Principal’s message

It is with pleasure that I present the Randwick Girls High School 2013 Annual Report to our school community.

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

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

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

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 4th 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 (RGHS) enriching environment provides our students with academic, social and civic potential, while ensuring their welfare is of paramount importance to our school community.

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

Heather Emerson
P & C message

This is my first year in the role of President of the P&C at Randwick Girls High School.

I would like to thank the other office bearers who are helping on the committee this year:

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

A few of us have held positions on the P&C before so we were very pleased to welcome a few new adventurous people onto the committee for this year. We are a friendly bunch and always happy to have as many people as possible coming along to our meetings which are held 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, apart from providing a lovely BBQ dinner, is to help facilitate a warm and welcoming place for the new Year 7 girls and give parents an opportunity to meet their daughters new friends and teachers for the year.

From time to time the P&C organises speakers to come to our meetings on subjects that we hope will be helpful and informative for parents. We have had Head Teachers in the school coming along to give us an insight into their faculty and professionals advising us on adolescence, anxiety and cyber bullying. If people have someone they would like to invite or a subject they feel would be of interest, they just have to let us know. We do our best to organise these for one of our meetings.

P&C meetings provide an excellent forum for lively discussions and an opportunity to find out what is happening in the school. Mrs Emerson gives a very entertaining and 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. If you join our P&C email you will be notified of meetings and past minutes by email.

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. Best wishes to the Year 12 girls in their exams and for their future, now that their time here is coming to an end.

Christine Miles
Student representative’s message

The School Sign

The SRC had a vision to update the school sign because many of the students felt that the old school sign did not represent them and the school community. They wanted a sign that did not feature any photos of students and instead featured the school colours: black and gold. The SRC began this venture in 2012 and finally achieved the creation of a simple and elegant sign in 2013.

The School Mural

In 2012 the SRC organized a mural competition. All students were encouraged to submit their art work and the winning entry was to have their work of art painted and placed on the wall outside the History classrooms. The most successful competitor was Valerie Vayner who is now in Year 11. Valerie’s winning artwork consists of one central character, a student, sitting crossed legged and having all these amazing visions and ideas.

The 2013 SRC have continued working on the school mural project and Anita Gallagher, the 2012 School Captain, has been helping Valerie paint the winning design. This completed artwork will be placed on the walls opposite the History classrooms early next year.

School Improvements

- This year the SRC has continued to make many improvements to the school environment, making positive and valuable changes. The improvements have included our new hand dryers in both the junior and senior bathrooms, as well as a fresh coat of paint on bathroom doors.
- A new system whereby the SRC clean the microwaves on a daily basis as opposed to once a week has been implemented, the result being cleaner microwaves.
- The taps around the school were checked in order to assess water quality. When water quality was guaranteed, signs were placed above the taps to inform the students that these taps were able to be used to obtain clean water. This has meant that clean drinking water is available on all levels of the school for students to refill their drinking bottles.

Peer Mediation Program

The SRC implemented the peer mediation program in 2013. All the students in the SRC, from Year 8 up to Year 12, were involved in a training day on the 19 February. The girls were introduced to the most effective techniques to resolve conflicts amongst students. Some of the techniques included maintaining respect, collaborative problem solving and ways to ensure successful communication. Not long after the training day was completed, the Peer Mediation Program was launched. After the first few sessions, peer mediation has become more and more utilized at our school. It has proven to be very successful and an effective alternative to counselling or mediation with teachers.

SRC Charity Work

- As part of the SRC’s international focus, we raised money for the HoHoe orphanage in Ghana, Africa. Ms Lindy Adams came to talk to the SRC early in the year during a lunch meeting about the school and the orphanage she runs in Ghana. This made the SRC excited and enthusiastic to help these children. On 21 June, 2013 the SRC held a BBQ/multi day in order to raise money for this charity. A sum of $1,209.50 was raised. The funds went towards equipping the students with desks.
- In Term 2, the SRC held the Big Bento lunch event to raise funds and commemorate the second year of the devastating earthquake and tsunami that hit eastern Japan on 11 March, 2011. A total of $404 was raised. The funds raised were donated to the Save Minamisoma Project, a project that aims to provide food for the residents living in temporary housing shelters following the Fukushima tsunami.
- On 23 August, the SRC held two fundraising events. They were Jeans for Genes Day and Daffodil Day. Jeans for Genes Day aims to raise funds for the Children’s Medical Research Institution. Students were encouraged to wear jeans on this day in return for donating a gold coin. All students who donated a gold coin were provided with a Jeans for Genes Day pen. The amount of $400.90 was raised. During recess and lunch, the members of the SRC sold daffodils, pens and pins in order to raise funds for Daffodil Day, which is the Cancer Council’s largest annual fundraising event. $500.60 was raised for this worthwhile cause.

A. Dovellos
SRC Coordinator
**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**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>2008</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>2009</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>2010</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>2011</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>2012</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>2013</td>
<td>800</td>
<td>800</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>75%</td>
</tr>
<tr>
<td>2009</td>
<td>75%</td>
</tr>
<tr>
<td>2010</td>
<td>75%</td>
</tr>
<tr>
<td>2011</td>
<td>75%</td>
</tr>
<tr>
<td>2012</td>
<td>75%</td>
</tr>
<tr>
<td>2013</td>
<td>75%</td>
</tr>
</tbody>
</table>

**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 Welfare (Convenor), Deputy Principals, Year Advisers, Teachers and SASS enrolment representative.
- 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 fewer than usual students, due to our long serving Career Adviser retiring at the end of 2013.

The post-school destination of our Year 12, 2013 is as follows from the data collected. The following conclusions can be drawn:

- the number of students studying at university has increased to 59.8%. The universities of choice for the majority of our students is UNSW and Sydney University. Of note is that more students have chosen to travel to other universities for specialist degrees, one having enrolled at the University of Queensland to study medicine.
- TAFE 19.2%
- private college 8%
- full time employment 4%
- gap year 4%
- unable to be contacted 5%

**Post-school destinations**

The Randwick Girls High School destination survey has been completed by the Careers Adviser since 1992. Contact has been made with fewer than usual students, due to our long serving Career Adviser retiring at the end of 2013.

The post-school destination of our Year 12, 2013 is as follows from the data collected. The following conclusions can be drawn:

- the number of students studying at university has increased to 59.8%. The universities of choice for the majority of our students is UNSW and Sydney University. Of note is that more students have chosen to travel to other universities for specialist degrees, one having enrolled at the University of Queensland to study medicine.
- TAFE 19.2%
- private college 8%
- full time employment 4%
- gap year 4%
- unable to be contacted 5%
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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>45.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 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 the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>92</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>32</td>
</tr>
</tbody>
</table>

Financial summary

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

A full copy of the school’s 2013 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>351470.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>616529.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>188307.84</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>464141.55</td>
</tr>
<tr>
<td>Interest</td>
<td>16713.13</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>263244.03</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1900406.51</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 84644.97   |
| Excursions                | 139201.66  |
| Extracurricular dissections| 148017.01  |
| Library                   | 17061.82   |
| Training & development    | 0.00       |
| Tied funds                | 196224.01  |
| Casual relief teachers    | 129192.94  |
| Administration & office   | 287935.84  |
| School-operated canteen   | 0.00       |
| Utilities                 | 153171.18  |
| Maintenance               | 145746.31  |
| Trust accounts            | 190874.12  |
| Capital programs          | 0.00       |
| **Total expenditure**     | 1492069.86 |

**Balance carried forward** 408336.65
School performance 2013

Arts

- Year 12 student Nahal Nejadi had her HSC Body of Work entitled Mode of Attack selected for Art Express.
- Year 12 vocalists Etta Napier, Tayla Gregson and Gloria Bershtein performed at the request of the Minister for Family and Community, the Hon Prue Goward, at the launch of the report on Women in NSW at the University of NSW in June.
- MADD night in July showcased our Year 12 students in Music, Dance, Visual Arts and Drama and Music and Art Night in August – showcased our ensembles and elective Music students in Years 9-12 and the finalised Year 12 Visual Arts Body of Works.
- The continued success and growth of our music ensembles – concert band, jazz band and choir. Performances have included: Open Night in March, Music Night, the Japanese assembly, Year 4 visits, Year 6 Orientation Day 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 Pearl Lei of Year 8, Klarissa Yeomans of Year 11, Gloria Bershtein of Year 12, Hanis Alias and Elikia Cardot of Year 11, Tayla Gregson, Charlotte Watt and Etta Napier of Year 12 and Silk Collins and Shamis El Daoud of Year 9.
- A visit from the ABC mobile TV studio in February with opportunities to present and record on camera. The week ended with a visit from Rosie Beaton who outlined her music career with Triple J to our Year 12 Music and Entertainment students.
- Our annual Rock the Schools event in May with a free lunchtime concert by the band Sheppard and workshops on sound and lighting for Music and Entertainment students.
- Excursions to music performances including Encore – a showcase of outstanding HSC Music performances from 2012 at the Sydney Opera House in February.
- Randwick Municipality Women’s Art Competition – the Councillors Commendation went to 2012 student Eloise Lindeback and Naomi Que from Year 11 received a Highly Commended.
- Operation Art – Year 8 student Maoling Lim had her drawings displayed in the exhibition in the Armory Gallery, Sydney Olympic Park.
- Naomi Que and Ano Matope of Year 11 were selected to attend the National Art School Intensive for two weeks, working closely with established artists and other outstanding art students from around Australia.
- Year 12 students participated in holiday workshops for Visual Arts and Music in July and October.
- Beautification of the Art corridor on Level 2 has created a fresh space for the display of student works.
- Naomi Que Year 11 and Tiana Chezzi Year 9 have maintained the Level 2 murals and the new Level 1 SRC quad mural has been created by Valerie Vayner of Year 11 and Anita Gallagher of Year 12, 2012.
- Olympia Kotopoulos of Year 12 had all three of her HSC dances recommended for Callback, where outstanding examples of
both composition and performance based dances are showcased.

- Jasmin Lancaster of Year 11 was selected to perform with the elite State Dance Ensemble, the highest level of dance group from amongst NSW Department of Education and Communities’ schools, whilst Emily Tjoeng Year 11, Saskia Klok Year 11, Kristina Atsiaris Year 8 and Tessa Grimshaw Year 8 were selected to perform for the prestigious NSW Senior and Junior Dance Companies.

- 12 students performed as part of the annual Department of Education and 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 and Visual Arts students showcased their HSC performance pieces at the school’s annual MADD (Music, Art, Dance, Drama) Night.

**Sport**

- This year, 2013, 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 and yoga. The students thoroughly enjoyed each of these sports and were particularly enthusiastic about the wide range of 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 both the netball and oztag competitions, as well as being the beaten finalists in soccer and basketball.

- The school participated in NSW CHS Knockout Competitions for basketball (open and under 15 years), netball (open and under 15 years), soccer, softball, table tennis, tennis, touch and volleyball. The basketball and netball teams were successful in reaching the Sydney East Area final competitions, whilst the open tennis team were Sydney East Area runners up.
• The school also provided competitors for NSW CHS Championships in triathlon, equestrian events, diving, gymnastics and trampolining, with outstanding performances from Lily Leamon, Megan Dobrosavljevic, Kenzie Stanwell and Rebecca Cohen.

• At the Eastern Suburbs Zone Carnivals, age championships were awarded to Nubia Mendes (13 years athletics), Siobhan Conway (17+ years athletics), Lily Leamon (15 years cross country) and Ella May Basalo (16 years cross country).

• 19 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 qualifying to compete at the NSW CHS 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. Scarlett Pye (13 years) qualified seventh 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, Sophie Gudgeon and Georgia Taylor performed exceptionally well and were all selected to compete at the NSW CHS Athletics Carnival held at the International Athletics Field, Homebush. Georgia also competed successfully at the NSW All Schools Athletics Championships.

• Year 12 student, Isabella Sen was recognised for her outstanding sporting talent and commitment to school sport by being awarded Senior Sportswoman of the Year. Year 8 student, Karla Royston and Year 9 student, Lily Leamon were awarded equal Junior Sportswomen of the Year. Steffy Gomez and Madison Hobson (Year 12) were recognised for their involvement in sport by receiving the Pierre De Coubertin Award, designed to recognise demonstration of the attributes consistent with the aims of Olympism – participation, commitment and good sportsmanship. Amy Walburn was recognised for her commitment to sport at Randwick Girls High School by receiving both the Sports Ambassador Award and the inaugural 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 2013 were also recognised, along with parents who had assisted the school throughout the year.

• Sports House Captains, Siena di Giovanni-Arundell, Isabela Dobozy, Merryn Ward (Bruce), Steffy Gomez, Madison Hobson, Olympia Kotopoulos (Gilmore), Sandy Masen, Samantha O’Brien, Mary Williams, Pauline Ramsey (Storey) and Alana McGregor, Lisa Tanabe, Saba Payrovi (Turner) provided sports leadership at the sports carnivals throughout the year, with Bruce Sports House being awarded the Champion Sports House Trophy in 2013.
Other

- Creative writing remains a strong focus of the 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. Year 9 also participated in the Whitlam Institute What Matters writing competition with a large number of students achieving commendations.

- Viewing and participating in Drama is an important component of all English courses. This year Mr Kourounis’ Standard Year 12 students attended a production of Educating Rita at the Riverside Theatre, Parramatta. Our students behaved impeccably and appreciated seeing their HSC texts in action.

- Our Elective Drama classes showcased their talents in evening performances under the direction of their teachers, Ms Clarke with year 9 and Ms Sweeney with Years 10 and 11.

- On June 5, students from Year 11 Drama, Year 10 Drama and Year 8BR English, accompanied by Ms Sweeney, travelled by hired bus to attend a matinee performance of War Horse at The Lyric Theatre. The finale of the play was extremely powerful and Year 11 Drama stayed back for Q&A. They were able to speak with two of the puppeteers – Drew Wilson and Lincoln Hall – who each respectively controlled the Heard of Joey and the Hind of Topthorn. They also got the opportunity to talk to Andrew Tighe (Old Vic Theatre, London), who has been working as an actor in the industry for 35 years. A big thanks goes to Ms Sweeney who was able to access free tickets, and all her organisation in ensuring this event was a great success.

- During the Protest Unit this year 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 really 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 Magazine has been 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 including QR codes into the magazine but are also working on the School Website.

- Numerous enrichment activities were offered to our students again in 2013. 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.

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

- Ruben Meerman The Surfing Scientist visited the school and gave a presentation about the exciting world of Science. The students in Years 9 and 10 thoroughly enjoyed the exciting and interactive presentation.

- 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.

- Year 7 ventured on an outing to the Powerhouse Museum to visit the Space Exhibition as part of their Astronomy topic, followed by a relaxing afternoon at the IMAX Theatre for a journey aboard the International Space Station.

- The World of Maths made its annual visit to our school at the beginning of Term 4. All Year 7 students had the opportunity to participate in engaging, hands-on problem solving activities over a double period. The students enjoyed learning in this interactive way and the various teachers who supervised also loved it!
• Counting On, which is a numeracy project initiated by the DEC’s Curriculum Support program to help Year 7 students build their numeracy skills, was run once again which is always a success. It eases new Year 7 students into handling Maths in high school and develops peer relationships as Year 10 students volunteer to tutor the students.

• Year 9 made an overnight 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. A great but exhausting time was had by all, including the teachers.

• Year 9 Elective History incorporated a visit by both classes to the Jewish Museum. They were addressed by a Holocaust survivor and 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 History and Modern History classes continued to be popular. Year 11 Ancient History 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 visited several museums such as the Museum of Contemporary Art and the Justice and Police Museum in Sydney to examine post-modernist representations of the past.

• The 1 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. Half of the History Extension students achieved in the top two bands in History Extension, over half the number of candidates in Society and Culture achieved in the top two bands, in Ancient History many students gained band 5, in Modern History 15 students gained results in the top three bands and in Studies of Religion over 70% of candidates achieved in the top two bands.

• Academically, our Languages results for the 2013 HSC were most impressive, with over 65% of our 45 HSC Language students achieving a band 5 or 6.

• Our newly developed relationship with our Chinese sister school Xiaoshan no 10 flourished when we visited China in the April holidays with a group of 14 students from Years 7 and 8. Our students participated in a homestay program for five days and for the rest of the stay they were able to visit important sites of historical and cultural significance in Beijing, Shanghai, Xian and Hangzhou.

• 2013 was the 12th 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. After the initial group of about 100 Japanese students and 10 staff participated in a whole day program, 10 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 10 student of Japanese, won the Akito Sumibo Scholarship to travel to Japan, attend a fully funded six week intensive Japanese language course in Nagoya and participate in a homestay program. She was selected from over 200 15-18 year old applicants Australia-wide and left for Nagoya in December.

• Ivy also gained 2nd place in the National Australia-Japan Relations Essay competition and was invited to accept her award at the Consulate General of Japan in Sydney. The topic for discussion was: Compare and discuss a social issue or challenge currently facing youth in Australia and Japan. How are both countries addressing the problem?

• Many of our Languages students from Years 8-11 entered the Language Perfect World Championships and 45 of them were highly successful, earning awards and different levels from Credit to Elite. Our school was ranked 18th place overall in NSW and 97th globally. Particularly impressive was our ranking of 7th place for Japanese and 17th in Greek in NSW.

• The LOTE faculty organized a Year 8 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. Students in all LOTE classes had the opportunity to participate in a variety of experiential learning activities ranging from attending film festivals, cultural, historical and artistic exhibitions, restaurants, live performances, etc.

• Each Wednesday afternoon during Term 1, Year 10 Human Movement students successfully coached Year 7 students 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 Term 3, as part of their development of practical coaching skills.

• 45 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 2013 to assist Year 10, 11 and 12 students access important health information.

• 112 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.

• 45 Year 11 students attended Year 11 PD/Health/PE classes 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 16 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. Four Year 12 students were successful in gaining their Bronze Award in 2013.

• 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, school assemblies, the Japanese Sister School visit and the School Show.

• The school continued it’s 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.

• 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 student from each high school workshop, for the one week summer or winter workshop. A huge congratulations goes to Lulu Tanabe, Nubia Mendes and Cailin Brownlow of Year 8 who all received the scholarship. Each scholarship is worth $545. We also had a representative from ATASDA (Australian Textile Arts and Surface Design Association) who came out and constructed a Pizza Postcard with the girls. This is a technique used in fashion design called embellishment. We also had Graphics presenters running a program called Sculptrus from Sydney Campus Academy of Interactive Entertainment. Our Hospitality teacher’s taught a cupcake decorating lesson in which students used fondant and various cupcake decorating techniques to make their own unique cupcakes.

• Year 9 IST had a spokesperson from the University of NSW Computer Science and Engineering come and discuss and explain to our young women the components of Computer Science. He explained that science focuses on theory and research, while engineering focuses on practices and development. He demonstrated the use of a robot dog playing soccer and discussed that the robot dog was used in the RoboCup. RoboCup is an international robotics competition that aims to develop independent robots with the intention of
developing research and education in the field of Artificial Intelligence.

- Our Year 7 students, as part of the integrated unit *Our Australia*, learnt the history of the traditional damper recipe. Damper is the traditional Australian bread consisting of flour and water and baked in the coals of a campfire. Students put their knowledge and damper-making skills to the test and baked the traditional damper which they then enjoyed eating.

- 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. Students dedicated approximately 3 hours per week to the club, including an afternoon and a lunchtime session at school, in addition to their own time at home.

- 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 hospitality industry through a *Live the Life* guided tour and magnificent morning tea at the Intercontinental Hotel in Macquarie Street. They also worked in a range of hotels, restaurants and cafes in their two weeks of work placement.

- Year 11 Hospitality students have catered for various functions in the school community this year 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 begun creating a school café in which they have been preparing biscuits and coffee for our school staff on a regular basis.

- 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.

### Academic achievements

#### NAPLAN

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.

- 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.

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

![Percentage in bands: Year 7 Reading](image)
NAPLAN Year 7 - Numeracy

Percentage in bands:
Year 7 Spelling

Percentage in bands:
Year 7 Grammar & Punctuation

Percentage in bands:
Year 7 Writing

Percentage in bands:
Year 7 Numeracy
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 9 – Numeracy

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>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2013</td>
<td>6.6</td>
<td>7.0</td>
<td>3.4</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>5.6</td>
<td>6.0</td>
<td>3.8</td>
</tr>
<tr>
<td>SSG Average 2013</td>
<td>1.9</td>
<td>2.0</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero.
Other achievements

National Competitions

- The Australian Mathematics Competition was held at the beginning of August and 73 of our students participated. Of these students, six students achieved a Distinction Award and 22 students achieved a Credit Award. One special Prudence Award was given to one of our Year 10 students, which means she succeeded in getting the greatest number of answers correct in a row. Well done!

- 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 19 March. Miranda Hanson qualified for the second round which was the State Final. A terrific effort was made by all students and Miranda is to be congratulated on her exceptional achievement.

- RGHS sent a team of three Year 9 students, Zelda Grant, Elsa Wilson and Louise Leung on the 6 August to participate in the annual Bridge Building Competition, this time to the Art Gallery of NSW. Mrs Chapman coordinated the activity, coaching the students and offering advice on designs. They were set an extremely difficult challenge. Using a 60cm long piece of cardboard tubing and thin strips of balsa, the girls had to design and build a bridge that was 65cm long and strong enough to hold loads of many kilos in weight. They met at every opportunity and worked until they had produced a structure that they thought would meet the set criteria. The girls were commended by the assessors for their design and really appreciated the effort Mrs Chapman put into the project.

- 99 students participated in the ICAS-Science Competition. Our most successful entrants were Yuhang Wen (Year 10), Amy Johnson (Year 7) and Elke Leamon (Year 7) who all received Distinction Certificates. 15 students received Credit Certificates.

- 101 students participated in the 2013 Big Science Competition. Our most successful entrant was Polly Hodges (Year 7) who received a High Distinction Certificate. Elke Leamon, Emma McGrath and Ella Scott (Year 7), Lily Wade Collins (Year 8) Tiana Chezzi (Year 9), Yuhang Wen and Garnsuda Tongtae (Year 10) all received Distinction Certificates. 31 students received Credit Certificates.

- The National Chemistry Quiz was well contested this year. With 20 students from Year 11 sitting the paper. Our most successful entrant was Emile Chou who received a High Distinction Certificate. Linh Cu, Muziqian Guo, Naomi Que and Anqi Tan all received Distinction Certificates. Erika Ju and Michelle Ma received Credit Certificates.

Significant programs and initiatives

Aboriginal education

The Aboriginal and Torres Strait islander students of RGHS are vibrant, energetic, motivated and, most importantly, proud of their cultural background. This has been showcased through their active participation in all the Indigenous focused events in 2013.

The focus upon Indigenous Education at Randwick Girls High School during 2013 entailed many 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 Shayne Clarke, the Aboriginal Community Liaison Officer, Fay Carroll, parents, students and staff, Personal Learning Plans (PLP’s) were updated and implemented in 2013.

The formulation of personalised student learning plans is an important and critical component of meeting the needs of our indigenous students. The development of these learning plans assists our girls in reaching their full potential and recognition of achievements and learning needs.

These plans were individually tailored to highlight strengths, abilities and interests of each student. The plans were also tailored to indicate areas of weaknesses in order to allow for learning support or assistance to take place. The PLP’s were created in order to adhere with DEC policy but also to highlight significant area’s in individual students learning which needs development.

Students across the junior and senior years received one on one tutoring and learning support assistance during class time. Our senior students 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 our senior students will continue in 2013 through Nora Norta.

Individual student progress has been closely monitored by the Aboriginal Student’s Co-coordinator, Head Teacher Welfare, the schools Learning Support Team, Year Advisers and Deputy Principals consistently throughout the year. Adjustments and changes to PLP’s are made on a regular basis to accommodate and adhere to any particular needs. Teachers are made constantly aware of any issues or modifications made to PLP’s throughout the school year. This procedure will continue in 2014.

The Aboriginal Student’s Co-coordinator attended the Engagement and Connections to Improve Attendance of Aboriginal and Torres Strait Islander students in NSW schools Professional Learning Course. The main focus of the course was to identify reasons for irregular attendance patterns and to implement strategies to improve Aboriginal and Torres Strait Islander student absenteeism rates. The information expressed at the course was then structured according to our enrolment numbers and planning was implemented into school programs to enable a focus on the issue of attendance within our Aboriginal and Torres Strait Islander students. The attendance rates at our school have improved since 2012 and focus to continue to account for positive growth of attendance.

Our Aboriginal Community Liaison Officer, Fay Carroll has made continual contact with the students across all years. Fay Carroll has led talks with our junior students and has given them an insight and understanding of cultural ties, history and beliefs. Fay’s commitment to the students of RGHS has seen many positive outcomes. Through her constant meetings and discussions with students Fay has been able to encourage school attendance and bring forth the importance of education within these students’ lives.

As an indication of the success of RGHS’s Indigenous program six of our Aboriginal and Torres Strait Islander girls applied for scholarships in 2013. In Term 2 another of our students, Teniwa Jones of Year 10, received a well-deserved substantial monetary scholarship to assist her in meeting her educational requirements. Teniwa is a deserving, thrilled and proud recipient of this scholarship and is to be congratulated as only ten scholarships are awarded in NSW!

The scholarship award was presented at a school assembly by our very highly regarded School Liaison Officer, Fay Carroll. Ms Carroll has been, and continues to be, a long-time supporter of indigenous issues and education. I take this opportunity to thank Aunty Fay for all the assistance she has provided to me and the students constantly throughout this year. The Nura Gili Program at The University of New South Wales has provided our girls with insights into university life. It has enabled them to attend a number of programs that involve a broad range of learning areas with an emphasis on Mathematics, Science and Engineering.

These programs were provided both internally and externally throughout the year. The students were able to experience and participate in activities that focused on tertiary education options and career choices.

An incursion held by the Nura Gili staff involved students being actively involved in activities that enhanced their knowledge of tertiary courses available. This particular incursion was beneficial as it sought to ensure students were encouraged to think about the areas of learning that appeal to them. It also bought together our students as a group which in turn produced relationships and connections between students of different age groups. It is pleasing to observe the warmth of the relationship that has developed between this important section of the University of New South Wales and the indigenous students of RGHS.

Explore UNSW was another learning experience provided for our students this year and it involved students attending the University of NSW. On this valuable field day students visited the medical science building, the brand new software and engineering 3D circular room and then attended a lecture regarding Indigenous Astrology and Dreamtime Beliefs. Our girls also took part in the making of a film that will be used by the Nura Gili team to advertise their initiatives across schools in NSW.

Monica Sydney and Teniwa Jones were both privileged to be accepted into the 2013 UNSW Indigenous Winter School. The girls were able to experience life on campus at the one week course that was conducted during the school holidays. Monica and Teniwa participated in
many productive activities designed to enhance their learning skills.

Kirra Tinker of Year 7 was deservingly awarded the Deadly Kids Doing Well award in 2013.

As part of our NAIDOC celebrations the indigenous students of RGHIS participated in the making of a short film. The students who starred in the film discussed their indigenous heritage and explained what being indigenous means to them. The girls told us of their family history and also about the Indigenous Australians who inspire them. The film also featured Aunty Fay who spoke of her history and struggles with being a part of the stolen generation along with messages to inspire our young women. The film was screened at our NAIDOC assembly. A short dreamtime story was also shown along with our Year 7 student Kim Porter’s touching speech about her family history of growing up in La Perouse. The film paid tribute to the recently deceased Aboriginal leader Dr Mandawuy Yunupingu. The film encouraged students to participate in a creative exercise that enhanced their ability to identify and acknowledge their historical and kinship ties. The students were all very proud to share their family’s stories with the school community.

Another aspect of our NAIDOC week celebrations was an excursion to Sydney’s Seymour Centre to view a Dreamtime play. The play was a Young Australian Production which focused on a dreamtime story about a young boy struggling with fears of growing up and bullying at school. This was followed by the highly successful NAIDOC assembly celebrations.

As a further indication of the diversity of abilities and talents our students display, Audrey Hennessy of Year 10 was nominated, and accepted for the Koori Art Expressions Exhibition. Her traditional art work is displayed at the Maritime Museum. This is another promising field whereby our students are able to express their knowledge of traditional Aboriginal culture and history.

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

Respect and Responsibility

Respect and responsibility were the underlying motives of the Student Services Team at Randwick Girls’ High School in 2013.

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 2013, 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 leaning 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 Examination 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 and Specialist 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 10 Adviser, was attended by 16 Year 10 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 District School Education Director, Bondi for a Day.

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

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 2013, 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 Little Sister, Big Sister. 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, Healthy Body and Mind and study skills workshops.

All Year 7 students had the opportunity of receiving free vaccinations as part of the NSW Health program.

In Terms 2 and 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 2013 our Student Services Team also attended a number of professional learning courses and seminars that would further enable them to successfully cater for the needs of our students. These courses included *The Accidental Counsellor*, dealing with students with learning disabilities, and helping students with special needs.

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.

### School planning and evaluation 2012—2014

#### School planning 2012—2014: progress in 2013

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 plan, after analysis of NAPLAN, our School Priority targets have been revised.

**School priority 1 – LITERACY**

**Outcome for 2012–2014**

- Increased levels of literacy achievement for all students.
- Whole school commitment in all KLAs to continue to embed literacy strands in all curriculum and programming areas.
- 1% increase in writing from proficient.

**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.
- 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.
- PLPs in action for all targeted week.
- PLPs in action for all Aboriginal students and access to Norta Norta funds.
- Homework centre operating and being even more widely accessed and promoted.

**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.
- 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

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 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 targets include:

- 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.

Program evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan.

Background

In 2013 our school carried out evaluations of Technology and the new Australian Curriculum.

Findings and conclusions

- Technology Team re-established to discuss all areas of technology in the school.
- Bring Your Own Device (BYOD) – options have been investigated from many sources. Year 10, 11 and 12 will continue to use their laptops. Graduating class encouraged to donate their laptops to the school so we can use as class sets.
- Edmodo encouraged in all classrooms.
- More electronic whiteboards purchased and installed.
- Professional Learning encouraged for all staff.

Future directions

- Technology Team to deliver quality professional learning programs at school development day/s in 2014.
- Class sets of laptops to be used each lesson.
- Year 7, 8 and 9 encouraged to bring their own device which is compatible with our school network (Technology Team and TSO to assist).
- Professional Learning using edmodo, IWB’s, hovercams.
Australian Curriculum

Background

The new Australian Curriculum will be implemented gradually over the coming years. Randwick Girls High School needs to be a leader in terms of curriculum development and implementation. Faculties have been given a great deal of time to discuss possible changes during consultation periods with the Board of Studies and to develop programs for those faculties who have sooner implementation times.

Findings and conclusions

- Most faculties have begun developing programs, as required. Programs include aspects of quality teaching, technology, Aboriginal education, value adding, gifted and talented exercises, gender equity and options for less engaged students.
- Some faculties still in the consultation process.
- Assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching practice and programs.
- Professional Learning courses attended by faculties with implementation shortly as well as School Development Days dedicated to the new curriculum.

Future Directions

- More time for programs, registers and scope and sequence to be developed, refined and implemented.
- More access to Professional Learning courses outside the school.
- Greater sharing amongst the local network for all faculties.

Professional learning

Professional Learning was once again a strong focus at Randwick Girls High School in 2013.

All staff, from New Scheme Teachers to experienced staff are encouraged to attend Professional Learning courses and training to ensure that Quality Teaching and Learning is at the forefront of our lessons.

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

The continuation of laptops for Year 9 students and above, ensured staff need to be trained in using these technologies. Every faculty in the school was represented in training staff to use the laptops to ensure student learning and engagement was enhanced across the curriculum and student body.

School development days in 2013 focussed on updating all staff on Child Protection, Girls’ Education, New Scheme Teachers and requirements of AITSL, assisting staff looking for promotion, superannuation seminars. A representative from the NSW Teachers Federation (Janet Hannaford) addressed the staff as well as a representative from the Employee Performance and Conduct Unit (Kevin Schipp) also addressed the staff on issues in the workplace. 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 2013. 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 55 staff participating in five or more. The overall budget for professional learning was $52500, an average of $700 per staff member.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. 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.

**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.

Heather Emerson       Lance Raskall
Dianne Posener        Julia Johnstone
Rhonda Lyon           Anna Dovellos
Annio Xenos           Diane Livesey
Jasmine Ambele        Drew Hurst
Jenny Baker            Geoff James
Pauline Christodoulides Rachael Roberts
Jenny Robinson        Bruce Cuneo
Madelyn Henniker      Susan Crowe
Christine Miles       Merryn Hirshman

**School contact information**

Randwick Girls High School
Cnr Barker & Avoca Streets, Randwick NSW 2031
Ph: 02 9398 3233
Fax: 02 9399 5183
Email: randwickg-h.school@det.nsw.edu.au
Web: www.randwickg-h.schools.nsw.edu.au
School Code: 8220

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: