Randwick Girls High School
Annual School Report 2014
Principal’s message

It is with pleasure that I present the Randwick Girls High School (RGHS) 2014 Annual Report to our school community.

Randwick Girls High School’s values reflect the broad values of our public education system. Our students are guided towards understanding the importance of respect and responsibility to their families, school and community while personally striving to do better than their best, challenging them to take their place as leaders of the future.

RGHS is a comprehensive school, inclusively providing the best of educations to students from a wide spectrum of cultural, religious and socio-economic backgrounds.

Our very broad curriculum ranges 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 close to 85% progressing to university in 2014.

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.

Our Creative Arts and Performing 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. The School Show, in its 5th year, gives over 220 of our young women opportunities to experience performance first hand over two nights at NIDA.

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 enriching environment provides our students with academic, social and community potential, while ensuring their welfare is of utmost 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

This was my second year in the role of President of the P&C at RGHS.

I would like to thank the other committee members who assisted me over the year:

- Alison Bell as Deputy
- Sara Knuckey as Secretary
- Meryn Hirshman as Treasurer
- Tess Mallos and Leonie Goldfinch as Communications Officers

We are a friendly bunch and always happy to have as many people as possible coming along to our meetings which are held on a Monday evening, in the school library, twice a term.

We started off the year with the Year 7 Welcome BBQ. This was a great success and was attended by many eager new high school students and parents, as well as a team of very welcoming teachers. The P&C’s job on this evening is to help facilitate a warm and welcoming place for the new Year 7 girls and give parents an opportunity to meet their daughter’s new friends and teachers for the year.

2014 has seen reforms and changes to the way our girls’ education is delivered and to the way our schools are managed.

From time to time the P&C has organised guest speakers to come to our meetings and speak on matters relating to the education of our girls. We have had Maths and English Head Teachers from RGHS giving us an insight into their faculty and assisting us in understanding the new National Curriculum currently being introduced into our schools.

This year we also had a guest speaker on: The Emergence of Anxiety during Adolescence. Miriam Den a researcher – PhD/M Psych (Clinical) candidate from the School of Psychology, UNSW, training to be a Psychologist kindly agreed to attend our meeting and talk with us on this, her research topic.

We also had a study skills seminar for parents on How to support your children through exams and the HSC. There was a great attendance by parents and it was a very informative and rewarding evening.

Working in partnership with the school ensures our girls get the best support in their education, development and achievements. The P&C also aims to contribute in any small way financially through fundraising activities. This year we raised funds with the introduction of a movie night fundraiser. We hired the Ritz movie cinema and invited parents and members of the local community to preview a new release film. Local businesses donated gifts for a fabulous raffle held on the night. This is sure to repeated in 2015.

Mr Bruce Notley-Smith, on a recent visit to the school, was shown the Science labs and has forwarded his concerns to the State Minister for Education, Mr Piccoli. The P&C contributed towards a submission supporting the school in their request for funding.

The P&C have set up a parent e-network in the form of an email system which is used to: advise parents of meetings and call for agenda items, produce minutes of meetings, advertise special events/guest speakers and request volunteers for fundraising events.

Our meetings also provide an excellent forum for lively discussion and an opportunity to find out what is happening in the school. Mrs Emerson gives an informative report on school activities and we are asked our opinions on many issues concerning the school life of our girls. Progress of the projects we are working on and the state of our finances are also covered. Many issues are discussed and queries often solved. I would encourage everyone to come to the meetings. You can find the dates and list of upcoming speakers on the school website.

I also strongly encourage everyone to pay their P&C annual contributions, which are requested at the same time as school fees but can be paid at any time with an EFT deposit into our P&C account.

The P&C uses money collected and raised to help fund projects for the benefit of the school. This includes helping with and donating special P&C awards on Presentation Day to encourage the many successful students that RGHS produces every year.

The P&C committee would like to thank the wonderful staff of RGHS for their dedicated commitment to our school. We also thank the girls in the school. We encourage their hard work and performance in the many subjects, cultural and sporting activities in which they participate.

CHRISTINE MILES
Student information

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

Student enrolment profile

Retention to Year 12

Student attendance profile

Post-school destinations

The Randwick Girls High School destination survey has been completed by the Careers Advisor since 1992. As many of our international students were still overseas in the month of February when this survey was conducted, not all students could be accounted for. However we note an increase in those taking up a university place.

The post-school destination survey of our Year 12, 2014 points to the following conclusions:

- 82% gained a place at university, with 39.2% electing to attend the University of NSW, by far the university of choice and attracting the majority of our students with an ATAR of 90 and above including our first into medicine for quite some time
- The remainder of students took up offers at: University of Sydney with 7.8%, University of Technology with 4.9%, Macquarie University with 2.4%, University of Western Sydney with 7.3%, University of Newcastle with 2.4%, Australian Catholic University with 14.6% and Notre Dame with 9.8%
- 15.7% gained entry to a range of TAFE courses from Certificate to Diploma level
- 5.9% attained traineeships in vet and dental nursing.
- 3.9% gained work
- 19.6% gained entry to study at private colleges, including, Macleay, Martin and Bedford

Workforce information

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

Workforce composition

<table>
<thead>
<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>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>45.5</td>
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<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3</td>
</tr>
<tr>
<td>School Counselor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
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</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At present, there are no members of staff who identify as being indigenous.
Teacher qualifications

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

<table>
<thead>
<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>
<td>92</td>
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Professional learning and teacher accreditation

Professional Learning was a strong focus at Randwick Girls High School in 2014, as it is each year.

All staff is encouraged to attend Professional Learning courses and training to ensure that Quality Teaching and Learning is at the forefront of our lessons and thinking when teaching, setting and marking assessments, assignments and homework as well as extra-curricular activities.

Curriculum development was a major area of training undertaken during the year and with syllabus changes in many faculties, training is imperative. Randwick Girls High School Core Values of Teaching and Learning, Welfare and School and Community were taken into account when exploring Training and Development options for staff. School, Regional and State targets were also taken into account when approving Professional Learning for staff.

Targets such as numeracy and literacy across the school, improving cultural awareness, the achievement levels of our Aboriginal students, providing opportunities for quality professional learning to support new scheme teachers and aspiring leaders as well as meeting the innovative practices for 21st century learners and learning, were prioritised to ensure equity for staff wishing to enrol in particular training.


School development days in 2014 focused on updating all staff on Child Protection, National Disability Requirements, ICT @ RGHS, E-Emergency Care, School Plan evaluation, Bring Your Own Device (BYOD), Assessment and Reporting, Quality Teaching as well as Work, Health and Safety. Planning is also well underway for the incoming Australian Curriculum, with some faculties, whose curriculum changes shortly, well prepared whilst other faculties still have their new curriculums under consultation.

Subject specific Conferences and Planning days were also well attended by staff from RGHS. VET courses and accreditations took a great deal of time and resources in 2014. Updating staff qualifications ensures staff are accredited to teach specific VET courses on offer to our students.

All staff in the school participated in at least four forms of professional learning, with more than 60 staff participating in five or more. The overall budget for professional learning was $48,019, an average of $800 per staff member.

Beginning Teachers

Both permanent and temporary Beginning Teachers are strongly supported at Randwick Girls’ High School.

We hold two whole day seminars per year where teachers starting their careers or maintaining competencies are given time to reflect on their teaching practice and ensure accreditation is completed satisfactorily. Outside trainers are also engaged twice per year to assist staff with this process and ensure credentials will be attained.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
<td>291817.20</td>
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<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<td>Total income</td>
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Expenditure

| Teaching & learning       |          |
|                          |          |
| Key learning areas       | 88685.47 |
| Excursions               | 139488.94|
| Extracurricular dissections| 156859.69|
| Library                  | 10729.92 |
| Training & development   | 0.00      |
| Tied funds               | 227062.33|
| Casual relief teachers   | 100379.18|
| Administration & office  | 293102.56|
| School-operated canteen  | 0.00      |
| Utilities                | 160347.37|
| Maintenance              | 84715.05  |
| Trust accounts           | 136105.77 |
| Capital programs         | 0.00      |
| Total expenditure        | 1397476.28|
| Balance carried forward  | 606634.75 |

School performance 2014

Arts

- HSC Music student Sabrina Mobbs nominated for Encore for her exemplary Viva Voce.
- HSC Visual Arts student Valerie Vayner nominated for Art Express.
- Outstanding HSC results with four Band 6 and 18 Band 5 within Music and Visual Arts.
- Performance of Jennifer Grosz, Vegas Kentell and Nubia Mendes of Year 9 and Shamis El Daoud and Silk Collins of Year 10 at the Sydney Region VET Thank you function in November.
- MADDD night in July showcased our Year 12 students in Music, Art, Drama, Dance, and Design and Technology.
- Music Night in November showcased musicians in Years, 9, 10 and 11 elective classes and our ensembles.
- The continued success and growth of our music ensembles – Concert Band and Jazz Band. Performances have included Open Night in March, Music Night, the Japanese assembly, Year 4 visits and Presentation Day.
- Assembly performances – from students in all years allowing for skills in presentation to be developed before a warm and encouraging audience. Congratulations to Shamis El Daoud of Year 10 and Jennifer Grosz, Jennifer Lee and Lily Wade Collins of Year 9.
- Caitlin Williams, Bella Bushby and Gwyneth Estoban of Year 12 selected for the CREATE exhibition in Bowen Library.
- Gwyneth Estoban of Year 12 won the Waverley Youth Art Prize.
- Cailin Brownlow, Rohanne Gifford, Molly Forrest, Maoing Lim, Lulu Tanabe and Grace Thompson of Year 9 were winners in the Randwick Literary Institute Better Books Cover competition.
- Naomi Que, Gwyneth Estoban of Year 12, Tazin Murshed and Anna Wilson of Year 11 were entrants in the Randwick Municipality Women’s Art Competition.
- Georgia Dunn of Year 10 won the Matt Thistlethwaite Christmas Card Photo
Competition with Bernice Datu of Year 10 as runner up.

