilly (2nd – Level 1), Emily Carnemolla (3rd – Level 1) and Saskia Klok (3rd – Level 5), as well as Ella May Basalo, Marcela Menesis and Stephanie Elliot, who were selected to compete at the NSW CHS Gymnastics Championships.

- Sandy Masen (Year 8) was undefeated at the Sydney East Table Tennis Championships and who is currently ranked 1st in the NSW under 13yrs age group. She represented Australia in the Oceanica Pacific School Games. Also Kate O'Reilly (Year 9) who was selected into the Sydney East Netball Train On Squad, Steffy Gomez (Year 8) and Isabella Sen (Year 8) were selected in the Sydney East Area team to compete at the NSW CHS Tennis Championships and Ivana Drakulic (Year 10) was selected in this Area team to compete in the NSW CHS Volleyball Competition.

- At the Eastern Suburbs Zone Swimming Carnival Ella May Basalo was 13yrs Zone Champion, gaining five 1st places. Jessica Donovan, Klarissa Yeomans and Madison Hobson also won their respective races.

- 11 students qualified for the Sydney East Area Swimming Carnival held at the Homebush Olympic Swimming Centre, where Ella May Basalo (2nd – 50m and 100m Freestyle, 3rd – 100m Butterfly) and Jessica Donovan (2nd – 200m Freestyle) were successful in qualifying to compete at the NSW Combined High Schools Swimming Championships.

- At the Eastern Suburbs Zone Cross Country Carnival held at Centennial Park, Ariel Kniznikov (12yrs), Ella May Basalo (13yrs) and Kristy Colman (18+yr) were all Zone Champions.

- Nine students represented the Eastern Suburbs Zone at the Sydney East Area Cross Country. Ella May Basalo (13yrs Area Champion) and Kristy Colman (18 yrs Area Champion) won their respective races

- The NSW CHS Cross Country Carnival was held at the Eastern Creek Racetrack, and the school, zone and area were represented by two excellent cross country runners. Ella May Basalo ran well to finish 8th and Kristy Colman was successful in achieving 2nd place in the 18+yrs 4000m.

- At the Eastern Suburbs Zone Athletics Carnival at ES Marks Athletics Field congratulations to Ella May Basalo (1st – 400m, 800m, 1500m), Kristy Colman (1st – 1500m, 3000m), Selma Kajan (1st – 400m, 800m), Ariel Kniznikov (1st – 800m, 3000m) and Merryn Ward (1st – 90m Hurdles, 2nd – 800m), as well as the 14yrs 4 x 100 metres Relay Team, gained first places.

- Randwick Girls High School students competed at the Sydney East Area Athletics Carnival, with all students performing well against some outstanding athletes from other schools. Kristy Colman (1st – 1500m and 3000m), Selma Kajan (1st – 400m and 800m) and Ella May Basalo (1st – 800m) qualified to compete at the NSW CHS Athletics Championships. Selma broke the Area Record for the 17+ Girls 800m, running 2min 14.43 seconds.

- The NSW CHS Athletics Carnival was held at the International Athletic Field at Homebush, and the school, zone and area were represented by three excellent track athletes. Ella May ran well in the 800m and Kristy won the 17+yrs 3000m and was placed 3rd in the 17+yrs 1500m. Selma won the 17+yrs 400m and 800m races, and was placed 2nd as a
A member of the Area East 4x400m Girls Relay Team. Whilst competing at this carnival Selma was informed that she had been selected as a member of the Senior Australian Athletic Team to compete at the Ashes Athletics in England in September.

- Kristy Colman was awarded a Sydney East Area Sporting Blue for her outstanding performances in Cross Country in 2009, to go with her Blue for Athletics awarded last year. Selma Kajan was awarded Sydney East Area and NSW CHS Sporting Blues for her outstanding performances in Athletics.

- Year 10 student Ivana Drakulic (Team Player of the Year) and Ella May Basalo (Swimming Performer of the Year and Junior Sportswoman of the Year) also displayed outstanding sporting talent throughout the year.

Other

- English students had outstanding success in the Randwick Councils Inspirational Women writing competition. Eloise Lindeback achieved first place in the 12-14 age group and Megan Jenner for 15-18 years. Rachel O’Regan achieved third place and Melissa Begg and Tammy Karas received commendations.

- The school was also represented in debating with teams from Years 7-11 participating in inter-school competitions.

- Apart from experiencing academic successes and a range of rewarding experiential language learning activities such as the annual Year 8 Languages Enrichment Day, our students had the unique opportunity of an in-country experience of the language studied through a trip to Greece in September/October. For nearly three weeks, a group of 10 of our girls were totally immersed in a Greek environment where not only did they enhance their knowledge of the language they had been studying at school but they were able to gain deep knowledge and appreciation of the historical and cultural richness of Greece.

- RGHS again sent a team of three Year 8 students (Madeleine Mackay-Law, Emily Saldivar and Jessica Sullivan) to the Art Gallery to participate in the annual Bridge Building Competition. The team did not win the competition but they had a great time and thank Ms Tran for the opportunity and Mr Barsoum for getting them there.

- The Great Engineering Challenge at UNSW on 4th August was keenly contested by two teams. The Year 10 team included Lans Zie, Vivien Chan, Faiza Bhuiyan and Winnie Ong. The Year 11 team included Angelica Tziotis, Hannah Thalouth, Ling Ling and Grace Gu under the guidance of Ms Yang.

- One of the highlights of the year in Science was having two of our Year 11 students selected for a second round interview for the National Youth Science Forum. Meagan Jenner was successful in her interview and travelled to Canberra in January for 12 days where she lived as a university student on campus, shadowing graduates, participating in discussion forums and enjoying a busy social calendar. Our thanks go to Randwick Rotary Club for sponsoring Meagan in this incredible experience.

- In 2009 RGHS entered students in the Australian Brain Bee Challenge for the first time. Round 1 was an online quiz that was held on 18th March. The participants were Lans Xie, Vivien Chen, Gemma Xu, Kezia Christiani, Megha Bhadbhade, Lucy Baker, Koniit Takenaka, Ivana Drakulic, Tracey Liu, Faiza Bhuiyan and Winnie Ong, all of Year 10. Lans, Kezia, Gemma and Megha made it through to the second round which was the NSW State Final. This was held at the University of Western Sydney, Campbelltown Campus. All girls did very well, competing mainly against private and selective schools, but we had to especially congratulate Megha who came 10th in the state.

- Year 12 Biology spent a morning at Sydney’s Children’s Hospital for the HSC Biology Workshop where they got first hand experience using blood pressure machines and pulse oximeters.

- Physics and Chemistry students visited the Lucas Heights Nuclear Reactor to study radioactive isotopes and their use in medical diagnostics and treatment of cancer.

- Physics students also attended the Kickstart program at Sydney University to participate in a range of practical activities that are not available here at school.

- 34 students and two staff members successfully completed their Royal Life Saving Society Association Senior First Aid Certificate. While eight Human Movement students obtained their RLSSA Bronze Medallion.

- Eight staff members were trained in the latest cardiopulmonary resuscitation techniques and gained their RLSSA Resuscitation Certificates. Four staff members were retrained as Resuscitation Examiners.
• Links continued with the Royal Hospital for Women, with four Women’s Health Forums and regular newsletter articles organised during 2009 to assist Year 10, 11 and 12 students access important health information.

• 100 students completed part of their Crossroads program at the Jindabyne Sport and Recreation Centre. The remaining Year 11 students completed their program at school by attending numerous health and personal development seminars.

• Year 7 students attended a three day camp at the Collaroy Centre as part of their transition program to Randwick Girls High School.

• The Duke of Edinburgh's Award was restarted in the school, and currently over 30 students are actively involved in completing their service, skill, physical recreation and expedition projects.

• The 2009 Higher School Certificate results in the numerous Mathematics courses were outstanding. All nine students in Extension 2 Mathematics gained Notional Band 6, 15 of the 20 students in Extension 1 gained the top two bands. 15 out of 41 students gained bands 5 and 6 in Mathematics while 16 of the 30 students in General Mathematics gained bands 4, 5 and 6.

• In July the very popular World of Maths visited our school. It has become a regular event since beginning four years ago. Every student in Year 7 and some interested parents had the opportunity to solve a number of problems using large hands-on apparatus.

• Throughout the year 25 students participated in a remedial numeracy program four mornings a week assisted by 15 peer tutors and supervised by Ms Jaggar. In 2010 the peer tutors will receive a TAFE credential.

• In April and October highly successful telescope viewing nights were conducted on the school oval as part of the celebrations for the International Year of Astronomy. Private viewing evenings were also held for Year 10 students throughout the year as part of their Cosmology rotation in Science.

• In April this year 19 students undertook to participate in the Mathematics Challenge for Young Australians. These students gained one High Distinction, one Distinction, five Credits and 12 Certificates of Participation. In the Intermediate Challenge our school was placed in the top 80 of 185 schools who participated.

• This year the Technology and Applied Studies (TAS) faculty established a vegetable garden to assist Year 8 Technology students develop skills in agriculture and design.

• In Term 3 all Year 9 students were supplied with a laptop computer as part of the Laptops 4 Learning rollout. 24 members of staff were also supplied with laptops, leading staff into the next generation of change with mobile technology classrooms. This resulted in the development of additional ICT based teaching and learning programs in all subject areas.

• Six classrooms were supplied with interactive whiteboards, web conferencing and VOIP (voice over internet protocol).

• The school continued to offer Vocational Education training programs in Hospitality Operations and Entertainment Industry. These courses have allowed over 100 students to develop important industry training skills as well as participate in workplace training at establishments including the Royal Easter Show, Intercontinental Hotel, I’m Angus, The Sydney Hilton, Bonnie Doon Golf Club and Catalina’s at Rose Bay where one of our students was offered employment.

• The Independent Learning Centre (ILC), established in 2006, has continued to provide valuable learning space for gifted and talented students, and has been extended to assist English as a Second Language (ESL), Languages and senior students requiring a well resourced study area.

• Two strong areas of interest were the gardening club and knitting club. The gardening club has brought together our environmentally conscious students and staff in a whole school program which evolved from the Year 8 Technology Edible Garden unit. Year 8 Technology and Year 9 volunteering students were given the opportunity to plant, water and maintain a vegetable garden as part of an ongoing program. Students experienced the joy of watching their vegetables grow. Some of the produce has been used in food preparation lessons and some has been donated to Ronald McDonald House.

• The knitting club has brought together students from Years 7-11 to knit squares and create wraps to be sent to the Wrapped with Love charity for Christmas.

• This year 55 students from Randwick Public School participated in the Secondary Student for a Day program. This allowed local primary school students to experience a day at Randwick Girls High School and be included in lessons in the TAS, PD/H/PE and Music faculties.
National Competitions

- The number of entrants in the science competitions was again very strong with 118 girls participating in the ICAS Science Competition in 2009. Our most successful entrant was Hannah Rushworth of Year 7 who achieved a High Distinction. Eve Altman (Year 7), Emma Harvie (Year 7), Morgan Howard (Year 7), Ziyun Yu (Year 7), Anita Gallagher (Year 9) and Kezia Christianti (Year 10) all achieved Distinction Awards, and 31 girls achieved Credit Awards.

- We had 125 entrants in the Rio Tinto Big Science Competition with Emma Smith (Year 8) and Megha Bhadbhade (Year 10) each achieving Distinction Awards, with another 29 participants achieving Credit Awards. Congratulations to all our entrants for their participation in these challenging endeavours.

- The 2009 Qualifying Exams for the National Science Olympiads were held in August and September. The Physics was contested by Grace Gu and Ling Ling with both girls achieving Distinction Awards; the Biology was contested by Angelica Tziotis, Julia Holbach, Meagan Jenner and Sumaya Mozumber, with Sumaya achieving a Credit Award; and the Chemistry was contested by Grace Gu and Ling Ling who each received a Credit Award.

- The National Chemistry Quiz was well contested in 2009. Grace Gu, Malin Knebel, Ling Ling and Siyu Wang of Year 11 all participated. For the first time we entered Year 10 students in 2009 with some exceptional results. Of the 25 students who entered, Megha Bhadbhade received a High Distinction, Winnie Ong received a Distinction, and Vivien Chan and Lauren Ratnavirawatana both received a Credit. These were fantastic results and each student was duly congratulated.

Academic

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

![Percentage of students in bands: Year 7 reading](chart.png)
Literacy – NAPLAN Year 9

Percentage of students in bands: Year 9 reading

Percentage of students in bands: Year 9 spelling

Percentage of students in bands: Year 9 writing

Percentage of students in bands: Year 9 grammar and punctuation
Numeracy – NAPLAN Year 9

Percentage of students in bands: Year 9 numeracy

Percentage of students in performance bands: School Certificate Mathematics

School Certificate

Percentage of students in performance bands: School Certificate English-literacy

Percentage of students in performance bands: School Certificate Science
School Certificate continued

Percentage of students in performance bands: Australian History, Civics and Citizenship

Performance band

- Percentage in band 2009
- School Average 2005 - 2009
- LSG average 2009
- State average 2009

Percentage of students in performance band: Computer Skills

Performance band

- Percentage in Band 2009
- School Average 2006 - 2009
- LSG average 2009
- State average 2009

School Certificate relative performance comparison to Year 5 (value-adding)

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Performance band

- Percentage in band 2009
- School Average 2005 - 2009
- LSG average 2009
- State average 2009

School Certificate: Relative growth from Year 5 (value-added)

Relative growth

- School 2009
- School Average 2005 - 2009
- LSG Average 2009
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99.4</td>
</tr>
<tr>
<td>Writing</td>
<td>98.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.7</td>
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<tr>
<td>Punctuation and grammar</td>
<td>98.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.4</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.9</td>
</tr>
<tr>
<td>Writing</td>
<td>97.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.9</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.5</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The major focus of Aboriginal education at Randwick Girls High School during 2009 was the improvement in achievement of learning outcomes of our Aboriginal and Torres Strait Islander students.

In collaboration with our Aboriginal Education and Consultative Group representative and Sydney Region Aboriginal Education Consultant, Jane Stanley; the Aboriginal Community Liaison Officer, Fay Carroll; parents; students and staff, Personalised Learning Plans were created for all of our indigenous students. Incorporating the valuable input from parents, community members and the students themselves, these plans highlight the individual strengths and abilities of each student and target areas for further development to improve achievement of course outcomes. Student progress is being monitored by the Aboriginal Students’ Coordinator and the school’s Learning Support Team, and on evaluation, modifications and adjustments are being made to the Personalised Learning Plans.

In 2008 two Aboriginal students in Year 7 and one Aboriginal student in Year 9 did not meet the NAPLAN literacy and numeracy minimum standards. Under the Norta Norta Program, the school received funding to provide supplementary learning support for these students. Cheryl Bow was engaged to provide literacy and numeracy support for the three students during 2009.

The school worked closely with the Aboriginal Home School Liaison Officer, the Aboriginal Community Liaison Officer and the parent of one student to improve attendance and behaviour at school.

Three Aboriginal students in Year 10 were assisted to apply for Two Ways Together scholarships to encourage and support their studies of a Vocational Education and Training subject for Stage 6 in 2010.

The school’s close relationship with Nura Gili Indigenous Programs at the University of New South Wales continued in 2009, with students visiting the campus for the Indigenous Week events in May and with encouragement and assistance to apply for Nura Gili’s holiday residential scholarship programs for high school students.

Aboriginal perspectives continued to be embedded in the programs of all Key Learning Areas in the school and Aboriginal history, culture and customs were recognised and celebrated during 2009.
Custodianship of the land was recognised with a Welcome to Country or Acknowledgement of Country address at all school assemblies by our Aboriginal students. At special celebrations, such as our International Women’s Day Assembly and NAIDOC Week Assembly, our Aboriginal Community Liaison Officer was invited to give the Welcome to Country address and a talk.

Using a grant received through the Indigenous Education Program 2008 Regional Supplementary Recurrent Assistance, the school engaged Sean Choolburra to give an outstanding Aboriginal performance for the NAIDOC Week assembly in 2009.

Multicultural education

As a multiculturally diverse community (70% NESB), our appreciation and sensitivity is embodied in a large number of inclusive programs celebrating and supporting all our students, particularly those with special language needs.

The school is supported by four English as Second Language (ESL) teachers, who work in a variety of ESL situations. Programs include parallel ESL English classes from Year 9 to Year 12. The literacy needs of ESL students are supported by team teaching in a number of KLAS through Years 7 to 12, with a special emphasis on English skills in Years 7 and 8. ESL teachers also provide individual support where necessary.

Our large body of International students displays the high regard in which our school is held by our many constituent cultural groups, who willingly pay fees to entrust their daughters to us. Our International Student Program includes a comprehensive support structure including SRC buddies, counselling, home-stay and academic support coordinated by Mrs Yang. These students are welcomed to our school by our young women, adding to the cultural richness which is Randwick Girls’.

A lunch/breakfast club mentor program is available to our Maori/Pacifica students coordinated by Mrs Jenny Jordan.

The celebration of Harmony Day is a major part of our multicultural program, with Randwick Girls’ Dance ensembles regularly providing the opening entertainment for Harmony Day celebrations at the local Town Hall.

Our own Harmony Day festivities showcase the many communities of culture and language which come together harmoniously at Randwick Girls’.

Respect and responsibility

Throughout 2009, the Student Services Team at Randwick Girls High School operated a series of programs which were underpinned by respect and responsibility for all members of our community, catering for the learning and well-being needs of all students, resulting in a great number of positive outcomes in many different areas.

Learning plans were developed for students who were identified as having learning difficulties and these students were assisted by our Support Teacher Learning Assistance, Laura Hakkinen. Staff received ongoing professional development on modifying and adjusting curriculum and assessment tasks to cater for students with learning difficulties. Learning Assistance Program funding was used to engage Michele Portingale and Cheryl Bow to provide supplementary learning support. Life Skills curriculum was introduced for two students in Stage 6.

Students identified as not meeting literacy benchmarks were assisted to develop their reading and comprehension skills through the Peer Tutor Reading Program. The program was coordinated by Mrs Hakkinen who also trained the Year 10 tutors to deliver the program.

Ms Jaggar continued to coordinate the Counting On numeracy program in 2009. Student tutors were trained by Ms Jaggar to deliver this program to students who were identified as not meeting numeracy benchmarks.

Special Examination Provisions were applied for on behalf of a number of students with medical conditions or learning difficulties for the Higher School Certificate and School Certificate Examinations, and these provisions were provided to students for internal assessments.

Integration meetings were held in Terms 1 and 3, involving the relevant Welfare Team members, the Itinerant Support Teacher Integration, Sue Tomasetti, and integration students and their parents. Individual Education Plans were developed for each student and the students were successfully integrated in the mainstream curriculum, co-curricular and extra-curricular activities, including school excursions, camps and sports carnivals. These students were very ably supported by our three School Learning Support Officers.

Sue Tomasetti, in her other role as Itinerant Support Teacher Transition, liaised with a number of integration students, parents and the school regarding, work experience, elective subject choices, VET work placements and future education and employment options.

A number of students were assisted by regional personnel including: the Assistant Principal
addressed violence against women. In March the girls worked on a White Ribbon Day project which Randwick Boys' High School, a group of Year 9 University of Sydney. In a joint initiative with seminars at Women's College at the Library Annual Luncheon at Parliament House Multicultural Day, the Jessie Street Women's Youth Advisory Council, the NSW Youth Council Youth Week Forum, the NSW leadership skills. Such opportunities included the leadership opportunities which enhanced their chosen to participate in a variety of external A large number of students applied for or were Tutorial Program.

Australian Defence Force Awards and the Shack the Department of Housing Scholarships, the scholars of needy students, including Itinerant Support Teacher Behaviour and placements in special schools.

Out of Home Care funding was applied for on behalf of four students at the school and these students benefited greatly from the extra support and tutoring they were able to access. 15 Year 9 students participated in the Links to Learning Program, which was coordinated by Catherine Falkland from the YWCA along with the Year 9 Adviser, Yong Rui Zhang. The Year 12 Buddy Teacher Mentoring Program also continued, and many Year 12 students benefited from the care and support offered by their buddy teachers.

Scholarships and awards were applied for on behalf of a number of needy students, including the Department of Housing Scholarships, the Australian Defence Force Awards and the Shack Tutorial Program.

A large number of students applied for or were chosen to participate in a variety of external leadership opportunities which enhanced their leadership skills. Such opportunities included the Randwick Council Youth Week Forum, the NSW Youth Advisory Council, the NSW Youth Multicultural Day, the Jessie Street Women's Library Annual Luncheon at Parliament House and seminars at Women's College at the University of Sydney. In a joint initiative with Randwick Boys' High School, a group of Year 9 girls worked on a White Ribbon Day project which addressed violence against women. In March the school celebrated International Women’s Day with a special assembly.

With a grant gained through the School Health Incentive Program, student leaders were trained to deliver the Creating Connections: Student to Student Program which was created by the state SRC to enhance student resilience and well-being at school.

Under the guidance of Annio Xenos, the Peer Mediators used their conflict resolution skills to effectively mediate some minor disputes between students, leading to greater harmony at school. Some of these students were also involved in the School Conflict Resolution and Mediation competition run by the Law Society of NSW and coordinated by Kerry Bannon.

Many Year 9 students participated in the pilot Student Volunteering Program in 2009, with several students receiving an award from the Premier for their valuable contribution to the school and their community.

The transition of students into high school from primary school continued to be enhanced by the Learning Support Team’s careful analysis of STEMS data and our strong Year 7 Teams Program coordinated by Gabby McLean. Each student's transition and progress was closely monitored by their Team Leader, and needs were promptly addressed. The very successful Year 7 camp organised by the Year 7 Adviser, Annio Xenos, was instrumental in building relationships, leadership skills and team work amongst the Year 7 students.

Year 7 students were also greatly assisted in their transition by the Peer Support Program which was coordinated by Sherlyn Leong. Under the guidance of Ms Leong, Year 10 Peer Support Leaders carried out a range of activities in sessions with their Year 7 group. In Term 4, Thanh Tran took over as Peer Support Coordinator for 2010 and trained a new crop of Year 9 students to be Peer Support Leaders for the 2010 program.

Throughout the year, pastoral care sessions were carried out in vertical roll call groups on the theme of Coping with Cliques. Year 7 and 8 students also participated in sessions on Anti-Bullying, Cyber-Bullying and a Bully Busters workshop.

In Term 3 all students in Year 10 received advice from a panel of experts on their subject selections and career pathways for Stage 6 and underwent the Transition to Senior School Program in Term 4.

In 2009 the Student Services Team undertook professional learning on effective use of the RISC program to record and monitor student information; how to support students on their return to school from suspension and attendance
requirements regarding the raising of the school leaving age to 17.
Together with these initiatives The Randwick Girls High School Student Welfare Policy and the Anti-bullying Policy were comprehensively evaluated and revised in 2009.

Progress on 2009 targets

Target 1
To introduce an action learning project with a middle schools focus so that students can more positively engage in learning with enhanced relevance to life and future vocational success.

Our achievements include:
- the production of a quality school yearbook through the efforts of a Year 9 action learning literacy team.
- establishment of the process by which this action learning project has become embedded into future ongoing Year 9 literacy programs.
- greater positive student engagement in the problematic middle years of high school
- a growing number of Year 9 students with editorial, managerial and leadership skills focussed on positive literacy learning.

Target 2
To provide additional opportunities for student leadership, not just within the traditional avenues such as the SRC, but in other areas across the school.

Our achievements include:
- An expanded group of students able to take leadership roles in a variety of areas across the school as – junior computer captains, music and visual arts mentors to our partner primary schools, part-time mentors and coaches to local primary schools, stage and production managers for school ceremonies and celebrations.
- Enhanced links with our local partner primary schools; ensuring smooth, positive transitions from primary to high school within the DET system.
- Improved competency skills base for Entertainment VET students for post compulsory vocational options.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

In 2009 our school carried out evaluations of the implications of the exponential growth of technology on school management practices. The development of an accelerated learning program in the Technology and Applied Studies KLA, was our curriculum focus.

Educational and management practice

Background

With the exponential growth in technology and the DET Digital Education Revolution (DER) all schools must engage with and use this 21st Century technology to provide the best of possible integrated support in both the learning and management areas of the school community.

This has been acknowledged with the Year 9 to 12 laptop roll-out by both federal and state governments.

Findings and conclusions

- Our findings indicate that while our school has been gradually integrating the use of technology into both the classroom and workplace through use of computerised reports (10 years), timetable management (seven years), student attendance (nine years), OASIS and ERN office programs, there is a growing need for a unified approach to technology in both teaching and leaning and management still required.
- The welfare management program RISC has been introduced together with a more streamlined use of our electronic roll system. Including an SMS parent contact provision.
- Staff have been provided with wide access to professional learning, including a full School Development Day in Term 2, to engage with the Laptops for Learning and the Connected Classrooms programs. All staff are actively encouraged to apply for any technology courses on offer. Many of the staff are stepping up to act as peer mentors. Extensive professional learning options for the classroom, the use of RISC, ERN, Google and Moodle and any other areas designated by staff have also been provided in 2009.

Future directions

- By the end of 2010 all staff will be familiar with the standard software in regular school use, therefore ensuring that technology can be used for the purpose of helping schools work smarter, more efficiently, and most importantly giving staff technological support so that our learning community can function at its optimum in the modern technological world of our students.
Our school sees as our future direction an integrated technological management practice to give ongoing and pertinent support to all members of our school community so that our students will keep pace with the rapidly changing demands of this modern world in a strong and supportive learning community.

Support will be provided to all staff (teaching and support) by one-on-one mentoring, access to professional learning opportunities where available and ongoing encouragement and help wherever needed.

Curriculum

Background

After analysis of the DET data it was evident that our school, while making average progress in the area of computer skills, could build on the school average in relation to overall statistics.

Findings and conclusions

The Technological and Applied Studies (TAS) KLA therefore developed a series of programs to enhance computing skills and strengthen engagement by students.

These programs included an All My Own Work anti-plagiarism program, a Year 10 pre-test and post-test skills development program and a gifted student acceleration program so that talented Year 9 students could complete the SC Computer Test a year early and so commence Senior Computing studies in Year 10.

The latter two programs have been particularly successful with our SC relative performance comparison to Year 5 showing outstanding growth.

Those girls participating in the accelerated Computer Skills Program have completed the course with outstanding results.

Future directions

- Randwick Girls’ will continue all these programs into the future.
- The acceleration program will be closely monitored to see if similar programs can be offered in other KLAs.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- Parents commented on the very pleasing learning outcomes reflected in the HSC, SC and NAPLAN results.
Professional learning

Professional learning was once again a strong focus at Randwick Girls’ High School in 2009. Both beginning and experienced staff are encouraged to attend courses and training to ensure the education on offer is cutting edge.

Curriculum development was the major area of training undertaken and with syllabus changes in many faculties, this training is imperative. Randwick Girls High School Core Values of teaching and learning, welfare and school and community were taken into account when exploring training and development options for staff. Quality teaching, positive girls’ education, special programs, improving School Certificate and Higher School Certificate results, improved technology-based learning infrastructure, improved parent communication, participation and involvement, student resilience and attendance, New Scheme Teachers, Aboriginal education enhancement and an improvement in Aboriginal student engagement were all key areas of professional learning undertaken by staff.

With the introduction of laptops for Year 9 students, staff also needed to be trained in using the new technology. Every faculty in the school was represented in training staff to use the laptops to ensure student learning was enhanced.

School development days in 2009 focussed on strategies to enhance using technology such as using the RISC system for welfare and discipline recording, podcasting in each faculty, interactive whiteboard training and using digital cameras in the classroom. Other sessions on the four staff development days included all staff being trained in teaching the Life Skills students in the school and all staff being trained in the Merit Selection process, which allows a selected member of staff to be part of a panel to appoint new teachers to the school.

The transition of Year 7 students to high school was another area of professional development for staff. This was one of the school’s priorities in 2008 and has been continued in 2009. The transition program involved staff meeting each term as class teams of teachers to discuss the students and their learning styles and habits, welfare and discipline issues and to prepare integrated units of work across all faculties. In 2009, this program was deemed a huge success.

All staff in the school participated in at least one form of professional learning, with more than 64 staff participating in two or more. The overall budget for professional learning was $50,357, an average of $786 per staff member.

School development 2009 – 2011

Targets for 2010

Target 1

To embed a Year 9 Volunteering Program into the school’s middle school curriculum pattern in line with the HSIE civics and citizenship course components

Strategies to achieve this target include:

- transfer the techniques developed during 2009, where our school was one of the two schools piloting the state trial of the Premier’s Volunteering Program, into a school-wide Year 9 program.
- develop log books and a simple tracking system together with encouragement awards linked into the school’s merit system.
- use those students who participated in the pilot system as mentors and advocates for our Year 9 cohort so that students are positive about the program.
- ensure that there is adequate, ongoing and stimulating professional learning, including preparation and management time, available so that staff can work with the program, without feeling over-burdened by another co-curricular activity.

Our success will be measured by:

- a vital and robust Student Volunteering Program embedded into the school’s culture.
- enthusiastic school community support for the project by all groups: parents, students and teachers.
- local community support and acceptance of the program, recognising our school’s commitment to our local community.

Target 2

To survey, evaluate and compile a register of all school leadership positions within the school, including all co-curricula programs, to facilitate the development of a school strategic leadership model and ensure that our community is aware of all programs operating to encourage positive student engagement

Strategies to achieve this target include:

- survey all members of staff through faculty meetings, as to their roles and responsibilities across the school.
- professional learning time at School Development Day allocated to discussion and evaluation of roles, responsibilities, target
groups within school, areas of need, success stories.

• compilation of a register of all leadership roles, area of expertise, general information and details about areas of responsibility.

Our success will be measured by:

• the production of a school leadership handbook with detailed information about all programs operating across the school.

• commitment to encouraging staff to take on leadership roles by the provision of professional learning opportunities, management and planning time and ongoing support.

• a growing enthusiastic commitment of teaching staff and community members to act in leadership roles across the school.

This report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Staff, Students, Parents

Heather Emerson  Lance Raskall
Dianne Posener  Julia Johnstone
Rhonda Lyon  Kelli Cato
Bruce Cuneo  Marianne Cerkesas
Jenny Robinson  Jenny Baker
Peter Hickey  Jenny Jones
Debbie Agapitos  Pauline Christodoulides
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

2009 Highlights