

SCEGGS DARLINGHURST ANNUAL REPORT 2007





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A Most Successful Year

We are pleased to present our report on the 2007 year. 2007 was a most successful year for SCEGGS, as this document shows.

In this report you will find information about the School's various achievements and results. We have tried to be comprehensive and thorough, although no report can contain all of the individual and group results gained by the girls at SCEGGS! We are very proud of them all.

If you would like more information about a particular area, you are welcome to contact the school. Copies of the School's prospectus and its strategic plan, 2020 Vision, are also available from the School's Registrar.



Jenny Allum
Head of School



Sharon Cook
Chair, Board of Directors

Achievements & Goals

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ACHIEVEMENTS IN 2007

Academic

- Outstanding academic results were achieved, particularly in the HSC results where 34% of students received a UAI over 95 and 49% received a UAI over 90.
- Worked to continue differentiation in all areas to cater for our students' individual needs
- Excellent results in competitions in the secondary school such as the Australasian Schools' Mathematics, English and Science Competitions. On average 15% of girls received High Distinction or Distinction certificates, placing them in the top 10% of the state
- Another challenging Year 10 cross-curricular program entitled 'Life Swap – Seeing the World through Someone Else's Eyes', dealing with social justice, welfare and community service issues was conducted
- Seven students from Year 9 and 10 were selected for the Sydney University Science Gifted and Talented Discovery Program
- Three students pre-selected for *OnStage* for their Group Drama Performance
- The Major Works of thirteen Visual Arts students were pre-selected for *ArtExpress* with one student's work being chosen for final display
- A second successful Economics, Business Studies and Geography study tour to Shanghai was held for senior students

Co-curricular

- Great drama performances were held including a major production of 'A Midsummer Night's Dream'
- The History Debating Team were runners-up in the state-wide Les Gordon History Debating Competition
- A Master Class was held for our senior music soloists with Jane Rutter
- Four Year 11 students attended the Global Young Leaders Conference held at the United Nations

- 26 girls, from across both the Primary and Secondary schools, played representative sport at either Combined Independent Schools', State or National level
- 350 girls learnt an instrument or voice at SCEGGS in 2007
- Over 770 girls were involved in some form of school based sport in 2007

Pastoral

- Year Co-ordinators continued to work closely with Form Teachers to provide opportunities to build positive peer relationships
- Emphasis was placed on developing resilience in students
- The lines of communication between staff and parents continued to be strengthened to support the welfare of the girls

Staff

- Roll out of tablet PCs and interactive whiteboards for use in the classroom
- Effective staff appraisal process conducted throughout the school
- Class sizes kept as low as possible to ensure students receive as much individual attention as possible
- Sabbaticals, exchanges and courses undertaken overseas and interstate to support staff professional development
- Staff morale very high making SCEGGS a great place to work and helping to attract the highest quality new members of staff
- Administrative loads reduced as much as possible to allow teachers to concentrate on their teaching and their students
- A new Enterprise Agreement successfully negotiated with staff as a result of Workchoices legislation. Recognition given to the high quality of work from our staff
- A comprehensive staff survey undertaken regarding working conditions to ensure we continue to provide the best environment for our valued staff

Attitudes and Values

- Continued work on our Community Service programs
- Year 10 students raised over \$10,000 to support Kikandwa Community Secondary School in Uganda
- Primary students were involved in a number of Community Service programs. In particular, they raised over \$12,000 for the MS Society
- Antipodeans held a successful trip, this time to China which included a significant service element
- SPAN (SCEGGS Professional Alumni Network) held a number of successful functions and provided great networking opportunities for our students and Old Girls
- Maaailma (Our Environment club) continued to develop a large scale re-cycling program in the school
- MISSION: Green – a Primary environmental group – was established and active in helping SCEGGS to encourage greener practices both at school and in the home
- The Festival on Forbes was held to help raise funds for the Joan Freeman Science & Technology Centre. It was a very successful community event despite record rain
- Two comprehensive surveys, one of parents and one of Year 12 students, were conducted to gather as much feedback as possible regarding school operations, our strengths and areas for improvement

Commercial Management

- The SCEGGS Endowment Fund has commenced taking investment activities under the control of the Board and the Endowment Fund's Investment Committee, based on recommendations received from the Fund's Investment Adviser
- The Scholarship Fund began receiving tax deductible donations towards the School's Scholarship program
- EOWA (Equal Opportunity for Women in the Workplace) report well received
- \$1,500,000 raised through the Trust's Capital Campaign was donated to the School towards the construction of the Joan Freeman Science and Technology Centre
- Just over \$100,000 was donated by the Parents' and Friends' Association from funds raised at its very successful Festival on Forbes
- The school provided a venue for many community meetings and continued to establish good relationships with all

Facilities

- Architects and consultants were chosen, through a tender process, and work commenced on the building plans for the Joan Freeman Science & Technology Centre
- Refurbished Staff and Student amenities
- Commenced planned restoration work to the sandstone of The Great Hall
- Laptops, hardware and software continued to be upgraded and enhanced

STUDENT REPRESENTATIVE COUNCIL REPORT

The Student Representative Council is a group of girls from Years 8-11 which was formed with the aim of having a representative student board within the school. A number of girls are chosen annually from these Years in order to represent the student body. It is an important organisation within the school and 2007 was another busy year in which many things were achieved.

Through the establishment of internet forums and suggestion boxes, the SRC receives a range of requests from students. Each suggestion is discussed and developed and if necessary, a formal letter is written to the appropriate member of staff. This ensures that all ideas are formulated and evaluated. In 2007, the SRC made changes to a variety of aspects of school life, including classrooms, bathrooms and the playground. It is in this way, that members of the SCEGGS community can be a part of positive and active change within the school.

Each year, the SRC also chooses an issue within society as a “theme” to be continued throughout the year. In 2007, the theme was Refugees. The SRC chose this theme to coincide with the sixth anniversary of the United Nations World Refugee Day. Throughout the year, the SRC held a variety of charities and activities to raise money and awareness about refugees in our society. These activities included a Refugee Quiz where every Form Class had the opportunity to win prizes. During World Refugee Week in June, the SRC carried out further activities, including screening refugee related movies and presentations to Year groups. The SRC was able to raise a significant amount of money for this cause through generous donations. The theme of Refugees was continued with the annual SRC Mother-Daughter breakfast, hosting “A Toast to Refugees”. Naomi Steer, the National Director of Australia for UNHCR and Mirzeta Trnka, a former refugee, both gave inspiring and informative talks.

The SRC is effective due to the drive and ambition for positive change from many of the girls within the SCEGGS community. It reflects the overall attitude of SCEGGS girls of giving everything a try and voicing an opinion. SCEGGS girls are taught to voice their opinions and to be open-minded and aware of issues relating to our society. It is not only about education in the classroom, but about how we can apply this knowledge to help those around us and better the community.

SCEGGS girls are always busy and involved in the various aspects of school life. There is a large range of co-curricular activities, from Sport, Music, Drama, Inter-House Competitions and Debating. All girls are involved in various community service projects throughout the year, which further raises awareness of issues facing many people throughout our world. Groups such as the Environmental Club, Maailma and the Amnesty International Club all meet during various lunchtimes and promote compassion and positive change.

SCEGGS girls cannot be defined by one word or phrase, to do this would only be limiting the truth. It is a school that aims to expand students’ knowledge and their experiences. SCEGGS does not place value on a particular talent or attribute. SCEGGS encourages students to learn from others, explore and question ideas and values in order to form their own. It is the building of knowledge, awareness and identity that comes from SCEGGS that will resonate throughout our lives. As a student, I feel truly lucky to be part of such community.

Olivia Clark
Year 11
President of the S.R.C.

SCHOOL IMPROVEMENT TARGETS

A commitment to continual improvement underpins all that we do at SCEGGS. Open and responsive communication, the valuing of reflective practice and a clear sense of accountability to our school community provides direction to our commitment. A variety of strategies source important information and feedback from parents, students and staff which contributes significantly to this.

These include:

- A comprehensive survey of parents every second year
- Regular surveys of students across year groups on their learning and, from time to time, on various topics relating to school policy
- A comprehensive staff appraisal process which celebrates strengths and identifies individual, department and school development needs for future improvement
- The engagement of experts, external to the School, to provide rigorous analysis and reports of performance in a number of key domains. For example, academic performance across external examinations such as the Higher School Certificate and the School Certificate and a statistical determination of the extent to which “value is added” by a SCEGGS education. As well, analysis of progress made in addressing any bullying issues within the School is the subject of regular survey and report. These results are communicated openly to the school community.

In this way feedback from a range of courses enables us to reflect honestly on what we do, to celebrate our strengths and to be insightful and thoughtful on our construction of goals for the future.

Our goals focus on improvement in the following five key areas:

- Educational Programs
- Staff
- Attitudes and Values
- Commercial Management
- Facilities

Specific aims within each area are more comprehensively addressed in 2020 Vision. This key document details our planning for the future and is available upon request at the General Office or by contacting the School’s Registrar.

REGISTRATION

This year we were inspected for Registration by the NSW Board of Studies. The Inspectors were very complimentary of our work – both the work of our teachers in their planning and curriculum implementation and also of our administration and legislative compliance. They wrote in their report: “The school’s curriculum documentation from Kindergarten to Year 12 is of a very high standard. The Kindergarten to Year 6 teaching programs are thorough across all years and Key Learning Areas. There is clear evidence of curriculum differentiation... and the use of technology.”

They went on: “SCEGGS has a strong record of academic achievement. In Years 7 to 12 the school provides a broad curriculum. The teaching programs across all curriculum areas are sound and their implementation is clearly displayed through a range of high quality student work samples.” They also acknowledged: “SCEGGS strives for on-going improvement in all areas and a key characteristic of the school is the numerous strategies in place for gathering feedback and evaluating practices and policies.”

It was gratifying to have our work affirmed so positively by external auditors.

Performance



SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Our strong academic performance is due largely to our dedicated staff who encourage the girls to be confident and independent thinkers who carefully monitor each student's progress and ensure her individual learning needs continue to be met. The following 2007 results from Year 3 to 12 are evidence of our academic strength.

SECONDARY SCHOOL

HIGHER SCHOOL CERTIFICATE 2007

The results for the 2007 HSC were excellent. Thirteen of the 98 SCEGGS girls who sat for the HSC made the state's top all-rounders list, having gained over 90 in ten or more units of their HSC studies.

In individual subjects, there were 216 mentions in the Distinguished Achievers lists from 73 different girls. This means that 73 of our girls gained in the top band (a mark over 90%) in at least one of their subjects. Of particular note were the following achievements by SCEGGS girls:

- 3rd and 14th in the state in Ancient History
- 2nd and 3rd in the state in German Beginners
- 1st in the state in Spanish Beginners (through the Open High School)
- 2nd in the state in Italian Continuers (through the Open High School)
- 3rd in the state in Italian Extension (through the Open High School)

The following percentages reflect a strong overall performance:

- 68% of Ancient History students scored above 90
- 50% of Extension History students scored over 45 (out of 50)
- 59% of Chemistry students scored over 90
- 32% of Biology students scored over 90
- 50% of Drama students scored over 90
- 43% of Economics students scored over 90
- 36% of Advanced English students scored over 90
- 45% of English Extension 1 students scored over 45 (out of 50)
- 53% of English Extension 2 students scored over 45 (out of 50)
- 29% of General Mathematics students scored over 90
- 43% of Mathematics students scored over 90
- 56% of Extension 1 Mathematics students scored over 45 (out of 50)
- 100% of Extension 2 Mathematics student scored over 90
- 86% of Music 1 students scored over 90
- 34% of the Visual Arts students gained over 90
- 77% of the French Continuers scored over 90
- 67% of French Extension scored over 45 (out of 50)
- 50% of German Beginners scored over 90
- 100% of Latin Continuers scored over 90

As we are not given formal information about each student's performance on the University Admission Index (UAI) the following is based on our own analysis:

- 5 girls over 99; i.e. 5% in the top 1%
- 18 girls over 98; i.e. 18% in the top 2%
- 33 girls over 95; i.e. 34% in the top 5%
- 48 girls over 90; i.e. 49% in the top 10%
- 71 girls over 80; i.e. 72% in the top 20%

Across the board, SCEGGS students performed extremely well.

The following table shows the SCEGGS candidature for each course and the median HSC mark in each course. The median represents the 'middle' mark achieved in each course when all the marks are arranged in order from highest to lowest. It also shows the percentage of the SCEGGS candidature in each course who achieved a mark in one of the top two bands for the course. For comparison, the state percentage achieving in the top two bands is also provided. In a 2 Unit subject, such as Ancient History, a mark in one of the top two bands means a mark over 80%.

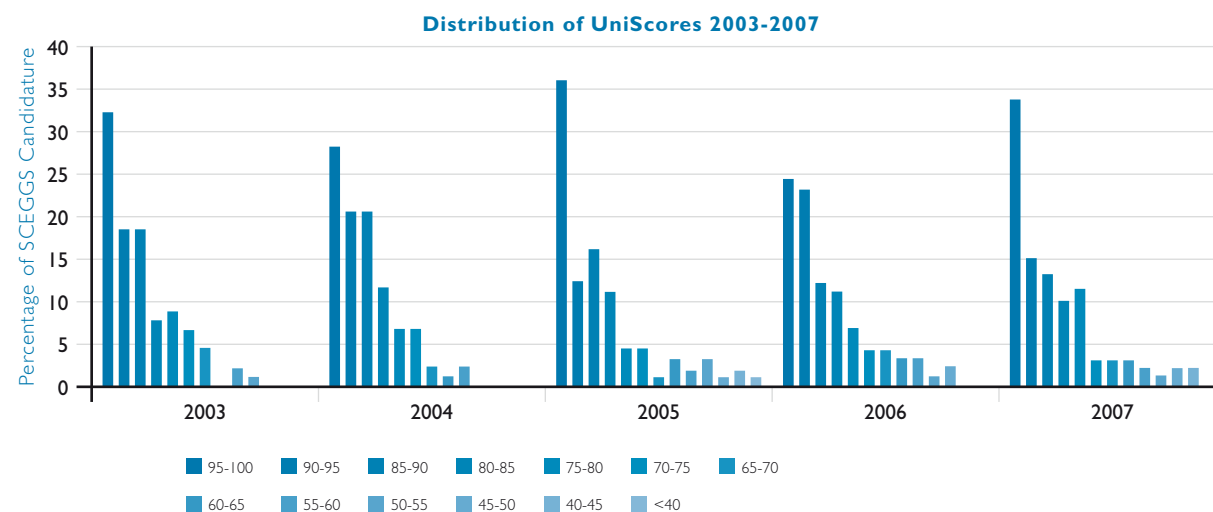
Subject	SCEGGS Candidature	SCEGGS Median Mark (as a percentage)	State Percentage in top two bands	SCEGGS Percentage in top two bands
Ancient History	34	93	35.90	91.16
Biology	28	86	32.57	78.56
Business Studies	19	79	24.91	47.36
Chemistry	22	90	39.15	86.36
Design & Technology	17	83	23.82	58.81
Drama	26	89.5	41.25	92.3
Economics	7	88	46.51	100
English Standard	21	76	3.39	9.52
English Advanced	77	88	46.85	88.30
English Extension 1	33	88	80.45	93.93
English Extension 2	19	92	79.27	94.73
Geography	11	82	49.03	63.63
Information Processes & Technology	4	78	37.25	50
General Mathematics	31	81	22.51	58.06
Mathematics	44	85	39.47	65.90
Mathematics Extension 1	18	90	74.57	94.43
Mathematics Extension 2	3	*	82.85	100
Modern History	35	81	43.71	62.85
History Extension 1	10	89	72.66	100
Music 1	7	92	51.96	100
Music 2	1	*	76.44	100
Music Extension	1	*	92.28	100
PDHPE	11	84	35.58	72.72
Physics	15	84	34.01	80
Visual Arts	47	88	51.96	95.74
French Continuers	13	95	57.48	92.3
French Extension	6	92	89.63	100
German Beginners	8	92	41.17	87.5
Japanese Continuers	2	*	55.88	50
Latin Continuers	4	94	96.1	100
Latin Extension	1	*	99	100

* Median mark not reported for small candidatures in accordance with the school's Privacy Policy.

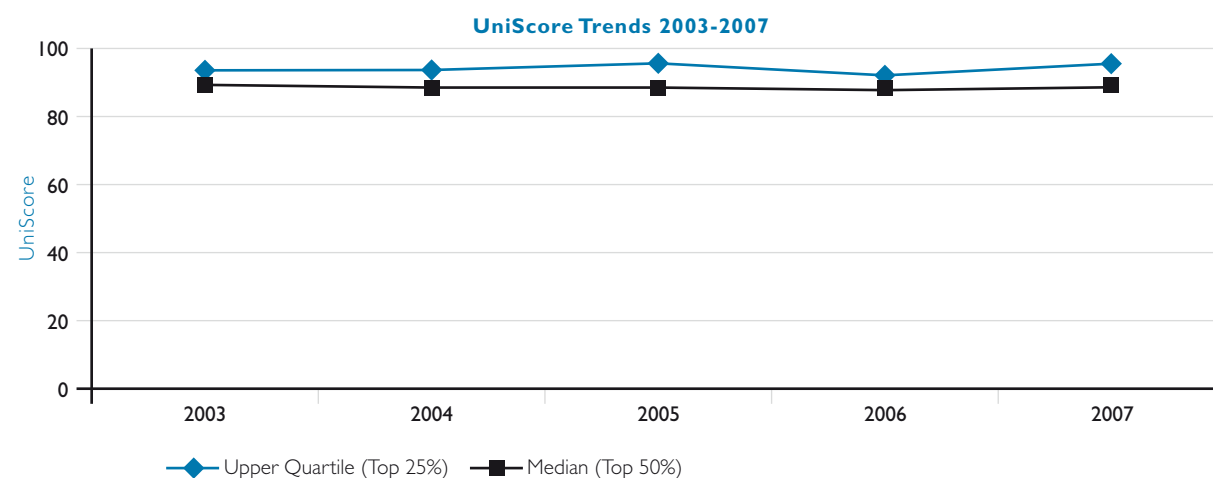
This table illustrates that SCEGGS students have performed outstandingly well in all courses and we are very pleased with all their results.

TRENDS IN STUDENT PERFORMANCE IN THE HIGHER SCHOOL CERTIFICATE

As we are not given formal information about each student's performance on the University Admission Index (UAI), SCEGGS employs a consultant to calculate estimates of the UAI, called UniScores. Our research shows that these estimates are extremely close to actual UAIs (usually within 0.1 of a mark). The following graph shows the percentage of the SCEGGS candidature in each UniScore bracket over the last five years.



In summarising the data above, the following graph shows the median UniScore and the upper quartile UniScore over the last five years. The median represents the 'middle' UniScore when all these scores are arranged in order from highest to lowest and the upper quartile measures the UniScore which the top 25% of SCEGGS students exceeded each year.



These graphs illustrate that the outstanding performance of SCEGGS students in relation to the state has been stable over the last five years.

SCHOOL CERTIFICATE 2007

The results for the School's performance in the 2007 School Certificate appear below, showing the percentage of students in the State in each band and the corresponding percentage of the SCEGGS candidature in the same band. This year, the students sat for external examinations in English Literacy, Mathematics, Science, Australian History and Australian Geography. Students were also assessed in an on-line Computing Skills Test. It should be noted that percentages in these tables may not always add to 100% due to rounding.

In all School Certificate written examinations, the percentage of SCEGGS students in the top two bands far exceeds the percentage of students across the state in the same bands. In the Computing Skills Test, more than three quarters of SCEGGS students were assessed as Highly Competent.

School Certificate Examination Results 2007

Number of candidates enrolled for the School Certificate = 103

Band	English – Literacy		Mathematics		Science	
	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %
6	5.95	17.47	6.35	10.78	3.85	14.56
5	27.64	46.6	15.3	22.54	23.23	36.89
4	38.58	17.47	23.21	31.37	38.42	27.18
3	20.08	0	31.18	13.72	24.66	2.91
2	4.91	0	21.33	2.94	7.36	0
1	1.33	0	1.02	0	0.92	0
None #	1.48	18.44	1.57	18.62	1.54	18.44

Band	Australian History, Civics & Citizenship		Australian Geography, Civics & Citizenship	
	State %	SCEGGS %	State %	SCEGGS %
6	6.28	39.8	6.28	10.67
5	18.37	28.15	26.37	42.71
4	35.74	12.62	38.38	26.21
3	24.35	0.97	18.02	0.97
2	11.91	0	7.99	0.97
1	1.69	0	1.32	0
None #	1.62	18.44	1.62	18.44

Band	Computing Skills Test	
	State %	SCEGGS %
Highly Competent	58.06	77.66
Competent	39.51	3.88
Competence Not Demonstrated	0.82	0
None #	1.59	18.44

Students absent from external School Certificate examinations due to illness or overseas on exchange.

DISTRIBUTION OF SCHOOL CERTIFICATE GRADES 2007

In addition to the external School Certificate Examinations, Year 10 students are also graded in each of their subjects based on their performance in a wide range of assessment tasks held throughout the course. At SCEGGS, students who study an elective for either Year 9 or Year 10 are credited with 100 hours of study and students who study an elective for both Year 9 and 10 are credited with 200 hours.

The following table provides the percentage of the SCEGGS candidature for each course who achieved each grade (A-E). A comparison with the statewide percentage is provided for comparison. It should be noted that percentages in these tables may not always add to 100% due to rounding.

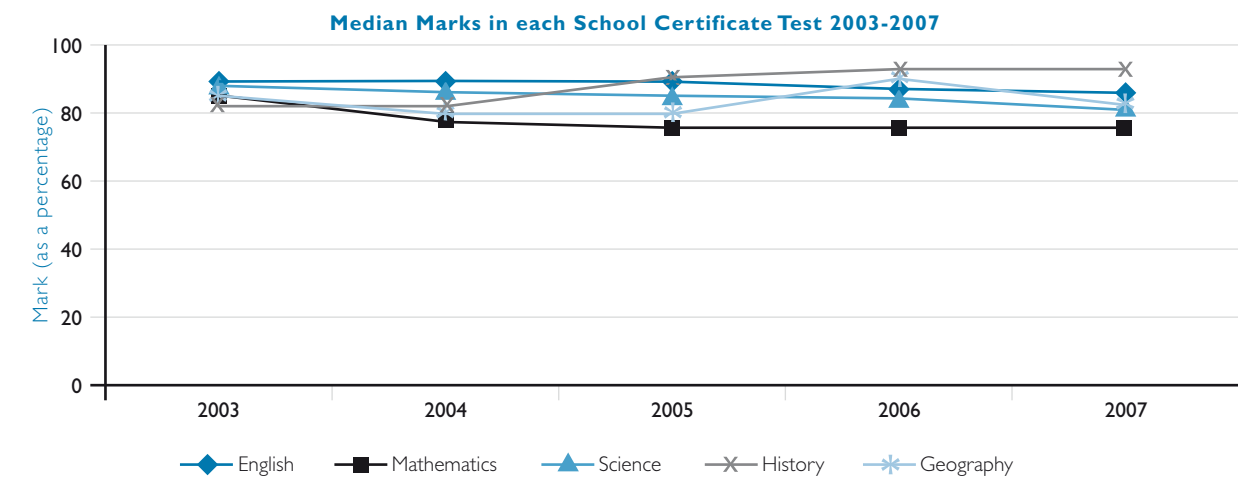
Mandatory Courses	SCEGGS Candidature	A Grade		B Grade		C Grade		D Grade		E Grade	
		State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %
English	103	13	47	25	41	37	13	18		6	
Mathematics	102	14	34	23	27	31	23	25	14	7	2
Science	103	13	34	24	30	36	22	20	11	7	3
Australian Geography	103	13	29	23	43	35	25	21	3	8	
Australian History	103	13	41	22	30	34	25	22	3	9	1
PDHPE	103	15	32	28	44	36	19	15	5	5	
Elective Courses											
Commerce (100 hours)	16	17	25	27	56	34	19	16		5	
Commerce (200 hours)	12	26	50	30	50	29		12		4	
Geography (100 hours)	11	18	36	27	36	35	27	15		6	
Geography (200 hours)	3	29	100	26		22		15		7	
History (100 hours)	31	21	58	31	23	32	19	12		4	
History (200 hours)	33	34	52	30	30	23	12	9	6	4	
French (100 hours)	12	13	8	24	8	36	33	19	42	7	8
French (200 hours)	44	33	77	29	9	24	9	10	5	3	
Japanese (100 hours)	4	18	50	19		30	25	24	25	9	
Japanese (200 hours)	3	35	100	26		21		12		6	
Latin (100 hours)	4	16	25	37	50	26	25	21			
Latin (200 hours)	9	51	89	24	11	14		10		1	
DT (100 hours)	13	14	38	29	38	33	23	16		7	
DT (200 hours)	18	24	67	29	28	30	6	13		4	
IST (100 hours)	12	12	67	27	25	35	8	18		8	
IST (200 hours)	7	19	71	28	29	31		16		7	
Drama (100 hours)	18	14	17	29	50	37	33	15		5	
Drama (200 hours)	20	23	45	31	45	30	10	12		4	
Music (100 hours)	7	12	14	23	14	35	14	22	43	10	14
Music (200 hours)	7	22	14	29	57	29	29	13		6	
Visual Art (100 hours)	16	14	38	30	31	35	19	15	13	6	
Visual Art (200 hours)	30	24	63	31	23	28	13	12		4	

Overall, SCEGGS students have performed very well in all School Certificate courses. In all mandatory courses, the percentage of SCEGGS students receiving As is more than double the percentage of students across NSW receiving As. In most elective courses, the percentage of SCEGGS students achieving As and Bs exceeds the percentage of students in NSW achieving the same grades.

TRENDS IN STUDENT PERFORMANCE IN THE SCHOOL CERTIFICATE EXAMINATIONS

The School Certificate examinations assess individual achievement in the foundation knowledge and skills needed to successfully undertake subjects in Years 11 and 12 and to participate effectively in the wider community.

The following graph shows the median mark of the SCEGGS candidature in each of the external School Certificate examinations over the last 5 years. The median represents the 'middle' mark when all the scores for each test are arranged in order from highest to lowest.



This graph illustrates that the excellent performance of SCEGGS students in the School Certificate in relation to the state has been relatively stable over the last five years.

ELLA AND SNAP

In Year 7, all students participate in two assessments, the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP). Results for SCEGGS were outstanding on both assessments.

On ELLA, 100% of students achieved a mark for Writing, Reading, Language and Literacy in one of the top two categories. Similarly on the SNAP assessment, the percentage of SCEGGS students reaching High Achievement is more than double the state percentage in all six of the mathematical strands reported (Numeracy, Number, Measurement, Space, Data and Patterns & Algebra).

In 2007, 100% of our students who sat the ELLA test achieved both the National Writing Benchmark and the National Reading Benchmark. Of our students who sat the SNAP test, 100% achieved the National Numeracy Benchmark. When compared with the 2006 figures, there was a 1% increase in the percentage of SCEGGS students achieving the National Reading Benchmark in 2007, a 4% increase in the percentage of SCEGGS students achieving the National Numeracy Benchmark and no change in the percentage of SCEGGS students achieving the National Benchmarks in Writing.

A comparison of SCEGGS Year 7, 2007 performance on ELLA and SNAP with those for the State appears in the tables below. These tables show the percentage of students in each level of achievement. It should be noted that percentages in these tables may not always add to 100% due to rounding.

English Language and Literacy Assessment (ELLA)

Number of Year 7 students enrolled on 6th March 2007 = 105

Number of students absent = 2

Number of Students who sat the test: 103

Level of Achievement	Writing		Reading		Language		Literacy	
	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %
High	35	87	34	89	39	82	35	95
Proficient	50	13	51	11	41	18	49	5
Elementary	11	0	11	0	13	0	12	0
Low	5	0	4	0	7	0	4	0

Secondary Numeracy Assessment Program (SNAP)

Number of Year 7 students enrolled on 8th May 2007 = 105

Number of students absent = 3

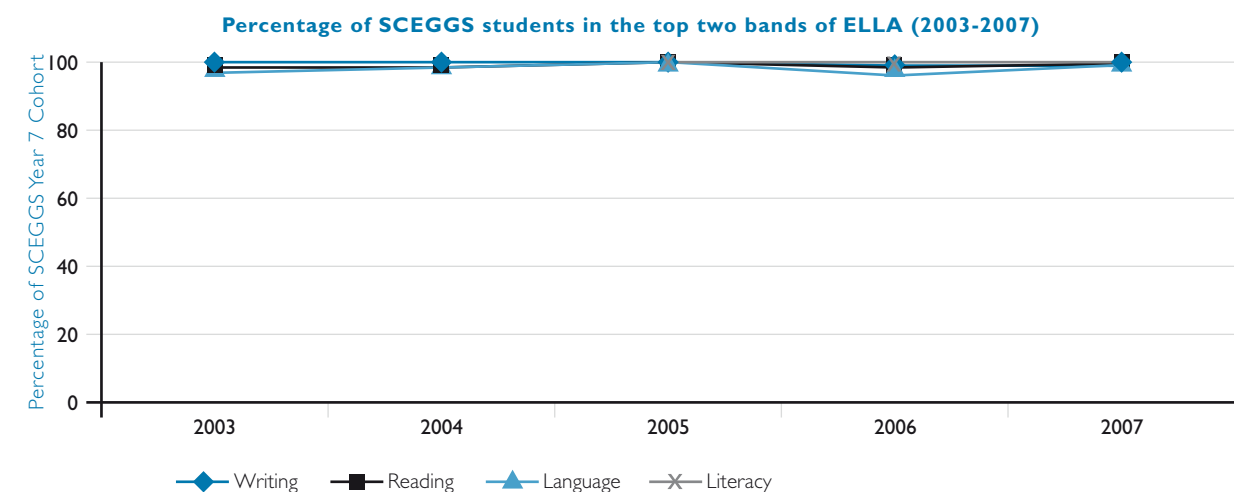
Number of Students who sat the test: 102

Level of Achievement	Numeracy		Number		Measurement	
	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %
High	27	84	27	77	28	83
Proficient	35	16	36	22	30	16
Elementary	31	0	29	1	34	1
Low	7	0	8	0	8	0

Level of Achievement	Space		Data		Patterns & Algebra	
	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %
High	31	75	28	71	26	63
Proficient	36	23	35	28	32	32
Elementary	22	3	29	1	29	5
Low	11	0	8	0	13	0

TRENDS IN STUDENT PERFORMANCE IN ELLA

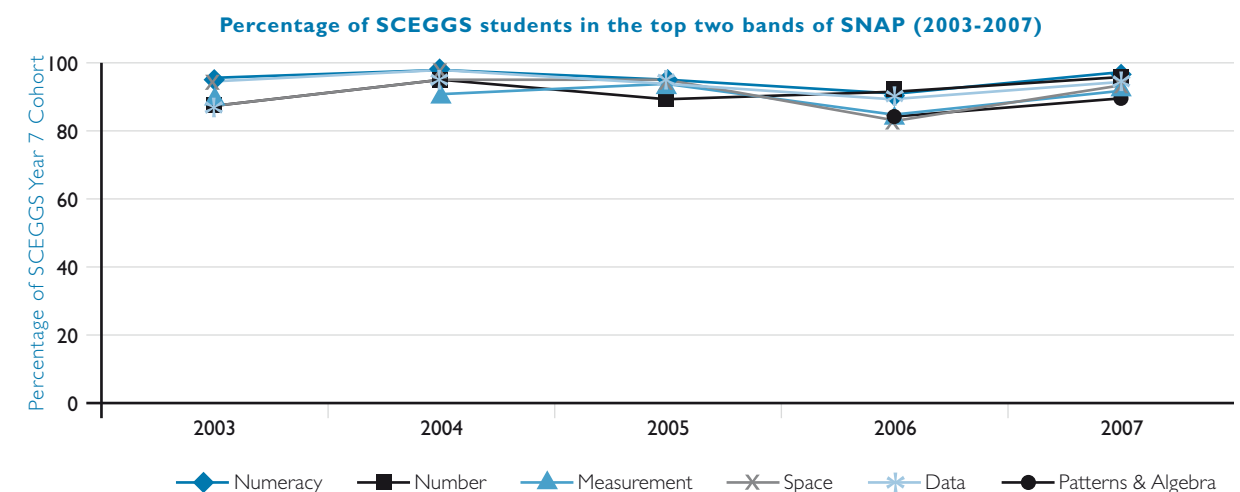
The following graph shows the percentage of the SCEGGS Year 7 cohort who achieved results in either the High or Proficient category in each of the strands of Writing, Reading and Language over the last 5 years. It also shows the percentage of the SCEGGS Year 7 cohort in the same two categories in Literacy which has only been reported since 2005.



This graph illustrates that the impressive performance of SCEGGS students in the ELLA tests has been stable in all four components over the last five years.

TRENDS IN STUDENT PERFORMANCE IN SNAP

The following graph shows the percentage of the SCEGGS Year 7 cohort who achieved results in either the High or Proficient category in each of the strands of Numeracy, Number, Measurement, Space and Data over the last 5 years. It also shows the percentage of the SCEGGS Year 7 cohort in the same two categories in Patterns and Algebra which has only been reported since 2006.



This graph illustrates that the strong performance of SCEGGS students in the SNAP tests has been relatively stable over the last five years. On a strand by strand basis, the percentage of the Year 7 2007 cohort achieving results in the top two bands was greater than in any of the preceding four years.

PRIMARY SCHOOL

BASIC SKILLS TESTS : 2007

Students in Year 3 and Year 5 at SCEGGS participate in the statewide Basic Skills Tests in Numeracy and Literacy. These tests are developed by the NSW Department of Education and Training and are compulsory for students in Year 3 and Year 5 in NSW Government and Catholic schools.

Once again, in 2007 our students achieved high results in all of the assessed areas.

In Year 3 for Overall Literacy 91% of our girls achieved results in the top 2 bands. In Overall Numeracy 92% of our girls achieved results in the top 2 bands. Our Year 3 school average was in the top band for all areas of Literacy and Numeracy.

In Year 5 for Overall Literacy 89% of our girls achieved results in the top 2 bands. In Overall Numeracy 86% of our girls achieved results in the top 2 bands. Our Year 5 school average was in the top band for all areas of Literacy and Numeracy.

In 2007 100% of Year 3 students who sat the Basic Skills Tests in Writing achieved the National Benchmark, with 98.96% achieving the benchmark in Reading and Numeracy. In Year 5, 100% of students achieved the National Benchmark in Writing, Reading and Numeracy. This is slightly lower than in 2006 where 100% of students in both Years 3 and 5 achieved the National Benchmark in all these areas.

A comparison of SCEGGS Year 3 and Year 5 performance with the State performance in each of the strands tested in the 2007 Basic Skills Tests appears in the tables opposite. It should be noted that percentages in these tables may not always add up to 100% due to rounding.

Year 3 Literacy

Number of students: 48

	Writing		Language		Reading		Overall Literacy	
	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %
Band 5	16	48	23	71	23	79	17	63
Band 4	32	43	26	21	22	15	30	28
Band 3	32	7	25	0	27	4	30	7
Band 2	12	2	14	4	16	0	15	0
Band 1	8	0	13	4	12	2	9	2

Year 3 Numeracy

Number of students: 44

	Number, Patterns and Algebra		Measurement and Data, Space and Geometry		Overall Numeracy	
	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %
Band 5	25	52	22	65	19	54
Band 4	22	25	19	27	27	38
Band 3	20	17	29	6	26	6
Band 2	21	4	20	0	20	0
Band 1	12	2	10	2	9	2

Year 5 Literacy

Number of students: 49

	Writing		Language		Reading		Literacy		Overall Literacy	
	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %
Band 6	23	67	26	67	27	73	27	73	23	73
Band 5	32	22	25	23	25	15	26	19	30	16
Band 4	28	9	24	10	27	13	26	8	28	11
Band 3	17	12	2	16	0	15	0	14	14	0
Band 2	3	0	7	0	5	0	5	0	4	0
Band 1	2	0	2	0	1	0	1	0	1	0

Year 5 Numeracy

Number of students: 51

	Number, Patterns and Algebra		Measurement and Data		Space and Geometry		Overall Numeracy	
	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %	State %	SCEGGS %
Band 6	34	58	37	75	32	77	33	73
Band 5	20	21	21	6	20	12	22	13
Band 4	23	10	17	13	25	2	24	8
Band 3	15	10	17	6	12	4	15	6
Band 2	6	0	5	0	7	0	6	0
Band 1	2	0	2	0	3	0	1	0

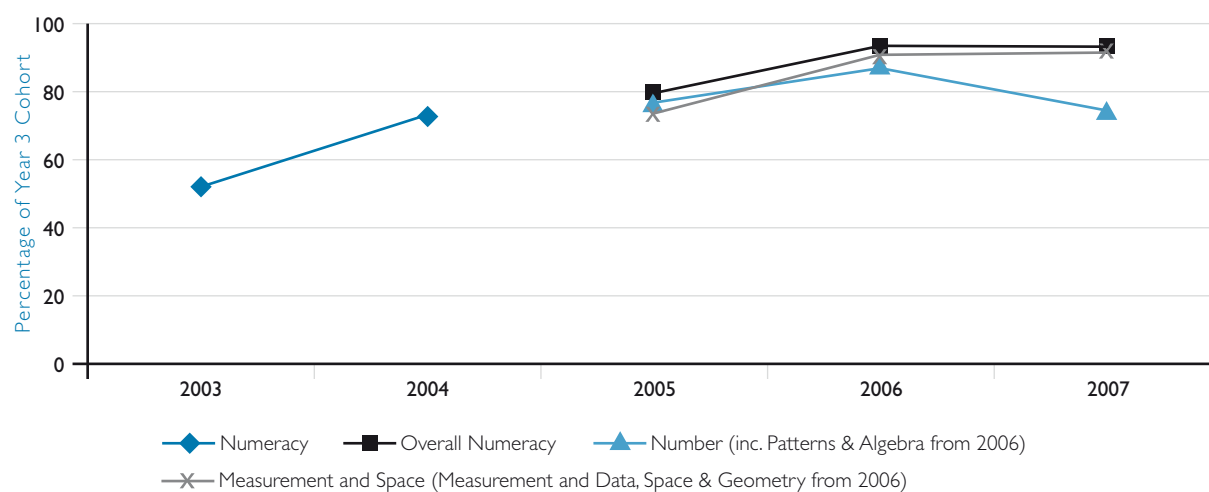
TRENDS IN STUDENT PERFORMANCE IN BASIC SKILLS TESTS

Year 3: Numeracy

The following graph shows the numeracy achievements of the Year 3 SCEGGS cohorts over the last five years. It is difficult to illustrate clear trends as the nature of the information provided to schools about the performance of their students in these assessments has significantly altered over time.

This graph illustrates the percentage of the SCEGGS Year 3 cohort who achieved results in the top two bands in Numeracy in 2003 to 2004. In 2005, information provided about the Numeracy component of the Basic Skills Test was changed to include information about Number, Measurement and Space and Overall Numeracy. From 2006 information provided to schools was again adjusted to include information about their students' performance in Number, Patterns and Algebra, Measurement and Data, Space and Geometry and Overall Numeracy.

Percentage of Year 3 SCEGGS students in the top two bands of Basic Skills Test - Numeracy (2003-2007)

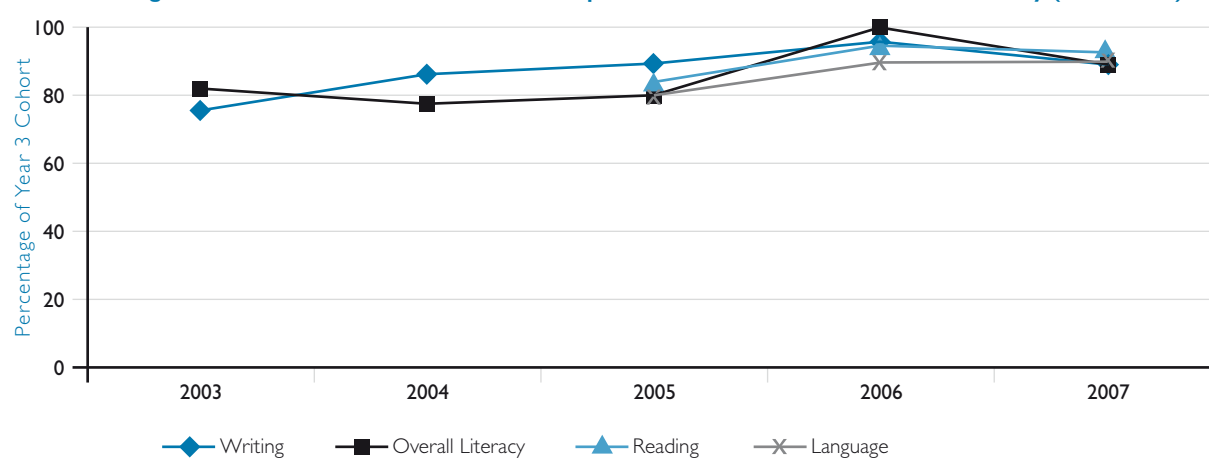


This graph illustrates a solid performance by Year 3 students in Numeracy over the last 5 years, with a small decrease in the Number strand in 2007.

Year 3: Literacy

The following graph shows the percentage of the SCEGGS Year 3 cohort who achieved results in the top two bands in Writing over the last 5 years and in Literacy in 2003 and 2004. From 2005 the Literacy component of the Basic Skills Test included strands in Language; Reading; and Overall Literacy.

Percentage of Year 3 SCEGGS students in the top two bands of Basic Skills Test - Literacy (2003-2007)

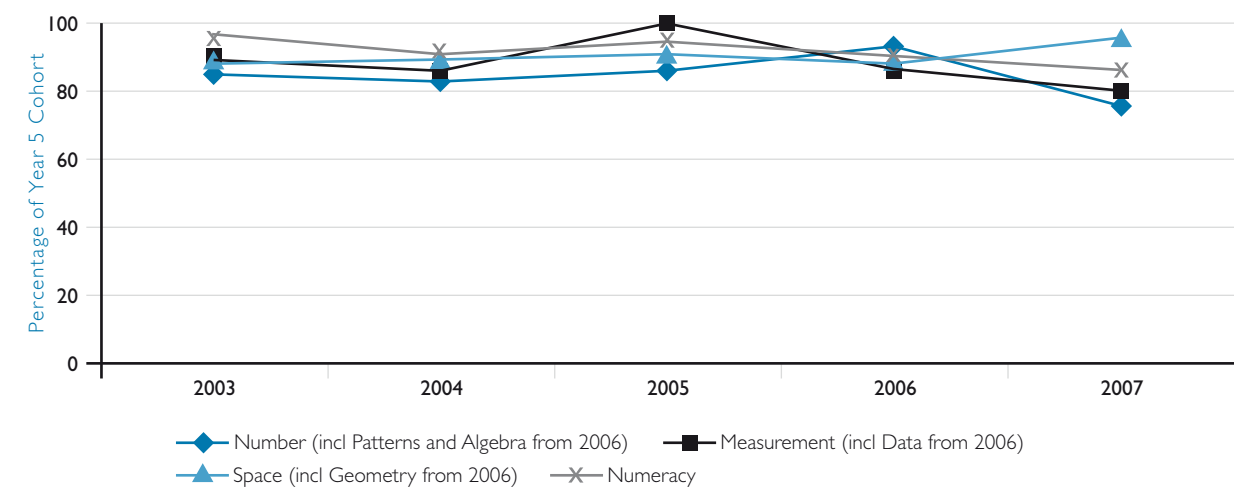


This graph illustrates a strong performance by Year 3 students in Literacy over the last 5 years.

Year 5: Numeracy

The following graph shows the percentage of the SCEGGS Year 5 cohort who achieved results in the top two bands in the strands of Number, Measurement and Space over the last 5 years, Numeracy in 2003 and 2004, and Overall Numeracy from 2005. From 2006 the Number strand included Patterns and Algebra, the Measurement strand included Data, and the Space strand included Geometry.

Percentage of Year 5 SCEGGS students in the top two bands of Basic Skills Test - Numeracy (2003-2007)

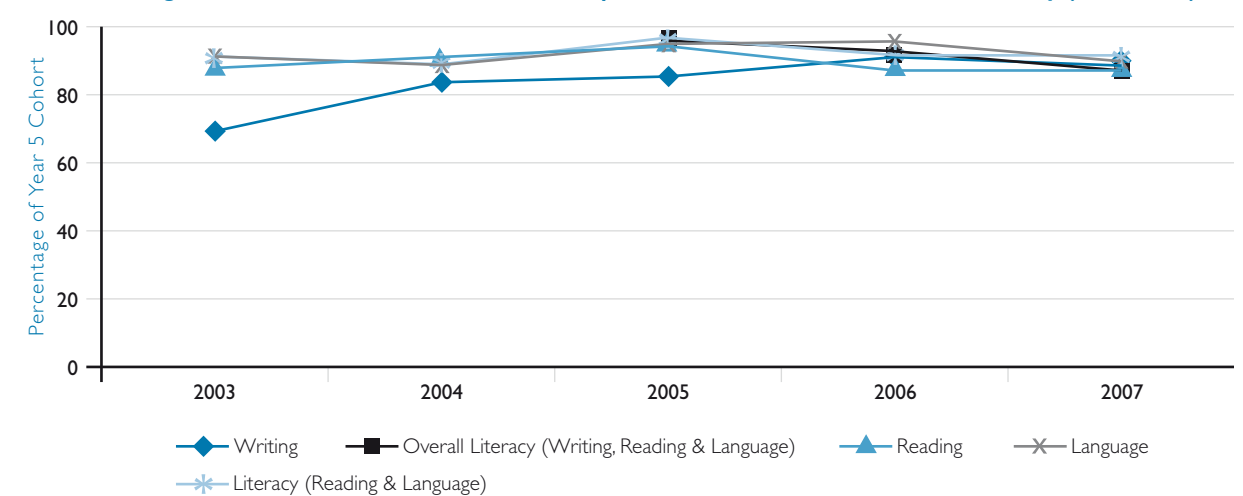


This graph illustrates that there has been a generally strong performance by Year 5 students in Numeracy over the last 5 years.

Year 5: Literacy

The following graph shows the percentage of the SCEGGS Year 5 cohort who achieved results in the top two bands in the Literacy (Reading and Language) strand, and each of the individual strands for Writing, Reading and Language, over the last 5 years. The Overall Literacy (Writing, Reading and Language) strand was introduced in 2005, so is recorded for the last 3 years only.

Percentage of Year 5 SCEGGS students in the top two bands of Basic Skills Test - Literacy (2003-2007)



This graph illustrates that there has been a strong performance by Year 5 students in Literacy over the last 5 years.

ACADEMIC REPORTING

Primary School

In the Primary School years parents receive two formal written reports, one at the end of Semester 1 and one at the end of Semester 2. The reports in 2007 were based on the strands of each Key Learning Area of the Board of Studies NSW Syllabus documents. Girls were graded according to their level of achievement in comparison to their peer group across each Year level.

Secondary School

In Years 7-11, parents receive two academic reports, one at the end of Semester 1 and one at the end of Semester 2. The report in each subject indicates achievement across a range of assessment tasks, grades for a range of learning outcomes, and an extended comment which acknowledges students' strengths, challenges and, where appropriate, strategies for improvement. The report also includes a course mark, mean and standard deviation, and an effort grade for each subject. Each girl's contribution to the wider life of the school is recorded, as is her conduct and both explained and unexplained absences.

Year 12 receive two Progressive Ranks (at the beginning of Terms 2 & 3) which record students' assessment marks, the percentage of the total assessment that has been completed and a progressive rank in each subject. They also receive a school report after the Trial examinations in Term 3. This final report is the same format as described above for Years 7-11, and also includes a rank in each subject based on the trial HSC Examination Results.

Formal Parent-Teacher Interviews

Formal interviews are organised twice a year for all girls from Kindergarten to Year 6 and once a year for girls in Years 7-12. All school reports invite parents to ring the school and make an appointment if they wish to discuss their daughter's progress.

Open, two way communication between the school and home is encouraged at all times throughout the year across K-12.

Information Sessions

School Information sessions for parents are held every school year. In the Primary School parents have the opportunity to hear from each of their daughter's teachers about the programs planned in all Key

Learning Areas for the year ahead. In addition, information sessions are held for parents with daughters entering Kindergarten and Year 3 the following year. In the Secondary School, Information Afternoons for Years 7 to 10 report on curriculum and subject choices for the following Year. Assessment and HSC Scaling was the area of interest for Year 11, while Tertiary Information Evenings were offered to Year 12 girls to assist them with their post school choices.

ACADEMIC SUPPORT

Academic Support in the Secondary school was restructured in 2007 in order to address the different needs of students from Years 7 to 9. The provision of an additional member of staff allowed the Academic Support Staff to closely evaluate the particular needs of each junior year group at different stages in their learning. The allocation of one staff member to work with Year 7 enabled more time to be spent in the classroom and allowed for a stronger commitment to the development of numeracy and literacy skills during the initial year of Secondary school. The ground work being achieved in Year 7 was followed through to Years 8 and 9 by the introduction of one staff member to look after these two year groups.

In Years 7, 8 and 9 the focus was on in-class support across a wider range of subjects. Thus a greater continuity of learning, and applying basic skills in literacy and numeracy was possible, within the mainstream learning programmes. Throughout the year, the Academic Support staff for the junior years, also provided information to the girls on the use of the school diary, study strategies, examination preparation, organisation and time management. Individual students also received assistance on paragraph development, essay structure and subject specific concerns through individual appointments during the day.

In Years 10, 11 and 12 Academic Support provided a personal and practical approach to academic study. In-class support was given in English and Mathematics and the out of class sessions centred on organisation of study materials and time management. These sessions were held either with individuals or in small groups of students. The development of study strategies to aid examination preparation was a major focus with these senior years.

For all students, it was a year in which the Academic Support Department invited them to be aware of the range of 'needs' within the school community and encouraged them to be comfortable and confident in accessing the support they needed.

INFORMATION TECHNOLOGY

2007 has been a challenging yet rewarding year for IT at SCEGGS. We were challenged by a number of events outside our control and rewarded by the promise of new hardware and software that have provided a range of exciting new services.

Interactive whiteboards (IWBs) were ready for Primary School students and classes in History, Social Science and Music when the students returned to school at the beginning of Term 1. Each Promethian ActiveBoard has a dedicated laptop or desktop computer. IWBs are proving very popular with staff and students providing a new way to interact with a computer using touch on a special screen and pen. Provided with the IWBs is software that helps teachers create, manage and share resources for these innovative new additions to the classroom. We saw some exciting developments across the year as teachers took up the challenge to embrace this new technology. The girls have taken to it like ducks to water!

Our Year 6 classrooms went wireless in 2007 with the introduction of two mini laptop trolleys that enabled the girls to use computers seamlessly in each subject. The portability afforded by wireless technology means that we can integrate new technologies with ease.

2007 also saw the installation of a program called NetApps which allows an authorised person, outside the SCEGGS network, to remotely control a computer at SCEGGS. In this way staff and students could continue using specialist applications like Inspiration or manage incompatible hardware and software while at home. NetApps also allowed users with a Macintosh computer at home to continue to work on projects started at school.

During 2007 we upgraded our Learning Management system from AUC to SCEGGSnet. The changeover went smoothly and SCEGGSnet is proving to be well liked, affording staff and students access to many Web 2.0 tools and applications.

The popularity of Multi-Media has continued at SCEGGS with the installation of 17 data projectors and sound systems in both Primary and Secondary classrooms. Teachers have been using the projectors for a variety of innovative teaching practices and students having been sharing videos, presentations and other multi-media applications with the students in their classes.

A challenge we faced in 2007 was brought about by actions outside SCEGGS; we lost our connection to the Internet on two occasions – the first for almost 6 days at the beginning of Term 2 and the second for about 6 hours towards the end of Term 3. We subsequently found that, in both cases, the problems were caused by technicians, working in exchanges, making technical errors. Our response was to install a second 2Mbps internet connect in parallel with the existing service. This new service uses a different technology from our original service and follows a different physical path to the local Telstra exchange making simultaneous failures unlikely. An added bonus of the new service is to effectively double the school's bandwidth to the Internet.

We had more frustrations during the Year 10 Computer Skills Assessment test held in early November. A technical problem at the Board of Studies meant that 65 of our students were unable to send their results directly to the Board. Other schools that had chosen to do the CSA test online at the same time also experienced this problem. Instead of sending their answers electronically our students printed their answers and these were couriered to the Board for marking.

On balance and in spite of the challenges mentioned above, 2007 has been a good year for technology at SCEGGS with the benefits of new services outweighing the frustrations brought about as a result of factors outside the School's control.

STUDENT RETENTION AND ATTENDANCE RATES

For many years the School has been fully enrolled with extensive waiting lists for all years; particularly our intake years, Kindergarten, Years 3 and 7. On average, 80% of our students remain at the School for the duration of their secondary schooling.

Apparent Retention Rates

2004	Year 9	103
2005	Year 10	102
2006	Year 11	99
2007	Year 12	98

Actual Retention Rates

Of the 103 students who were in Year 9 in 2004, 84.5% of these finished their schooling with us. Thus our actual retention rate, for that year group was 84.5%, which is slightly more than our normal retention rate.

Attendance Rates for Secondary Students

In 2007 our yearly attendance rate for girls in our Secondary school was a very good 93.9%. This tallies closely with the attendance figures for both 2005 and 2006 which were 94.29% and 94.22% respectively.

Post School Destinations

This area is not a clear cut one on which to report for a number of reasons. The school is not given any information on the acceptance of university offers in NSW nor information regarding initial offers of places at interstate or overseas universities. Although we encourage our girls to contact us after leaving school not all students do so and we respect the right of these students to maintain their privacy in this regard.

Given this, we do know that 92% of our 2007 leavers were offered the opportunity to take up tertiary studies. In any given year up to 10% of these girls may take a year off to travel, undertake a gap year or community service before resuming their studies. The post school destination for 8% of our Year 12 leavers is not known.

TEACHER STANDARDS

Our staff is our greatest asset. It is our staff who set the benchmark for our excellent academic standards, who recognise the importance of individual strengths and differences within the students and who strive to bring out the best in every girl. The delivery of high quality teaching and learning opportunities is the essence of what SCEGGS staff do and is of paramount importance. The School aims to maintain the highest standards in teaching practice.

The School is most careful in its selection of staff and is fortunate to have extremely well qualified staff. Nearly all have at least one tertiary degree and a teaching qualification in their chosen field.

Teacher Qualifications

Total Number of Teaching Staff*:	105
Number with Formal Teaching Qualifications:	102
Number with a Graduate Degree or higher without formal teacher education qualifications:	3
Number completing a graduate teaching degree:	0

* Does not include peripatetic music/sport teachers

Teacher Attendance and Retention

Teachers at SCEGGS are dedicated and committed to working hard for each of their students. The teaching attendance rate at SCEGGS in 2007 was 97% which is exactly the same figure as for 2006.

SCEGGS is known as a school that retains its excellent staff. Every year, of course, there will be some staff who leave in order to achieve promotion, develop their professional horizons or simply retire. In 2007 SCEGGS retained 92.3% of its teaching staff from the previous year. If we do not count staff turn over for maternity and other forms of planned leave this figure becomes 97%.

Performance and Review

Excellent teachers are the School's most important resource and staff reflect in an open and ongoing way on their professional responsibility and performance towards their students. Regular staff appraisal is therefore an integral part of professional development for our staff.

Aims of our Staff Appraisal process include:

- To foster, value and deliver the highest quality education for students
- To identify and value outstanding teaching
- To contribute to staff morale and encourage teamwork and collegiality
- To evaluate teaching practice across classes as well as within and across departments
- To motivate and assist teachers to reflect critically on their teaching practice
- To recognise the principle of teacher accountability to the school community
- To identify and remediate any instance of ineffective teaching
- To enrich the process of reflection through objective observations, surveys of parents and students and collegial discussion

As well, non-teaching and administrative staff are reviewed annually by the Head of their Department. As for teaching staff, surveys provide helpful insights into performance and encourage reflection upon best practice. The setting of specific goals for the forthcoming year, in consultation with the Head of Department, often provides a targeted direction for further professional development.

Professional Development

Over the years SCEGGS has often been recognised for its innovative educational practices, with a staff always keen to be at the forefront of best practice. This continues today.

Our staff are outstanding educators in the classroom and are encouraged to contribute to the profession through additional support for their participation in statewide educational initiatives, allowing the school and our staff to be recognised as exemplary practitioners. They are sought after to publish papers, participate in syllabus committees, take leadership roles in professional subject associations and speak at professional seminars.

SCEGGS also encourages its staff to undertake professional development courses in areas of interest, to improve skills and widen knowledge. In 2007 staff were involved in a wide range of courses, conferences and activities which covered items across the range of

classroom teaching strategies, assisting students with particular learning needs and leadership development programs. In 2007, 74 members of the SCEGGS staff undertook professional development in over 120 courses. These opportunities allowed staff to gather information which they shared with their SCEGGS colleagues on a departmental and whole school basis. In 2007 SCEGGS spent over \$123,000 on professional development and this equates to an average expenditure for each staff member of \$1,175 per head.

Staff Benefits Program

We continue to value staff as our greatest asset in order to deliver the best education possible for our students. Superior working conditions means that SCEGGS continues to attract talented and dedicated teachers as well as retaining our excellent staff. This is tangibly demonstrated in a number of ways.

Teaching staff are supported by the reduction of administrative loads to promote an encouraging climate where new ideas and innovative practices within the classroom are valued.

There is an ongoing program of facilities review to ensure staff are provided with the equipment, resources and technologies they need to teach effectively and well.

The School strives to provide a range of promotion positions, leadership opportunities and career paths for our staff.

- We are known as a great place to work and pay above award rates to recognise the expertise and commitment of staff and our high expectation of them.
- Staff have access to flexible remuneration packaging and Human Resources practices to support their different needs.
- The School supports negotiated leave, sabbaticals, exchanges and other such programs to reinvigorate and reward staff.
- Human Resources best practice is demonstrated through formal annual feedback from the Equal Opportunity for Women in the Workplace Agency (EOWA) on the high level of compliance achieved.

ENROLMENT POLICIES AND PROFILES

SCEGGS is a non-selective K-12 Anglican Girls' school. There are no special criteria for the offer of a place at the school. Offers are made on the basis of availability on the date of application.

Our current entry years at SCEGGS are Kindergarten, Year 3 and Year 7.

There are no prerequisites for continuing enrolment, provided school fees are paid and the student's conduct is satisfactory.

DEMOGRAPHIC COMPOSITION

SCEGGS is a non-selective school whose student population is drawn from wide geographic, ethnic and social backgrounds. With approximately 890 pupils the School is small enough for all students to be known but large enough to provide depth across a wide range of programs. We are an inner city school with wonderful educational opportunities right on our doorstep. Within this rich cosmopolitan environment we aim to give the girls the knowledge and values necessary to become caring, confident, and accomplished members of society.

CO-CURRICULAR ACTIVITIES

Through a range of curricular and co-curricular experiences, all students are encouraged to discover, explore and extend their talents. This is one of the goals in the School's strategic plan.

Healthy competition of all kinds encourages the girls to develop their strengths and abilities. Activities such as Tournament of the Minds, Mock Trial and Debating are designed to build articulate, independent thinkers. Team activities, such as musical groups, theatre productions, and sporting events foster confidence, self esteem, organisational and leadership skills and above all the importance of being a team player. The Duke of Edinburgh Award and Air Force Cadets reinforce self reliance, resourcefulness and leadership. Nearly all girls participate in at least one co-curricular activity, and most enjoy a number of activities throughout the year.

SPORT

SCEGGS offers an extensive range of sporting opportunities for all students in Years K-12.

Students are able to choose from competitive and non-competitive activities. Competitive activities are grade/ability based.

SCEGGS is a member of the Association of Heads of Independent Girls' Schools (AHIGS) and the Junior Heads' Association of Australia (JSHAA). Both these associations administer an Inter-Schools' competition for Primary and Secondary members.

SCEGGS does not have a compulsory sport policy but still has one of the highest per capita participation rates for Saturday Sport.

Highlights of the 2007 Co-curricular Sports Program

- Samantha Marshall received numerous awards for Swimming at Age and National Level
- Primary Snow Sports team placed 1st at Inter-Schools' competition
- Students qualify at State and National level in Snow Sports
- Students were selected at Association / JSHAA / IGSSA, NSW CIS, NSW State and/or National level in the following Sports: Touch Football, Swimming, Athletics, Hockey, Netball, Gymnastics (Rhythmic), Water Polo and Cricket

2007 Inter-School Competitions

Term 1	No. of Teams/students
IGSSA Tennis	17
IGSSA Softball	6
Eastern Suburbs Touch	18
JSHAA Modball/Softball	4
JSHAA Soccer	3
JSHAA Swimming	48
JSHAA Cross-Country	48
IGSSA Swimming	36
Tildesley Shield Tennis	25

Term 2	No. of Teams/students
JSHAA Minkey/Hockey	7
IGSSA Athletics	42
IGSSA Cross-Country	22
IGSSA Basketball	21
IGSSA Soccer	12
Inter-Schools' Snow Sports	42

Term 3	No. of Teams/students
JSHAA Netball	10
JSHAA Athletics	43
State / National Snow Sports	30
IGSSA Hockey	8
IGSSA Netball	24

Term 4	No. of Teams/students
JSHAA Cricket	3
JSHAA Gymnastics	40
JSHAA Tennis	4
IGSSA Water Polo	5
IGSSA Cricket	2
Eastern Suburbs Touch	15
Eastern Suburbs Indoor Soccer	16

Other Co-curricular Sport:

Primary and Secondary Tennis Lessons
 Fitness
 Pilates
 Secondary Sport Skills
 Primary Recreational Gymnastics
 Primary Soccer Skills
 Primary Ballet
 Primary and Secondary Artistic and Rhythmic Gymnastics

MUSIC

With the facilities and resources of the Diana Bowman Performing Arts Centre fully operational, SCEGGS musicians, their teachers, music tutors and conductors enjoyed enhanced opportunities for music making in 2007. Students were able to attend music classes as well as access instrumental and vocal tuition on the same site, and extend their performance interests through participation in any number of the small or large instrumental/vocal ensembles which rehearse and perform in the well equipped venues.

Classroom Music

Secondary students continued to enjoy flexible and diverse approaches to classroom music activity. Secondary staff attended a Summer School with a focus on enhancing practical approaches to music teaching and learning using Jazz repertoire. All Mandatory and Elective Music programmes and assessment tasks were revised and updated in line with current Board of Studies syllabus requirements. An integrated and articulated approach to the development of Music technology skills facilitated growth in the interest of composition, improvisation and small ensemble performance. Year 7 students were introduced to Sibelius Music notation software for the first time.

Elective Music students attended Australian Music Days and Composition workshops, provided by Musica Viva, in support of the mandated study of Australian music in the revised Stage 5 and 6 syllabi. Elective Music students also attended the Sydney Symphony Orchestra Meet the Music concerts at the Sydney Opera House and studied focus works from these concerts as part of their classroom programmes.

Music students in Years 11 and 12, also attended HSC Workshop Days hosted by the NSW Conservatorium Access Centre, to support the preparation of Performance, Composition and Musicology/Aural aspects of their courses.

Music students studying each of the senior Music courses again achieved significantly high results in the Higher School Certificate.

Music Week – Australian Music

The activities of Music Week provided a wonderful opportunity for shared music making and concert going, for the whole SCEGGS community.

Brisbane based performer-composer Sarah Hopkins was in-residence at SCEGGS for the week. Her music explored the unique sounds of hand-bells, vocal and ‘cello harmonics and harmonic whirlies. Workshops, special events and performances, with an emphasis on Australian Music were made available to the whole school. Each secondary Elective Music class prepared for, and attended workshops with Sarah Hopkins, focused on developing ideas for compositions. Works prepared by these classes were performed at the Music Week Finale Concert. Outstanding soloists also worked with Hopkins to prepare repertoire for performances at the Finale Concert.

Year 6 classes and Year 5 and 6 Percussion Ensembles attended workshops with Hopkins with a ‘hands-on’ focus to generating musical ideas. A very successful Busking Competition involving Primary students was held in conjunction with the week. Listeners’ Choice voting determined the allocation of prizes.

Co-curricular Ensembles also shared the focus of Australian Music. Primary and Secondary choristers prepared Australian repertoire for the Music Week Finale Concert. Composer Paul Stanhope visited SCEGGS and conducted a workshop to assist Choir and String Orchestra with the preparation of his work “Rain Chant”. This piece was also featured at Speech Night. Sarah Hopkins worked with Choir and Orchestra to refine preparation for the performance of her work “Past Life Melodies”.

Sixteen ‘cellists from across the Primary and Secondary school came together for Music Week to work with Sarah Hopkins to prepare a piece she had especially arranged for them. With the assistance of SCEGGS’ talented String tutors a unique and much acclaimed performance, featuring harmonic ‘sea gulls’ and didgeridoo bowing techniques, was given.

Bands, Jazz Bands and Chamber Ensembles were featured in lunchtime and outdoor styled performances in the Primary and Secondary school playgrounds throughout the week.

Music Ensembles

Music Ensemble offerings were enhanced and expanded. SCEGGS welcomed new conductors, and directors who shared their expertise with 23 groups. Two new ensembles were formed in response to developing student interest. A Secondary Percussion

Ensemble gave the first of a number of performances throughout the year at the annual Ensembles’ Concert. A Jazz Combo was also formed with a focus on providing opportunities for experienced musicians to explore improvisation at very high levels. Their work was featured at a number of SCEGGS social and fundraising events. Performances by SCORE (SCEGGS School of Rock Excellence), lead by Chaplain Garry Lee-Lindsay, were a highlight of the House Music event and Festival on Forbes.

The provision of extensive opportunities for public performances by Music Ensembles was further expanded in 2007.

Music within and beyond the School Community

SCEGGS musicians made significant contributions to the many and varied events that are a part of the SCEGGS experience. Live music set the tone of the P & F Cocktail Party, the New Parent Dinner and the Parent and Teacher Christmas Luncheon. All Capital Campaign Dinners and SPAN events featured student performances. Ascension Day and Back to SCEGGS Day were supported by student performances. Choir and String Orchestra contributed to the Easter and Christmas Festivals and the Memorial Service for former Head of School, Barbara Chisholm.

Chamber Ensembles and String Orchestra regularly provided music for School Assemblies. Performances by Choral groups were presented as part of the Year 12 Farewell Services and Assemblies.

Hours of continuous music, by Bands, Chamber Ensembles, and String Groups provided dry respite for visitors to the Festival on Forbes across two venues.

Chamber Ensembles regularly shared their work as part of the Music on the Move series. Primary and Secondary String Orchestras gave successful performances as part of the Southern Highlands Schools’ String Festival.

Senior Concert Band contributed to the schools’ ANZAC Day Service. Concert and Jazz Bands again participated in the Dickson’s School Music Festival sponsored by Yamaha. Jazz Bands also contributed to a range of special school events and Brass Ensemble supported a Community Carol Service.

The whole school enjoyed a visit by Australian song writer Tony Backhouse as part of the preparation for the Speech Night item “Save Me Some Grace”. Accompanied by the School’s Stage Band, a soulful performance of this gospel-styled song was shared with the whole school community.

Music Tutorial Program

In excess of three hundred Primary and Secondary students continued to enjoy weekly vocal and/or instrumental lessons. The implementation of streamlined administrative procedures by the new Music Administrator contributed significantly to an improvement in the quality of the teaching and learning for students, and the support for 35 peripatetic tutors.

An enhanced programme of Studio Soirees provided opportunities for instrumentalists and vocalists to work with the School’s Accompanist and Performance Coach, and to regularly share their music with parents, families and friends.

The inaugural “Practice-a-thon” was held in the weeks preceding the SCEGGS Eisteddfod. With the assistance of tutors and parents, students worked towards achieving ‘personal-best’ practice records. Heats for the SCEGGS Eisteddfod were adjudicated by percussionist Claire Edwards (former ABC Young Performer of the Year). The Eisteddfod Highlights Concert was adjudicated by Emma Scholl (flautist Sydney Symphony Orchestra), and Kirsty McCahon (bassist Brandenburg Orchestra). Percussionists Grace Hicks (Year 8) and Olivia Watson (Year 10) received the inaugural Listeners’ Choice Awards and vocalist Sylvie-Louise Woods (Year 7) was chosen as the overall winner of the 2007 Eisteddfod.

Talent Development Opportunities

Experienced musicians were invited to undertake a performance Master Class with acclaimed Australian flautist Jane Rutter. Prepared repertoire was performed and critiqued by her before an audience of music students and their teachers. Each Master Class participant also performed in a cabaret-styled SPAN concert featuring Jane Rutter. The school’s String Orchestra accompanied Rutter in a performance of a song she had recently recorded.

DRAMA

SCEGGS has a strong tradition in Drama with a number of students studying Drama for the HSC and many more participating in the St Peter's Players as a co-curricular activity. Drama equips students with the confidence and skills to present themselves well in any public forum, not just the theatrical stage.

There is an increasing demand for the very popular co-curricular classes in Drama and courses in Film Making.

Highlights of the 2007 Drama Program:

- St Peter's Players Drama classes offer: 2 Junior groups, 1 Intermediate group and a Senior group
- Make your own MTV course
- Short Film Making course
- Final Cut Pro Editing course
- A junior production of "A Midsummer Night's Dream" with Cranbrook was held for four sellout nights

SCEGGS girls performed in the following productions:

- 'Skellig' with Cranbrook
- 'Oliver' with Scots
- 'Guys and Dolls' and 'A Tribute to British Television Comedy' with Shore

DEBATING

Debating teaches students the necessary skills to communicate their ideas persuasively and how to present with confidence. The number of girls involved in both Inter-School and Inter-House Debating has grown quite considerably and coaching is available to every year group.

SCEGGS has a long-standing tradition with Debating and 2007 proved to be another successful year. SCEGGS participated in two competitions – the Archdale competition and the more recently established Eastside competition.

The Archdale Competition involves 21 Independent Girls' Schools in Sydney. The Year 7B, Year 9, Year 10 and Year 11 teams all reached the semi-final rounds. Year 9 and Year 10 represented SCEGGS with characteristic flair in the finals but unfortunately were narrowly defeated. SCEGGS came a creditable eighth in this competition.

The Eastside Competition includes Sydney Grammar School, Scots College, Reddham House, Sydney Boys' High School and Sydney Girls' High School. Impressively, all teams reached the semi finals and the Year 8 team won their division.

PARENT, STUDENT AND STAFF PERCEPTIONS OF THE SCHOOL

As noted elsewhere in this document, SCEGGS is a school committed to providing an outstanding quality education for girls. The fundamental principle underpinning all we do is a philosophy of striving for excellence. The school as a whole, each department or team, and each of us as individuals all work hard to continue to improve. We celebrate our strengths and give ourselves a pat on the back where it is deserved. And then we set ourselves goals for the future. We are assisted in this process by undertaking various surveys throughout our community.

Parent Survey

Every second year we survey our parents comprehensively about the school. A survey was completed in 2007 and a detailed analysis of the results was printed in the school's Bulletin in January 2008. Overall, there was a high degree of consistency in the results achieved in the previous surveys, with similar or better results achieved in most areas for the 2007 Survey. The results indicate that SCEGGS is highly regarded, with the large majority of parents more than satisfied with the school's performance.

When queried on the main reasons for sending their daughter to SCEGGS, the top 5 "main reasons" stated were:

- Reputation for academic excellence
- School turns out well rounded individuals
- Educational philosophies and policies
- More egalitarian approach – less concerned with social status of pupils
- Very good at fostering individual student's strengths and catering for specific needs

Other important features for families were:

- Atmosphere of the school
- Diversity of student population

This is very similar to results in previous years.

When given the opportunity to share what they felt were the main strengths of the school, parents most often said that the strengths were:

- Spirit/atmosphere of the school
- Staff/teachers
- Academic performance
- Well rounded individuals/life lasting rounded developments/ethos of growth
- Promotion/acceptance of individuality
- Pastoral care and support/caring attitude fostered in girls/compassion

It is terrific to see that these very important areas of the school were acknowledged by parents as areas of real strength.

Listed below are some examples of comments made by parents that come under some of the key strengths:

Spirit/Atmosphere of the School

"Strong sense of 'esprit de corps' from Head of School down – all working towards similar goal/purpose"

Staff/Teachers

"incredible dedication of the teachers and their detailed knowledge of the strength of their pupils"

"the teachers are approachable, knowledgeable of their subject, enthusiastic"

Academic Performance

"Academic excellence – the expectation that all girls will achieve in areas they enjoy"

Conversely, some of the key weaknesses of the school were:

- Sport/PE
- Space/cramped campus/lack of playing fields
- Inconsistency/Variation in the quality of teaching
- Facilities

Performance

In other areas parents indicated that they were happy with the reporting systems for both the Primary and Secondary schools and could see areas where further lines of communication had been opened between the school and home. They were also keen to see continued work in furthering communication between parents and teachers.

Overall the results were very positive. As a school, we consider every comment made in these surveys and use them to reflect on best practice and how areas can be further improved. We hope, as has been the case with the work undertaken from past surveys, that parents will see the results of our efforts over the next few years.

Year 12 Survey

Every year we survey our Year 12 girls as they leave the school about their experiences and reflections on their education. Overall, this year the responses were again extremely positive. Girls recognised the quality of their teachers and the teaching they received, the friendships they had developed, the sense of community within the school, the relationships with the staff, the pastoral care they had experienced, and their own academic and other achievements.

Most students who replied were really proud of their achievements whilst at school, whether that be in academic work, leadership roles, co-curricular activities or the Major Works they produced in Year 12.

Students allocated SCEGGS a commendable average mark of 9.3/10 for its overall performance and were particularly effusive in their praise of the School. Overwhelmingly, they appreciated the two main factors which have also always been mentioned most in previous years as well:

The strong sense of community

“the sense of community – school spirit. SCEGGS is a fantastic school and I feel each girl feels involved and part of something great.”

“There is a wonderful sense of community which I first noticed upon arriving in Year 7 – which only grew stronger in the senior years.”

The commitment and quality of teachers

“The teachers are SCEGGS biggest strength, their devotion to our success was constant and admirable.”

“I feel I learned so much from the wonderful teachers, knowledge I will take with me and use in later life.”

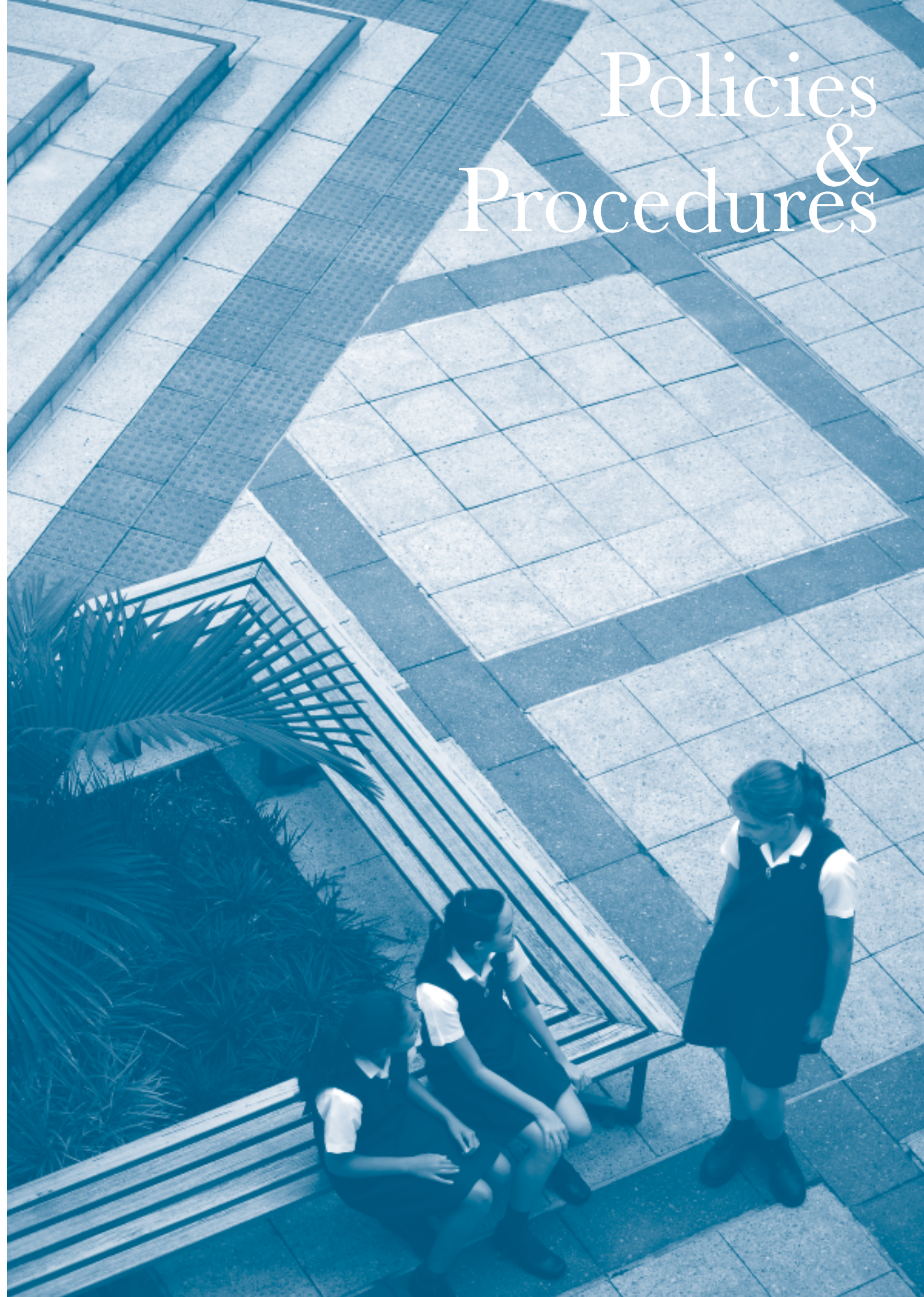
They also praised the diversity within the school, its city location and how SCEGGS helped develop their individual confidence. All girls felt that the breadth of the curriculum offered was satisfactory and that they were all well prepared for the HSC. In terms of resources Wilkinson House was widely praised as an effective environment for both private and group study.

Staff Survey

We have always understood that our staff are our greatest asset and the key to the quality education we provide. We work very hard to ensure that we attract and engage the best staff, that we remunerate staff well to recognise their expertise and commitment and our high expectations of their work. We keep their teaching loads small so that they can spend as much time as possible with their students. We also keep class sizes small and administrative loads down to further support staff. We provide staff with the facilities, equipment, resources and technology they need to teach effectively and well. Our advertisements for staff state that we “provide a stimulating teaching environment where staff are valued and have the opportunity to work with motivated students in an innovative workplace”. In short, we want to be known as a great place to work, where we will value and support staff and where they themselves feel appreciated. The morale is excellent within the school and teachers genuinely enjoy working here.

In 2007 we conducted a Staff Survey regarding working conditions at SCEGGS. The results were very positive with 79% of staff seeing the way the school values staff as excellent. All of the staff saw the morale within the school as either excellent or very good. Similarly, 96% indicated that both salaries and working conditions were either excellent or very good. It was also gratifying to hear 77.5% of our staff ranked SCEGGS as a far better place to work in comparison to other independent schools. Overwhelmingly they were also very pleased with the options for training and professional development and the ease of communication with the school’s executive.

Policies & Procedures



STUDENT WELFARE

Pastoral Care At SCEGGS

SCEGGS is committed to developing well-rounded individuals who can take their place as informed, principled and engaged members of society. The School works hard to provide a caring, nurturing environment that supports each individual child's further growth and development in all areas of their wellbeing.

While all staff play an active role in the pastoral care of students, it is the Class teachers, Form Teachers and Year Co-ordinators who are responsible for the daily monitoring of the girls' welfare. The individual needs of the Primary students are discussed at the regular Primary staff meetings and the weekly Stage 3 teaching team meetings. In the Secondary school the Welfare Team (consisting of the Head, Deputy, Co-ordinator of Student Welfare, Counsellors and Chaplain) meet weekly to discuss pastoral issues. The Year co-ordinators meet with the Welfare Team fortnightly to review programs and disseminate information. The school recognises the importance of a strong partnership with parents for the welfare of the girls and continues to work hard on improving communication links.

Programs that nurture well being include:

1) Community Service

All girls from Kindergarten to Year 12 work in the areas of community service and social justice through school and class based activities. Girls are also asked to undertake 40 hours of individual community service in their senior years. By making a positive, voluntary contribution to the local or wider community our girls develop qualities such as empathy, compassion, generosity and understanding and gain a sense of satisfaction and purpose from being able to serve and make a difference to those in need.

2007 Organisations for Community Service included:

- Westmead Children's Hospital
- Salvation Army
- Anglicare
- St Vincent de Paul
- Streetlevel Mission
- Meals on Wheels
- Just Enough Faith
- Wairoa Special School
- Barnardos
- Holdsworth Community Centre
- Teen Ranch
- The Wayside Chapel
- Woollahra Voluntary Community Service

2007 Community Service projects undertaken by various Year groups included:

- Cancer Council
- Jeans for Genes
- Wraps with Love
- TEAR Australia
- Westmead Children's Hospital
- Starlight Foundation
- Lou's Place for the Homeless
- Anglicare Christmas Appeal
- Wheelchair Aid – South Sydney Rotary Club

2) Outdoor Education

The program includes girls from Years 2 to 9 and assists, in the development of confidence, independence, self worth, physical and inter-personal skills. Students enjoy this aspect of school life and value the way they are able to develop friendships and a greater sense of community spirit.

2007 Outdoor Education Programs included camps at the following sites:

Year 2	Telford, Royal National Park
Years 3 and 4	Fitzroy Falls Conference Centre
Year 5	Tallong, Bundanoon
Year 6	Meroo, Kurrajong Heights
Year 7	Stanwell Tops Conference Centre
Year 8	Crosslands, Galston
Year 9	Vision Valley, Arcadia

3) Peer Support

The Peer Support program operates to ensure that girls in Year 7 are successfully integrated into Senior School. House Families in the Primary School works in a similar way, where students from Kindergarten to Year 6 meet in small groups once a week. This vertical grouping helps even the youngest students assimilate and feel a sense of connectedness and community.

4) Chapel

We recognise the importance of the spiritual dimension of a person's wellbeing. The Christian faith and values underpin all we do as a school. Weekly Chapel services provide one area where the girls are exposed to these beliefs and values. We, of course, welcome girls of all faiths and girls are given the freedom and support to explore their own spirituality.

5) Respect and Responsibility

The qualities of respect and responsibility are at the essence of our life as a community at SCEGGS. Not only do these characteristics apply to our lives during school hours but are also encouraged in our students' actions in their local environment and even on a global scale. Every opportunity is taken to instil these values and promote an awareness of our students' place and purpose in the world and responsibility towards their immediate neighbour.

Respect and responsibility are founded on the belief that all people are of equal value regardless of race, religion, class, occupation, ability, achievement or

intelligence. They are emphasised in all classes and also focused upon in Chapel, Assemblies, Form Classes, Year Meetings and other special events (e.g. The Year 10 Cross Curricular Unit). The Community Service Programme undertaken by Years 10 to 12 is another practical component in instilling these values by giving each girl an opportunity to broaden her view of people outside of her experience. We at SCEGGS believe that these qualities are important in a person's development and essential to the growth and effectiveness of every human being.

Other initiatives in the 2007 Pastoral Care Program

- Year Co-ordinators continued to work closely with their Form Teachers to provide opportunities to build positive peer relationships
- Series of Form Breakfasts in Years 7, 8, 9 and 11
- Years 7 & 8 Open Your Eyes Seminars
- Year 9 Peer Relationship, Conflict Resolution, Stress Management and Leadership
- Year 9 Form charity activities
- Year 10 charity activities following their Cross Curricular Unit
- Year 11 Study Skills Day – Behaviours and Consequences
- Year 12 Stress Smart Workshop

2007 Evaluation of our Pastoral Care Program

Year 12 Survey

On completion of their HSC, Year 12 are given the opportunity to comment on a variety of areas of the school experience. This information is collated and used to further evaluate our programs and practices.

Pastoral Care at SCEGGS provides an intricate network of staff and programs which aim to ensure each student is happy with her life at school and is able to cope socially, emotionally and academically.

OLD GIRLS AND SPAN

The SCEGGS community extends well beyond our current students and their families to include all past students and friends of SCEGGS. We value our past students and vigorously maintain connections through a database, social functions and a variety of School publications.

SPAN brings together current girls, Old Girls, parents and friends of SCEGGS for career-focused networking. SPAN links those who are established in their careers with those who are just starting out through Speaker's Dinners, Panel discussions and other social events.

Membership of SPAN is free and is open to all members of the SCEGGS Community.

WELFARE POLICIES AND PROCEDURES

SCEGGS places a high priority on providing a safe and supportive environment for members of our School community. Appropriate policies and procedures ensure that our legislative obligations are clearly met and that matters relating to student welfare in particular remain of paramount importance.

Educational Facilities and Safe Practices

Successful completion of the final stage Audit 4 of the Premium Discount Scheme speaks of the commitment to Occupational Health and Safety at SCEGGS. Examination of the strategies to ensure our obligations to the Dangerous Goods Act 1975 and the Occupational Health and Safety Act 2000 formed part of the Audit process.

Our high level of compliance was achieved through a number of key strategies:

- Establishment of an OHS site on the Staff Intranet
- Ready access by all staff to the on-line OHS Handbook, other policy documents and resources
- Facility for electronic reporting of identified or potential hazards

- The scheduled conduct of regular Area Safety audits throughout the school. This ensures the ongoing monitoring and assessment of the standard and state of repair of facilities
- Established induction procedure for new staff and contractors on Occupational, Health and Safety
- Facility for online entry and assessment of quantities of chemicals stored on site
- Upgrade of smoke detection and alarm systems throughout the school
- Regular instruction and practice in evacuation procedures as outlined in both the School Diary and the Staff Handbook on-line
- Planned responses to serious incidents and emergencies
- Injury management and monitoring of medication
- Reporting procedures for serious accidents and incidents

Safe and Supportive Environment – Legislative Obligations

Induction procedures for new staff and staff in-servicing, where appropriate, ensure staff are aware of their legal responsibilities as related to child protection, mandatory reporting and other relevant school expectations.

Policy and procedures documents relating to Child Protection are outlined in the Staff Handbook. These address compliance with:

- The Ombudsman Act 1974
- The Commission for Children and Young People Act 1998
- The Children and Young Persons (Care and Protection) Act 1998
- The Child Protection Legislation Amendment Act 2003

Safe and Supportive Environment – Welfare

All members of the SCEGGS community are valued as individuals and have the right to feel safe and happy within the school environment. Policies and procedures affirm these individual rights and provide a nurturing framework within which talents, interests and personalities can flourish. Important sources of information on a wide range of issues relating to the welfare of students and/or staff can be accessed through the School Diary, the SCEGGS web site or the Staff Handbook on-line.

As appropriate and relevant the following protocols and guidelines can be accessed:

- Our Community: The Valuing of Each Individual
- The SCEGGS Anti-Bullying Policy
- School Expectations (Code of Behaviour) for each student
- Cyber Rules and the Acceptable Usage Agreement for Internet and Network users
- Information regarding the supervision of children, with specific reference to guidelines, including risk assessment and management, for students undertaking on-site and off-site activities
- Evacuation guidelines
- Guidance as to the range of staff who may be able to provide assistance, dependent upon the nature of a parental concern. Parents are encouraged to communicate with staff on any matter relating to their daughter's education and well being
- Privacy Policy (addresses the national Privacy Principles contained in the Commonwealth Privacy Act)
- Discrimination and Harassment Policy
- Grievance Procedure
- Rehabilitation Procedures

Policies & Procedures

STUDENT DISCIPLINE POLICIES

In accordance with the School's emphasis on personal development and pastoral care, students are encouraged to be responsible for their conduct. Through their attitude, behaviour and commitment, students are expected to demonstrate respect for themselves, for others and for the School as well as the wider community to which they belong.

These expectations underpin the statement of School Rules that requires students to demonstrate by their actions:

- A commitment to realising their potential in academic and co-curricular areas
- A concern for others, shown through courteous and considerate behaviour
- A pride in membership of the School Community
- A willingness to contribute to a purposeful and respectful learning environment
- A commitment to help maintain a pleasant and clean environment
- A commitment to maintain safety standards in and outside the School

The School Rules are published for reference in the School Diary, as is a statement on Disciplinary Procedures. In all instances where disciplinary procedures are invoked, procedural fairness is assured. As well, compliance with the requirements of the Education Reform Amendment (Corporal Punishment) Act 1995 is an explicit part of our Discipline Policy.

PROCEDURE FOR RESOLUTION OF COMPLAINTS AND GRIEVANCES

An open and accountable ethos underpins all that we do. To this end SCEGGS actively encourages close and direct communication on any issue between members of its community: staff, parents and students.

Most issues that arise can be readily resolved through direct contact with the School. Parents and students are encouraged to discuss any concern with the appropriate member of staff. Information published in the School Diary provides guidance as to the range of staff who may be able to provide assistance, dependent upon the nature of the concern.

From time to time however a significant issue, concern or grievance may arise. Parents and other members of the SCEGGS Community are encouraged to discuss this with a senior member of staff with whom they feel comfortable. Staff can provide advice and outline the process the School would take to investigate and resolve the matter. All such matters raised will be treated generally in accordance with the following:

- An investigation will be conducted without undue delay
- The investigation will be conducted in a fair and unbiased manner
- All persons involved in the inquiry will have a fair and reasonable opportunity to present their views of the alleged circumstances. The School's commitment to an impartial hearing is assured by the Head of School
- All reasonable inquiries will be made and all relevant available evidence will be thoughtfully considered before a decision is reached
- The School's view and likely actions will be communicated to the persons involved

Business Operations Report

BUSINESS OPERATIONS REPORT

Analysis of the School's recurrent income and expenditure during 2007 is reported in the following tables.

Income has been derived from:

- School fees and levies and other student receipts from items such as excursions, shop and tuckshop sales
- Recurrent grants received from the State and Commonwealth Governments
- Private Capital Income including donations from the SCEGGS Trust, Parents' and Friends' Association, Old Girls' Union and donations to the SCEGGS Scholarship Fund

Income for the year ended 31/12/2007

School fees and private recurrent income	18,353,243	81.2%
Commonwealth Government recurrent grants	1,514,625	6.7%
State Government recurrent grants	805,642	3.6%
State Government interest subsidy	115,609	0.5%
Private Capital income	1,795,175	8.0%

Expenditure included:

- Salaries and costs such as superannuation, workers compensation insurance and long service leave
- Teaching resources such as teaching expenses, materials, costs of excursions and computer expenses
- Administration expenses such as general administration costs, repairs and maintenance, interest and depreciation
- Donation to the SCEGGS Endowment Fund

Expenditure for the year ended 31/12/2007

Salaries and related expenses	12,722,401	61.6%
Teaching resources	2,611,621	12.6%
Administration expenses	4,355,870	21.0%
Donation to the SCEGGS Endowment Fund	1,000,000	4.8%
Capital Expenditure	647,455	

School Facilities

Our grounds in Darlinghurst are attractive, well landscaped and well maintained. We continue to upgrade our facilities and to improve student amenity wherever possible.

Our teaching departments are well-resourced and the latest equipment is purchased to provide the best possible education for our girls.

We enjoy being an inner-city school and access the museums, galleries, sporting facilities and other cultural resources which the City of Sydney has to offer.

During 2007, we achieved the following:

Joan Freeman Science and Technology Centre

The selection of architects and other consultants, through a tender process, took place during 2007 and work commenced on the preparation of plans for the Joan Freeman Science and Technology Centre. When completed, this modern and innovative structure will house the School's Science, Technology and Art Departments together with a state of the art cafeteria and lecture theatre, two levels of car parking and a roof top courtyard. The building will embody Environmentally Sustainable Design wherever practical and will provide an outstanding connection between the various existing built elements of the School's campus. It is anticipated that construction will commence in the latter part of 2009.

Restoring the Sandstone of The Great Hall

Work commenced on restoring The Great Hall's sandstone which has deteriorated in some areas over the years. It is planned that sections of this work will be carried out over a number of years.

Laptops, hardware and software continued to be upgraded and enhanced

With excellent conditions in relation to leasing our computer equipment we are ensuring that our equipment is of the highest standard by replacing all or our computers every three years.

SCEGGS AS PART OF THE LOCAL COMMUNITY

As we have now occupied our current site for over one hundred years we regard the School as an important part of the East Sydney community. We support the East Sydney Community Strategic Plan, share its vision for our area and support its recommendations in relation to the amenity of the area, traffic issues and pedestrian and cyclist safety.

Over the years representatives of the School have worked with neighbours towards achieving improved amenity for the area. Neighbours are encouraged to use SCEGGS facilities for community projects and concerns by neighbours are dealt with promptly.

Kings Cross Community Police Audit Meetings, aimed at promoting good relationships between a number of groups and creating a safer area, have been held at SCEGGS for many years.

A firm relationship has been established with local Councils and SCEGGS staff have been involved in a number of forums in relation to the East Sydney area.

Governance



Governance

SCEGGS Darlinghurst Limited

The School is owned and operated by SCEGGS Darlinghurst Limited, a company limited by guarantee. It has 300 members. All adult members of the SCEGGS community are eligible for membership. This includes parents, Old Girls, staff, friends and benefactors. The cost of membership is \$100 for a period of six years which can take the form of either a payment or a donation to the Trust or the voluntary Building Fund. All members are sent a copy of the Annual Report and may vote at the AGM. Applications for membership are sent to all of our parents with the first fee statement for the year and to everyone who donates to the Voluntary Building Fund and the Trust.

There is a constitution for SCEGGS Darlinghurst Limited which complies with the Corporations Act. It sets out the objects of the company and contains provisions about membership, general meetings, voting, the appointment and removal of directors, the powers and duties of directors, audits and accounts and many other matters. Copies of the Constitution are available to the SCEGGS community. Contact Sue Pynenburg for a copy.

The Board of SCEGGS Darlinghurst Limited

The business of SCEGGS Darlinghurst Limited (“the Company”) is managed by its Board of Directors.

The Constitution provides that there will be no fewer than three and no more than twelve directors unless the Company, in a general meeting by special resolution, changes the maximum number. Currently there are 12 Directors on the Board.

The constitution requires that the Board comprise nominees from:

- The Company itself
- The SCEGGS Old Girls’ Union
- The Sydney Diocese of the Anglican Church

Six members of the Board have been elected by members of the Company. They are all parents or past parents of SCEGGS girls. At each AGM one third of the Directors elected by the members of the Company retire from office. They are eligible for re-election.

Two members of the Board are nominees of the Old Girls’ Union and four members are nominees of the Diocese. The Constitution contains provisions for their appointment and removal.

What is the role of the Board?

The Board’s role is to:

- (a) determine and maintain the mission and vision of the School and set long-term strategic directions and governing policies; and
- (b) support the Head in enacting the mission, vision and strategy of the School.

2007: A Successful Year

As this report clearly shows, the 2007 academic year was a busy and productive one.

It has outlined, not only the many academic and co-curricular successes of SCEGGS, but also the array of educational, pastoral and management policies which underpin this success.

It is hoped that you have a clearer and broader picture of the life of the School as a result of reading this report. Should you have any further questions you are encouraged to contact the School through the Registrar’s Office on 9332 1133.