- Year 11 and 12 Visual Arts classes to AGNSW Art Express exhibition.
- Jasmin Lancaster, Emily Tjoeng and Saskia Jones (Year 12) all had their HSC Dances recommended for Callback, where outstanding examples of both composition and performance based dances are showcased.
- Emily Tjeong was awarded the UNSW Dance Scholarship for 2014.
- Emily Tjeong (Year 12) and Emily Ginis (Year 10) were selected in the Schools Spectacular Ballet Company.
- Three students were successful in their State Dance Ensemble auditions.
- Two Dance Ensembles, comprised of 45 students ranging from Years 7–12, performed at the Sydney Dance Festival, celebrating dance education in NSW public schools. Students also performed at Showcase, the Bondi District Schools annual Performing Arts Festival. The RGHS annual Open Night and school assemblies also provided opportunities for Dance students to showcase their skills.
- Senior elective Dance students had the opportunity to develop their appreciation of dance in the professional dance world on the Melbourne dance tour. Students participated and enjoyed master classes, industry talks and exhibitions held at the Australian Ballet, The Victorian College of the Arts, Chunky Move and Ministry of Dance.
- Dance students attended two performances by the Sydney Dance Company and participated in the question and answer sessions that followed. Students also attended the musical Wicked to augment their study of dance.
- 12 students performed as part of the annual Department of Education & Communities Schools Spectacular, performed at the Entertainment Centre.
- Randwick Girls and Boys High Schools presented the annual School Show, which showcased the talents of nearly 200 students (175 girls) 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.
- Year 12 Dance, Drama, Music, Visual Arts and Design and Technology students showcased their HSC performance pieces at the school’s annual MADDD Night.

Sport

- This year, 2014, again saw a variety of sports continued on Wednesday afternoons for all students in Years 7 – 10. Students participated in various sports including badminton, netball, volleyball, oztag, cycling, fitness, swimming, table tennis, ten-pin bowling, soccer, basketball, power walking, croquet, bocce, yoga and running4fitness. 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 oztag and soccer competitions, and the netball and basketball teams were narrowly beaten in the final.
- Inter-School Zone Competitions for Years 7 and 8 students were undertaken in oztag, soccer, netball and basketball, with Randwick Girls High School winning all four competitions.
- The school participated in NSW CHS Knockout Competitions for basketball (open and u/15yrs), cricket, hockey netball (open and u/15yrs), soccer, softball, table tennis, tennis, touch, volleyball and water polo (open and 15yrs). The open tennis team were Sydney East Champions, qualifying to compete at the NSW CHS State Championships. The basketball and netball teams were successful in reaching the Sydney East Area final competitions.
- The school also provided competitors for NSW CHS Championships in triathlon, surf board riding, diving, gymnastics and trampolining, with outstanding performances
from Lily Leamon, Megan Dobrosavljevic, Kenzie Stanwell and Leila Chezzi.

- At the Eastern Suburbs Zone Carnivals, Age Championships were awarded to Naomi Caucau (12yrs Athletics), Scarlett Pye (14yrs Athletics) and Samantha Lee (15yrs Athletics).

- Eight 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 Meghan Olsen qualifying to compete at the NSWCHS Swimming Championships.

- Randwick Girls were successful in qualifying 11 students to represent the Eastern Suburbs Zone at the Sydney East Area Cross Country Championships run at Miranda Park in the Sutherland Shire. Ariel Kniznikov (17+yrs) qualified 7th in her event.

- Athletes represented Randwick Girls High School at the Sydney East Area Athletics Carnival held at the Sylvania Athletics Field. Scarlett Pye, Samantha Lee, Georgia Taylor and Naomi Caucau performed exceptionally well and were all selected to compete at the NSW CHS Athletics Carnival held at the International Athletics Field, Homebush. Samantha Lee, Georgia Taylor and Scarlett Pye also competed successfully at the NSW All Schools Athletics Championships.

- This year Randwick Girls High School formed a school running group for students interested in improving their middle/long distance running ability, preparing to represent the school at community running events (eg City2Surf), training for cross country and athletics carnivals, as well as developing increased cardiovascular endurance. The group was supervised and trained by Ms Neyland, and about 25 students ran each weekend at Centennial Park. Ivy Loncar (Year 11), completed in her first City2Surf, finishing in 82 mins 05 secs (99th in her age group).

- Year 12 student, Amy Walburn was recognised for her commitment to sport at Randwick Girls High School by receiving the Premier’s Award for Sport.

- All outstanding student achievements in Sport were recognised at the school’s Annual Sports Assembly, where students were presented with Grade Sport Championships, Sports Achievement 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 2014 were also recognised, along with parents who had assisted the school throughout the year.

- Sports House Captains, Ella May Basalo, Madeleine Copper (Bruce), Amy Walburn, Klarissa Yeomans (Gilmore), Eva Lindsay, Samara Mobbs (Storey) and Ellie Mieville, Tahli Terriero (Turner) provided sports leadership at the sports carnivals throughout the year, with Bruce Sports House being awarded the Champion Sports House Trophy in 2014.

**Other**

- Creative writing remains a strong focus of the English faculty. Year 8 participated in an engaging performance by storyteller Donna Jacobs. This enabled the students to understand the skill of taking a life experience and turning it into a short story.

- Other opportunities for students to extend their creative writing were offered in the workshop attended by Year 12 Extension 2 English. Year 11 Extension 1 English also participated in writing workshops conducted by Ms Cecelia Choi.

- Viewing and participating in Drama is an important component of all English courses. Ms Wren’s Advanced English class attended a performance of their text *Frankenstein* at the Genesian Theatre which gave them a different perspective on the issues in the text. Our appreciated seeing their HSC text in action.

- Under the guidance of their teacher, Mr Purchas, our Year 11 Drama class devised a performance of *Property of the Clan*. The performances were over two days with shows for both students in the day and
parents at night. The girls gave a sophisticated performance of a challenging text.

- This year also saw the establishment of the Drama Club which enabled Years 7 and 8 to pursue their dramatic passions. A big thank you goes to Mr Purchas for initiating this. Hopefully we will see this enterprise continue in the future.

- During the Protest Unit Year 9 participated in the Protest Market. This involved students having stalls for their various causes and other students casting their vote to determine the most effective campaign. The standard of the presentations was outstanding and showcased the students’ skills in the use of persuasive techniques. It was also fantastic to see the passion and commitment the girls have for a variety of truly worthwhile causes.

- The School Year Book has again been completed as part of our diversified curriculum for our extension Year 9 class, and this year the move to incorporate more technology has resulted in the creation of a group of Digital Leaders. These girls are not only leading the implementation of a variety of interactive technologies but are also working on the School Website.

- Ms Prineas again ran the Counting On program which gives assistance to Year 7 students struggling with some mathematical skills, conducted in roll call four days a week. We have targeted Year 10 students assisting in this program as coaches, hence, these girls’ efforts are recognised by earning a TAFE credential and while doing so, they have given valuable assistance in basic numeracy to our younger members of the school. We have found that some Year 7 students successfully completed the tasks and so graduated the course.

- As part of the implementation of the NSW Mathematics K-10 Syllabus for the Australian Curriculum, the Mathematics Department purchased new textbooks for the introduction of the Year 7 and 9 courses.

- On 8th August this year, we had another successful World of Maths day, where all six Year 7 classes participated in solving interesting problems and puzzles of 17 different display activities, by working in teams and comparing answers with their peers and answer booklets.

- To assist in improving in our Mathematics HSC results and lift the profile of mathematics within the school, we have introduced practise mathematics examinations for Year 12. This involved the girls being at school by 7:40am to sit for a 3 hour practice paper in the MPC, to familiarise themselves with the environment, procedures and exam skills needed in preparation for the HSC. It was found to be so beneficial to our students that many had requested to sit for more practices. This is definitely a task that the Mathematics Department will be continuing.

- This year we have introduced the MyMaths Online comprehensive tutoring software, a new mathematical program which provides all students with a systematic structured program to improve their mathematical knowledge and skills. This program is designed to suit all years and levels, catering for the weaker student who may choose to do work on a set of lessons to fill specific gaps, through to advanced students taking on topics that extend what they already know. I would like to thank Mr Mukerji for introducing this beneficial program.

- On 28 November, we ventured on our first Mathematics excursion in many years, to Luna Park with Year 8. What a successful day that was, with all of our students making a great impression representing the school to the community, with their great manners and good behaviour. The girls spent the day working on their mathematics booklets while having a great time going on the rides of their choice whilst problem solving mathematical concepts.

- Ms Neyland is one of the General Mathematics teachers in our faculty who initiated and led Maths Boot Camp. There are classes held at times in conjunction with the Homework Centre, to assist in mathematical skills and the revision of topics, to prepare our enthusiastic girls for the HSC.

- 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 in March. Madara
Birzniece qualified for the second round which was the NSW State Final. Out of 2500 students who participated in Round 1 across NSW, only 120 made it to the second round. This was held at the University of Western Sydney, Campbelltown Campus on the 4th June. The questions were so difficult that a team of neuroscientists had to converse on most questions about what to accept as being correct. A terrific effort was made by all students and Madara is to be congratulated on her exceptional achievement.

- Numerous scientific enrichment activities were offered to our students again in 2014. 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 12 Chemistry students attended the ANSTO facility at Lucas Heights where they learnt about Australia’s only nuclear reactor and radioisotopes.
- 9R students attended an afternoon at the Museum of Human Disease at UNSW where they were engaged in numerous activities relating to brain function.
- 10R students attended the Museum of Human Disease at UNSW where they participated in the Zombie Apocalypse focusing on human disease and prevention.
- Year 7 were delighted to see the performance of Rock Me Galileo which entertained and educated Year 7 about Galileo and other scientists and their contribution to our understanding of space. The students in Year 7 thoroughly enjoyed the exciting, entertaining, interactive information, delivered in a fun way through singing and dancing.
- Year 9 Marine and Aquaculture Technology students attended Coogee Beach to develop their knowledge and to experience the rock platform and marine life first hand.
- The History Faculty continued to provide exciting and positive learning experiences for all students in 2014 and proved to be a popular choice of study for many.
- The emphasis is on researching, analysing and reporting events and people throughout history. This year we inaugurated the NSW version of National Curriculum in Year 7 and Year 9.
- Year 7 studied ancient societies which included the process of mummification in Ancient Egypt. They also investigated Ancient Greece, Ancient China, Ancient Rome and Ancient India.
- Year 8 students discovered the Medieval and early Modern Worlds. They explored Renaissance figures and learnt about knights and built model castles. They were also lucky enough to be entertained by the Living History exhibition held in the school hall where historical people of the Middle Ages came virtually alive. The students dressed up and were treated to many gory events of medieval times.
- Year 9 was introduced to the Industrial Revolution, the Movement of Peoples, including the slave trade, and Progressive Ideas and Movements. Year 10 studied the Australian History program which involved investigating the main people and events of the last century in our history. This also included a decade study – we decided to hold a 60’s afternoon which was very successful.
- Year 9 also made an overnight excursion to Canberra, as part of their mandatory Stage 5 site study, where they visited cultural and historical venues including the War Memorial, Parliament House, the National Museum, Questacon and the Art Gallery.
- Year 9 Elective History incorporated a visit by both classes to the Jewish Museum. They were addressed by a Holocaust survivor and were emotionally affected by his description of his traumatic experiences.
- Year 10 Elective History continued with their investigation of historical people and events, furthering analytical and inference skills. This was supplemented by interviews with older people residing in the Montefiore Aged Care facility.
• Year 11 Ancient and Modern History classes continued to be popular. Year 11 Ancient and Modern History students showcased their Historical Investigations as oral reports.

• Year 12 Extension students expanded their knowledge of historiography in areas of interest for the coursework and their History Projects.

• Year 11 and 12 Society and Culture classes continued their study of sociological patterns of human behaviour. They attended various lectures and viewed films to enhance their understanding of cultural norms and stereotypes in contemporary society.

• A highlight was the overseas trip to Germany and Italy by 27 students accompanied by three history teachers. This site based learning experience will be entrenched in the memories of the students forever!

• The one unit course of Studies of Religion, undertaken in the senior school, provided an invigorating year for the students with visits to the Museum of Sydney and the Buddhist Temple near Wollongong.

• Results in the HSC were again outstanding. Twelve out of 14 students achieved in the top two bands in History Extension, in Ancient History six students gained Band 6 and another 11 students gained Band 5. All candidates in Society & Culture achieved in the top three bands, bar one. In Modern History 23 out of 35 students gained results in the top three bands and in Studies of Religion results were also very pleasing.

• Year 8 girls were exposed to a full day of creativity and technical skill development on our TAS Enrichment Day. Fashion forward representatives came from the Framework areas of Textiles Technology, Graphics Technology and Food Technology for a full day of fun, creativity and expanding the girls design horizons. We had two representatives from Whitehouse School of Design who are located in Surry Hills. The girls developed fashion drawing skills – drawing the human body as a fashion figure including proportion, styling and rendering fashion drawings with tonal and textural illustration techniques. A scholarship is awarded to the most talented students from each high school workshop, for the one week summer or winter workshop. A huge congratulations goes to Kazune Horimoto, Bronte Kolby, Selena Villiers, Allannah Bates and Casey O’Regan of Year 8 who all received the scholarship. Each scholarship is worth $545. Our textiles teachers engaged the students in the textile activity and made a pin cushion in an innovative cupcake design. Students were also inspired with the Graphic Design activity and engaged in the use of Adobe Illustrator with presenters from Sydney Campus Academy of Interactive Entertainment. Our Hospitality teachers taught a cupcake decorating lesson in which students used fondant and various cupcake decorating techniques to make their own unique cupcakes.

• Year 9 Graphics Technology students have been inspired with their new course. The Year 9 students have learned technical drawing skills and computer aided design and drafting (CADD) skills. Students designed products and furniture and their final presentations were very impressive.

• Our Year 7 students, as part of the integrated unit, learnt the history health issues relating to the First Settlers. The Year 7 students created a lovely tonic rich in Vitamin C to counteract the effect of getting scurvy, a disease caused in part by a lack of Vitamin C.

• For the very first time, our talented Year 9, 10 and 11 Textile students put their innovative textiles products on display in a well-received Fashion Show. During a School Assembly, our talented students walked down the runway to display their innovative and impressive apparel items.

• Year 11 Food Technology was very fortunate to enjoy a presentation about the aquaculture industry and the culinary use of seaweed by author Claudine Tinellis. The students were surprised by the versatility and health benefits of this unique ingredient and Claudine prepared several interesting samples for the students to try. This presentation offered a unique insight into the Australian Food Industry, specifically the Fisheries and Aquaculture sector which relates directly to the content we have been studying in class. A journalist from the Wentworth Courier was present at the presentation and an interesting article was
published about this event, showing our Year 11 Food Technology students enjoying the exotic food samples at the presentation.

- Year 11 Design and Technology were inspired by the wide range of exemplary works from last year’s HSC Design and Technology students in the Design and Technology exhibition at the Powerhouse Museum. Our students will now have a range of skills to bring to the HSC Major Design Project next year.

- Year 11 Hospitality students experienced first-hand the career opportunities in the hospitality industry through their two weeks of work placement in a range of local restaurants and cafes.

- Year 11 Hospitality students have also catered for various functions in the school community in 2014 including Year 12 Graduation evening and Presentation Day. These students served Food and Beverage items professionally to industry standard.

- Our Year 11 and Year 12 Hospitality students have also continued the management of the school café in which they have been preparing biscuits and coffee for our school staff on a regular basis. The students have been gaining experience in taking and processing coffee and food orders, processing order using cash register and producing quality food and beverage products.

- Year 12 Textiles and Design students displayed their major works at lunchtime for our school community to view. A variety of major works were on display and staff and students were also able to view their Design portfolios.

- 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 Knitting Club was attended by over 30 students throughout the year. The club meets on Monday afternoons to focus on craft such as beading and earring construction, bookmarks, necklaces and bracelets to sell at stalls for donations to UNICEF. The club also met on Tuesdays to learn the skills of knitting and crochet squares which were joined to make blankets. The Knitting Club donated six knee blankets to The Sydney Children’s Hospital and $89 was donated to UNICEF to go towards the Ebola crisis.

- Each Wednesday afternoon during Term 1, Year 10 Human Movement students successfully coached students in Year 7 in a wide variety of sporting activities in preparation for their Zone Sports Gala Day. Year 11 Sports, Lifestyle and Recreation students also coached Year 7 students in terms 2 and 3, as part of their development of practical coaching skills.

- 45 Year 11 students and three staff members successfully completed their Royal Life Saving Society Association Senior First Aid Certificate. 15 Year 10 students completed their RLSSA Resuscitation Certificate course.

- 12 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 2014 to assist Year 10, 11 and 12 students access important health information.

- 110 students from Year 11 completed part of their Crossroads program at the Jindabyne Sport and 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 further 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. Overwhelmingly, feedback from staff and students was extremely positive.

- 48 Year 11 students recently attended RYDA (Rotary Youth Driver Awareness), a community-based road safety education
program aimed at reducing death and injury amongst young people on Australians roads.

- All Year 10 students participated in a Senior School Preparation program during term 4, where they took part in a variety of workshops, including Study Skills, Current Affairs, Women’s Health, Research Skills and All My Own Work.

- A group of 20 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 40 students actively involved in completing their volunteering, skill, physical recreation and expedition projects. A number of students were successful in gaining either their Bronze or Silver Awards in 2014.

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

- 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.

- RGHS Open Water Polo competed in the Metropolitan Water Polo Knockout competition.

- Years 11 and 12 Legal Studies students observed proceedings at the Supreme Court of NSW.

- Academically, our Languages results for the 2014 HSC were most impressive, with the majority of our 52 HSC Language students achieving a band 5 or 6.

- 2014 was the 13th year we celebrated the highly successful sister school relationship with our Japanese sister school Shimokitazawa Seitoku Senior High School when they visited us in July under the leadership of their Principal, Mr Eiji Tanaka. After the initial group of about 80 Japanese students and 10 staff participated in a whole day program, 20 of the Japanese girls stayed on for the week-long Homestay program where they had the opportunity to experience Australian hospitality first-hand.

- Ivy Loncar, an exemplary Year 11 student of Japanese who achieved resounding successes in extra-curricular Japanese competitions in 2013, once again entered the National Australia-Japan Relations Essay competition and a won a Highly Commended prize. She was invited to accept her award at the Consulate General of Japan in Sydney. The topic for discussion was: Australia and Japan enjoy an excellent relationship. What could be done to develop better understanding and friendship between our two countries?

- Many of our Languages students from Years 8-11 entered the Language Perfect World Championships and over 50 of them were highly successful, earning awards and different levels from Credit to Elite. Our school was ranked 22nd place overall in NSW.

- The LOTE Faculty organized a Year 8 Enrichment day where students were exposed to a variety of cultural and linguistic opportunities including French mime workshops, Greek Worry bead making and dance workshops, Tai Chi, Japanese hip hop dancing, degustation sessions and a mega trivial pursuit competition.

- Students in all LOTE classes (French, Chinese, Modern Greek and Japanese) had the opportunity to participate in a variety of experiential learning activities ranging from attending film festivals, culinary expeditions, cultural displays, historical exhibitions and creative arts workshops.
Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 7 - Numeracy

NAPLAN Year 9 - Numeracy

NAPLAN Year 9 - 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.

**Percentage of Year 7 students achieving at or above minimum standard (exempt students included)**

- Reading: 99.2
- Writing: 95.4
- Spelling: 98.5
- Grammar & Punctuation: 98.5
- Numeracy: 99.2

**Percentage of Year 9 students achieving at or above minimum standard (exempt students included)**

- Reading: 95.9
- Writing: 89.7
- Spelling: 93.2
- Grammar & Punctuation: 96.6
- Numeracy: 96.6
Higher School Certificate (HSC)

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

[Graphs showing performance bands for various subjects]
Other achievements

National competitions

- One of the largest annual events on the Australian education calendar, the Australian Mathematics Competition (AMC) was the first competition of its kind in Australia and is now one of the largest of its type in the world. More than 40 countries participate each year. The competition aims to be accessible to all students from Years 3 to 12, not just the mathematically gifted. There is an emphasis on problem solving, a valuable life skill, and the questions are designed to be fun for the student.

- There were 80 students from our school who participated in the competition this year and the top students at Randwick Girls’ High School for 2014 were: Year 7 – Momoko Shimasaki, Zali Kolbe and Natalya Gliddon; Year 8 – Elke Leamon, Yana Goloubev, Bronte Kolbe and Tasnim Hossain; Year 9 – Olivia Campton-Smith, Tanya Surjadi and Chanelle Le Bechennec; Year 10- Nancy Feng, Shuying Zhang, Hannah Molly and Peggy Chau; Year 11 – Ivy Chau; the Prudence Award Winner was Nancy Feng of Year 10. This award goes to the student with the greatest number of consecutive correct answers starting from question 1.

- 79 students participated in the 2014 Big Science Competition. Our most successful entrants were Polly Hodges (Year 8) and Ella Scott (Year 8) who both received High Distinction Certificates; this represents a score of 95-100%! Nina Keil (Year 7), Elke Leamon (Year 8), Lillian Fletcher (Year 8) and Nasim Nejadi (Year 8) all received Distinction Certificates. 24 students received Credit Certificates.

- 86 students participated in the ICAS-Science Competition. Our most successful entrants were Nabeeha Chowdhury (Year 7) and Momoko Shimasaki (Year 7) who received Distinction Certificates. 25 students received Credit Certificates.

- The National Chemistry Quiz was well contested this year. With 14 students from Year 11 sitting the paper. Our most successful entrant was Amelia Fletcher who received a Distinction Certificate, Zemin Islam received a Credit Certificate.
In 2014 Randwick Girls High School was selected to participate in the Trends in International Mathematics and Science Study (TIMSS) for Year 8. TIMSS is conducted every four years in almost 60 countries, including Australia, and tests samples of students at the upper primary and lower secondary levels for each participating country. TIMSS is part of the National Assessment Program. 8 Maths 2, 8 Maths 6 and all Year 8 Indigenous students participated in the study. (60 students in total), teachers of these students (eight teachers in total) and the coordinator were also surveyed.

TIMSS is organised by the International Association for the Evaluation of Educational Achievement (IEA) and in Australia is managed by the Australian Council for Educational Research (ACER).

**Significant programs and initiatives – Aboriginal education**

Aboriginal Education participation in all indigenous focused events by Aboriginal and Torres Strait Islander students across all year groups in 2014 highlights the commitment of Randwick Girls ATSI students towards their culture and heritage. The Aboriginal and Torres Strait Islander students of RGHS are focused, motivated and most importantly proud of their cultural background.

The aims of indigenous education at RGHS during 2014 incorporated a variety of different programs and initiatives to improve the learning outcomes of our Aboriginal and Torres Strait Islander students. In collaboration with our Aboriginal education and consultative group representative Sharon Simms the Aboriginal Community Liaison Officer, Fay Carroll, parents, students and staff, Personal Learning Plans (PLP’s) were updated and implemented during 2014.

The creation of PLP’s increases the engagement of parents/care givers in student learning. The PLP’s are designed to showcase and identify student’s strengths and weaknesses across all KLA’s. The formation of the learning plans incorporate meeting with students and parent/caregivers or supporting parties to discuss and identify various learning achievements and differing needs among indigenous students. The personalised learning plans involve individually dissecting student’s strengths, abilities and interests. The learning difficulties identified within the process of the creation of the plans enable students to access learning support where necessary. The PLP’s were created in order to adhere with the DEC policy but also to highlight significant areas in individual student’s learning which requires development.

Due to the creation of the PLP’s students received one on one tutoring and learning support assistance during class time.

Students of senior years were offered tutoring in Mathematics by the Nura Gili indigenous group at the University of New South Wales to encourage them to access assistance in future tertiary years of study. Further tutoring hours for senior students will continue in 2015 through Norta Norta.

Throughout the year individual student progress has been consistently monitored by the Aboriginal Student Co coordinator, Head Teacher Welfare, the schools teaching support team, Year Advisors and Deputy Principals. Classroom teachers were able to access the PLP’s and also receive advice on adjustments made to individual student’s plans thought the year.

The Aboriginal Community Officer Aunty Fay Carroll has made continual contact with the students across all years. Fay has led talks, meetings, attended incursions and has had an overall impact on each students understanding and respect of their heritage. The outcomes of Fay Carroll’s involvement have been extremely positive with student attendance levels increasing and an overall commitment seen by individual students to engage in educational activities and Indigenous focused tasks. Fay’s insight into Aboriginal history and culture has encouraged students to both learn about and become proud of their intricate heritage.

During term 1 2014 students were involved in an incursion held by Nura Gili. The incursion involved activities that enhanced their knowledge of University and life on campus. This incursion was beneficial as it sought to ensure students were encouraged to think about areas of learning that appeal to them. It has bought together our students as a group which in turn has produced relationships and connections between students of different age groups. Students identified as being of indigenous descent and are proud of their cultural background. The sense of belonging
in the group is strong and easily seen by all involved and all stakeholders.

During term 2 all seven students were nominated for educational scholarships. Term 2 also saw students engage in learning activities though Jumbunna at UTS. Students attended incursions which involved Aboriginal university students leading educational focused group activities and talks. The events held by Jumbunna increased student knowledge of tertiary education and also encouraged them to further their learning after secondary schooling. UTS held an excursion in which the ATSI group attended the university and were involved in a number of different experiences including a treasure hunt around the campus, creating indigenous artwork reflective of the dreamtime and a visit to the technology faculty at the university. Once again this event was tailored to ensure students were able to understand the benefits of tertiary education along with enforcing the importance of cultural ties with the dreamtime.

Students attended the Explore UNSW program at the University of NSW as another learning experience catered to students of all age groups. On this field day, students visited the medical science building, the newly formed software and engineering 3D circular screen room and then attended a picnic held by the Nura Gili team.

The summer camp program Wingara Mura at the University of Sydney enabled students Kim Porter and Zeporah Skuthorpe Dowel to attend a camp during the Christmas holidays. The Aboriginal Students Co coordinator nominated the students who had to fill out a variety of forms indicating their learning interests. The students were then broken into groups during the camp and were immersed in activities and workshops that reflected their own personal learning goals and interests. This was a beneficial program which enabled students to be engaged in tasks within the university campus. The students not only reaped beneficial educational rewards from the holiday program but were also able to liaise with and develop positive relationships with students of indigenous background from a wide range of schools.

The Aboriginal and Torres Strait Islander students attended a dreamtime excursion to The Rocks in Sydney’s CBD. This valuable excursion had students involved in a tour of the rocks which included the exceptionally interesting talk on the history of the area. The students also learnt about the various plant species around the areas and how they were used as medical sources by the local Aboriginal tribes before white colonisation. The tour included a lunch of traditional foods that again allowed students to learn about cultural heritage.

The University of NSW Nura Gili programs cater for students of ATSI background and include an array of programs including the Indigenous Winter Camp during the July school holidays. These programs have enabled students to have constant contact with both tertiary aboriginal students and important role models such as Elders within the community.

Tara Sait of Year 11 was deservingly awarded the Deadly Kids Doing Well award in 2014. Another great initiative from the Department of Education and Communities to award students and create awareness of learning achievements for individual students.

As a part of our NAIDOC celebrations the Aboriginal and Torres Strait Islander group participated in the making of a short film. The film was centred on a traditional dreamtime story. Students were engaged in creative activities such as script writing, costume design, sound production, film and video technical production and of course role playing characters within the story. This experience brought the group together and allowed students to take ownership of their involvement in the play. The film also encouraged students to participate in a creative exercise that enhanced their ability to identify and acknowledge features of their historical and cultural heritage.

The NAIDOC assembly also included a traditional dance performance from Beatrice Sailor a local and highly respected Aboriginal performer. The dance included students chosen from the audience to participate on stage and learn body percussion rhythms and dance moves that are included in this style of cultural performance. Students from the ATSI groups were keen to be part of the performance with the majority of student volunteers being from the student group.

As part of the NAIDOC celebrations students from Years 7-8 attended an Aboriginal dance workshop. This workshop was a satisfying and educational experience for all involved.
Harmony Day was yet another event in which the Aboriginal and Torres Strait Islander students were able to celebrate and identify with their cultural background. The students used traditional paint and participated in showcasing their Aboriginal flag to the wider school community.

Custodianship of the land is recognised with a Welcome to Country or Acknowledgement to Country at all school assemblies. It is conducted by both junior and senior students from our Aboriginal and Torres Strait Islander group.

Multicultural education and anti-racism

On Friday 14 March Harmony Day 2014, Randwick Girls High School celebrated the rich and diverse cultures represented in our school community – a community living in harmony and tolerance. More than 60 cultures were represented in the colourful Parade of Nations where over 100 students proudly displayed their national colours and costumes. This was followed by a concert of over 20 performances representing all corners of the world from Greece, France, South America, the UK, the US, China, India, the Middle East, Africa, the Pacific Islands, India, Bangladesh, Sri Lanka, Indonesia, Malaysia, the Philippines, Thailand and many more.

Students then chose to participate in a variety of activities including Film, Latin American, Greek, Belly and Japanese/Korean street dancing, Zumba, Highland Fling, French Mime, Soccer, Cricket, Table Tennis, Tai Chi, and Tae Kwon Do workshops. After these activities, the Feast of Nations provided the opportunity to all students to sample gastronomic delights from the various nations represented by our school community.

In the afternoon session, the audience was mesmerised with a display of Aboriginal culture and reinforced the theme of the day - tolerance and respect for all people, cultures and nations, regardless of how similar or how different they are.

One of the highlights of the day was a performance by our own singing legends Mr Essop and Mr Kaplinski who both delighted and moved the audience with their unique rendition of the McCartney/ Jackson classic Ebony and Ivory encapsulating the true meaning of Harmony Day. The day closed with Year 9 Music Elective class leading the school in singing the inspirational song I am, you are, we are Australian. Overall the day was not only extremely well attended but showed a high level of participation, enthusiasm and involvement by all girls present.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

School planning 2012-2014:

School priority 1 - Literacy

Outcomes from 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.
- 1% increase in writing from proficient.

Evidence of achievement of outcomes in 2014:

- Decreased proportion of lower performing students not meeting literacy minimum standards for Year 7 and 9.
- Peer Tutor program operating.
- Higher profile for LAST across school.
- QT frameworks including high order learning skills, text type writing focus and differentiated learning in action across school.
- Annual professional learning underpins literacy focus.
- LST operating every alternate week.
- PLPs in action for all targeted students.
- PLPs in action for all Aboriginal students and access to Norta Norta funds.
- Homework centre operating and being even more widely accessed and promoted.
Strategies to achieve these outcomes in 2014

- Whole school (all KLAS) now focused on teaching NAPLAN nominated text type – PERSUASIVE WRITING.
- Successfully lobbied TAFE to ensure Peer Reading program maintained even with financial constraints.
- All targeted Year 7 students participating in program.
- Evaluation of Learning Support Team processes including role of LAST.
- 2013 whole school professional learning focus on evaluation of school’s assessment program including full learning days on backward mapping to be incorporated into all faculty plans.
- Homework centre now provided gratis to all students who wish to avail themselves of the service. Funded through global funding sub-dissection.
- Expansion of school Literacy/Numeracy support team comprising a group of dedicated and very experienced teacher tutor mentors under contract, focusing on small group and individual support for those students with indicated needs from collated data (NAPLAN, in-school assessment).

School priority 2 - Numeracy

Outcomes from 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.
- 1% increase in writing from proficient to above average for Year 7 2011 cohort moving to Year 9 2013.

Evidence of progress towards outcomes in 2014:

- Decreased proportion of lower performing students not meeting numeracy minimum standards for Year 7 and 9.
- Higher profile for LAST across school.
- Counting On in operation.
- Maths Club in operation.
- Annual Professional Learning.
- LAST operating every week.
- PLPs in action for all targeted students.
- PLPs 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.
- New electronic tutoring program available.

Strategies to achieve these outcomes in 2014:

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

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents were represented at the annual School Planning day, P&C meetings, finance committee, interview panels.

Teachers regularly collaborate at staff meetings, faculty meetings, committee and team meetings, School Development Days.
Students provided input through surveys conducted during vertical roll meetings, SRC meetings, SRC student/principal Thursday meetings.

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. Parents were particularly impressed with uniform, behavior in the public arena and *The School Show*.

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 still not been refurbished. Although we believe that the refurbishment is to be included in the next round of asset planning.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. Our new plan will be published on the school’s website from the beginning of Term 2 2015.

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**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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: