Randwick Girls High School
Annual School Report

2012
Our School at a glance

Messages

Principal’s message

It is with great pleasure that I present to our Randwick Girls High School community our 2012 Annual School Report.

With our vision of educating the girl of today to be a leader of tomorrow is ensured we:

- provide a wide and diverse curriculum which promotes authentic learning in the pursuit of excellence.
- encourage creativity, independence and the critical assessment of information in all its artistic and technological forms so that our young women can make informed decisions with integrity.
- create a positive, caring and tolerant learning community where students dare to take learning risks in a climate of mutual respect and shared responsibility.
- provide all students and staff with access to relevant and up to date resources and facilities based on the latest technology.

At Randwick Girls High School over 900 students, 70% coming from a non-English speaking background (NESB), come together in a rich and creative cultural setting where our young women work together, proud of their sisters’ cultural heritage.

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

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

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

Our inclusive culture ensures that students with learning and physical disabilities are welcomed, with their needs catered for by specialised individual programs and staff dedicated to ensuring all our students grow and learn in the best environment possible.

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

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.

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

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 is my first year in the role of President of the P&C. I would like to thank the other office bearers who have come on board this year:

- Christine Miles as Deputy;
- Tess Mallos as Communications Officer;
- Kathleen Arundell as Secretary; and
- Karyn Lymbery as Treasurer

The P&C this year has been on a learning curve. Although we have all spent several years being part of the P&C body, we haven’t all held positions on the board before. So there has been some learning and getting to know about positions and responsibilities.

Several people also lead double lives and spend many hours with the Rocka team of helpers.

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 is to turn those sausages and get everyone fed, and to help facilitate a warm and welcoming place for the new Year 7 girls.

This year we are taking steps towards the establishment of a second hand uniform shop. It hasn’t as yet quite got off the ground but we are working on it. Many kind people have donated their unneeded uniforms, and we would be most grateful for any more that your girls have out grown. There is a wheelie bin in the office where uniform donations are being collected.

Several of the P&C members help on school committees under the leadership of Mrs Emerson. This provides an important opportunity for parents through the P&C to have input into planning for the benefit of our daughters.

We strongly encourage everyone to pay their P&C annual contributions, which are requested at the same time as school fees.

The P&C uses the money collected to help fund projects for the benefit of the school, including helping with Presentation Day awards to encourage the many successful students that RGHS produces every year.

The P&C funds are also supplemented by money earned from the BBQ at Bunning’s. It is a very busy day for some dedicated P&C members, cooking 1000 sausages and bags of onions, putting them in rolls and feeding the hungry hordes that descend on Bunning’s every weekend.

From time to time, the P&C organises speakers on subjects that we hope will be helpful and informative for parents. If you have someone you would like to hear or a subject you feel would be of interest, please let us know. We will do our best to organise this for one of our meetings.

The P&C meets twice a term in the school library and lively discussions are the norm. Mrs Emerson gives an entertaining report on school activities, and we are asked our opinions on many issues that concern the school life of our girls. Progress of the projects we are working on and the state of our finances are also covered.

P&C meetings provide an excellent forum in which to raise and discuss any issues that concern your girls. Many things can be solved at this level. I would encourage everyone to come to the meetings. You can find the dates on the school web site and many of you will be emailed to let you know of the upcoming meeting the week before.

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 who make up the school and encourage their hard work and performance in the many subjects, cultural and sporting activities in which they participate. Best wishes to the Year 12 girls in their exams and for their future, now their time at school is coming to an end.

Merryn Hirshman
2012 was an extraordinary and busy year for the SRC. Raising money for charities, raising awareness, beautifying the school and festively giving presents to those more in need, were some of the focuses of our dedicated group this year! More than anything, the SRC members learned how to become leaders, how to inspire and be inspired by helping the school, community and the world around them.

- One of the highlights of this year was certainly the 40 hour famine. This campaign was extremely successful, and a huge number of girls participated and helped to raise $3,620, for this cause!

- This year in the SRC we initiated a campaign called Totes Inappropes, which enabled us to highlight specific issues within the school community. It was a highly successful campaign which helped address proper etiquette and dress code. The SRC was also involved in a scheme called the beautification group. One great achievement of this group was the school mural competition. The students handed in their art works and the winners work will be painted on the school wall, by our previous school captain, Anita Gallagher. The winner of this art competition was Valerie Vayner.

- The SRC also organised an assembly and a mufti day to help kiss goodbye to multiple sclerosis, and it was great to see the students of the school all wearing red and showing their support for a disease which affects 21,000 Australians. The presentations by the SRC member Olympia Kotopoulos and Ms Clarke who told of their personal experiences with MS helped our school become aware of the disease. A total of $754 was raised from the mufti day and went to Multiple Sclerosis Australia.

- The teachers of Randwick Girls participated in the biggest morning tea, which is a fundraiser event to support cancer research and patient support. It was planned and hosted by the SRC with a range of delicious food on offer. It was a massive success with total of $585 being donated!

- On Friday the 26 October, the new SRC of 2012-13 had their training day. During this day the focus was to promote a positive and co-operative relationship between all the members of the SRC as well as to reinforce the main aim of the SRC, which is to represent the students and help improve our community. Finally, it helped develop our understanding of leadership and also enabled us to brainstorm the goals that we want to accomplish during the following year. The SRC of 2012-2013 has developed three main focus areas: school improvement, helping our local community and organising charitable events in the international realm.

- Another successful fund raising event for this term was Bandana Day, I’m very proud to say that more than $1,130 was raised on Thursday and Friday 25 and 26 October! This money will go to the cancer research foundation and truly help all those in need. Congratulations to all the students and teachers who happily purchased bandanas and allowed us to help raise this money and also to the SRC for their efforts on this occasion.
Leaders change, inspire and make a difference. Be a leader. Be a leader today! On November 19, the Year 12 SRC members attended the National Young Leaders Day at the Sydney Convention Centre. There were many inspirational talks given by some of the most successful leaders of the 21st Century such as: Mike Martin, Dr Karl Kruszelnicki, Ronni Kahn, Kevin Sheed and Taga Paa. Mike Martin inspired all his listeners by saying “Leadership is not about skills it’s about passion, passion to make a difference, to do something, to be someone.” One of the most inspirational and emotional talks that day was from Ronni Kahn the founder of OzHarvest. Although it took longer than expected for her to set up OzHarvest, she never gave up. Her vision to do something significant motivated her to fight through the challenges as she was determined to make a difference. She felt that “Money is great but only when it has purpose and is only useful for what you can do”.

2012 certainly ended with an amazing experience. This Christmas, by giving something that to us would be classed as little to those whom a little means a lot, we managed to raise and collect many presents and non-perishable food items through an event organised by the SRC for those less fortunate. Through the generosity of our school community we collected 273 presents and 164 non-perishable food items, we contributed hugely to the Salvation Army’s Christmas Appeal. This event was truly one that could be thought of with pride and was a massive success.

It has been such an amazing and stimulating experience to be able to work within the SRC and our school’s lovely community. I’m so proud to be in this extremely dedicated and enthusiastic group of students who are continuously looking to not only improve Randwick Girls High School but to also help out in the community and within the larger world. It is a truly unforgettable experience to see action take place with our ideas and the supportive teachers who are continuously encouraging our ideas. The girls in the SRC developed a great bond and I encourage those who are interested to take the opportunity. I have really enjoyed my role in the SRC and being able to be the voice of my peers has been a highly rewarding experience!

Mahsa Sarrami, SRC liaison and publicity officer

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

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:

- continuation 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

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 month of February and the following data reported.

The post-school destination of our Year 12, 2012 is as follows from the data collected. The following conclusions can be drawn:

- the number of students attending university increased in 2012 to 59%, the most popular being UNSW with 27 students attending courses. UTS had 10 students, Uni of Sydney had 9, UWS 7, Notre Dame 5, Macquarie 4, ACU 4, UW 3, ANU 1, CSU 1, UC 1, CQU 1, Uni of Tasmania 1, other unis 8.
- TAFE 21%
- private colleges 9%
- students continuing education 89%
- full time employment 3%
- gap year 4%
- unable to be contacted 4%

Year 12 students undertaking vocational or trade training

Randwick Girls High School currently has two Year 12 students (1.25%) completing trade training. One with QANTAS and one with Bendigo Community Bank.

Post-school destinations

Retention to Year 12 (SC to HSC)

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>
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We currently have one Indigenous member of staff.

Teacher qualifications

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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.

Date of financial summary 30/11/2012

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**Balance carried forward** 351,470.54

A full copy of the school’s 2012 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 2012

Achievements

Arts

- Outstanding results with 80% of Visual Arts students scoring Band 5 and 6 and all Music candidates achieving Band 5 and 4.
- The concert band, with 50 students from Years 7 to 12, performed at Open Night, Year 4 visit, Presentation Day, Music Night and workshoped with Year 6 at the Secondary Student for a Day in June.
- The jazz band performed at a number of school functions, including Music Night and Presentation Day.
- The choir continued to grow in strength and size, performing at Music Night.
- *Rock the Schools* in May included a visit from the band *Nine Sons of Dan*, providing a free lunchtime concert and workshops in sound and lighting.
- MAD Night (Music, Art and Drama) showcased the Year 12 HSC body of works and performances in July.
- Music Night (held in August) showcased all ensembles and elective student performances from Years 9 to 12.
- Rachel Roberts of Year 10 and Natasha Piggins of Year 12, 2011, shared prize money in the Waverley Youth Art Prize and all student works submitted were exhibited at the Bondi Pavillion.
- Year 8 Visual Arts classes, students in Art club and Ms Jaggar submitted a short film called *Organised Chaos* for the Randwick Youth Festival.
- Five artworks were submitted for the NSW Department’s Calendar for Cultural Diversity.
- Excursions have included the Picasso exhibition, the Navy band at the Australian Institute of Music and the Sapphires.
- Wylie’s Baths Art competition celebrated its 10th anniversary with a special function attended by the Hon Peter Garrett, Member for Kingsford Smith. Randwick Girls’ Art students were honoured by being the school with the most medals over the 10 years and many works were included in the anniversary book.
Anita Gallagher won the People’s Choice section of the Better Book Covers competition run by the Randwick Literacy Institute.

Year 12 Visual Arts students took advantage of holiday workshops held at the school – two days in each school holiday.

Art and film club have continued to run on Monday afternoons allowing special projects to be done and competitions to be entered.

20 students performed as part of the annual Department of Education & Communities Schools Spectacular – “Imagine”, performed at the Entertainment Centre.

Randwick Girls & 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 also performed in the RAW section of the Rock Eisteddfod and took out first place in State and National titles.

**Sport**

This year, 2012, 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, tennis, touch, soccer, basketball, 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 OzTag and netball competitions, and the soccer and basketball teams were narrowly beaten in the final.

Inter-school Zone Competitions for Years 7 and 8 students were undertaken in OzTag, 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 11) 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 NSW Table Tennis Association’s Senior Girls Challenge Cup, for their results at the NSW Championships.

At the Eastern Suburbs Zone Carnivals, Age Championships were awarded to Ella May Basalo (16 years Swimming), Jacinta Mandelik (14 years Cross Country), Ella May Basalo (16 years Cross Country) and Kate O’Reilly (18 years Cross Country).

Eleven 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, Melodie Feeney and Ella May Basalo, qualifying to compete at the NSWCHS Swimming Championships.

Randwick Girls High School was successful in qualifying 17 students to represent the Eastern Suburbs Zone at the Sydney East Area Cross Country Championships run at Miranda Park in the Sutherland Shire. Jacinta Mandelik (14 years) qualified to compete at the NSW CHS Carnival.

Athletes represented Randwick Girls High School at the Sydney East Area Athletics Carnival held at the Sylvania Athletics Field. Scarlett Pye, Kiarah
Clements and Lily Chen performed exceptionally well and were all selected to compete at the NSW CHS Athletics Carnival held at the International Athletics Field, Homebush. Scarlett also competed successfully at the NSW All Schools Athletics Championships.

- Year 11 student, Madison Hobson was recognised for her outstanding sporting talent and commitment to school sport by being awarded Senior Sportswoman of the Year. Year 7 student, Scarlett Pye and Year 10 student, Ella May Basalo were awarded equal Junior Sportswomen of the Year. Kate O’Reilly 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 the Olympics – participation, commitment and good sportsmanship. Merryn Ward 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 Coaches’ 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 2012 were also recognised.

- Sports House Captains, Lauren Breen (Bruce), Kate O’Reilly (Gilmour), Eloise Lindeback (Storey) and Madeliene Whitney (Turner) provided sports leadership at the sports carnivals throughout the year, with Bruce and Gilmour Sports Houses being awarded the equal Champion Sports House Trophy in 2012.

Other

- It has been a busy and rewarding year for the English Faculty. Our confidence and expertise in integrating technology into our classrooms has grown throughout the year, aided by the skill and eagerness of our students. Use of student laptops has increased with both years 9, 10, 11 and 12 now having been issued with them and our faculty now has four Interactive Whiteboards. It has allowed us to easily access a number of valuable learning sites. The use of e-learning environments for all our classes has grown and we are all becoming more adept at incorporating 21st learning skills into our lessons. The opportunities for students to present digital assignments have also been a successful way for students to engage in complex tasks and present professional looking products.

- Creative writing remains a strong focus of the faculty and we had outstanding success in the biennial Randwick City Council Lionel Bowen Young Writers Awards. Many students entered this competition, the most successful being Klarissa Yeomans of Year 10 receiving a highly commended in the 15-18 years short story category. Her work has been published in the collection of winning entries, a copy of which is in our school library. Very well done!

- Viewing and participating in Drama is an important component of all English courses. This year the Advanced Year 12 students attended a production of As You Like It at the Belvoir St Theatre and Mr Owen’s Year 12 English class attended a performance of The Shoehorn Sonata at the Figtree Theatre. Our students behaved impeccably and appreciated seeing their HSC texts in action.

- One of the most exciting experiences was had by our Year 11 Drama students and selected students from Junior Drama. They were part of the global experience - Richard’s Rampage – initiated and led by acclaimed film and stage actor Kevin Spacey. Thanks to Ms Sweeney for the many hours she spent compiling the application which resulted in Randwick Girls being selected as one of only 20 schools Australia wide to participate in the program. The girls were able to participate in Drama workshops facilitated by professional actors and were treated a performance of Richard the Third starring Kevin Spacey. This was followed by a lengthy Q & A session and photo opportunity with Kevin himself. I am sure this is an experience the girls will always treasure!

- Our achievements in Debating have excelled this year. We have had teams from Years 7 through to 11 and the enthusiasm of the girls has been especially pleasing with outstanding success for our Year 7-8 team who beat Sydney Boys High School in the zone final. A big thanks has to go to Ms Bannon for her never ending enthusiasm, time and energy and for her support as well. Without her ongoing commitment to inter school
debates and providing transport to and from venues, our girls would not be able to participate in this valuable activity. A special thanks is also extended to Mrs Mobbs who has continued to work with and coach the girls throughout the year.

- **Our Book Club** with our neighbouring school Randwick Boys High has continued and grown this year with the inclusion of Rainbow St. Our *edmodo* blog has really been firing with lots of debate over the novels, and has also been a great source for our keen readers to swap suggestions on further texts to read. A big thanks goes to Ms Agapitos for her continued help in organising this valuable program.

- As a multi-culturally 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 school’s 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 also 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 all students receiving marks above the state average.

- The *World of Maths* visited our school again mid-term 2. All Year 7 students had the opportunity to participate in engaging, fun, hands-on problem solving activities over a double period.

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

- The Mathematics Competition was held in early August and 119 students took part. Of these students, 11 gained a distinction and 41 gained a credit.

- On 6 June, the entire school took part in viewing the transit of Venus. This opportunity was organized by Mr Hickey, Head Teacher Mathematics. Three large telescopes were set up on the oval with some keen amateur astronomers. The students could ask questions and view the transit through the telescopes. They were also given special solar glasses with which they could directly view the occasion.

- The Great Engineering Challenge at UNSW on 7th August was keenly contested by our team. The team included students Erika Ju and Subha Syed from Year 10 with Mahsa Sarrami and Saba Payrovi from Year 11 under the guidance of Ms Yang. 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. 50 teams competed.

- 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 20th March. Naomie Que and Kerry Liang made it through to the 2nd round which was the NSW State Final. This was held at the University of Western Sydney, Campbelltown Campus on the 26th July. The questions were so difficult that a team of neuroscientists had to converse on most questions about what to accepts as being correct. Kerry made it through to the top 10 in the state and just missed out on
the top 3 on a tie break question. A terrific effort was made by both students and Kerry is to be congratulated on her exceptional achievement.

• Numerous enrichment activities were offered to our senior students again in 2012. Biology students from year 11 spent the day at Maroubra Beach studying the local ecosystem, a very enjoyable compulsory part of the course.

• Physics students also attended the Kickstart program at Sydney University to participate in a range of practical activities that are not available here at school. They also experienced the effect of gravity, riding the elevator at Sydney’s Centrepoint Tower.

• 9R students attended an afternoon at the Museum of Human Disease at UNSW where they were engaged in numerous activities relating to ‘brain function’.

• Scientists from the Neuroscience Research Australia Institute spent a morning here at school running a workshop for students in year 11 that was also related to the function and action of the brain and the nervous system.

• Year 8 enjoyed a day at Taronga Zoo studying the various groups of vertebrates as part of their course. They were able to get up close and personal with a variety of organisms including snakes, kangaroos, turtles, feather-tailed gliders, frogs and emus.

• 124 students participated in ICAS-Science. Our most successful entrant was Olivia Tu of Year 10 who received a High Distinction Certificate. Amelia Fletcher (Yr 9), Yuhang Wen (Yr 9), Naomi Que (Yr 10) and Emilie Chou (Yr 10) all received Distinction Certificates, and 25 students received Credits. These students and all who participated are to be congratulated on their fine effort.

• The 2012 qualifying exams for the National Science Olympiads were held in August, with five students competing in Physics, three students competing in Biology and seven students competing in Chemistry.

• The National Chemistry Quiz was well contested this year. With eight students from Year 11 sitting the paper. Our most successful entrant was Mahsa Sarrami who received a Distinction Certificate.

• Year 7 studied ancient societies which included the process of mummification in Ancient Egypt. They also investigated Ancient Greece, Ancient China and Ancient Rome.

• 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’ excursion held in the school hall where historical people of the Middle Ages came virtually alive!

• Years 9 and 10 studied the mandatory 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’.

• Year 9 had a three day, two night excursion to Canberra where they visited many 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.

• 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 at our annual Coffee and Dessert Night held in the new Room 220. Parents and interested students attended this thought-provoking evening.

• Year 12 Extension students expanded their knowledge of historiography in areas of interest for the coursework and their History Projects. They also closely examined historiography and case studies through reading the various historical interpretations.

• Year 11 and 12 Society and Culture classes continued their study of sociological patterns of human behaviour.

• 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. Seven out of 11 students achieved in the top two bands in History Extension, over half the number of candidates in Society & Culture achieved in the top three bands, in Ancient History Anita Gallagher achieved 17th place in the state and another eight students gained band 5 or 6, in Modern History 15 students gained results in the top three bands and in Studies of Religion over 80% of candidates achieved in the top two bands.

- In 2012 the relationship with our Japanese sister school Shimokitazawa Seitoku Senior High was further strengthened in two ways. Firstly by their annual visit in November when we celebrated the 11th anniversary since the establishment of our sister-school relationship. Over 100 SSSHS students and eight 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 relationship with our sister school was further strengthened by our visit to Japan in April 2012 when 24 students and five staff spent five days in homestay with their Japanese sisters in Shimokitazawa Seiitoko Senior High School in Tokyo. The study tour also visited Hiroshima and Kyoto and provided the opportunity for our students to be totally immersed in Japanese language and culture for 14 days.

- In June 2012 we entered into the first phase of our sister school relationship with a school in Hangzhou, China – Xishaan No 10 Senior High School. 15 students from China visited our school for five days where they participated in a number of exciting activities, including a visit to Taronga Zoo and a NAIDOC Week Indigenous performance and discussion.

- 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.

- Harmony Day 2012 was a huge success and celebration of RGH’s cultural diversity and inclusion. Many students proudly displayed the colours and traditions of their heritage while simultaneously rejoicing in their Australian identity. The day was full of music, dance, colour and food and evidence of how harmonious our culturally rich environment is.

- 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.

- Year 8 students participated in a Technology Enrichment Day. In Information and Communication students were engaged in the use of Web2.0 tool, Prezi. Students worked enthusiastically to create innovative presentations using this software. In the Food Laboratory, students engaged in enriching practical activities as they prepared delicious desserts 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. This gave students the opportunity to create their own fabric through the process of felting natural woolen fibres.

- Year 7 students were engaged in the integration taught by the TAS faculty. Students used a digital print of Alexander the Great onto fabric which was then bonded onto thick felt to create a facsimile of an ancient Greek coin. During this enriching activity students also designed a
contemporary version of an ancient Greek costume.

- The NSW Premier’s Volunteering scheme continued with one student gaining the highest award, the Black Opal Award and six students gaining a Diamond Award. Students volunteered in a variety of activities. In school hours the students assisted in the following programs: Big Sisters, Little Sisters; Counting On; Knitting Club and Peer Tutoring. Students also participated in out of school activities including surf lifesaving and hospital volunteer work.

- 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 Wrap with Love organisation which sends these knitted items worldwide to people in need. A wrap was also donated to the Prince of Wales Hospital. The Knitting Club entered a wrap and knitted toys into the Castle Hill Craft Competition and received a 1st place and Highly Commended. Students dedicated approximately 3 hours per week to the club, including an afternoon and a lunch time session at school, in addition to their own time at home. Three Year 12 students donated over 1000 hours each and were awarded the National Volunteering Award presented by the Hon Peter Garrett. These girls have impressed their peers and teachers by their voluntary services organized around home and study commitments.

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

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

- Eight 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 2012 to assist Year 10, 11 and 12 students’ access important health information.

- 110 Year 11 students 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.

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

- 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. Five Year 11-12 students were successful in gaining their Bronze Award in 2012.

- 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.

- The school continued its support for Eastern Respite & Recreation, Maroubra, by allowing their use of the Multi Purpose Centre, Dance Studio, classrooms and the oval during school vacation periods.
Academic

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

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

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

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

and/or

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).
Minimum standards

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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.7</td>
</tr>
<tr>
<td>Writing</td>
<td>97.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>99.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.4</td>
</tr>
</tbody>
</table>
Progress in reading Progress in numeracy

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 and enter the school name in the Find a school and select GO.

Higher School Certificate
Significant programs and initiatives

Aboriginal education

The continuing major focus of Aboriginal education at Randwick Girls High School during 2012 was the improvement in the achievement of learning outcomes of our Aboriginal and Torres Strait Islander students.

In collaboration with our Aboriginal Education and Consultative Group representative and Sydney Region Aboriginal Consultant Jane Stanley, the Aboriginal Community Liaison Officer Fay Carroll, parents, students and staff, Individual Learning Plans (ILPs) were updated and implemented in 2012. These plans highlighted individual strengths, abilities and interests of each student as well as target areas requiring further development. Junior students received one-to-one tuition in a variety of subject areas while our senior students also received individualised tutoring in school and were also offered mathematics tutoring by the Nuri Gili Indigenous Group at the University of New South Wales to achieve positive learning outcomes. Further applications for tutoring hours for our senior students will continue in 2013 through Norta Norta.

Student progress has been carefully monitored by the Aboriginal Student’s Coordinator, the school’s Learning Support Team, Head Teacher Welfare, Year Advisers and Deputy Principal on a regular basis. Further adjustments and modifications are continually made on the ILPs to accommodate any needs that arise from monitoring. This procedure will continue in 2013.

The school worked closely with the Aboriginal Home Liaison Officer in 2012 and attendance continued to improve. Attendance will again be closely monitored in 2013 so that our Aboriginal students continue positively with their school experience and growth.

Our Aboriginal Community Liaison Officer, Fay Carroll came to talk to our Year 7 and Year 8 Aboriginal and Torres Strait Islander students. Her talk with the junior students gave them insight into their culture and reinforced the importance of education and attaining positive outcomes both in school and at home.

Five of our Aboriginal and Torres Strait Islander girls applied for scholarships in 2012. There were
only 10 awarded across the Sydney region. Kiarna Steinman was successful and was awarded a $1000 scholarship by our Aboriginal Community Liaison Officer Fay Carroll at a special assembly.

The school’s close relationship with the Nuri Gili Indigenous Program at the University of New South Wales continued in 2012. Our students participated in a number of their programs such as Mathematics, Science and Engineering programs. Our older students were also invited to attend the Nuri Gili’s holiday residential programs.

Years 7, 8 and 9 also attended the University of Sydney Reconciliation Week with over 200 other indigenous students across the state. Our students listened to inspirational talks from an Aboriginal Rugby League South Sydney player, a Visual Arts post graduate student and an upcoming Olympic champion. These talks were followed by taster courses in Anthropology, Archaeology, Pharmacy, Medicine, Nursing, Social Work and Law.

In 2012 our students had the opportunity to participate in other programs such as ASTI Student Numeracy Program, ASTI Student Science enrichment program, Big Build-up Day (a D&T environmental enrichment program), video conferencing, Step Forward Sports Camp run by Sydney University and participated in film-making in Redfern.

Our students participated in the Literacy book exchange program. Our indigenous students continued to give back to their community by arranging a book sale where money raised was sent to remote outback Aboriginal communities to buy much needed books.

Our most improved hard working student, Kaddy Chilly of Year 12, was awarded the Deadly Kids Doing Well Award in 2012.

Custodianship of the land was recognized with a Welcome to Country or Acknowledgement of Country address at all school assemblies by our Aboriginal students. In NAIDOC Week the junior school (Years 7, 8 and 9) participated in workshops run by Sean Ryan and participated in Aboriginal dance, music and had a taste of Aboriginal culture. Sean also spoke about the importance of NAIDOC Week and performed at the assembly. Following this our senior students raised money for Koori kids by selling wrist bands.

Respect and responsibility
Respect and responsibility were the underlying motives of the Student Services Team at Randwick Girls’ High School in 2012.

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 2012, the Student Services Team had an involvement in a number of areas:

Learning plans were developed for students with learning difficulties. These students were most ably assisted by our Support Teachers Learning Assistance. Our staff was also the recipient of ongoing professional development which equipped 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 particularly to our senior students who are either at risk of being disengaged or needed extra assistance with their HSC subjects. This year, the Life Skills curriculum was also introduced for students in Stage 6. The pathways program is also in place for some of our senior students whose circumstances do not allow them to follow the full HSC curriculum.

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

Our Counting On numeracy program has continued this year, with trained student tutors to deliver this program to students who were identified as not meeting numeracy benchmarks.

Successful applications for Special Examination provisions for the Higher School Certificate 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.

The Itinerant Support Teacher Senior Transition, liaised with a number of Senior integration students, their parents and the school, regarding work experience, elective subject choices, VET
work placements and future education and employment options. These students as well as all our special needs students are ably supported by our four School Learning Support Officers.

A number of students were assisted by regional personnel including the Assistant Principal Hearing.

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 organized to Mowbray Park. Students and staff participated in the Lunar New Year celebrations and the Mid Autumn Festival.

To improve students’ literacy skills the students were encouraged to attend the Homework Center 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 the Year 9 Adviser, was attended by 10 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 The State and Regional SRC conference. Our School Leaders also took part in the Young Leaders convention. Two of our senior students had the rare opportunity to follow the School Education Director, Bondi District for the 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.

This year as part of a new SRC initiative to combat bullying and empower the girls to peacefully resolve their own conflicts, all members of the SRC were trained in Peer Mediation.

Our Peer Mediators have already been successfully using their conflict resolution skills to good effect, leading to greater harmony at school.

Many Year 9 and Year 10 students continued to enjoy their participation in the Student Volunteering Program in 2012, with several students receiving an award from the Premier for their valuable contribution to the school and their community.

The transition of students into high school from primary school continued to be enhanced by the Learning Support Team’s careful analysis of STEMS data and our strong Year 7 Teams Program.

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, students in all Years participated in welfare programs including Resilience Building, Anti-bullying, Cyber-bullying and a Bully Busters workshop. Year 11 participated in a study skills workshop.

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 2012 our Student Services Team also attended a number of in-services and seminars that would further enable them to successfully cater for the needs of our students. These in-services included ‘The Accidental Counsellor’ Dealing with Students with Learning Disabilities, and Non Violent Crisis Intervention.

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.

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**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of our examination and reporting process.

**Background**

To ensure that our students and their families gained the best and most timely feedback on their learning we initiated an evaluation of assessment and reporting.

Professor John Hattie in his ongoing research on what makes best learners and how to have an effect on student achievement cites the results of his ongoing research with very large groups of students, teachers and families.

The importance of the raising of student expectation and goal setting through effective feedback is seen as one of the seven top effects in positive student engagement in their learning.

To this end Randwick Girls High School in 2012 established an Assessment and Reporting Team led by a Deputy Principal, with members representing different school constituents including teachers, SAS and the Executive.

**Findings and conclusions**

Staff are more satisfied with the timing of reports and Parent/Teacher nights.

Staff and parents also reported greater satisfaction in the years matched for Parent/Teacher nights (eg Years 7 and 12).

Parents reported greater satisfaction with reports and access to feedback from staff.

**Future directions**

Extra Professional Learning focusing on student feedback, looking at the work published by Hattie especially student expectations. Twice in 2012 we had Michael Genner present to all staff on Quality Teaching, Backward Mapping and best practice assessment tasks.

Faculties have worked on implementing material presented by Genner. Senior Executive is looking at implementing such material in all assessments and assessment books.
Parent, student, and teacher satisfaction

In 2012 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. 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.

Professional learning

In 2012, all staff at Randwick Girls High School participated in quality Professional Learning activities.

All staff were encouraged to attend Professional Learning courses and training to ensure students are engaged and attain all they are capable of achieving, to improve our school targets such as Numeracy and Literacy across the school, to improve cultural awareness and achievement levels of our Aboriginal students, providing opportunities for quality professional learning to support new scheme teachers and aspiring leaders and meeting the innovative practices for 21st Century learners and learning.

NAPLAN Literacy, Curriculum and assessment, Quality Teaching, Valued Added and Mandatory Training were key strategies that were targeted throughout 2012. Twice during the year we hosted Michael Genner, Team Leader Quality Teaching who inspired staff with reminders concerning Assessments, NAPLAN, Quality Teaching, Backward Mapping and cross curricular units. The evaluations concerning Michael’s presentation were unanimously positive.

The whole staff also discussed NAPLAN Literacy across all faculties and analysed the NAPLAN results of our Year 7 and 9 students in 2011. We also had updates concerning anaphylaxis training and asthma training. Staff also worked in faculty groups concerning the above as well as ensuring they are aware of all welfare issues concerning students in the school in 2012 and beyond.

Staff completed individual Professional Learning on issues such as; Literacy, subject specific training, Early Career teachers, ICT, Learning in 21st Century, Girls’ Education, New Scheme Teachers, Learning Engagement, Welfare, VET, mental health and behaviour, Linking Data to the classroom and many others.

Another major focus of Professional Learning in 2012 and beyond is the new Australian Curriculum which will be implemented stage by stage. Some faculties have draft syllabi ready for perusal whilst others are still in the consultation stage. 2013 and beyond will see staff focusing on the implementation of the new curriculum and what this means for engagement and attainment of students in their classrooms.

All staff participated in at least five forms of Professional Learning during 2012. More than 60 staff participated in six or more. The overall budget for Professional Learning was $38,760 or $596 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.

As our plan is a three year document, and after analysis of 2012 NAPLAN results, we need to revise our percentage of students moving from proficient to above average for Year 7 2011 from 2% to 1%.

School priority 1

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

2013 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 to Norta Norta funds.
- Homework centre operating and being even more widely accessed.

Our achievements include:

- 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.
- 2012 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.
- Establishment 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

Outcome for 2012–2014

- Increased levels of numeracy 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 to above average for Year 7 2011 cohort moving to Year 9 2013.

2013 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, LAST, 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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Dianne Posener       Julia Johnstone
Rhonda Lyon        Marianne Cerkesas
Bruce Cuneo           Annio Xenos
Vivienne Floudas     Jenny Baker
Jenny Robinson       Drew Hurst
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr