Randwick Girls High School
Annual School Report

2011
Our school at a glance

Messages

Principal’s message

It is with pleasure that I present the Randwick Girls High School 2011 Annual Report to our school community.

Randwick Girls High School’s values reflect the broad values of our public education system where students are guided towards understanding the importance of respect and responsibility to their families, school and community.

Our community is an inclusive one providing the best of educations to students from a wide spectrum of cultural, religious and socio-economic backgrounds.

Randwick Girls High School offers a very broad curriculum ranging from dual accredited school/TAFE courses to the most extensive of academic study patterns, where our students gain superb results in all subject levels. This has led to some of the top academic scores for any comprehensive school in the Eastern Suburbs, close to 30% of students regularly gaining 90% or more in over 20 subjects in the HSC. Over 85% of students annually progress to tertiary study, with over 50% progressing to university in 2012.

While Randwick Girls High School is justly proud of our academic success, we are equally proud of the opportunities we offer to all our students. Our young women are inspired to achieve their best in whatever areas interest them.

Our young women have extensive opportunities to participate in our Creative and Performing Arts program with ongoing successes in Drama, Dance and Music, culminating in our Rock Eisteddfod program, where we have won five times in the state finals and three times nationally in the last 11 years. In 2011 we finished second nationally while continuing with our hugely successful NIDA show, Once Upon a Time involving close to 200 students over two nights and a matinee.

Our students are provided with opportunities to excel in all Key Learning Areas. This ranges from the traditional English, Mathematics, Science, Histories and Social Sciences to extensive curriculum offerings in PD/Health/PE and Human Movement, Design and Technology, Food Technology, Textiles and Design, Hospitality, Entertainment, Computing Studies, Software Design and Development and Information Processes and Technology, allowing students to develop their talents and extend their interests, setting goals for personal excellence.

The Creative Arts faculty provides exciting programs in Visual Arts, Photography, Ceramics and Music, including instrumental tuition and experiences in our school orchestra, jazz band, string ensemble and choir.

Our Languages faculty provides our students with outstanding experiences in four languages – French, Japanese, Modern Greek and Chinese. Overseas visits are a regular part of these programs with visits to France, Greece, China and Japan being annual events.

Our young sportswomen are given exciting experiences across the sporting spectrum through a gifted and talented sporting program. Many represent the district and state in their chosen sport. Girls are expected to actively participate in an extensive and exciting PD/Health/PE program reflecting the values of a healthy lifestyle.

The well-being of our young women is supported through a series of welfare and discipline programs which are tailored to ensure that all our students become happy and committed members of our school learning community. Our inclusive culture ensures that students with learning and physical disabilities are part of our school community, their needs catered for by specialized individual programs and dedicated support staff.

Randwick Girls High School’s (RGHS) enriching environment provides our students with academic, social and civic potential, while ensuring their welfare is of paramount importance to our school community.

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 with much pride and a touch of sadness that I write my last report on behalf of RGHS P&C. I would therefore like to take this opportunity to reflect on the last six years and note the achievements during this period.

I am delighted to report that the P&C has grown in numbers and strength. We have increased participation and representation at all meetings, functions and fund raising activities.

We have watched our contributions and partnerships increase and this has allowed us to continue to support Presentation Day achievement awards.

This year we were able to enhance the school amenities. For example, we recently:

- painted the Multipurpose Centre (MPC) ladies toilets;
- refurbished the MPC foyer (painting and carpet) and purchased a vacuum cleaner; and
- purchased and installed a new oven and fridge in the MPC kitchen.

We hope the refurbishment, and in particular the kitchen, will be utilised and enjoyed by the entire school community. After the success of the fashion parade and other performances over the last few years, it was our intent to develop a fully functioning kitchen and raise money through the sale of food and refreshments during MPC events, a legacy we hope the P&C will continue to embrace.

Over the last few years we have lobbied government at local, state and federal levels, for additional funding to ensure our students receive their fair share of government funding. We have tried to secure much needed funds for new science labs. To date we have not been successful but I am sure that 2012 P&C will continue to fight for funds and eagerly watch the Myschool website and hope that one day we will see a return to funding equity.

The P&C has explored new initiatives such as the opening of a uniform shop and the sale of second hand items. We have planted the seeds, negotiated some space and hope to see this initiative come to fruition in 2012. We have also tried to encourage parents to contribute to the voluntary levy, an area of potential funding that could be harnessed.

I would like to thank the Principal Mrs Heather Emerson, the Executive and all teaching and office staff for their continued support and enthusiasm over the years.

I wish the Year 12 girls all the very best. I am very proud of their achievements and it has been a delight to watch these young women prepare for life outside Randwick Girls High School.

The school should be very proud of their progress and commitment.

Finally I would like to thank the 2011 office bearers and in particular, Karon Lekeu, the Vice President, for her tireless fundraising and ability to secure ongoing support from Bendigo Bank.

I would also like to wish the incoming P&C representatives the very best. I am delighted to report that Meryn Hirshman has agreed to stay and lead the P&C in 2012.

Whilst the outgoing committee achieved a lot over the last few years, the challenges will continue. I am very confident that the new committee, with the support of the staff, will continue to build a strong P&C that will represent and serve its constituents well.

Julie McAlpin, President
Student representative’s message

Randwick Girls High School's motto is *educating the girl of today to be the woman of tomorrow*. However the definition of *educating* does not limit itself to obtaining knowledge in the classroom and through textbooks. Randwick Girls goes beyond the boundaries, to teach its young women to contribute to the community both within the school grounds and outside in the wider world.

This notion resonates within the heart of the Student Representative Council (SRC), a team of young women, working in collaboration to transform the voices of their peers into reality. The past year has essentially been both exciting and fulfilling; not only has the SRC grown into a tight-knit bunch but moreover, we have set goals and achieved them in order to improve the Randwick Girls’ environment and contribute to the greater community.

The year began with the exciting and fruitful SRC training day. The day was filled with team building activities that allowed a group of individuals from different classes, social groups and years to unite, thus amounting to a plethora of ideas and goals that the SRC aimed to achieve.

Following a series of devastating occurrences that included the Queensland floods and the Japanese and New Zealand earthquakes, the SRC made it our aim to make a difference in the wider community and world. Our assemblies for these events that occurred in our country, the shores of our closest neighbour and the home of our sister school, brought the entire student body together; giving donations to assist as best as we can.

Whilst we made great effort to contribute beyond the confines of the school gates, the SRC never forgets to ensure that the voices of the students are heard. We were highly motivated to ensure that our peer’s desires were met where possible.

The SRC continued to address the school's consciousness of the physical environment by regulating the recycling bins, which have been implemented in all classrooms throughout the school, helping the world one piece of paper at a time.

The SRC has been very lucky to be given many leadership opportunities to refine our skills and open ourselves to many ideas that we could utilise to meet the desires of our peers. Some of the many events included the Young Leaders conference, World Vision’s Global Leaders convention, SRC Zone Meetings and Sydney Region SRC Meetings. I, personally, was blessed to have been elected into the State SRC Conference Action Team to plan the 2011 State SRC Conference, following in the footsteps of past and present SRC members who always make the best of every opportunity that comes our way to further our leadership skills. Our relationship with our little brothers and sisters are of the utmost importance and this was emphasised by the involvement of some of our students in our annual collaboration with primary schools under the Watertight program.

In addition to all the great things that have occurred over the past year, our involvement in the 40 Hour Famine was highly successful. The number of girls that participated in the Famine exceeded the numbers of previous years and allowed us to raise over $7,000 for the cause.

Even though the past year has allowed us to achieve many of our objectives, the SRC continues to work on new objectives for the following year, which includes beautification of the school, a mental illness awareness week and the highly innovative *Totes Inappropriate* campaign to address proper etiquette and dress code.

It has been an utterly sensational term in office for the SRC. I am extremely proud to have been a part of such a loving little family and worked in collaboration with some of the many truly inspirational and dedicated girls and staff that walk the halls of Randwick Girls High School. I would highly recommend anybody who has ever questioned if they should try out to be a part of the SRC to take the opportunity. It is truly unforgettable and highly rewarding in every way to work in a team to speak the voice of your peers.

Nisa Vinandar, SRC Vice 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.

Student attendance profile

Management of non-attendance

A series of ongoing initiatives are in place to deal with non-attendance, particularly partial non-attendance. These include:

- formation of a School Attendance Team including Head Teacher Convenor, Deputy Principals, Teachers, SASS enrolment representative and Head Teacher Welfare.
- daily and class by class roll call with close monitoring, interviews and card tracking of both full and partial truants.

- SMS and personalized daily phone home programs operate to inform parents/carers of daily non-attendance.
- close liaison with District Home School Liaison Officer (HSLO) following all Department of Education and Communities procedures to ensure follow up of non-attenders, including regular tracking, student and parent/carer conferencing, parent, school and Director-General delegated attendance meetings.

Retention to Year 12

Post-school destinations

The Randwick Girls High School destination survey has been completed by the Careers Adviser since 1992. Contact has been made with 96% of the students during the months of February and March and the following data reported.

The post-school destination of our Year 12, 2011, was far better than the previous year. From the data collected, the following conclusions can be drawn:

- the number of students attending university increased in 2011 to 57%, the most popular being UNSW with 26 students attending courses. USyd had 13, UTS 11, UWS 7, Notre Dame 5, Macquarie 3, ACU 2, Griffith 2, Wollongong 1, Charles Sturt 1, WA 1, Japan 1.
- TAFE 21%
- private colleges 5%
- traineeships and apprenticeships 1%
- students continuing their education 83%
- full time employment 6%
- gap year 7%
- unable to be contacted 4%
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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<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<td>Deputy Principal(s)</td>
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Under the requirements of the National Education Guidelines the school reports that at present one (1) 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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<th>Qualifications</th>
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<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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A full copy of the school's 2011 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.
School performance 2011

Achievements

Arts

- HSC art work of Kezia Christianti nominated for Art Express.
- Year 12 Music students performed at the 20th anniversary of Ronald Mcdonald House, Randwick, in April.
- Concert band, with 50 students, performed at Open Night, Year 4 visit, Presentation Day, Year 7 Orientation, Music Night and worked with Year 6 at the Secondary Student for a Day in June.
- Jazz band performed at a number of school functions including Music Night. A special workshop was held in June with the jazz band and students from Randwick Public School, performing to each other and combining for an item.
- Choir, our newest ensemble, had its first performance at Music Night in August.
- Rock the Schools in May included a visit from the band Delamare, free lunch time concert and workshops on sound and lighting. The Hon Peter Garrett, Member for Kingsford Smith, attended.
- Samara Mobbs of Year 9 attended State Music Camp in June.
- Success in Wylie’s Art Competition with Kezia Christianti and Selina Kwak awarded first prize in the group section.
- Three major prizes were awarded to Lans Xie, Tijana Kobilarov and Alexia Mariotidis in the Randwick City Council International Women’s Day Art Competition and Exhibition.
- RGHS placed third in the Ilford Secondary School competition due to the efforts of Amanda Treml and Serine Ismail.
- Art club, which meets on Monday afternoons, continues with great success, entering a competition by News Limited to construct a sculpture using newspapers. The *Relax and Read a Newspaper* sculpture won the competition!
The Gifted & Talented Dance program continued to grow in strength and numbers in 2011. This year three ensembles, involving 60 students, rehearsed each week on Tuesday, Wednesday and Thursday mornings.

Two Dance Ensembles auditioned and were successful in their application to perform at the Sydney Region Dance Festival. The Dance Ensembles also performed at the Bondi District Showcase, Open Night and school assemblies.

15 students performed as part of the annual Department of Education & Communities Schools Spectacular – Imagine, performed at the Entertainment Centre and broadcast on ABC.

Year 12 Dance students were given studio time and HSC examination preparation workshops during the school holidays, to prepare them for their final practical exams.

Year 12 Dance, Drama, Music and Visual Arts students showcased their HSC performance pieces at the school’s annual MADD (Music, Art, Dance, Drama) Night.

Randwick Girls and Boys High Schools presented the annual School Show, which showcased the talents of over 250 students from both schools. The performances, held over two nights at the NIDA Parade Theatre, allowed students to demonstrate their range of skills as creators, performers, technicians and stage managers. The Show’s success was based on a combination of talented staff, committed parents and outstanding students.

The school performed The Long Walk Home in the RAW section of the Rock Eisteddfod, and were awarded second place in the NSW Competition and first place in the National Competition. In the Global Rock Eisteddfod competition the school gained second place internationally, and was also recognised for drama, concept and performance skill.

Sport

This year, 2011, again saw a variety of sports available on Wednesday afternoons for all students in Years 7–10. Students participated in various sports including badminton, netball, volleyball, OzTag, cycling, fitness, cheerleading, hip hop, Zumba, lawn bowls, swimming, table tennis, ten-pin bowling, tennis, touch, soccer, basketball, aerobics, power walking, croquet, bocce, circus skills and yoga. The students thoroughly enjoyed each of these sports and were particularly enthusiastic about the wide range of sporting activities offered.

Year 7 students participated in the annual Eastern Suburbs Sports Zone’s Gala Day at Moore Park. Randwick Girls’ teams were successful in winning the soccer, basketball and netball competitions and the OzTag team was narrowly beaten in the final.

Inter-school zone competitions for Year 7 and 8 students were undertaken in touch, netball and basketball, with Randwick Girls High School winning all three grade competitions.

The school participated in NSW CHS Knockout Competitions for basketball (open and under 15 years), netball, soccer, table tennis, tennis, touch and water polo. The basketball and netball teams were successful in reaching the Sydney East Area final competitions.

Sandy Masen (Year 10) was undefeated at the NSWCHS Table Tennis Championships and is currently ranked first in the NSW under 15 years age group. The school team was awarded the inaugural NSW Table Tennis Association’s Intermediate Girls Challenge Cup, for their results at the NSW Championships.

Kate O’Reilly (Year 11) was nominated for the Bradley Matthews Memorial Award for Sporting Excellence for the second year in a row. This award is open to all high school students who live, attend school and/or are affiliated with a sporting club in the City of Randwick. Kate was recognised for her commitment to sport and her excellent achievements in netball, athletics, cross country and gymnastics.
At the Eastern Suburbs Zone Carnivals, age championships were awarded to Ella May Basalo (15 years swimming), Tess Terreiro (12 years cross country), Ariel Kniznikov (14 years cross country) and Kate O’Reilly (17+years cross country).

Ten swimmers qualified to compete at the Sydney East Area Swimming Carnival held at the Olympic Swimming Centre at Homebush. The team performed exceptionally well with Ella May Basalo and the 16 years 4x50m relay team of Madison Hobson, Ianeta Baker, Mikayla Baker and Ella May, qualifying to compete at the NSWCHS Swimming Championships.

Randwick Girls was successful in qualifying 14 students to represent the Eastern Suburbs Zone at the Sydney East Area Cross Country Championships run at Miranda Park in the Sutherland Shire. Tess Terreiro (12 years) finished 3rd in her 4000m race, to qualify to compete at the NSWCHS Carnival, where she finished 12th in a strong field of over 60 runners.

Athletes represented Randwick Girls High School at the Sydney East Area Athletics Carnival held at the Sylvania Athletics Field. Tiaina Tufuga, Tayla Brookes, Jayesavannah Brown-Bartels and Kate O’Reilly performed exceptionally well, and Tiaina Tufuga was selected to compete at the NSWCHS Athletics Carnival held at the International Athletics Field, Homebush, where she gained second place in the 15 years shot put competition.

Year 11 student, Kate O’Reilly was recognised for her outstanding sporting talent and commitment to school sport by being awarded Senior Sportswoman of the Year. Year 7 student, Tess Terreiro and Year 8 student, Melodie Feeney were awarded equal Junior Sportswomen of the Year. Ivana Drakulic 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. Kayla Jones was recognised for her commitment to sport at Randwick Girls High School by receiving the Sports Ambassador Award.

All outstanding student achievements in sport were recognised at the school’s Annual Sports Assembly, where students were presented with Grade Sport Championships, Sports Encouragement Awards and Coach’s Awards, as well as the Swimming, Cross Country, Athletics and Team Performer of the Year Awards. The students who assisted with coaching, umpiring, refereeing and managing school sports teams in 2011 were also recognised.

Sports House Captains, Rhiannon Fluke and Lauren Breen (Bruce), Mariella Morbelli and Kate O’Reilly (Gilmore), Elizabeth Yong and Eloise Lindeback (Storey) and Nikki Laurendet and Madeliene Whitney (Turner) provided sports leadership at the sports carnivals throughout the year, with Turner Sports House being awarded the Champion Sports House Trophy in 2011.

Other

RGHS sent a team of four Year 8 students on the 5 August to participate in the annual Bridge Building Competition, held this year at the Art Gallery of NSW.

The Great Engineering Challenge at UNSW on 2 August was keenly contested by two teams. The Year 10 team included Merryn Ward, Etta Napier, Mary Williams and Samantha O’Brien. The Year 11 team included Jessica Tanzil, Alice Kang, Muslmaa Rahman and Reshma Zachariah. The students were presented with three engineering challenges that were designed to show them what engineering is all about and enable the students to test their problem solving skills and develop team work.

Megha Bhadbhade of Year 12 participated in the National Youth Science Forum held in Canberra in January, and she was then selected to attend the International Youth Science Forum that was held in London in August. Megha had an amazing time visiting English universities and other historical sites and meeting students from almost 50 countries from across the world. She also travelled to Paris and Geneva and was one of a very select group who were invited to the CERN particle accelerator. It was an opportunity of a lifetime and our thanks go to
Randwick Rotary Club for sponsoring Megha in this incredible experience.

- RGHS entered students in the Australian Brain Bee Challenge, with all members of the 10R Science class participating in the Round 1 online quiz that was held on 16 March. Jesslyn Ngie progressed to the second round which was the NSW State Final. This was held at the University of Western Sydney, Campbelltown Campus.

- Numerous enrichment activities were offered to our senior students in 2011. Biology students from Year 11 spent the day at Centennial Park studying the local ecosystem, a very enjoyable, compulsory part of the course.

- Physics students 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.

- Year 9, 10 and 11 students had the opportunity to listen to a presentation by the Surfing Scientist Reuben Meerman, on Global Warming. His production of large cumulonimbus clouds and liquid oxygen was quite spectacular. Science is definitely the way of the future.

- Year 10 Human Movement students successfully coached students from Rainbow Street Public School in a variety of sporting activities. Each Wednesday afternoon, Year 11 Sports, Lifestyle & Recreation students coached a number of different classes from Maroubra Junction Public School.

- 35 students and three staff members successfully completed their Royal Life Saving Society Association Senior First Aid Certificate.

- Six staff members were trained in the latest cardiopulmonary resuscitation techniques and gained their RLSSA Resuscitation Certificates. Two staff members were retrained as resuscitation examiners.

- All Year 7 students participated in a compulsory swim school program, to teach non-swimmers to swim and improve the technique of students with existing swimming skills.

- Links continued with the Royal Hospital for Women, with four women’s health forums and regular newsletter articles organised during 2011 to assist Year 10, 11 and 12 students access important health information. Natalia Granwal and Lauren Breen were selected to represent the school on the RHW’s Consumer Advisory Committee, to assist in meeting the local health needs of adolescent women.

- 110 Year 11 students completed part of their Crossroads program at the Jindabyne Sport & Recreation Centre. The remaining students completed their program at school by attending numerous health and personal development seminars. All Year 11 students completed the final part of their compulsory health and personal development education during programs in Term 3.

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

- 40 Year 10 students participated in a day of bushwalking in the Blue Mountains National Park, allowing them to take part in an outdoor education experience. A group of Year 10 Human Movement students took part in a three day camping and bushwalking excursion at the Bungonia State Conservation Area in the Southern Highlands.

- The Duke of Edinburgh’s Award currently has 20 students actively involved in completing their Service, Skill, Physical Recreation and Expedition projects. Four Year 12 students were successful in gaining their Bronze Award in 2011.

- Year 11 Entertainment Industry students participated in a variety of work placements (ACMUSE and Royal Easter Show), as well as assisting in the organisation of MADD Night, Open Night, SRC Talent Quest, school assemblies, the Japanese Sister School visit and the School Show.

- In 2011 the relationship with our Japanese sister school Shimokitazawa Seitoku Senior High was further strengthened by their annual visit in November when we celebrated
the 10th anniversary since the establishment of our sister-school relationship. 130 SSSHS students and 10 of their teachers participated in a day visit to our school, while 10 Japanese girls stayed on for the week-long Homestay program where they had the opportunity to experience Australian hospitality first hand. Mr Tanaka, the Principal, who has visited us every year with his school, spoke emotionally about his sense of pride in the relationship forged between our two schools. Our trip which was scheduled for April 2011 but was postponed until 2012 because of the tragic events triggered by the earthquake and tsunami.

- The Languages Other Than English (LOTE) Faculty organized the annual Year 8 LOTE Enrichment Day where students were exposed to a variety of cultural and linguistic opportunities including can-can workshops, worry bead making, Chinese ribbon dancing, origami, degustation sessions and a mega trivial pursuit competition.

- The animé club was a huge success again this year as it gave the opportunity to our lovers of Japanese pop culture to get together on Friday afternoons after school and participate in a variety of fun activities organized by the students themselves.

- 11 Design and Technology students investigated issues relating to climate change and linked with the education unit at Observatory Hill to develop a climate change centre. Students were complimented for their use of the connected classroom and video conferencing to showcase their proposal and innovative ideas relating to environmental sustainability.

- This was the first year of our Year 11 Information Processes and Technology accelerated students completing the HSC course.

- Year 8 students participated in a Technology Enrichment Day. Technology experts from the Computing Studies Association conducted workshops in computer programming and computer animation. We were fortunate to secure the skills and expertise of these Information Communication Technology (ICT) specialists. Students prepared delicious desserts in our food laboratories under the supervision of professional chefs from Ultimo TAFE. These chefs have extensive experience in the local restaurant and hotel industry. In our Textiles Technology rooms, Year 8 were instructed in creative felt making and theatre costume design based on a range of theatre productions conducted by a leading costume designer from NIDA.

- A school wide volunteering program is now embedded in RGH middle school curriculum pattern in line with the HSIE civics and citizenship course components and the Year 9 curriculum.

- Every morning the gardening team met to weed and water our organic garden. The garden is flourishing with herbs, fruit and vegetable produce growing plentifully with companion planting using marigolds and daffodils. The garden has become a meeting place for Randwick Girls students, boosting student engagement, pride and responsibility. Alongside developing knowledge and skills related to plant production and sustainability, students have developed their teamwork skills to establish and maintain the garden.

- As part of the student volunteering program, and also to improve NAPLAN results, the book club involving Year 8 and Year 9 students from Randwick Girls and Randwick Boys visited Rainbow Street Public School to present students with our chosen text Silas and the Winterbottoms. The book launch allowed students to chat together, use the connected classroom and encourage further dialogue using Edmodo.

- The knitting club has allowed students to develop advanced skills in knitting and an understanding of the significance and impact of these skills in the production of useful items for a community purpose. The finished wraps were donated to the Wrapped with Love organisation, which sends these knitted items worldwide to people in need. The proceeds from the sale of knitted toys has been used to purchase water, grains and livestock through the OXFAM organisation. Students dedicate approximately three hours per week to the club, including an afternoon and a lunch time session at school, in
addition to their own time at home. These girls have impressed their peers and teachers by their voluntary services organized around home and study commitments.

- In the 10th anniversary of the United Nations International year of Volunteering three of our students received a 2011 National Volunteer Award – Nini Lam, Shayal Singh and Jennifer Tjoeng, for commitment and dedication to volunteering in our local community.

- The History study tour of Europe was undertaken where three teachers accompanied 20 Year 11 and 12 students on an overseas excursion to Italy, Belgium and France to view famous historical sites. These included Pompeii and Herculaneum in Italy, the Western Front of World War I in Belgium and northern France as well as famous landmarks such as the Eiffel Tower in Paris.

- The Year 9 History excursion to Canberra for three days and two nights was attended by more than 100 students.

- The annual Coffee & Dessert Night was again a success. This is an evening where our senior History students showcase their studies with oral reports to parents and other students.

- History students from all years also attended lectures, visits to Museums and Mosques, historical films and investigated the local history of our immediate environs. They were also entertained at the school by Vietnam Veterans and participated in a Medieval Day – as well as running the annual ANZAC Day Remembrance Service.

- In mid-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 a double period.

- Astronomy is alive and well at RGHS. Two Astronomy Open Nights were held on the school oval. A number of amateur astronomers from the local area brought along a variety of telescopes.

### National Competitions

- 82 students participated in ICAS-Science. Our most successful entrants were: Yuhang Wen of Year 8, Minh Dam and Naomi Que of Year 9, and Anita Gallagher of Year 11 who all received a Distinction Certificate. Zoe Baker, Holly King, Jacqueline Ou and Aniqa Sarwar of Year 7, Aurupa Bhuiany, Amelia Fletcher, Miranda Hanson, Ivy Loncar and Karly Serata of Year 8, Kayal Manamohan, Perri Roach and Mikayla Wilcox of Year 9, Jincheng Li of Year 10, and Megha Bhadbhade and Konii Takenaka of Year 12 all received Certificates of Credit.

- 90 students participated in the Rio Tinto Big Science Competition. Our most successful entrants were: Emily Ravlich of Year 8 who received a Certificate of High Distinction; Amelia Fletcher and Yuhang Wen of Year 8, Tara Jarnason, Kerry Liang and Rachel Roberts of Year 9 who all received a Certificate of Distinction; Zoe Baker and Aniqa Sarwar of Year 7, Miranda Hanson, Karly Serata and Ivy Loncar of Year 8, Naomi Que and Kayal Manamohan of Year 9, Anita Gallagher of Year 11, Megha Bhadbhade and Konii Takenaka all received Certificates of Credit.

- The 2011 Qualifying Exams for the National Science Olympiads were held in August. Physics was contested by three students, Biology was contested by five students with Yue Kang and Muslima Rahman achieving Credit awards. Chemistry was contested by seven students with Yue Kang and Anita Gallagher achieving Distinction awards and Gabrielle Dibdin achieving a Credit award.

- The HTA History Competition was undertaken by Year 10 students based on Year 9 and Year 10 Australian History in a state-wide test. Five students achieved a Distinction and 19 students were awarded a Credit out of 9,769 students in the state who sat for the test.

- The Mathematics Challenge for Young Australians is a program conducted by the Department of Innovation, Industry, Science and Research. This year 15 students entered the challenge and 12 successfully completed elements of the challenge.
**Academic**

In the National Assessment Program – Literacy and Numeracy (NAP-LAN), the results across the Year 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.

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

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**Literacy – NAPLAN Year 7**

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**Percentage in bands:**

**Year 7 Reading**

**Percentage in bands:**

**Year 7 Writing**

**Percentage in bands:**

**Year 7 Spelling**

---

**Percentage in bands:**

**Year 7 Reading**

**Percentage in bands:**

**Year 7 Writing**

**Percentage in bands:**

**Year 7 Spelling**
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99.4</td>
</tr>
<tr>
<td>Writing</td>
<td>98.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.4</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.6</td>
</tr>
<tr>
<td>Writing</td>
<td>92.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.6</td>
</tr>
</tbody>
</table>

**Progress in literacy**

Randwick Girls has made very pleasing progress in all literacy areas with excellent skills growth in all areas from Year 7 to Year 9.

**Progress in numeracy**

There has been pleasing growth in the number of students moving to higher bands from Year 7 to Year 9.

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

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

Percentage of students in performance bands: Computer Skills

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

Percentage of students in performance bands: Computer Skills
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Randwick Girls value adding in the two years between Year 10 and Year 12 is outstanding in all ability groupings which consistently achieved above similar school’s achievements across the state.
Significant programs and initiatives

Aboriginal education

The major focus of Aboriginal education at Randwick Girls High School during 2011 was the continuing improvement in the achievement of learning outcomes of our Aboriginal and Torres Strait Islander students.

In collaboration with our Aboriginal Education and Consultive Group representative and Sydney Region Aboriginal Education Consultant Jane Stanley; the Aboriginal Community Liaison Officer, Fay Carroll; parents, students and staff, Individual Learning Plans (ILPs) that were updated in 2010 were implemented for our Aboriginal students in 2011. These plans highlight the individual strengths and abilities of each student, target areas for further development and highlight student interest in a number of projects. Student progress has been carefully monitored by the Aboriginal Students’ Coordinator and the schools’ Learning Support team on a regular basis. Further adjustments and modifications are continually being made on the ILPs. Further consultations will be carried out early in 2012 with parents, students, the Aboriginal Students’ Coordinator, Head Teacher Welfare and staff.

The school worked closely with the Aboriginal Home Liaison Officer in 2010 and there has been a marked improvement in attendance in 2011. Attendance will again be closely monitored in 2012, so that our Aboriginal students continue positively with their school experience and growth.

The schools’ close relationship with the Nuri Gili Indigenous Program at the University of New South Wales continued in 2011. Our students participated in a number of their programs such as their Science and Engineering program. Two of our younger students were asked to participate in building and programming a robot. Our older students were also keen and applied for Nura Gili’s holiday residential scholarship program.

In 2011 our Aboriginal and Torres Strait Islander (ATSI) students had the opportunity to participate in a number of other programs. These included: ATSI Student’s numeracy project, ATSI Science Enrichment Program, Big Build Up Day (a Design and Technology program that had our students designing an environmentally friendly commercial office), video conferencing with other Aboriginal students in the Metropolitan area, the Aspiration Initiative Academic Enrichment program, The Aboriginal Secondary Students’ Great Debate and the Step Forward sports Camp run by the University of Sydney. Teniwa Jones of Year 8 was awarded The Deadly Kids Doing Well Award.

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 the NAIDOC week assembly, our Aboriginal students, our Aboriginal Community Liaison Officer, Fay Carroll as well as two young professional Aboriginal women from Nura Gili from the University of New South Wales were invited to speak about their life experiences and the importance of education for our Aboriginal and Torres Strait Islander students. We also maintained a good relationship with Matraville Sports High School whose Aboriginal students performed for our NAIDOC assembly.

Multicultural education

As a multiculturally diverse community (72% non English speaking background - NESB), Randwick Girls High School has an ethos of appreciation and sensitivity to all cultures. A large number of inclusive programs celebrating and supporting all our students, particularly those with special language needs underpins the schools curriculum and welfare focus.

The school is supported by four English as a Second Language (ESL) teachers, who work in a variety of ESL situations. Programs include parallel ESL classes from Year 9 to Year 12. The literacy needs of ESL students are supported by team teaching in a number of Key Learning Areas (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 ESL students consistently achieve outstanding results in the HSC with two students in Year 12, 2011 gaining places in the Premier’s Outstanding Achievement Awards for top of subject.

Our Pacific Islander students are supported by an enrichment program to ensure positive engagement led by our Pacific students’ coordinator.
All students are encouraged to celebrate their cultural differences while at the same time showing proud allegiance to the ethos of Australia.

Respect and responsibility

Respect and responsibility were the underlying motives of the Student Services Team at Randwick Girls’ High School in 2011.

A series of programs which were designed to cater for the learning and well-being needs of all students was implemented and these programs resulted in many positive outcomes throughout the year.

In 2011, the Student Services Team had an involvement in a number of areas:

- Learning plans were redeveloped for students with learning difficulties. These students were most ably assisted by our Support Teacher Learning Assistance. Our staff was also the recipient of ongoing professional development which allows it to cater for students with learning difficulties by adjusting the curriculum as well as assessment tasks.

- In addition, Learning Assistance Program funding was used to engage extra teachers to provide supplementary learning support including assistance for disengaged senior students. Life Skills curriculum was also accessed by two students in Stage 6.

- Students who were identified as not meeting literacy benchmarks were assisted to develop their reading and comprehension skills through the Peer Tutor Reading Program where Year 10 tutors deliver the program.

- Our Counting On numeracy program has continued this year with student tutors delivering this program to students identified as not meeting numeracy benchmarks.

- Successful applications for special examination provisions for the HSC and School Certificate examinations were made on behalf of a number of students with medical conditions or learning difficulties. These provisions were also provided to students for internal assessments.

- A number of integration meetings were held throughout 2011. These meetings involved the relevant Welfare Team members, the Itinerant Support Teacher Integration and integration students and their parents.

- A function of integration meetings was to develop Individual Learning Plans for each student and to ensure that the students were successfully integrated into the mainstream curriculum as well as co-curricular and extra-curricular activities, including school excursions, camps and sports carnivals. These students were very ably supported by our four School Learning Support Officers.
• The Itinerant Support Teacher Transition liaised with a number of integration students, their 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, the Assistant Principal Vision and Autism Outreach as well as the Itinerant Support Teacher Behaviour.

• Our international students were supported in making a successful transition into the school by the International Students’ Coordinator who organised SRC buddies, an orientation day and a welcome luncheon as well as an information evening to assist in the successful integration of our international students. An excursion was organised to Mowbray Park. Students and staff participated in the Lunar New Year celebrations and the Mid Autumn Festival.

• To improve the students’ literacy skills they were encouraged to attend the Homework Centre where they were given help by the ESL teachers.

• In collaboration with the ESL staff a Year 10 and Year 11 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.

• The Learning Support Team successfully applied for regional support as and when required, as well as Itinerant Support teacher behaviour placements in special schools.

• The Links to Learning Program which was coordinated by the YWCA along with our Year 9 Adviser, was attended by 15 Year 9 students and proved to be a great success.

• In addition, the Year 12 Buddy Teacher Program continued and many Year 12 students benefited from the care and support offered by their buddy teachers.

• Scholarships and awards were also applied for on behalf of a number of students.

• A large number of students applied for or were chosen to participate in a number of external leadership opportunities. These opportunities included the Randwick Council Youth Week Forum, the NSW Youth Advisory Council Forum, The World Vision Global Leadership seminars, WAYS Youth Week and State and Regional SRC conferences. Our School Leaders also took part in the Young Leaders convention. Two of our senior students had the rare opportunity to shadow the School Education Director, Botany Bay Network for a day.

• In a joint initiative with Randwick Boys High School, a group of Year 12 students worked on a White Ribbon Day project which addressed violence against women and International Women’s Day itself was celebrated at the school with a special assembly.

• The school’s Peer Mediators also used their conflict resolution skills to good effect, leading to greater harmony at the school.

• Many Year 9 and Year 10 students continued to enjoy and participate in the Student Volunteering Program in 2011, 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, our strong Year 7 Teams Program and a highly regarded orientation program.

• Each student’s transition and progress was closely monitored by their Team Leader and their various needs, as and when arising, were promptly addressed.

• Year 7 students were also greatly assisted in their transition by the Peer Support Program. Year 10 Peer Support Leaders carried out a range of activities in sessions with their Year 7 group.

• In addition, Year 7 and 8 students participated in anti-bullying, cyber-bullying and a Bully Busters workshop.

• A targeted group of Year 7 and 8 students took part in a program aimed at helping them develop skills such as resilience and successfully setting goals for their future.
• All Year 7 and Year 10 students had the opportunity of receiving free vaccinations as part of the NSW Health program.

• 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 2011 the Student Services Team undertook professional learning in the effective use of the RISC program to record and monitor student information and the Home School Liaison Officer in-serviced the Team on the revised attendance requirements.

It was only possible to undertake the initiatives described above as a result of the professionalism and dedication of our Student Services Team, which I would like to sincerely thank, both individually and collectively.

Progress on 2011 targets

Target 1

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

Our achievements include:

• a fully integrated, operational attendance team led by a Head Teacher, regularly liaising with the Deputy Principals.

• use of an attendance pro-forma.

• regular spot checks for attendance.

• on-going interview system to monitor and mentor student truants.

• close links with Home School Liaison Officer (HSLO).

Target 2

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

Our achievements include:

• 20% growth in constituent ethnic community parents involvement in the P&C.

• a number of ethnic community parents trained and participating on various school selection panels.

• 15% increase in ethnic community parents attending school functions – such as the Meet and Greet and fundraising evenings.
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 2011 our school carried out evaluations of:

Educational and management practice

Background

With the exponential growth in technology across all areas of human life schools must engage with technology in a positive and integrated way so that our students are not left behind. We need to provide the best possible integrated support in both the learning and management areas right across the school community. The Department of Education and Communities (DEC) has acknowledged the necessity of this through its Digital Education Revolution (DER) where all students from Year 9 to Year 12 have now been provided with personal laptops loaded with extensive suites of software.

Also, the phasing out of the nearly obsolete DOS based OASIS Administration system and its replacement with the new Learning Management and Business Reform (LMBR) system by 2014 will require major adjustments to our educational management and practice.

Findings and conclusions

Our findings indicate that Randwick Girls has been gradually integrating the use of technology into both

the classroom –
- Laptops for Learning
- electronic whiteboards in every faculty
- two connected classrooms, the second one as a result of the Federal Government’s BER funding

and in the workplace –
- student management with OASIS and ERN
- timetable management (12 years)
- use of computerised reports (12 years), student electronic roll system with SMS parent contact provisions.

Both teaching and office staff have been provided with wide access to professional learning including our Term 2 2011 School Development Day focusing on programs for netbooks including one note, use of the adobe suite and Edmodo together with information on Breakfast with a Teckie and other uses of the two connected classrooms.

A series of ICT professional learning afternoons, led by our expert teachers, have proved very successful.

Future directions

By the end of 2014 it is anticipated that major segments of the Department’s new LMBR will be in operation across the DEC.

It is anticipated that in the next three years all staff will be familiar with the system, regularly using the processes of LMBR to ensure that the best use of personnel resources can be achieved with the school working more efficiently, using technology as a tool. Most importantly, staff will be encouraged and provided with ongoing Professional Learning and technological support so that our learning community can function at its optimum in the modern technological world of our students.

Curriculum

Background

With the new National Curriculum planned for introduction by 2015 placing a strong emphasis on LOTE, particularly Asian languages, Randwick Girls is ideally placed to ensure full implementation of the National Languages policy.

Findings and conclusions

- Randwick Girls High School possesses one of the few full LOTE faculties in NSW, with a dedicated Head Teacher and four full time staff.
- Two of the four languages offered are Asian; Japanese and Mandarin Chinese.
- The current school curriculum trend depicts a growth in Asian languages with a pleasing maintenance of the European languages, French and Modern Greek.
- All students study at least one language in Years 7 and 8 with a sizeable number electing to carry on study in Years 9 and 10.
- Randwick Girls High School’s popularity with international students, usually from Chinese speaking backgrounds, has required the...
provision of Chinese Background Speakers classes in senior school. This has allowed us to offer Chinese from Year 7 to Year 12 ensuring all students are able to engage with the language.

- Our ongoing overseas study trip program is now in its 10th year with visits in turn to each of the countries whose language we study.
- The course programs for LOTE are able to excite and enrich students with stimulating and diverse learning activities.
- Japanese is particularly strong in the school; its study enhanced by our 11 year relationship with our Japanese sister school Shimokitazawa Seitoku.
- French continues to be the most popular language taught by two of our four Language teachers.

Future directions

- Maintain a full and thriving LOTE faculty at Randwick Girls High School offering four foreign languages.
- Investigate the development of a second sister school relationship, this time with China, using the Sydney Region Expanding Asia Program.
- Ensure all LOTE teachers participate in appropriate Professional Learning to enhance their personal skills base.
- Explore use of the connected classroom to use video conferencing to expand our school’s foreign language networks.
- Facilitate the skills of our LOTE teachers by providing opportunities through the DEC Scholarship Program to maintain the languages studied. Our Chinese teacher is at present studying Japanese so that the school’s timetable planning can be facilitated and students will have greater chances to engage with the language of their choice.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school through a number of forums including parent, staff and student meetings.

Including:

Parents: the annual School Planning day, P&C meetings, finance committee, interview panels.
Teachers: staff meetings, faculty meetings, committee and team meetings.
Students: vertical roll meetings, SRC meetings, SRC student/principal Thursday meetings.

A number of pre-entry, school satisfaction and exit surveys are also regularly undertaken.

Parents commented on the continually improving learning outcomes provided and in particular on the school’s improved reputation across the community with the increased enrolments.

Teachers favourably commented on the way the merit/demerit system encouraged positive behavior outcomes in the students, so that more on task class learning has been accomplished. They are also very pleased with the increased patronage of the school by our community.

Students enjoy the freedom to learn provided by a disciplined classroom. They continue to comment favourably on the improved physical appearance of the school with more suggestions for beautification.

There are regular ongoing questions as to why the dated school labs have not yet been refurbished.
Professional learning

Professional learning was once again a strong focus for Randwick Girls High School staff.

All staff were encouraged to attend professional learning courses and training to ensure that Quality Teaching and Learning takes place 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.

Professional learning 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, improving classroom practice, improving value added and Aboriginal Education were all key areas of professional learning undertaken by staff. School Development Days covered topics such as: My PL@EDU, Child Protection, Adolescent Services Unit at Prince of Wales Hospital, Student Welfare Consultant for Bondi Office, Autism and teaching, ICT skills for all staff and leave entitlements for all staff.

Staff also worked in their faculties ensuring they are aware of all welfare issues concerning students in the school in 2011 as well as identifying the specific needs of students new to the school.

Carrying on from the highly successful 2010 focus for Head Teachers, another of our Head Teachers completed the Executive Leadership Development Program. 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 have been introduced in the school in 2012 and beyond.

All staff participated in at least four forms of professional learning during 2011. More than 60 staff participated in five or more. The overall budget for professional learning was $47,654 or $745 per staff member.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Literacy

Outcome for 2012–2014

- Increased levels of literacy achievement for all students.
- Whole school commitment in all KLAs to continue to embed literacy strands in all curriculum and programming areas.
- 2% increase in writing from proficient to above average for Year 7 2011 cohort moving to Year 9 2013.

2012 Targets to achieve this outcome include:

- Decreased proportion of lower performing students not meeting literacy minimum standards for Year 7 and 9.
- Peer Tutor program operating.
- Higher profile for LST across school.
- QT frameworks including high order learning skills, text type writing focus and differentiated learning in action across school.
- Annual professional learning
- LST operating every alternate week.
- ILPs in action for all targeted students.
- ILPs in action for all Aboriginal students and access of Norta Norta funds.
- Homework centre operating and being even more widely accessed.

Strategies to achieve these targets include:

- Initiate, implement and evaluate (trial) whole school (all KLAs) program focussed on teaching NAPLAN nominated text type-persuasive writing in all subjects.
- Maintain and refine peer reading dual school/TAFE program targeting identified students.
• Identification and support of targeted students through LST, STLA and ESL intervention.
• Ongoing analysis of SMART data to inform progress of individual targeted students.
• Teacher professional learning focus on teaching across KLA literacy.
• Enhance profile of LST across school.
• LST to develop ILPs for all students who have either not met national benchmarks or are at the lower levels of achievement.
• Updating ILPs for all Aboriginal students.
• Maintenance of school homework centre.

School priority 2 – Numeracy

Outcome for 2012–2014
• Increased levels of numeracy achievement for all students.
• Whole school commitment in all KLAs to continue to embed numeracy strands in all curriculum and programming areas.
• 2% increase in numeracy from proficient to above average for Year 7 2011 cohort moving to Year 9 2013.

2012 Targets to achieve this outcome include:
• Decreased proportion of lower performing students not meeting numeracy minimum standards for Year 7 and 9.
• Higher profile for LST across school.
• Counting On in operation.
• Maths Club in operation.
• Annual professional learning.
• LST operating every alternate week.
• ILPs in action for all targeted students.
• ILPs in action for all Aboriginal students and access of Norta Norta funds.
• Homework centre operating.
• Raising the profile of and participation in UNSW Mathematics Challenge.
• Raising participation and success in the Australian Mathematics Competition.

• Edmodo being used in most Mathematics classes.
• Exploration of textbooks being uploaded onto student laptops.

Strategies to achieve these targets include:
• Teacher professional learning focus on teaching across KLA numeracy.
• Enhance profile of LST across school.
• Maintenance of Counting On program
• Maintenance of co-curricular Maths Club.
• LST to develop ILPs for all students who have either not met national benchmarks or are at the lower levels of achievement.
• ILPs for all Aboriginal students.
• Maintenance of school homework centre.
• Identification and support of targeted students through LST, STLA, ESL intervention.
• Ongoing analysis of SMART data to inform progress of individual targeted students.
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.

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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: