

Randwick Girls High School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Randwick Girls' High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan.

The school is proud of the achievement and progress made by each of its students throughout 2016. The students, once again, were aptly guided and supported by the dedicated and qualified staff.

The Annual Report outlines the findings from the self–assessment through the process of External Validation, the key school strategies, expenditure, funding sources and school performance.

Lucy Andre

Principal

School contact details

Randwick Girls High School

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Message from the Principal

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

As the new Principal at Randwick Girls' High School, I am glad to be able to evaluate our 2016 academic year, and report that once again, it has been a fruitful year for all stakeholders. The evaluation enables my leadership team to plan for 2017 and beyond with all stakeholders. We are very positive about what students will achieve through their involvement with each other in collaboration, through the provision of an outstanding education they receive at this school.

Randwick Girls' High School has a proud tradition in delivering excellent outcomes for our students over the past 50 years. We are a comprehensive high school providing first class education to girls in the Eastern Suburbs.

Our students come from a wide range of cultural, religious and socio-economic backgrounds. They bring enthusiasm and commitment to their learning. The school community is committed to translating their interests into talents through the provision of excellent learning opportunities every day.

Our HSC results have consistently been outstanding. In 2016, Tiana Chezzi, had her artwork selected for ARTEXPRESS. Her art work was on endangered animals and it was recognised by the HSC markers as an outstanding piece of work. It also brought awareness to the plight the animals which were depicted. Tiana's work was featured in the Southern Courier, our local paper. Another significant achievement in the HSC in 2016 was that more than 40% of courses sat by the students were in the top two bands.

We offer a broad curriculum which encompasses extension subjects in English, Mathematics, and History. Our girls have the opportunity to study all strands of Sciences including Physics, Chemistry, Biology, Earth and Environmental Science and Senior Science in Stage 6. Our curriculum also extends to all courses in the Creative Arts, including Drama, Dance, and Music I and Music II. Students also have the opportunity to study VET courses such as Hospitality and Entertainment.

Our school values reflect the broad principles of our public education system. Students are guided towards understanding the importance of respect and responsibility to their families, school and community while personally striving to do their best, challenging themselves to take their place as leaders of the future. Our discipline and welfare system reflect these values as students are guided and nurtured through an ethos of intrinsic motivation and self-discipline.

Again, one of the highlights of 2016 was our School Show at NIDA, which showcased our students' outstanding abilities. This year was the Kaleidoscope Show. The students performed in front of a packed audience of fellow students, parents and friends and teachers, and an extremely impressed Local Member for Kingsford-Smith, the Honourable Bruce Notley Smith; the Mayor of Randwick Noel De Souza, and our Director Sue Shelley.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process and provides a balanced and genuine account of the school's achievements and areas for development.

Lucy Andre

Principal

School background

School vision statement

Our community educates the girl of today to be the woman of tomorrow through the provision of a safe and caring learning community. Our students are challenged and inspired to actively engage in their own learning as they achieve their personal best.

Randwick Girls' High School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every girl at our school. Staff members, in partnership with the school community, are skilled and committed to nurture, guide, inspire and challenge our students to perform at their personal best.

As a school community, our goal is to provide an inclusive environment which is rich and nurturing, one that supports the consistent improvement of student outcomes and the narrowing of achievement gaps between students. We provide an all-embracing approach to Student Welfare in this school, ensuring that all learners can access the curriculum, with strong support from the Welfare Team. The Team comprises the Head of Welfare, Year Advisers for each year group, the Learning Support Team, two Support Teachers, and two Schools' Learning Support Officers.

RGHS offers an extremely broad curriculum from first and second extension English, Mathematics, History and Languages, to a large number of dual accredited vocational enrolments across all areas of the curriculum including all Sciences, four Languages, Histories, English, Visual Arts, Drama, Dance, Music, PD/H/PE, Textiles and Design, Food Technology, Design and Technology and Social Sciences. With a very strong focus on the Creative and Performing Arts our students can hone their musical skills as part of our school Concert Band, Jazz Band, String Ensembles and Choir, while the School Show provides exciting dance, music and drama opportunities. Our comprehensive foreign languages program incorporates annual overseas immersive language study tours. Talented sportswomen benefit from our extensive gifted sportswoman program.

School context

Randwick Girls' High School is situated in the Eastern Suburbs of Sydney, six kilometres from the CBD. Our learning community is socio-economically, culturally and ethnically diverse encompassing the geographical areas of Maroubra, Coogee and Clovelly Beaches together with the suburbs of Randwick, Kingsford and Kensington. As part of Randwick City Council's Education Precinct the school has close links with the University of NSW, The Royal Hospital for Women and the Prince of Wales Hospital School. Our Memorandum of Understanding with the University of NSW provides educational and cultural opportunities for our students, including annual scholarships and library access. Candidates for RGHS gifted stream annually sit for the UNSW Gifted and Talented Examination Program. As a Partnership School with UNSW School of Education we provide expert support to the next generation of teachers, with a number of our staff lecturing within the School of Education.

Our 942 students (60% LBOTE) are an extremely ethnically and culturally diverse community working together harmoniously for best learning outcomes

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an External Validation. The External Validation was a rigorous process when the school undertook a 'snapshot' of where the school was at.

The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered the evidence and assessed the school's progress, aligned with the standards articulated within the School Excellence Framework.

The school's External Validation findings and summary were supported and endorsed by the external validation process comprising a panel of peer Principals in November 2016.

The results of this process indicated that in the three domains in the School Excellence Framework (SEF), we were:

LEARNING – In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

For the Learning Culture element our school currently is Sustaining and Growing. The school has excellent wellbeing programs and initiatives to assist individual students as well as year groups, ensuring student wellbeing is catered for. Some examples include the *Year 7 teams program* and *associated action plans, extra-curricular programs* and *clubs*. These activities and programs ensure that student learning and engagement is increased, including ATSI, GAT and EALD students. The establishment and subsequent success of the *ROC (Learning Centre)* demonstrates that RGHS is committed to improving student learning outcomes. The school show, sister school relationships and overseas trips creates active partnerships and secures effective community engagement. The culture of data usage to inform programs and practice enables the school to address and monitor student learning needs. This is demonstrated through the successful transition of Year 7 students. The *PDPs for teachers* is an opportunity to improve teacher quality as teachers identify and collaborate their professional learning. This strengthens and delivers on school learning priorities for students.

The Wellbeing element is evaluated as Sustaining and Growing. At RGHS there is a strategic and planned approach to the holistic wellbeing of all students. This is evidenced through targeted programs such as *Big Fish/ Little Fish, Love Bites* and the *Royal Hospital for Women's seminars*. RGHS recognises that student engagement is critical to collective wellbeing. This is supported by various programs embedded within the culture of the school. This is demonstrated through the *School Show* and enrichment days e.g. *Medieval Day*. *The systemic policies and practices* support the delivery of appropriate welfare outcomes for students. These include Team based planning for specific programs such as *ISMO*.

The Curriculum and Learning element is Sustaining and Growing. The school supports and fosters innovative teaching practice through learning alliances with other schools and organisations. Extra-curricula learning opportunities are fostered through music ensembles. The successful transition to senior school is an example of student and parent involvement to support learning.

The Assessment and Reporting element is evaluated as Delivering. The school has processes and practices in place to report on student learning across the curriculum. This is evidenced by the *student reports* which articulate students' strength and areas of growth. The executive team's *HSC data review* demonstrates whole school commitment to the use of data as a basis for school improvement.

The Student Performance Measures element is evaluated as Delivering. The school uses data to track student progress through external examination results. Staff members are able to access and utilise *SMART* and *RAP* data to inform their teaching practices.

TEACHING – In the domain of teaching, the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

For the Effective Classroom Practice element, the school is Delivering. Teachers regularly review and revise teaching and learning programs and classrooms are well managed with well managed teaching taking place. All students can actively engage in learning productively.

In regards to the Data Skills and Use element, the school is Sustaining and Growing. The school uses data to identify student achievement to inform future school directions. Teachers analyse and use student assessment data to

understand the learning needs of students. The HSC analysis package is used at both faculty, executive and senior executive levels to find the underlying reasons for performance.

For the Collaborative Practice element, the school is Sustaining and Growing. Teachers work together to improve teaching and learning. The school identifies expertise within its staff to further develop its professional community. The EALD support teachers work together with other teachers to improve teaching and learning for students with non-English speaking backgrounds.

In regards to the Learning and Development element, the school is Sustaining and Growing. Emphasis is on improving the teaching of literacy and numeracy, with the aim of building teachers' understanding of teaching strategies. This is evidenced in NAPLAN analysis for Year 9 which was carried out with all staff members. Teachers are actively engaged in planning their own professional development in order to improve their performance. Staff members actively share their professional learning by giving feedback to all stakeholders.

For Professional Standards, the school is Sustaining and Growing. Teachers work beyond their classrooms to contribute to the broader school programs. Examples include the extra-curricular programs (Music and Dance Ensembles, Duke of Edinburgh) and meetings (Learning Support, GATS). Teachers have actively engaged in Professional Learning sessions and have reflected on the contribution of these activities.

LEADING – In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

For the Leadership element, the school is Sustaining and Growing. The school demonstrates ongoing commitment to community partnerships and commitment to the development of leadership skills amongst students and staff exemplified by programs such as the *School Show*, and the *Crayweed Program*. Staff are directly engaged with the direction of their own professional learning both through the PDF and school Professional Learning application processes, and this is supplemented by the productive relationship that the school fosters with external agencies such as UNSW and St Johns. A variety of in school professional learning opportunities support the development of leadership skills. School performance is regularly monitored by the executive team. The engagement of parents and the wider community is a characteristic of the collaborative culture within RGHS.

For the School Planning, Implementation and Reporting element, the school is Delivering. This is due to the ongoing commitment to equity and high expectations fostered in the school through the establishment of programs such as the *ROC* and *Homework Centre*, and *Senior Transition Program* and rollout of technologies such as *IWB* and mobile computing hardware to all teaching staff. Structural mechanisms exist in order to ensure the effective collection, management and use of data in areas such as financial management, an allocation of Professional Learning funds.

In regards to the School Resources element, the school is Sustaining and Growing. The school demonstrates effective use of school resources, which underpins the delivery of programs which support student learning outcomes, such as *Faculty Enrichment Days*, the *ROC*, the *Study Skills Program*, and *Homework Centre*. Staffing mechanisms and collaborations such as those between EALD teachers and subject area teachers, ensures that high quality staff are recruited to ensure full curriculum requirements are met through the delivery of innovative teaching programs. Strategic planning and use of school funds has ensured all classrooms have technology accessible and that future requirements are planned.

For the Management Practices and Processes element, the school is Delivering. This is based upon the effective administrative practices embedded in the school, in areas such as electronic dissemination of information to staff through the *Weekly Staff Bulletin* and up-skilling of staff in the use of emerging technologies such as *SENTRAL*. Effective community input characterises RGHS through the *P&C*, *Open Night*, and *Uniform Committee and Merit Selection Committees*.

Our self-assessment and the external validation process assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Pedagogy: The Learning Culture

Purpose

The core purpose of Randwick Girls' High School is to ensure that each individual student reaches her best academic potential by the provision of optimum teaching and learning programs which engage each student, allowing each girl to achieve personal success, taking control of her own learning, self-motivated and reflective, able to make sense of her world and engage confidently and positively as a life long learner.

Overall summary of progress

Our school's efforts in ensuring that all students adopt a positive learning culture through the provision of a supportive, encouraging and stimulating environment by our staff was very successful, encouraging and significant. In the second year of the school plan there is evidence that there is continuing improvement in the engagement of students across the range of the school population due to the initiatives employed at the school. The various Key Learning Areas (KLAs) were engaged, under the leadership of the Head Teachers, to develop rich programs and assessment tasks to ensure all students engage in learning.

Again the school's welfare team and the learning support team ensured that students were monitored in their learning. The Individual Learning Plans (ILPs) were developed for those students who require assistance so that early identification and intervention were provided to ensure those students' learning needs are catered for.

The development of deeper understanding and valuing of Aboriginal culture has been achieved through a range of teaching initiatives. The involvement of an identified teacher also ensured that there was monitoring and tracking of our Aboriginal students which ensured that these students became more connected with the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All learning programs are in place in all KLAs reflecting National Curriculum demonstrating explicit learning and assessment outcomes with delineated feedback rubrics.	All KLAs were focused on developing learning programs reflecting the National Curriculum.	\$32,800
Value-added data in external SMART and SEF shows a consistent positive growth pattern across all years above state average for ATSI students in the areas of attendance (by 2%), NAPLAN by 10 points, and all complete Year 12.	Progress had been made with ATSI students' attendance by 1.2%. SMART data showed growth of about 5%	\$5,700
Value-added data in external SMART and SEF shows a consistent positive growth pattern across all years above state average for ESL students. Students to be fully integrated into school life, moving from 2nd phase to 3rd phase learners, ultimately developing full facility of language (RAM funding)	Strong progress made with ESL students showing positive integration	\$17,300
Students with special needs monitored and supported through the provision of PLPs (LLAD RAM)	PLPs constructed with KLAs informed via Sentral	\$8,900

Next Steps

In 2017 RGHS plans to:

- Continue to ensure KLAS' learning programs reflect the National Curriculum demonstrating explicit learning and assessment outcomes with delineated feedback rubrics.
- Conduct an EALD survey and determine the impact made in 2015 and 2016.
- Support EALD students such as the newly arrived full fee paying international students by ensuring that the school provides a stimulating environment for them through a program of integration and ensuring that they experience academic success.
- Strengthen the support for gifted and talented (GAT) students through the continued monitoring of GAT students, developing and promoting professional learning relating to GAT teaching, and promoting and ensuring an appropriately adjusted curriculum pattern.
- Strengthen the Staff Mentor program through supporting New Scheme and Early Careers Teachers with induction and accreditation, and supporting and strengthening the supervision of these teachers by assisting Head Teachers.
- Ensure that there is quality teaching and assessment program in all Key Learning Areas.
- Implementation of a literacy strategy such as ALARM (A Learning and Responding Matrix).
- Developing and/or promoting teacher professional learning opportunities relating to literacy.
- Year 11 and 12 students experience academic success through a better management of their assessment programs.–



Strategic Direction 2

Personnel: Our Learning Community

Purpose

The well-being of our students and staff (PERSONNEL) underpins all that we do in our school, informing all areas of our practice, providing tangible support, while engendering a climate of positive belief that all students can and will succeed. All staff must work collaboratively with this shared expectation, developing their own skills and knowledge so that students are supported in their well-being, able to progress as increasingly self-motivated, positive and creative learners, sustained in an awareness that support is always available.

Overall summary of progress

The Welfare team had provided strong leadership in 2016 to achieve their goals. Staff had been provided with information from the Wellbeing Framework and work had begun at all levels. The students were well supported by their Head Teacher Welfare, Year Advisers, Counsellors, Learning and Support Teacher, EALD teachers and the International Students coordinators. The Welfare Team led the Year 7 Transition Programs and small group redrawing programs such as the In School Mentoring Program (ISMO).

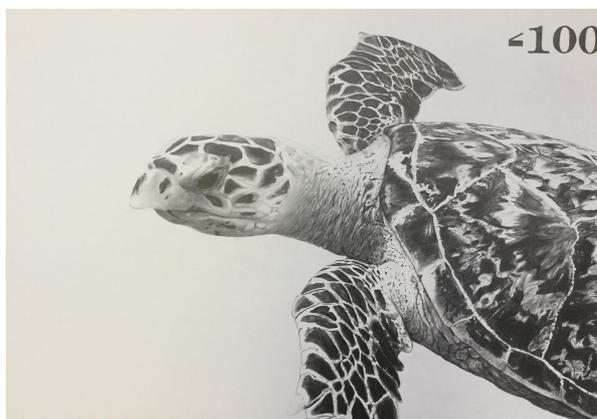
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A reduction in the number of reported incidents leading to suspension, ARCO referrals, HSLO referrals	An emphasis on positive behaviour and the merit and demerit systems were effective in reducing the number of suspension and ARCO referrals. Suspension rate went down by 4.9% The attendance and engagement team was effective in enforcing consequences for non-attendance. Students were made accountable, thus reducing the need to make HSLO referrals.. HSLO referrals went down by 3%	\$2,800
5% reduction in number of students on behaviour cards	Progress was made on this through the welfare initiatives and conducting follow up meetings with parents of students displaying inappropriate behaviour. Students were monitored closely through negotiated contracts. While the 5% reduction rate was not met, a concerted effort must be sustained in the years to come	\$1,000
10% growth in the number of students gaining merits system success	This was achieved well beyond 10%, with staff giving out more merit awards to commend those students who are on task, and excelling	\$1,200
A 2% growth in full attendance targeted low SES student group from Year 7 to Year 10 (RAM)	The Deputy Principals, together with the HSLO, conducted meetings with students with low attendance from Years 7–10. Their efforts had reduced the number of poor attenders, however, with the increase in the number of low SES students, the 2% figure was not achieved.	\$1,500
Full retention of low SES target group from Year 10 to Senior School (RAM)	The Deputy Principals targeted many low SES students during the subject selection process to engage our students fully with the HSC. The Careers Adviser was involved at some level.	\$2,000

Next Steps

The next steps for 2017 are:

- Utilising Sentral as the student data management system more effectively to record and retrieve data on attendance.
- Continue to build on the improving attendance and positive behaviour standards for students by focussing on the attendance monitoring program and engagement of students who are at risk via a variety of welfare initiatives such as Strive and Reach.
- Continue to forge a closer working relationship between the international student coordinator and the welfare and learning support teams by the sharing of information and resources. This collaboration will also include the engagement of a community worker to support full fee international students with the aim of increasing their retention rates from Year 11 to Year 12, via coaching, tutoring and integrating them into the school.
- Continue to investigate ways to reduce the number of students who are on behaviour cards.
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Strategic Direction 3

Positive Perceptions: Positioning us Positively in the Education Landscape

Purpose

To ensure that our school is valued across the community for what it stands for and what it offers its students so that we are accepted by our community as the outstanding deliverer of quality education for our local area. To ensure this our purpose is to build an optimum physical learning environment strategically using resources and building community capacity to develop support networks which are vital components in positioning our public school with a positive symbolic visual image to reinforce community confidence in what we do.

Overall summary of progress

The school has again made impressive progress in this strategic direction in 2016. The physical environment was greatly enhanced by improving some staff rooms, removing dangerous trees, renovating a Science lab and improving the entry area of the school. These measures have greatly enhanced the school's physical environment. Complete refurbishment of two other science labs led to the school having state of the art laboratories which were utilised daily by our students.

Community partnerships continued to be forged, with old ones renewed and strengthened in 2016. The school enjoyed a partnership with the University of New South Wales, as well as the Lions Club. During the year, our students also engaged with the community via programs such as the SRC volunteer program, and our Japanese sister school relationship. The students have represented the school in the local community such as the Royal Hospital for Women, Ronald McDonald House, and local nursing homes. In the wider community, our students have represented the school overseas during their China visit to our sister school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase by 5% local enrolments into Year 7	In 2016 the school's Year 7 enrolments increased by a further 9%, which is again an improvement measure above and beyond expectations.	\$15,300
Maintain and grow links with community partners	All partnerships were forged and maintained. The school forged new partnerships resulting in the enhancement of some sporting programs as well as the debating program.	\$3,700
Increase number of community partnerships	The Lions Club, the sports coaching, and the debating coaches were new community partnerships forged.	0

Next Steps

The school has made great strides in this strategic direction again in 2016. The leadership team has made a huge effort in this direction as it is crucial for the school to maintain its position in the community as the school of choice in the Eastern Suburbs.

In 2016 the school will continue to maintain its position in the community by engaging with the members of our community by

- Forming productive partnerships with the UNSW, the three hospitals (Sydney Children's Hospital, Royal Hospital for Women and the Prince of Wales Hospital), Ronald McDonald House, the local government representative (Bruce Notley Smith) and the federal government representative (Matt Thistlethwaite), local Primary Schools (Rainbow Street, Clovelly, South Coogee, Coogee, Randwick, Daceyville, Maroubra Junction and Kensington), and community colleges.
- Continuing to enhance its physical environment through capital works, endeavouring to beautify the front of the school, more seating, sustainability programs such as the native garden and solar cells, and water chillers for our students.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The Aboriginal Coordinator, together with the Welfare Team have kept initiatives on track. Evaluation of individual progress in students and 2.1% increase in attendance was excellent, though attendance will need further review in 2017.	\$32,00
English language proficiency	EALD teachers led this initiative together with the International Coordinator. Our Year 10 EALD transition program in Term 4 provided further support and orientation to the school and senior work expectations.	\$25,000
Low level adjustment for disability	The <i>All for One</i> program was used to address the development of PLPs for students needing more individual attention. SLSOs continued to assist teachers to engage students with special needs.	\$80,000
Quality Teaching, Successful Students (QTSS)	Teachers have been professionally developed to enhance their teaching practices through ALARM and PEEL	\$8,900
Socio-economic background	Students from low SES background were targeted for attendance monitoring and subject selection.	\$2,600
Support for beginning teachers	HT Teaching and Learning given time to mentor the Beginning Teachers. Faculty mentors found to assist teachers to begin the accreditation process	\$11,000 • (\$0.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	897	906	909	942

Our student enrolment had increased steadily over the year showing growth of about 5%.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.7	93.2	94.5	94.9
8	92.7	92.2	92.1	91.7
9	90.5	90.1	89	91.8
10	89.9	90	90.6	89.7
11	89.8	90	89.9	89.6
12	87.2	86.7	89.8	89.7
All Years	90.7	90.3	91.1	91.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The school's attendance rate was higher than the state average once again. SMS messages were sent out to all parents and caregivers at the beginning of the school day to inform them of their child's absences. Students who truanted were followed up by the Attendance Team. Unexplained absences were followed up by the Year Advisers, supported by the Deputy Principals and the HSLO. At times the HSLO interviewed at risk students. Students who had met the threshold for referrals to the HSLO were followed up by the HT Welfare.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2
Employment	0	0	3
TAFE entry	0	0	7
University Entry	0	0	60
Other	0	0	3
Unknown	0	0	25

Students at Randwick Girls' High School remained at school to complete their HSC study. All students achieved their Preliminary Certificate in 2016.

Year 12 students undertaking vocational or trade training

Five students undertook TAFE study in 2016. Students had the opportunity to study VET subjects in Hospitality, and Entertainment.

Year 12 students attaining HSC or equivalent vocational education qualification

147 students sat for the HSC in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.7
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	3
School Counsellor	1
School Administration & Support Staff	11.37
Other Positions	1

*Full Time Equivalent

The school had a broad staff expertise catering to all Key Learning Areas in 2016 creating positive outcomes for students. The school also had several specialist teachers; a teacher librarian, school counsellor (shared position with two counsellors), careers adviser and a learning support teacher.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

Professional learning and teacher accreditation

Professional learning was targeted to the three strategic directions of the School Plan. The school also targeted teacher learning in technology such as Sentral, Edval and student learning platforms. Literacy initiatives in ALARM and PEEL were also introduced.

3 teachers received proficiency and another 2 teachers had their accreditation maintained.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	511 508.67
Global funds	853 350.53
Tied funds	347 827.90
School & community sources	534 234.77
Interest	14 539.09
Trust receipts	105 813.20
Canteen	0.00
Total income	2 367 274.16
Expenditure	
Teaching & learning	
Key learning areas	79 719.27
Excursions	148 607.72
Extracurricular dissections	189 879.67
Library	12 889.51
Training & development	66 577.26
Tied funds	213 725.48
Short term relief	232 844.77
Administration & office	324 622.47
School-operated canteen	0.00
Utilities	146 440.01
Maintenance	127 060.51
Trust accounts	118 359.07
Capital programs	0.00
Total expenditure	1 660 725.74
Balance carried forward	706 548.42

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

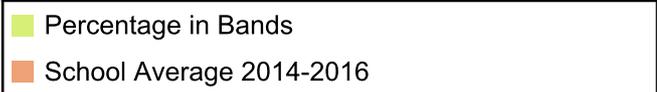
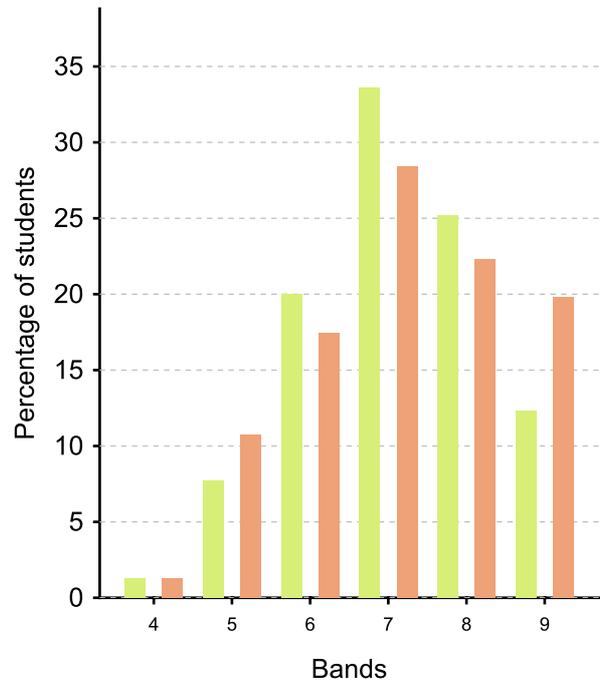
School performance

NAPLAN

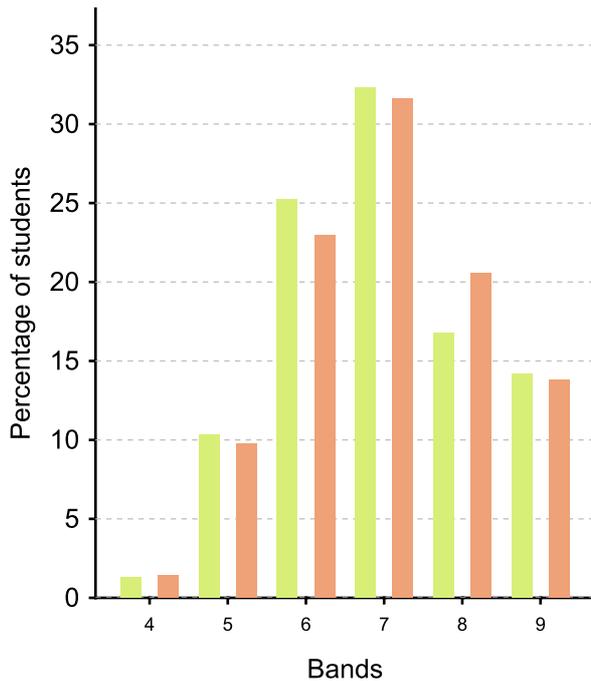
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

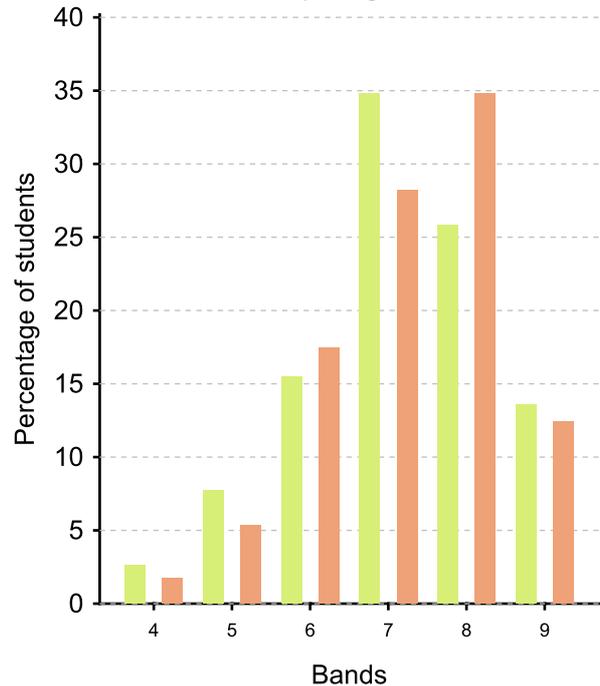
Percentage in bands:
Year 7 Grammar & Punctuation



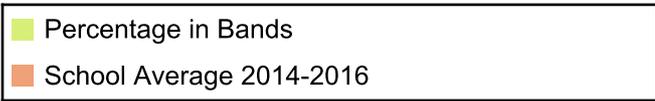
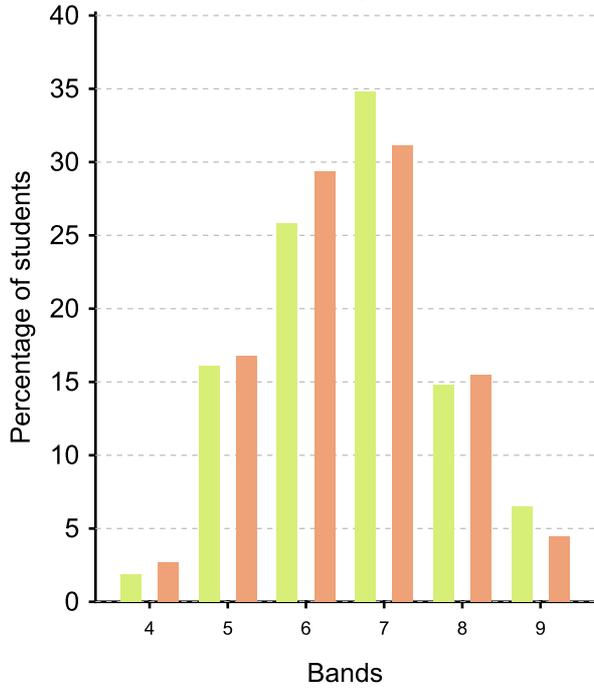
Percentage in bands:
Year 7 Reading



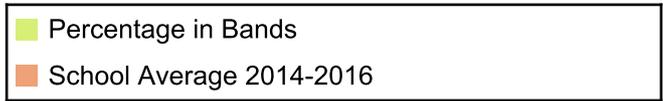
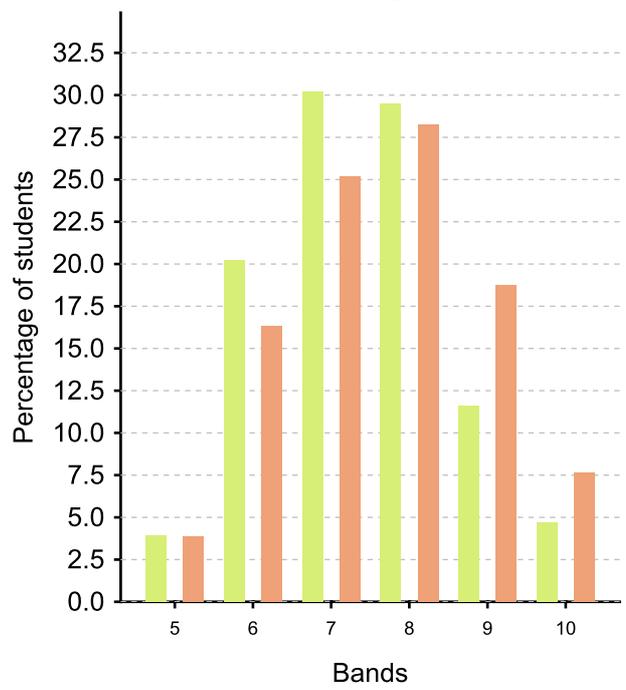
Percentage in bands:
Year 7 Spelling



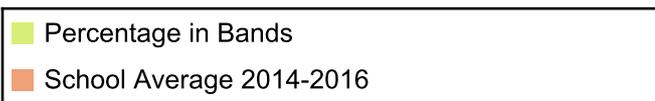
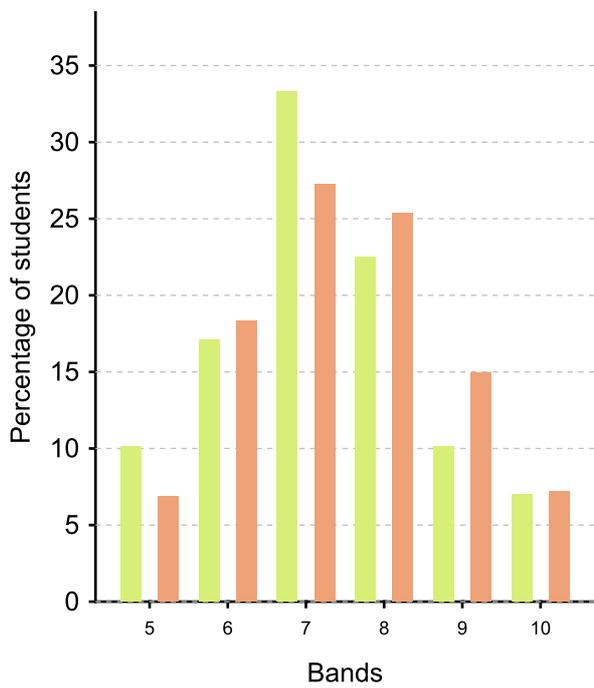
Percentage in bands:
Year 7 Writing



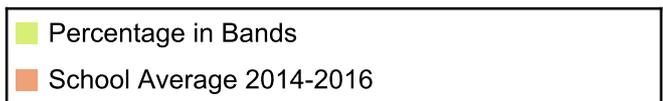
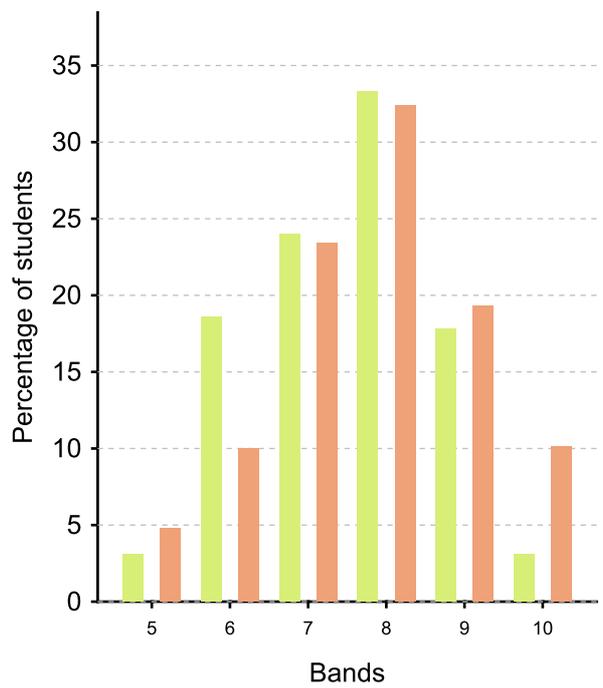
Percentage in bands:
Year 9 Reading



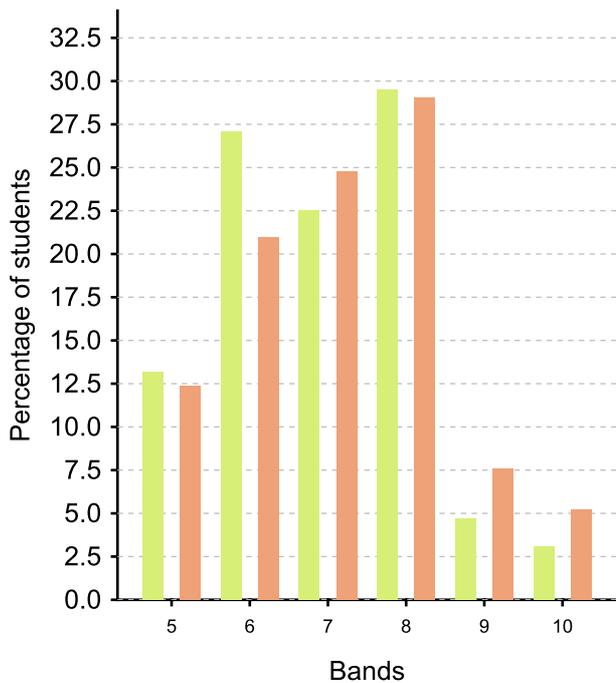
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



**Percentage in bands:
Year 9 Writing**



- 16% of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for reading compared with 20% for the state.

- 8% of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for writing compared with 10% for the state

- 21% of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for spelling compared with 23% for the state.

- The average growth for Year 9 students in their reading performance from Year 7 (2014) was 32 compared with 33.2 across the state.

- The percentage of Year 9 students at proficiency in reading, writing, spelling, and grammar and punctuation is above the state average.

The school embraced literacy initiatives in PEEL and ALARM as well as writing tasks in all KLAs in order to improve student performance. This is in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

The NAPLAN results demonstrate that our school had undergone movement and growth in 2016.

Our Year 7 results indicate that:

- 31% of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for reading compared with 30% for the state.

- 22% of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for writing compared with 18% in the state

- 39% of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for spelling compared with 34% for the state.

- 37% of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for grammar and punctuation compared with 30% for the state.

- The average growth for Year 7 students in their reading performance from Year 7 (2014) was 48.8 compared with 38.1 across the state.

- The percentage of Year 7 students at proficiency in reading, writing, spelling, and grammar and punctuation is above the state average.

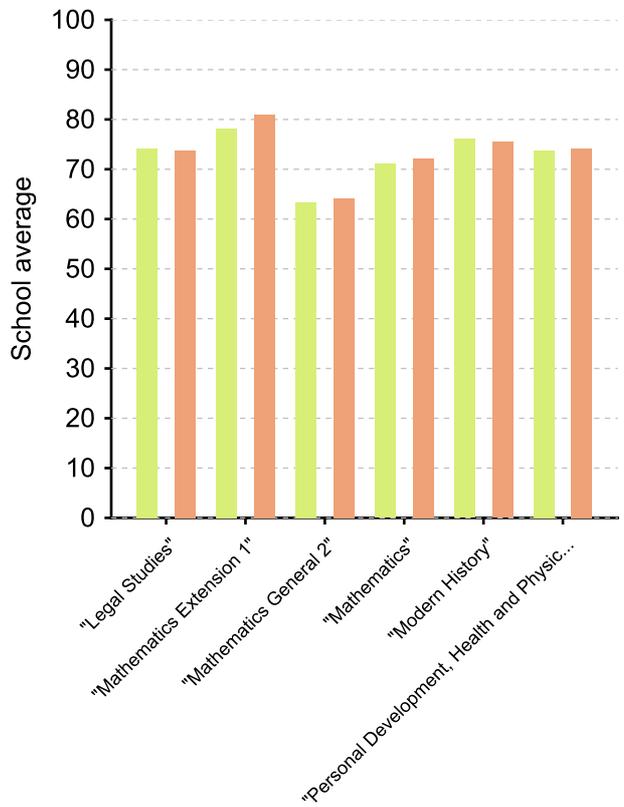
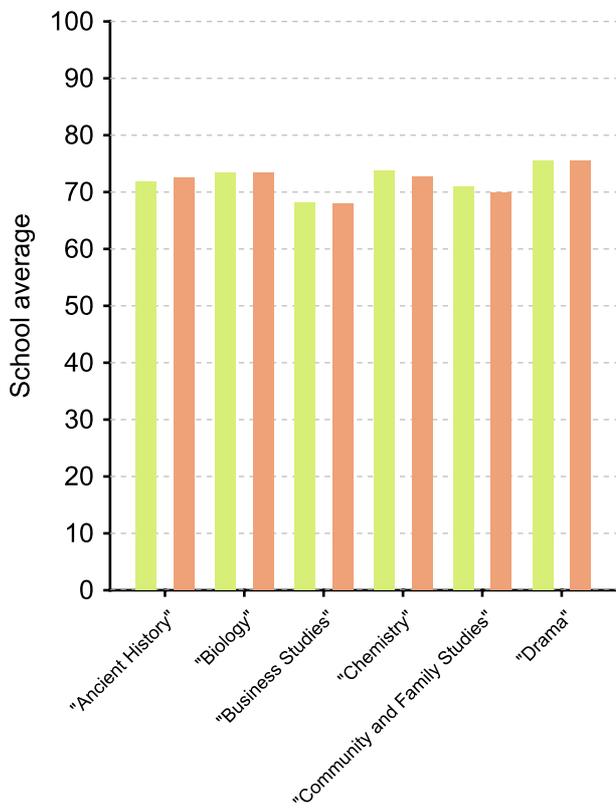
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert 'Randwick Girls' High School' and select GO to access the school data..

Higher School Certificate (HSC)

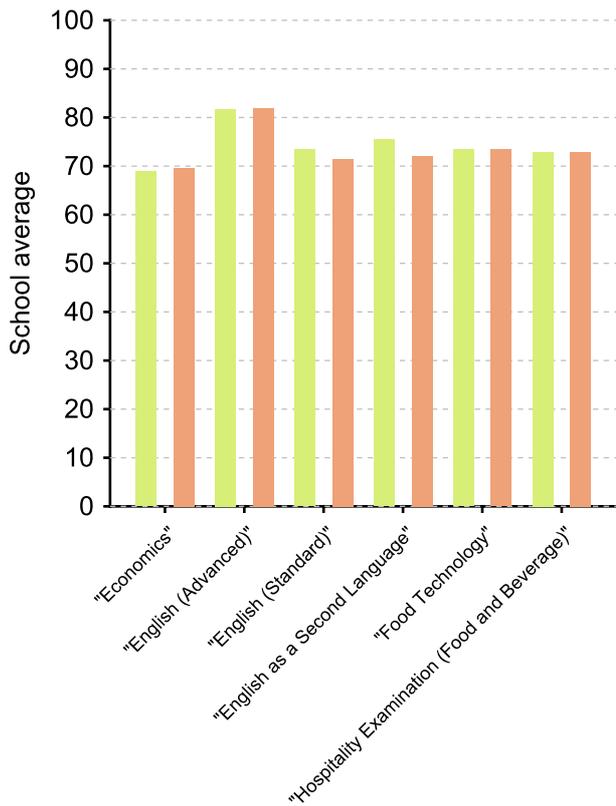
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). 141 students who sat for the HSC.

The students achieved a high proportion of Bands 4, 5 and 6, with 52% of our achievement being in Bands 5 and 6. Our top ATAR score was 97.45 in 2016.

Our Year 9 results in 2016 indicate that:

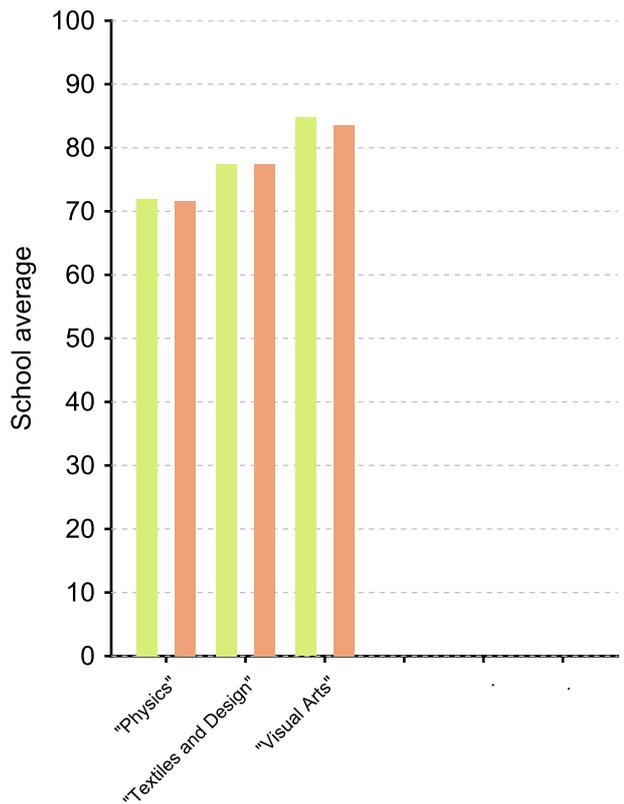


■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

All KLA leaders analysed 2016 HSC results. Faculties had been working in 2017 with the aim to assist the Year 12 cohort to perform at their optimum. These initiatives include adopting best practices in teaching including feedback to students, adopting ALARM as a Learning and Responding Matrix, and teacher mentoring.

Parent/caregiver, student, teacher satisfaction

P&C Report

2016 saw the election of a new and enthusiastic P&C Executive, Sally Durham: President, Lynda Monteiro-Wallace: Vice President, Brendan Arnol: Treasurer and Alison Bell: Secretary, to work alongside Lucy Andre, our new school Principal. Early in the year we focused on establishing a number of organisational systems for the P&C, with the design of a new P&C logo and the regular publishing of updates, meeting Agendas and Minutes. Our regular meetings have been forums for all interested parents and carers to come along and hear about what is happening at the school, and to have a say on school policy and other matters. Some of the items that the P&C has been involved in this year include P&C members taking part in the School Uniform Review Subcommittee and the School Finance Subcommittee. We have had speakers at our meetings on Teenagers, Internet use, Drugs and Alcohol from the local area Police Liaison Officer and updates from teachers on the English curriculum, Student Welfare and the NAPLAN results and value-adding.

As usual we held our P&C Welcome to Year 7 BBQ, with members helping to welcome new parent/carers and their daughters to the school and flipping sausages on the BBQ at this meet and greet event. The P&C runs a number of fundraising BBQ events during the year, with two BBQs held over October and November at Mitre 10. We held our Mothers' Day movie night in May, where parents and daughters attended a showing of, appropriately, "Mothers' Day" at the Randwick Ritz. Stay tuned for another great movie night next year. A Comedy Fundraiser night took place at RGHS in early November, jointly put on by RBHS and RGHS P&Cs. This was a great opportunity to get our sister and brother school communities together while having a night out with a few laughs.

Our collective efforts will have raised over \$3,000 this year to put towards programs and initiatives to benefit learning at RGHS. We have established a new process for allocating P&C funding to requests from staff, in order that donations can be equitably targeted at worthwhile projects that provide whole of school benefit. Funding allocations this year have included a contribution to the School Assistance Fund and a joint contribution with Randwick Boys High School to the School Show. The P&C has been successful in obtaining a \$5500 grant from Randwick Council for the Native and Food garden and has applied for grants to improve the school's facilities. Together with the School Executive, the P&C is developing a 3 year plan to improve facilities. The first step is the basketball courts as well as additional seating and coldwater stations. This \$44,000 project has been funded through the local State Building Communities Partnership Initiative. We are also looking at expanding seating throughout the school, improving the quadrangle to become an outdoor learning area as well as establishing partnerships with community artists and our art students to create a vibrant learning space for our

month in the school library. We would love to see you there in 2017 – come along and get to meet some other parents/carers and have a say in the running of your daughter's school.

Sally Durham – P&C President 2016

Message from the SRC

Student leadership is a very strong and valued feature of the Randwick Girls' High School community. In 2016, the Student Representative Council had a very successful and rewarding year as the girls had numerous opportunities to actively practise their leadership skills at a wide range of functions and special events throughout the year. The leaders of Randwick Girls' High School organised and chaired school assemblies, acted as guides at the Year 7 Meet and Greet and Open Night, assisted with selling tickets and programs at the School's Show as well as organised and facilitated fundraising activities throughout the year.

Some of the key initiatives of the 2016 Student Representative Council include:

Suggestion Box

Even though SRC meetings are open to all students to attend, it is very rare that a student who has not been elected into the SRC attends these weekly meetings. Therefore, the SRC student body felt that it was essential to provide a means for all students of Randwick Girls' High School to have a voice in our school. As a result, a Suggestion Box was introduced in the front office where students could write their ideas, concerns and any suggestions in an anonymous manner. This has become a very successful way for the SRC to meet the needs and wants of the entire school community.

Operation Clocks

The SRC prioritised improving the school environment by focusing on maintenance issues. One area that was consistently being identified by students as needing improvement was the clocks in the classrooms. As a result, a list was compiled by the leaders of the school identifying which classroom didn't have a clock or had a clock that needed batteries or the time corrected. This initiative ensured that all students would have access to the time in every classroom.

Beyond Blue Fundraiser

The leaders of Randwick Girls' High School were very passionate about raising awareness of mental health issues which can affect anyone, regardless of their age and gender. We decided to fundraise for Beyond Blue which offers many free and valuable services to teenagers. It was our way to make a difference. We fundraised by encouraging our peers to wear blue accessories in return for a gold coin donation. In addition, we raised awareness by inviting a guest speaker from Headspace to inform students about

mental health issues at a whole school assembly.

Jeans for Genes Fundraiser

The 2016 SRC group has continued to prioritise fundraisers that have as their focus children. Not surprisingly, the Jeans for Genes fundraiser is held every year at Randwick Girls' High School as it aims to raise funds to eradicate childhood disease. We wanted to help raise money so that we could indirectly help scientists discover treatments and cures that will give every child the chance to live a long and healthy life. By choosing to wear jeans, gold coins were collected during roll call.

National Young Leader's Day

One of the highlights of the 2016 SRC year was attending National Young Leader's Day. This youth leadership conference was attended by the SRC members from Years 10 to 12. The 'Imagination' convention was an inspirational experience, with insightful speeches on leadership from many of our society's prominent figures. Speeches were given by Poppy Starr Olsen, a teenage professional skateboarder, young entrepreneur and artist; Alex Malley, Chief Executive of CPA Australia Advice and author of 'The Naked CEO'; and Melissa Doyle, Australian television presenter. Each speaker discussed their personal experiences that encouraged the development of their leadership skills and, most importantly, identified what qualities a leader possesses. With an overall theme of "Together we can" the 2016 National Young Leader's Day conference was a very engaging experience that provided all students with a strong and unified perspective on leadership.

White Ribbon Day

The Year 12 SRC members organised a White Ribbon Day assembly in order to raise awareness amongst students of domestic violence. This was a whole school assembly where Moo Bluch, the CEO of Domestic Violence, was the guest speaker. She presented a very informative speech but more importantly she reassured each and every Randwick Girl that help is out there if you need it, no matter who you are. Significantly, the Randwick Boys' High School Captain, Ryan Saxena, also spoke at the assembly and presented the school with a gift. This gift was a large white ribbon, which symbolised the boys' commitment to put an end to violence against women. This was displayed outside the school gate.

The Year 12 leaders then went to Randwick Boys' High School. Significant discussions on the importance of White Ribbon Day and issues surrounding domestic violence, took place with the Year 7 RBHS cohort.

Random Acts of Kindness

The SRC wanted to encourage the students of Randwick Girls' High School to engage in acts of kindness. As a starting point we decided that the Year 12 student group were to be the receivers of these acts of kindness. We invited all students to write positive and nice messages to any student in Year 12. These

written messages were placed in an envelope and were personally delivered to each student before they finished their academic year. This project was very successful as there was a significant number of students who wrote notes. It was also deemed successful as the Year 12 students were so excited and happy to receive their envelope full of positive messages to mark the end of their schooling.

Christmas Accessories Day

Christmas Accessories Day was a very successful SRC initiative, as students of all years and all religious/cultural backgrounds happily participated. Students were seen wearing bright Christmas earrings, festive Santa hats and vibrant green and red socks. The festive songs playing over the loud speakers added further to this cheerful day. This half mufti day created a very positive and happy atmosphere in the school community, in both the students and teachers.

Candy Cane Drive

The very successful Candy Cane Drive was also held in 2016. Every recess for one week, members of the SRC would sell candy canes to students who could choose to personalise their candy cane gifts with positive messages to their friends. This was a very popular SRC initiative, with each student purchasing up to 15 candy canes for all their friends. The following week, the SRC, accessorised with Santa hats and Elf ears, happily delivered the candy canes.

SRC leaders and Ms Anna Dovellos – SRC Coordinator

Staff Report

A very positive aspect of Randwick Girls' High School in 2016 was again the continued input into the decision making processes by the teaching and support staff. This recognition of these stakeholders enabled a range of opinions to be sought and respected, and ultimately delivered a variety of decisions that achieved the best possible outcomes for students. Staff, as stakeholders, welcomed the opportunities to have greater ownership over their working environment and to forge meaningful relationships across our school.

These meaningful relationships were reflected in the collaborative work that was undertaken to evaluate our school's progress in meeting our targets as part of the 2016 Annual Report. Significant staff input was sought during the preparation leading up to the External Validation process, as well as the feedback following the External Validation Panel Meeting. There was encouragement to 'ruthlessly' critique our progress in a non-judgmental environment and all opinions were listened to, and respected. We were also able to contribute to the setting of the targets for the 2016 Annual Report. This enabled staff to help decide the future directions of our school.

The Federation Representative attended a joint meeting with the Principals in the area where the new Staffing Agreement as well as the revised PDP processes were discussed. It was beneficial to give input to the staff following this meeting.



Policy requirements

Aboriginal education

The Aboriginal Coordinator worked tirelessly with our students ensuring that the students had good attendance patterns and had excellent work and time management skills to complete all tasks before them.

In 2016, our Aboriginal students were offered the same opportunities they were given in 2015. These included excursions to various places of interest including the Yiribana Gallery at the Art Gallery of NSW and the Australian Museum. Our students were able to absorb the Aboriginal culture and joined with others in celebration of their culture. We also led the whole school in the NAIDOC week celebration through a whole school assembly. It was a very touching experience as the students spoke to the whole school about what it meant to be an aboriginal. The teachers commented on the maturity of the content and the quality of the presentation.

All KLAs embraced Aboriginal content and it was excellent to observe that plans were underway to develop an Aboriginal mural in the school.

Multicultural and anti-racism education

A strong focus on multiculturalism and racial tolerance was an integral aspect of the education experience we provided at Randwick Girls High School in 2016. Randwick Girls is a school composed of many students who hail from many different cultural backgrounds. It is our school philosophy that we strive to acknowledge, embrace and celebrate our cultural differences which helps to maintain a high level of respect for each student and their racial background.

We strive to ensure that tolerance is reinforced throughout our school structures, enabling the school to alleviate the ignorance and prejudice that may result in

racism. In 2016 this was done in many ways, starting with our curriculum and extra-curricular activities and culminating with our Harmony Day celebrations which gave all students the opportunity to respect one another and to proudly display both their origins and national diversity.

There were no referrals to the ARCO in 2016. This demonstrated that the students were very cognisant of multiculturalism within the school, demonstrating respect and tolerance towards each other.

Other school programs

Randwick Girls' High School provided many opportunities for students. In 2016, the following activities were organised to develop our students. Students enjoy the opportunities available to extend themselves as well as engage and interact with other students who shared similar interest.

SPORT

This year, 2016, 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, fitness, swimming, table tennis, Zumba, soccer, basketball, power walking, bocce, yoga & running4fitness. The students thoroughly enjoyed each of these sports and were particularly enthusiastic about the wide range of sporting activities offered

- Year 7 students participated in the annual Eastern Suburbs Sports Zone's Gala Day at Moore Park. Randwick Girls teams were successful in winning the OzTag, soccer, netball and basketball competitions
- Inter-school Zone Competitions for Years 7 and 8 students were undertaken in OzTag, soccer, netball and basketball, with Randwick Girls High School winning all four competitions
- The school participated in NSW CHS Knockout Competitions for basketball (Open and U/15yrs), cricket, hockey, netball (Open and U/15yrs), Olympic handball, soccer, softball, table tennis, tennis, touch, volleyball and water polo (Open and 15yrs). The Open Basketball Team, were Sydney East Co-Champions, qualifying to compete at the NSW CHS State Championships. The tennis, volleyball and netball teams were successful in reaching the Sydney East Area final competitions. The school also provided competitors for NSW CHS Championships in triathlon, diving, gymnastics & trampolining.
- Paris Peats (touch), Chloe Boston (touch), Natalie Crow (rugby union), Jolyana Ashoty (volleyball), Yana Goloubev (tennis), Riki Leamon (diving), Megan Dobrosavljevic (diving/trampoline) and Sabrina Zagoridis (Olympic handball) all represented Sydney Area East at the NSW CHS Schools Championships. Megan also qualified to represent NSW at the Australian Schools Diving Championships.
- At the Eastern Suburbs Zone Carnivals, Age Championships were awarded to Ruby Goto

(13yrs swimming), Mei Kawabe (14yrs swimming), Nicole Armstrong (16yrs swimming), Tamsin Colley (14yrs AWD athletics) and Scarlett Pye (16yrs athletics and cross country).

- Twelve 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 Ruby Goto and Mei Kawabe qualifying to compete at the NSW CHS Swimming Championships.
- Randwick Girls were successful in qualifying fourteen 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 (16yrs) was successful in qualifying to compete at the NSW All Schools Championships.
- Athletes represented Randwick Girls High School at the Sydney East Area Athletics Carnival held at the Sylvania Athletics Field. Tamsin Colley, Scarlett Pye, Samantha Lee and Nubia Mendes performed exceptionally well and were all selected to compete at the NSW CHS Athletics Carnival held at the International Athletics Field, Homebush. Samantha Lee and Scarlett Pye also competed successfully at the NSW All Schools Athletics Championships.
- Tamsin Colley and Scarlett Pye were both selected to compete at the Australian Junior Track and Field Championships. Both girls competed at a very high standard and Tamsin was successful in winning two Gold Medals (200metres/400metres) and one Silver Medal (100metres), whilst Scarlett won a Silver Medal in the U/17yrs 400metres hurdles, in a personal best time of 1 minute 2 seconds. Natalie Crow was selected to play for both the NSW and Australian U/18years Rugby Sevens Teams. Ex-student and previous winner of both the Pierre de Coubertin Award and Senior Sportswoman of the Year, Selma Kajan (Year 12–2009) was selected to represent Australia in the Women’s 800metres at the 2016 Olympic Games, whilst our amazing athlete, Year 8 student Tamsin Colley, represented Australia in the 200metres at the 2016 Paralympic Games in Rio de Janeiro, Brazil.
- The school’s Gifted & Talented program continued in 2016, with weekly training sessions conducted in both netball and basketball. Additional short-term programs were also offered in touch and rugby league skills.
- The Randwick Girls High School running group continued for students interested in improving their middle/long distance running ability, preparing to represent the school at community running events (eg City2Surf), training for cross country and athletics carnivals, as well as developing increased cardiovascular endurance.
- Year 11 student, Scarlett Pye was recognised for her outstanding sporting talent and commitment to school sport by being awarded Senior Sportswoman of the Year. Hannah Jones, Kate Arnol and Jade Jarrett were awarded equal Junior Sportswomen of the Year. Sabrina Zagoridis was recognised for her commitment to sport at

Randwick Girls High School by receiving the Premier’s Award for Sport and Olivia Miles was presented with the Pierre de Coubertin 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 Achievement Awards & 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 2016 were also recognised, along with parents who had assisted the school throughout the year.
- Sports House Captains, Loren Barr, Lily Leamon (Bruce), Jolyana Ashoty, Kate Booker (Gilmore), Olivia Miles, Sabrina Zagoridis (Storey) and Emily Robinson, Kelsey Scott (Turner) provided sports leadership at the sports carnivals throughout the year, with Gilmore Sports House being awarded the Champion Sports House Trophy in 2016.

The Maori Pacific Islander Group

The Maori Pacific Islander group has grown in student numbers over the past year. The purpose of this cultural group is to promote a positive relationship between the school and the students while at the same time generating positive community relations through engagement with the students, their extended families and cultural groups. This is achieved by providing an opportunity for the students to become actively engaged with their own Maori Pacific culture, by participating in cultural performances and attending ‘meet and greet’ opportunities with leaders from the community. The school also has available teaching and learning programs as part of the History curriculum that focus on the Pacific Experience. This promotes greater understanding of the cultural diversity within the school to the other students.

The Harmony Day celebrations were a core component of the identity of the Maori Pacific Islander group. The students worked together to choreograph items that represent their different cultural backgrounds. The performance group then must design and make their costumes with the assistance of their teacher coordinator based on their traditional outfits or their specific performance outfits. In the process, they learn team building skills, communication and reflection skills. Quite often, the leaders of the group will change depending on the type of performance or a deliberate decision by the group to encourage other members to learn how to lead, guide and train others. This revolving leadership has developed a supportive culture, as each leader understands the difficulties in the position, the challenges and expectations. As a result they will then mentor others in the role. Passing on valuable life skills in the process.

This year the performance group was invited to perform at Daceyville Primary School as part of their Harmony Day celebrations. It has provided the students with an opportunity to showcase their skills as well as foster a

sense of cultural pride by performing in front of a wider public audience. The item has been included as part of their new project – *Our Life* – the students are filming rehearsals with the goal of compiling a documentary style product. As part of this, they will be learning a new skill set, working the media software, publishing, editing and enhancing their time management and organisation. This is a new activity that the students have requested. This is the first time a student project like this has been attempted by this group.

The Art Club

Art club ran every Monday afternoon in 2016 until 4:30pm. It is an extra-curricular art program that allowed students to delve deeper into their love for Visual Arts.

Students have the opportunity to complete class work, enter local youth art competitions or be part of whole school art projects.

Students have access to all school equipment, facilities and teacher expertise. Some students were successful prize winners in art competitions whilst others worked on developing their artistic talents.

Music Ensembles

Our music ensembles have continued to grow in strength and ability. The Concert Band, Jazz Band, String Ensemble and Choir have performed at many school occasions and special functions. Students from our ensembles have also represented the school at State Music Camps and in Regional Ensembles.

Running Club

Over the winter running season of 2016, we enjoyed our share of clear, sunny and brisk early Saturday mornings in spectacular Centennial Park. Some of our students participated in the City2Surf and Bridge Run. The season culminated in a special cliff-side Coogee coastal run, which is one of the most scenic pedestrian routes in the Eastern suburbs.

Chess Club

Chess club has been running at Randwick Girls' High school since 2015. Chess club is open for junior and senior students of all levels. Each week chess players meet to have fun and to play chess socially against friends and peers.

For the keen chess player at Randwick Girls', chess club also enters the students into a competitive chess tournament run by the Sydney academy of chess where they can compete against local and state schools. Chess club is an open and friendly environment where anyone is welcome. Hope to see you there soon. For more information see Mr Hourcade.

Crystal Club

Crystal club is a club for any students that want to have fun with Science, and an opportunity to do some simple

shapes, colours and forms. Crystal club is a fun experience that gives students the chance to make new friends with similar interests in science. Not only this, it provides a learning experience which allows students to acquire scientific knowledge and skills to develop an understanding of the scientific method. All students who join the crystal club are also given the opportunity to join the NSW crystal growing competition where their crystals will be judged and certificates and trophies are sent to schools to be presented during National Science Week in August.

Other Significant Programs

- Each Wednesday afternoon during Term 1, Year 10 Human Movement students successfully coached students in Year 7 in a wide variety of sporting activities in preparation for their Zone Sports Gala Day. Year 11 Sports, Lifestyle & Recreation students also coached Year 7 students in Terms 2 and 3, as part of their development of practical coaching skills.
- 44 Year 11 students and 2 staff members successfully completed their Royal Life Saving Society Association Senior First Aid Certificate.
- 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 2016 to assist Year 10, 11 and 12 students access important health information.
- 110 students from Year 11 completed part of their Crossroads program at the Jindabyne Sport & 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.
- 48 Year 11 attended RYDA (Rotary Youth Driver Awareness), a community-based road safety education program aimed at reducing death and injury amongst young people on Australia's roads.
- All Year 10 students participated in a Transition to Senior School program during term 4, where they took part in a variety of workshops, including study skills, current affairs, women's health issues, communication skills, research skills and *All My Own Work*.
- A group of 20 Year 10 Human Movement students took part in a three day camping and bushwalking excursion at the Bungonia State Conservation Area in the Southern Highlands.
- Year 11 and Year 12 Entertainment Industry students participated in a variety of work placements (including ACMUSE and NIDA), as well as assisting in the organisation of Harmony Day, MADD Night, school assemblies, the

Japanese Sister School visit and the School Show”