Our school at a glance

Principal’s message

It is my great pleasure to present to our Randwick Girls High School community our 2010 Annual School report.

Randwick Girls High School has as its vision to educate the girl of today to be the successful woman of tomorrow. Our mission is to create a safe, happy and productive learning environment enabling our young women to achieve their full potential and become independent, adaptable, responsible, life-long learners.

Our objectives are:

- to provide a wide and diverse curriculum which promotes authentic learning and encourages the pursuit of excellence;
- to encourage creativity, independence and the ability to research and critically assess information in all its artistic and technological forms, and to make decisions with integrity;
- to create a positive, caring and united school community in which there is a strong sense of responsibility and mutual respect for both students and staff; and
- to provide students and staff with relevant and up to date resources and facilities based on the latest technologies.

Our students are a rich cultural mix (70% non-English speaking background (NESB) making for a vital tolerant community which works together harmoniously, proud of its diverse heritage. A school which closely mirrors our multicultural Australian society.

The curriculum is wide and diverse, offering students English, Maths, History and Languages at the highest levels. A full range of sciences, liberal, creative and performing arts, business and vocational studies and PD/H/PE education courses are offered. Special programs and structures enable gifted and talented students in an extension stream to extend themselves from Years 7 to 12.

Our young sportswomen are given exciting experiences across the sporting spectrum through a gifted and talented sporting program. Many now represent the District and State in their chosen sports. All girls are expected to actively participate in an extensive and exciting PD/Health/PE program reflecting the values of a healthy lifestyle.

Our inclusive culture ensures that students with learning and physical disabilities are part of our school community, their needs catered for by specialised individual programs.

Our school enhances student motivation and achievement through our comprehensive student well being program, ensuring all our students are happy and dedicated members of our learning community; a learning community which welcomes our parents and community friends in close working relationships to provide the most enriching 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

It is only fair to commence this report with a big THANK YOU to all those parents who have contributed to another busy 2010.

I would like to pay tribute to the following office bearers for their time and commitment to Randwick Girls’ High School:

Karon Lekeu  Vice President
Frances Forshlager  BBQ/Fundraising
Karyn Lymbery  Secretary
Toni Lindeback  Treasurer
Communications/Year Coordinator

I would also like to acknowledge the regulars who faithfully turn up to meetings, clean out the MPC kitchen, defrost the fridge, chop 20 kilos of onions each hour, collect cash and work their buns off cooking sausages under the steamy sun outside Mascot’s Bunnings. Without your support we would not be able to operate.

On a personal note, it has been a year of reflection, sparked by the enthusiasm and spirit of the Year 7 parents exhibited at the Welcome BBQ and the first P&C meeting. It is always encouraging and uplifting to meet and greet new parents and their families.
The challenge, for all public high school P&C’s, is to leverage the synergies that flow from the transition period between primary school and high school. An aspiration that is shared by all. In response to this the P&C is determined to ensure that our role and activities address the needs of all students. We welcome input and support from all.

It is also worth noting that the role of the P&C at high school is quite different to that manifested during primary school, and this is particularly true at Randwick Girls’. That is not to say that we don’t have an active body of parent volunteers. Those involved with extra-curriculum and co-curricular activities such as Rocka, music and dance ensembles, art, drama programs and the many clubs and other activities on offer at Randwick Girls, will be aware of the tireless contributions and support from the parent body.

Whilst fund raising is always on the agenda, our efforts to date have concentrated on catering events and voluntary donations from parents. This is an issue that attracts much debate and one that continues to require further debate and attention.

In recent years we have invited guest speakers to our meetings to talk about issues impacting our girls and their community. In August this year for example, Senior Constable Ben Purvis, from the Schools Liaison team at Mascot Police, delivered an insightful presentation focusing on strategies to address Cyberbullying. This event attracted over 40 parents and facilitated topical discussion and lively debate.

The P&C has also organised presentations from Heads of Department and school support staff. I would like to take this opportunity to thank Pauline Christodoulides, for her address to our meeting this year, and for her overview of language teaching and the comprehensive resources and expertise offered at Randwick Girls’ High School.

During 2010 the P&C continued to develop its suite of submissions and approaches to politicians in a never ending attempt to try and extract well deserved funds from government coffers. I would like to thank Karon Lekeu for her work and in particular her time and commitment to arranging meetings with Paul Pearce and Peter Garret. Funding is an issue that irks many teachers and parents of children in public schools; an issue that we all hope will receive attention by the new ‘rainbow’ Federal Government. In 2011 we will continue to lobby and approach our local representatives to ensure a better deal for public schools.

In terms of achievement, in 2010, the P&C consolidated and increased its funds and continued to generate goodwill within the parent body and local community. This included identifying and contacting potential sponsors and securing in-kind contributions. We have progressed our wish list and to do list and hope to attract more volunteers to help develop our communications strategy and build on the great email communiqués established by Toni Lindeback.

Key events include the:

- Year 7 Welcome BBQ
- Meetings attended by Guest Speakers form Heads of Department and external personnel
- Bunnings BBQ x 2

Finally I would like to thank you Heather and all staff for their commitment to ensuring our girls receive the best education and high school experience. I wish all our Year 12 girls the very best and look forward to seeing you all at the next meeting.

Julie McAlpin
President
**Student representative’s message**

Have you ever wondered what marks our time here? If one life can really make an impact on the world? Or does the choice that we make really matter?

If one woman could change many lives, imagine the impact of a group of young leaders on the community we share. A team inspired by your voice, working together to get the job done.

This year the SRC has transformed this idea, contributing to the wider community and to the Randwick Girls environment. Looking back at all the amazing events and goals the SRC achieved, it leaves me mesmerised to think that the objectives we strived to achieve at the start of the year have been fulfilled.

The exciting year ahead began with a training day. This was a day filled with team skills, activities and the release of an explosion of ideas from students.

As the news reached us regarding the devastating earthquake that hit Haiti, it was our chance to make a difference in the wider community, working together to help the ones in need. Our Haiti assembly brought together students, teachers and guest speakers to contribute to the disaster that existed beyond our confined bubbles.

While being hard at work making a difference in the world, our need for super powered brain food arose. The canteen committee which was introduced last year has continued their collaboration with the canteen in order to provide better quality foods at cost efficient prices.

With all this food being consumed, the SRC began to ponder the effects that rubbish had on the environment. The SRC implemented recycling bins situated in every classroom, in order to encourage proper disposal of paper, aiming to help the environment one step at a time. The idea was for one member of each roll class to take the paper down to the large recycling bin every Friday during roll call.

The SRC has been lucky enough to experience many leadership opportunities, beginning with the Young Leaders conference at Darling Harbour where a variety of speakers inspired 2010 Year 12 members. This year Randwick Girls hosted an SRC zone meeting, where schools within our zone shared their ideas and achievements. This meeting also featured an anti-homophobia workshop which addressed the important and serious issue of bullying that is apparent within our society. In addition, one of our young women in the SRC, Nisa Vinandar, was given the opportunity to attend the SRC State Conference. The SRC members are given amazing opportunities and, like Nisa, we make the best of them, representing Randwick Girls in the best way possible. Our collaboration with other schools was also strengthened with our Year 12 Afternoon Team an evening filled with games, food and fun. Other students were involved with local primary schools in the annual Watertight day.

With that, the SRC went back to the drawing board; it was time to help our community, those less fortunate than ourselves. Randwick Girls first ever Gold Day gave our students the opportunity to dress up as their favourite stars to raise money for the Sydney Children’s Hospital, situated right across the road, and familiar to us all. Gold Day brought the likes of Lady Gaga, Ugly Betty, The Wiggles and Voldermort to Randwick, proving a successful and fun day for all.

Our 40 hour Famine this year involved more students than ever before, it’s great to see the whole school getting involved and together we are helping the world one action at a time. This year the SRC wanted to leave the students with one sole message, W.A.I.T.T., We Are All In This Together! This was the theme of our talent quest, which followed a display of our schools clubs at lunch. It was terrific to see such confidence in all the girls who performed but also the encouragement and support the audience gave to our performers. This day revived Randwick Girls school spirit, reminding everyone that we are truly all in this together.

It has been an amazing experience this year, the SRC is not only a voice of the students, but it is a family, that I am so proud to be a part of. I have been lucky enough to work with amazing girls and this has made the experience and opportunity all the better. I urge everyone to take the opportunity to be part of the SRC. It’s an experience you will never forget.

**Hannah Thalouth, SRC President**
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

Randwick Girls High School has a relatively stable enrolment pattern fluctuating between 850 and 900 students depending on the number of international student enrolments each year.

Management of non-attendance

A series of ongoing initiatives are in place to deal with the 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

<table>
<thead>
<tr>
<th>Year</th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
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<tr>
<td>School</td>
<td>72.3</td>
<td>83.5</td>
<td>70.4</td>
<td>72.4</td>
<td>70.8</td>
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<tr>
<td>SEG</td>
<td>67.4</td>
<td>73.4</td>
<td>67.0</td>
<td>66.3</td>
<td>67.8</td>
</tr>
<tr>
<td>State</td>
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<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
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Post-school destinations
The Randwick Girls High Destination Survey has been completed by the careers adviser since 1992. Contact has been made with over 95% of students during the month of February and the following data reported.

From the data collected the following conclusions can be drawn from our post-school destinations of 2010 HSC students:

- the number of students attending university in 2010 was around 50%. The most popular university being UNSW with 19 students attending courses. University of Technology had 10 students attending following by US and UWS with seven students each. Macquarie University with five students and ACU and Notre Dame with four students each. Charles Sturt University with two students and UW, ANU, UC, UNCLE, Griffith, University of Queensland, an unknown uni and a Thailand University with one student each.

- the number of students attending TAFE in 2010 decreased to 17.5%. Ultimo TAFE was the most popular with 19 students and then Randwick with five.

- however 11% of students went to private colleges. Four students to Macleay College, three to William Blue and Whitehouse College, two to Bedford College, one to ACPE, AIM and CATC.

- three students obtained traineeships or apprenticeships.

- all in all 32% of students undertook vocational or trade training.

- students continuing their education increased to 82%

- the number of students in full time or part time employment increased to 12%.

- three students are having a gap year.

- two students are looking for work.

- 10 students were unable to be contacted.

- 100% of students attained the HSC or equivalent vocational educational training.
**Staff information**

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

**Staff establishment**

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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
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<tr>
<td>Head Teachers</td>
<td>10</td>
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<tr>
<td>Classroom Teachers</td>
<td>44</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>4</td>
</tr>
<tr>
<td>Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11</td>
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<tr>
<td><strong>Total</strong></td>
<td>74.5</td>
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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.

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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
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**Financial summary**

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

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<tr>
<th>Date of financial summary:</th>
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<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>638 215.90</td>
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<td>Tied funds</td>
<td>229 388.13</td>
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<tr>
<td>School &amp; community sources</td>
<td>436 550.51</td>
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<tr>
<td>Interest</td>
<td>24 999.09</td>
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<td>Trust receipts</td>
<td>265 138.45</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>2 024 251.73</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>20 496.45</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>132 717.77</td>
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<td>Maintenance</td>
<td>69 067.86</td>
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<tr>
<td>Trust accounts</td>
<td>180 792.13</td>
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<tr>
<td>Capital programs</td>
<td>35 870.05</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>1 510 624.08</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>513 627.65</td>
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A full copy of the school's 2010 financial statement is tabled at a meeting of the school’s P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Arts

- Strong HSC results with one band 6 in Visual Arts and 11 band 5 in Music and Visual Arts.
- Our music ensembles continue to grow with over 50 students involved in concert band, Jazz Band, String Ensemble and Choir. We welcomed Ms Day as our choir tutor. Performances include RGHS and RBHS Open Nights, Education Week at Westfield, Eastgardens, Secondary School Student for a Day with Coogee Public School Year 6, foyer entertainment for the School Show at NIDA, Year 4 visits, Music Night and Presentation Day ceremonies for RGHS and RBHS.
- Music Excursions – performance group Drumbeat for Year 8 and a concert at Sydney Opera House featuring the Hong Kong Children’s Choir and the United World Symphony Orchestra.
- Rock the Schools was a full day program for our Music and Entertainment students, with a free lunch time concert for the whole school featuring the band Finabah.
- Assembly performances featuring elective Music students in Years 9-12 as well as developing soloists from all school years, with selection of music for special occasions.
- MaDD night showcased Year 12 Music, Visual Arts, Dance and Drama students.
- Continuation of our Cultural heritage wall – 600 hand painted, student designed tiles installed on the level 3 walkway, the culmination of four years work.
- Year 8 Creative Arts Enrichment Day consisted of a day at the Maritime Museum participating in their Mythic Creatures exhibition and workshops.
- Visual Arts excursions – Year 11 to Biennale, Year 9 to Wylie’s Baths and Year 11 and 12 to Art Express. Freda Hirshman, Zee Dao, Dahna Woo, Cady Huynh and Kimberley Le undertook a Life Drawing workshop at COFA.
- Three Year 12 students entered their HSC films in Urban Shorts. Aya Ford won 2nd prize for her drama film Gentleman Caller and Hawa Samura won 3rd prize for Into My Own World.
- Alexandra Black won 1st prize in the storyboard division for the photographic storyboard of Ancient Ruins. The three minute animation of this storyboard also won $500 in the Waverley Youth Art Competition; 1st prize in the environmental section and 2nd prize in the 15-17 division.
- Selina Kwak and Kezia Christiani of Year 11 won 1st prize in the Wylie’s Baths Student Art Competition in its 10th and final year. Thea Christopher-Lane and Emma Carson of Year 9 were highly commended.
- Amada Treml and Serine Ismail achieved merit certificates in the Ilfords School Photographic Competition, placing Randwick Girls 3rd for best school in the term, photo category.
- The Gifted and Talented Dance Ensemble program continued to grow in strength and numbers in 2010. 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, Randwick City Council Christmas Concert and Open Night.
- 16 students performed in the Moving Pictures segment of the Schools Spectacular held at the Entertainment Centre.
- Year 9-12 Dance students attended a performance of Fame at the Capitol Theatre.
Sport

- Inter-School Zone Competitions for Years 7 and 8 were undertaken in touch, soccer, netball and basketball, with success in all competitions.
- The school participated in NSW CHS Knockout Competitions for basketball (open and under 15 years), 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.
- 2010 saw the school gymnastics team compete at the Sydney East Regional Trials. Students competed against over 40 other gymnasts from schools in the area with outstanding results. Eight gymnasts were selected to compete at the NSW CHS Gymnastics Championships, with Kate O’Reilly (3rd – uneven bars and vault) and Zoe de Gersigny (3rd – beam).
- Sandy Masen (Year 9) was undefeated at the Sydney East Table Tennis Championships and is currently ranked first in the NSW under 14 years age group.
- At the Eastern Suburbs Zone Swimming Carnival Ella-May Basalo was 14 years Zone Champion, gaining five first places.
- 10 students qualified for the Sydney East Area Swimming Carnival held at the Homebush Olympic Swimming Centre, where Ella-May Basalo won all her events, was crowned 14 years Age Champion, and was successful in qualifying to compete at the NSW Combined High Schools Swimming Championships.
- At the NSW CHS Swimming Championships, Ella-May Basalo was placed 1st in the 14 years 100m butterfly and 3rd in the 100m backstroke.
- At the Eastern Suburbs Zone Cross Country Carnival held at Centennial Park, Ella-May Basalo (14 years) and Kate O’Reilly (16 years) were Zone Champions. Nine students represented the zone at the Sydney East Area Cross Country.
- The NSW CHS Athletics Carnival was held at the International Athletic Field at Homebush, and the school, Eastern Suburbs Zone and Sydney East Area were represented by two excellent athletes. Ella-May Basalo competed in the 800m and 1500m and Kate O’Reilly competed in the long jump.
- Year 12 student Anjelique Lymbertatos and Year 10 student Kate O’Reilly were recognised for their outstanding sporting talent and commitment to school sport by being awarded equal Senior Sportswoman of the Year awards. Year 8 student, Ella-May Basalo was awarded the Junior Sportswoman of the Year award for the second year in a row. Demi Mulder was recognised for her involvement in sport by receiving the Pierre De Coubertin Award, designed to recognise her demonstration of the attributes consistent with the aims of Olympism – participation, commitment and good sportsmanship.
Other

- RGHS sent a team of three Year 9 students (Manisha Lal, Kimberly Chung and Ka Ming Wong), on the 4th August to participate in the annual Bridge Building Competition, this time to the Powerhouse Museum, coordinated and coached by Ms Tran.

- The Great Engineering Challenge at University of NSW on 3rd August was keenly contested by two teams. The Year 10 team included Reshma Zachariah, Aurika Imtiaz, Alice Kang and Michelle Bandyopadhyah. The Year 11 team included Megha Bhadbhade, Konii Takenaka, Kezia Christianti and Ying Li under the guidance of Mr Essop.

- A highlight of the year in Science was again having one of our Year 11 students selected for a second round interview for the National Youth Science Forum. Megha Bhadbhade 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. Another of our Year 11 students, Rhiannon Fluke, participated in a local Youth Science Forum that was held at Western Sydney University at Campbelltown. This event was run over three days where Rhiannon was involved in numerous science activities and social events. Our thanks go to Randwick Rotary Club for sponsoring Megha and Rhiannon in these incredible experiences. Both students had a fabulous time.

- RGHS entered students in the Australian Brain Bee Challenge for the second time. Round 1 was again an online quiz that was held on 16th March. The participants were Shenal Harakh, Angelica Margaritis, Muslima Rahman, Tammy Karas, Olivia Kernecker, Anita Gallagher, Reshma Zachariah, Michelle Bandyopadhyay and Alice Kang all of Year 10. Anita made it through to the 2nd round which was the NSW State Final. This was held at the University of Western Sydney, Campbelltown Campus. Being placed in the top 10% of the state was quite an achievement for her.

- Numerous enrichment activities were offered to our senior students again in 2010. Biology students from Year 11 spent the day at Centennial Park studying the local ecosystem, a very enjoyable compulsory part of the course.

- 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. They also experienced the effect of gravity, riding the elevator at Sydney’s Centrepoint Tower.

- In March interested students in Year 11 were invited to a talk by Professor Ada Yonath held at the Moriah College. Professor Yonath was the recipient of the Nobel Prize in Chemistry last year, the first woman to do so in 50 years and the first Arabic woman to ever receive the award.

- Year 9 and 10 students had the opportunity to play with nanoparticles in term 2 as part of a hands-on presentation by a scientist from the CSIRO here at school.

- Year 8 enjoyed a day at the zoo studying the various groups of vertebrates as part of their course. They were able to get up close and personal with a variety of organisms including snakes, kangaroos, turtles, feather-tailed gliders, frogs and emus. The highlight however, was being able to catch a glimpse of the new baby elephant at play.

- Year 7 ventured on an outing to the Powerhouse Museum to visit the Space Exhibition as part of their astronomy topic, followed by a relaxing afternoon at the IMAX Theatre for a 3D journey into deep space.

- Most Year 9 students attended the overnight excursion to Canberra with four history teachers. They visited Old Parliament House, New Parliament House, the Art Gallery, the National Museum, the Institute of Sport, the National Film and Sound Archive and the War Memorial. This excursion will now be an annual event for Year 9 students to enable them to gain a site-based learning experience of Australia’s past.
• Year 10 Human Movement students successfully coached students from Coogee Public School in a wide variety of sporting activities.

• 26 students and two staff members successfully completed their Royal Life Saving Society Association Senior First Aid Certificate.

• Nine staff members were trained in the latest cardiopulmonary resuscitation techniques and gained their RLSSA Resuscitation Certificates. Two 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 2010 to assist Year 10, 11 and 12 students access important health information.

• 110 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.

• All 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 school continued its support for Eastern Respite and Recreation, Maroubra by allowing use of the Multi Purpose Centre, Dance Studio, classrooms and the oval during school vacation periods.

• In 2010 the relationship with our Japanese sister school Shimokitazawa Seitous High flourished twice as they visited us in March and June due to their cancellation in 2009. On each occasion around 130 students and 12 of their teachers participated in a day visit to our school, while around 12 Japanese girls stayed on for the week long homestay program where they had the opportunity to experience Australian hospitality first hand.

• 14 students of French had the unique opportunity of visiting France in the September/October holidays. For nearly three weeks the girls were immersed in a totally French environment where not only did they enhance their knowledge of French but they were able to gain deep knowledge and appreciation of the historical and cultural richness of France. The first week in Paris was spent at The International Languages School while the other two weeks were spent touring the Loire Valley, Albi (our sister city), Provence and Nice.

• 106 Year 8 students participated in a visit to Canberra for two days to view the Impressionists Exhibition at the National Gallery, the Greek and Japanese embassies, the French Bilingual School at Telopea Park and other significant culturally relevant monuments.

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

• Throughout the year, the before school numeracy program Counting On continued to operate under the direction of Ms V. Jaggar assisted by Ms J. Agami. Four mornings a week for 15 minutes students are peer tutored by Year 10 tutors. The tutors are accredited by TAFE in the program and attend regular training sessions jointly with students from Randwick Boys’ High School. Ms Jaggar does an enormous amount of work overseeing this most valuable program.

• A series of astronomy nights provided our students and their families with fantastic opportunities to view the heavens and its wonders.
National Competitions

- 147 students participated in ICAS-Science. Our most successful entrant was Ziyan Yu of Year 8 who received a high distinction certificate. Amelia Fletcher Year 7, Marita Kaji-O’Grady and Naomi Que Year 8, Anita Gallagher and Sabrina Mobbs Year 10, Lucy Baker, Megha Bhadbhade, Kezia Christiani and Winnie Ong Year 11, all received distinction certificates, and 35 students received credits.
- We had 127 entrants in the Rio Tinto Big Science Competition with Cary Gray Year 7 and Tara Jarnason Year each receiving high distinction awards, Anita Gallagher Year 10 received a distinction award, with another 30 participants receiving credit awards. Congratulations to all our entrants for their participation in these challenging endeavours.
- The 2010 qualifying exams for the National Science Olympiads were held in August. The Physics was contested by nine students with Winnie Ong achieving a distinction award; Ying Li, Kezia Christiani, Megha Bhadbhade and Faiza Bhuiyan all achieved credit awards. The Biology was contested by 11 students with Ivana Drakulic, Megha Bhadbhade and Sasko O’Hara achieving a credit award. The Chemistry was contested by nine students with Megha Bhadbhade, Ying Li and Vivian Chan each achieving a credit award.
- The National Chemistry Quiz was well contested in 2010. A total of 26 Year 11 students participated with Megha Bhadbhade receiving a high distinction award, Kezia Christiani receiving a distinction award, and Vivien Chan, Sasko O’Hara and Winnie Ong each receiving a credit award. Of the five Year 12 students that participated, Ling Ling received a distinction award and Grace Gu achieved a credit award. These were fantastic results and each student was duly congratulated.
- For the second year running, Year 10 participated in the History Teachers Competition, a state wide competition for all Year 10 students. Again the results were most commendable with 12 students gaining distinctions and 18 gaining credits.
- The Mathematics Challenge for Young Australians is a take home unassisted three week problem solving activity conducted by the Australian Mathematics Trust via the University of Canberra. Our school has a long history of students participating in this annual event. In 2010 eleven of our young ladies successfully completed the challenge. The challenge which operates in two divisions consisted of six problems that student’s attempted. Four of the problems are done individually while the other two may be attempted with a partner. Seyda Homaira of Year 8 was our most successful candidate achieving credit award in the 69th percentile. Other entrants included Felicity Ong, Samara Mobbs, Nabila Uddin, Anita Gallagher, Sabrina Mobbs, Allison Wong, Joy Yu, Shefa Bhuyan, Rachel Lee and Dream Ha.
- In early term 2 the World of Maths visited our school. All Year 7 students had the opportunity to participate in hands on problem solving activities over double period. Later that day Year 7 students from Randwick Boys’ High joined us for a memorable event which has over time become a regular fixture in the school calendar.
- Thursday August 5th saw the running of the Australian Mathematics Competition in the MPC. Students from Year 7 to Year 12 competed for the Westpac Awards in the largest competition of its kind in the world. Certificates and prizes are awarded in term 4 each year.
- English students had outstanding success in the Randwick Council’s The Lionel Bowen Young Writers Awards. In the 15-18 years group Aisha Jabeen gained 2nd place for her story Aryan Kumar and Megan Jenner 3rd place for her story Just Enjoy the Show. Megha Bhadbhade’s short story Dreams received highly commended in this age group. In the 11-14 year category Emily Aitken achieved 2nd place for her play It Would Only Happen to Penny. All of the pieces were published in a collection by Juvenilia Press.
- A number of students participated in the ICAS writing competition with Olivia Kernecker of Year 10 gaining a high distinction.
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 these 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
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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.3</td>
</tr>
<tr>
<td>Writing</td>
<td>96.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.9</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.1</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.8</td>
</tr>
<tr>
<td>Writing</td>
<td>92.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Progress in literacy
Randwick Girls High School has seen a pleasing skill growth in the areas of spelling, reading and writing, between Year 7 and Year 9.

Progress in numeracy
There has also been a very pleasing growth in the number of students moving into the top bands for numeracy from Year 7 to Year 9.
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Average HSC Relative Performance from Year 10 (value-added)

School 2010
School Average 2008 - 2010
SSG average 2010

School 2010
School 2008 - 2010
SSG 2010
State 2010
Significant programs and initiatives

Aboriginal education

The major focus of Aboriginal education at Randwick Girls High School during 2010 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 updated 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.

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.

The school’s close relationship with Nura Gili Indigenous Programs at the University of New South Wales continued in 2010, 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 2010.

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
**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’.

On Friday March 26th Randwick Girls High School held its biennial Harmony Day as a celebration of the rich and diverse cultures represented in our school community – a community living in harmony and tolerance. More than 60 cultures were represented as everyone enthusiastically worked towards creating a harmonious international community by the colourful Parade of Nations, a concert where many of the major and some of the smaller groups displayed their talents on stage through music, dance and song. Representative groups from the Pacific Islands, Greece, the Middle East, South America, Ireland, Bangladesh, India, the Philippines, Thailand and China proudly performed on stage.

Students then participated in a variety of activities including origami, calligraphy and Japanese manga classes, Greek, Latin American, belly and Chinese bamboo dancing lessons, soccer, cricket, table tennis, circus skills, self-defence and an international film festival.

The Feast of Nations provided the opportunity to all students to sample gastronomic delights from the various nations represented by our school community. Our aboriginal brothers from Matraville High School once again honoured us with a traditional dance performance. The highlight of the day was a performance by our own Aboriginal dancers who reinforced the theme of the day – tolerance and respect for all people, cultures and nations, regardless of how similar or how different they are.
Respect and responsibility

Throughout 2010, 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 2010. 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 Hearing, Rhonda Rush, the Assistant Principal Vision, Sue Munro, and Robyn Lee from Autism Outreach. Teachers were inserviced on each student’s disability and were provided with strategies for the classroom.

The international students at the school were supported by the International Students Coordinator, Yetsum Yang, to make a successful integration into the school. Mrs Yang organised SRC buddies for them, an orientation day and welcome luncheon, an information evening for guardians, excursions to Kiama, the Royal National Park and Canberra and a newspaper reading club to improve their English literacy skills. In collaboration with the ESL staff, a bridging program for Year 10 international students going into Year 11 took place in term 4 with the aim of improving English skills for Stage 6 requirements.

All staff received asthma training, and updates regarding swine flu and whooping cough were regularly communicated to students and the school community. Students in Year 7 and 10 received vaccinations.

The Learning Support Team successfully applied for regional support for a small number of 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, Carolyn Cox. 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 12 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 2010, 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, Drew Hurst, 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 Thanh Tran. Under the guidance of Ms Tran, Year 10 Peer Support Leaders carried out a range of activities in sessions with their Year 7 group. In term 4, a new crop of Year 9 students trained to be Peer Support Leaders for the 2011 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 2010 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 2010.
Connected Learning

Technology 2010 Highlights

In 2009 all year 9 students were issued an S1 Lenovo laptop as part of the Federal Government’s Digital Education Revolution. At the end of Term 1 in 2010 we were notified that Phase II of the wireless installation program would begin during the school holidays.

To facilitate the Phase II install repairs had to be done to the fibre optic link between the shared facility and the main campus. After extensive consultation with the DET approval was granted to create a link to the Multi Purpose Centre. In addition to the initial 22 wireless access points (WAP) another 41 WAPs were installed. At its conclusion every classroom in our school has been outfitted with an 802.11/n Aruba wireless access point which feeds back to the main controller.

In term 2 the current Year 9 were issued with the upgraded model (S2) of the Lenovo laptop. The program will see each Year 9 student each year issued with a laptop.

At the end of term 2 the DET required that all S1 laptops be recalled for stock take purposes and re imaging so as to take advantage of the latest operating system and software upgrades. Mr Brock worked tirelessly through the school holidays in June/July to meet the deadline.

A minor hiccup occurred with the S2 laptops and their plastic cases. Some S2 laptops screens were damaged and the plastic case was thought to be the cause. Lenovo replaced the plastic cases in Term 3.

At the end of 2009, three additional Interactive Whiteboards (IWB) were installed in classrooms across the school. There are plans as we go to press to install an additional five IWBs in the near future.

The DET continued its Technology for Learning (T4L) Computers in Schools program which saw the replacement of the library computers at the end of 2009. The next rollout of computers occurred in the second semester of 2010. The current fileserver is nearing the end of its useful life and is in the process of being upgraded.

- Installation of L4L Phase II wireless supplying wireless access points to each learning space.
- Rollout out laptops to second group of Year 9.
- Stocktake of S1 laptops.
- Retro fit screen protection to all S1 laptops (completion ahead of schedule).
- Purchase of 11 PCs to outfit each staffroom with latest technology.
- Installation of 9 Interactive Whiteboards in classrooms bring the number to 16 across the school rooms 101, 107, 108, 206, 211, 213, 214, 301, 305, 309, 312, 315, 401, 404, A3, room above library.
- T4L rollout refurbished room 217.
- Staff personal development - special training provided by Region in December 2010 to six staff.
School development 2009 – 2011

Progress on 2010 targets

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

Our achievements include:

- a school wide volunteering program is now embedded into the Year 9 curriculum.
- A student logbook linked to the school’s merit system works to ensure ongoing encouragement and student engagement with the program.
- a designated teacher team led by the Head Teacher, Technology and Applied Studies, Mrs Debbie Agapitos and including the Careers Teacher, Marianne Cerkesas has coordination of the program.

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

Our achievements include:

- all staff have been surveyed through faculty meetings and at TARS and EARS conferences as to roles and responsibilities across the school.
- professional learning time allocated to evaluation of school programs.
- a register has been completed by the Deputy Principal with details of all leadership roles, areas of expertise, general information and details about areas of responsibility.

Targets for 2011

Target 1
To further improve attendance for all students across all years so that students can most positively engage in their learning.

Strategies to achieve this target include:

- formalising the work of the attendance team led by Head Teacher, Jenny Robinson, as part of EDLP project.
- the development of a new pro-forma for attendance.
- the introduction of regular spot checks for attendance.
- an interview program established with deputies to track and follow up truancies with specific consequences for students without adequate explanations.
- repeated truancies closely monitored on cards.
- regular meetings with Home School Liaison Officer.

Our success will be measured by:

- less truancy.
- improved DET attendance data.

Target 2
To develop a program to increase the parental involvement of our constituent ethnic community groups.

Strategies to achieve this target include:

- targeted community information evenings.
- survey of ERN attendance and information to pinpoint different ethnic constituent groups.
- form a team to manage the evenings under supervision of head teacher.
- invitations to different groups using DET translation service.
- provision of interpreters for the evening to facilitate communication.
• create a calendar of events to celebrate our cultural diversity linking to the schools biennial Harmony Day.

Our success will be measured by:
• favourable attendance of targeted groups at community evenings.
• greater percentage of NESB parent attendance at school functions particularly P&C meetings.
• a calendar of events in operation to celebrate our cultural diversity.

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 2010 our school carried out evaluations of:

Education and management practice

Background

To ensure that both our own school and also the entire teaching sector can plan for future success it is imperative that programs are set in place to train and develop the school leaders of the future. As with all schools in New South Wales a leadership succession plan is a necessary requisite to ensure best future organisation of the school.

Randwick Girls High School has an outstanding executive (head teachers) team who are committed to the school and its future.

Findings and conclusions

To ensure that this group of incipient leaders have opportunities for personal growth and development. Surveys of the staff and executive at both full and executive meetings have indicated a desire on the part of the executive team to further enhance their leadership skills both individually and as a cohesive team.

The executive and teacher assessment review schedule meetings also provided similar feedback.

To this end a professional learning program was developed to build on executive skills and provide opportunities for individual leadership growth.

This program included:
• provision of opportunities for of the executive members to participate in the Regional Executive Development Leadership Program (EDLP).
• a combined leadership initiative focusing on team building and distributed leadership initiated.
• the implementation of individual leadership projects by group members focussing on perceived needs across the school.

These include a Gifted and Talented literacy project with our partner primary schools; an attendance review; a supervisory program for New Scheme Teachers and an extensive professional learning program to enhance teacher ICT engagement.

Future directions

• To extend the EDLP to all members of the executive.
• To embed the new initiatives into the school’s planning cycle.

Curriculum

Background

The NSW parliament’s new legislation raising the school leaving age to 17 years has raised a number of issues in all schools across the state including Randwick Girls High School.

Findings and conclusions

Surveys of Year 10 proceeding to Year 11, parents of all Year 10 students and all teachers across the school highlighted a number of factors which it is believed will influence the future transition of all students to senior study.

These issues are seen as:
• the problem of student engagement in academic programs not suited to their interests or abilities.
• the provision of teacher professional learning to cater for the needs of the less academically inclined students.
• the need for the development of a new non-ATAR HSC program.
Future directions

- Build on to our existing Senior Transition Program to include a wider variety of exit options and pathways to these options.
- Establish a team to develop a specific non-ATAR HSC program so that all students’ needs are catered for.
- Provide timely and appropriate professional learning for staff so that positive senior engagement can be optimised.

Parent, student, and teacher satisfaction

In 2010 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.
- Parents again commented on the ongoing issues of the building maintenance and provision of facilities when compared to local private alternative educational institutions, particularly laboratories.
- Teachers commented on the growing sense of school pride and community within the student body.
- Teachers were concerned about playground cleanliness and offered a series of suggestions to improve the situation.
- Students commented very favourably on their school, their peers and teachers.
- The question of physical environment was again raised by students. Favourable comments were made on ongoing weather-proofing of corridors and the new Library courtyard; however many unfavourable comments were made on the need for modernising school facilities, particularly the labs.

Professional learning

During 2010, Professional Learning was a strong focus for Randwick Girls’ High School.

All staff were encouraged to attend Professional Learning courses and training to ensure that Quality Teaching and Learning is at the forefront of their day to day interactions in the classroom and beyond.

One major factor taken into consideration again this year was the Core Values of Teaching and Learning, Welfare, School and Community held by all staff at Randwick Girls’ High School.

Training included courses concentrating on: Quality Teaching, Positive Girls’ Education, Using and teaching various ICT, working with the student Laptops, Faculty specific courses, Beginning Teachers, Australian Curriculum, Student Welfare, VET training, Careers, sport, Creative and Performing Arts, Improving Classroom practice, improving Value added, SC, HSC, Aboriginal Education and Career progression were all key areas of professional learning undertaken by staff.

School Development Days focussed on evaluating where we are and where we want to be, every staff member having input into all major aspects of school life. Term 2 Staff Development Day enabled two guest speakers from Health Psychology Unit, Royal North Shore Hospital to address us on Adolescent Mental Health and Indirect Bullying, raising awareness of these issues and how to identify these behaviours in students. At other times, staff worked in their faculties ensuring they are aware of all welfare issues concerning students in the school.

One major focus for 2010 was the Executive Leadership Development Program, attended by six Head Teachers. This training is designed for experienced Head Teachers. It focuses on the development of deeper personal understanding of and capacity for quality leadership for improved learning outcomes for students, leaders and staff. This program has resulted in new initiatives that will be introduced in the school in 2011.

All staff participated in at least two forms of professional learning during 2010. More than 60 staff participated in three or more. The overall budget for professional learning was $50,730 or $792 per staff member.
About 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           Marianne Cerkesas
Bruce Cuneo           Jenny Baker
Jenny Robinson        Jenny Jones
Peter Hickey          Pauline Christodoulides
Debbie Agapitos       Diane Livesey
Julie McAlpin         Hannah Thalouth

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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: http://www.schools.nsw.edu.au/asr