

2020 VISION



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'2020 Vision' is a conscious and ongoing initiative that aims to predict and meet the challenges facing our children in the coming decades, something that everyone at SCEGGS approaches with commitment and energy.

What does the future hold for society and our students?

What intellectual, social and ethical demands will be placed on the individual?

Should we change our educational practice?

Which SCEGGS qualities need to be articulated and maintained?



These questions challenge us to think about how we will deliver the highest quality teaching and learning to our girls in the future and how we will maintain our position at the forefront of education.

2020 VISION STATE MENT

SCEGGS COMMITS ITSELF TO BEING AN OUTSTANDING EDUCATOR OF GIRLS.

A SCEGGS girl will be distinctive in her love of learning. This will be lifelong, allowing her to embrace change in the complex world of the future. Her individuality will be allowed to flourish and she will be confident and at ease in the city environment.

Her compassion and understanding of people will be based on a commitment to the service of others and in response to the School's Christian foundation.

A SCEGGS girl will be articulate, competent and accomplished; one whose confidence and sense of self worth allow her to make a significant contribution to the community.

TAKING THE BEST OF THE PAST INTO THE FUTURE

SCEGGS has a proud tradition as an all girls, non-selective school which nurtures its students both academically and socially.

As we look to the future it is important to recognise our strengths and use these as a firm foundation to continue to build a fine school.

SCEGGS has always endorsed and emphasised the value of an academic education for girls and possesses an enviable history of achievement in external examinations. Our girls have been encouraged to participate in activities beyond the classroom to gain a sense of self worth and broaden their experiences and attainments. It is little wonder the idea that a SCEGGS girl can do anything has become a central part of the school's philosophy.

Whilst nurturing the individual, SCEGGS, as a Christian school, has also endeavoured to develop each student's compassion, sense of community and understanding of others. A SCEGGS girl has always seen the need to be an active member of her community and to live with a spirit of service so that all will be enriched. In encouraging this, SCEGGS has also developed a reputation for being a school that endorses an egalitarian approach among its students. This has been reinforced by our unique city location and we have developed a cosmopolitan outlook that is reflected in the diversity of our families.

SCEGGS today reflects the firm foundations and heritage of its past. It is a school filled with energy and vitality, that accepts and nurtures the individuality of each of its students. Girls are encouraged to reach for high academic achievement within the framework of a supportive and caring community.

Pride in the fact that we are an all girls' school with a reputation not only for attainment in the academic sphere but also in the sporting, musical and artistic worlds, is also an integral part of our school spirit.

In the infancy of our second century, we are continuing our journey of constant improvement. Indeed, the ability to grow, evolve and adapt to changes in society has been one of the key characteristics throughout the history of SCEGGS. As a school that has never relied on its physical facilities, SCEGGS has always seen educational issues as its central focus and has responded to change with energy and vigour, adopting sound educational practice in order to ensure that its girls continue to receive the best education possible. This is still the case and we now look forward to building the future of SCEGGS, secure in the knowledge that we value the traditions of our past and will take the best of these into the future.

2020 ACHIEVE MENTS

Since its inception ten years ago, the 2020 Vision initiative has achieved many of its goals. The major achievements over those ten years are listed below:

Educational Programs

- We have reviewed our curriculum offerings and added a number of new subjects: PDHPE, Design and Technology, and Business Studies for the Higher School Certificate, Drama and Commerce for the School Certificate. From Kindergarten to Year 12 our programming and teaching strategies have been reviewed and improved to ensure all girls are catered for. Students also have access to Open High School, VET, and Saturday School for Languages courses. As a result our girls continue to receive outstanding results in all public examinations.
- We have reviewed our support services for students providing additional Learning Support, Gifted and Talented programs, Study Skills and Careers advice to ensure students are well supported.
- Our co-curricular program has been expanded with the introduction of Air Force Cadets, Touch Football, Soccer, Future Problem Solving and Co-curricular Art. We have one of the strongest levels of participation in Sport of all the Independent Girls' schools. We have outstanding programs in co-curricular activities, including master classes in Music, Art, and Drama from time to time. We encourage all girls to be involved in co-curricular activities according to their interests and talents.
- We have strengthened our Pastoral Care programs to ensure that our girls feel cared for, with a sense of belonging to a strong school community, and connected to each other and to the staff. We have reviewed and strengthened our Anti-Bullying policy and regularly survey students to ensure they are happy and feel that they have teachers to whom they can talk.
- We have increased our provision of technology through multi-media computers in all spaces, subject specific software, and access to banks of laptops and computer laboratories, as well as laptops for teachers. We thoughtfully evaluate new technologies to ensure we have the most relevant tools to help our students learn with the focus on better learning rather than the hardware or software per se.
- We have introduced 80 minute lessons into the secondary school to aid deeper learning and allow greater use of our unique city location.



2020 ACHIEVEMENTS



- We have reviewed and revised our reports to parents on the progress of their daughters to ensure we provide all the information they need so our reports are as helpful, accessible and informative as possible.

Staff

- SCEGGS is recognised as an outstanding place to work – with competitive remuneration packages, flexible human resource practices, significant non-wage benefits offered and family friendly practices for staff ensured. This reflects our commitment to maintain the best staff possible.
- We value our staff highly and recognise their outstanding contribution. We aim to support them in every possible way so that they can concentrate on their key role – teaching our students.
- We ensure that we have provided appropriate educational resources, technology and staff facilities for our teachers and administrative staff.
- New Enterprise Agreements have been established and overwhelmingly endorsed by the staff.
- Significant leadership opportunities and professional learning (both within and outside the school) are provided for teachers.
- Our staff contribute greatly to the wider profession outside the school, through leadership in professional organisations and in the educational community.
- We ensure accountability through appraisal. We have a genuine commitment to improve in all areas of our professional practice to offer the best education possible and to set the highest expectations for our staff.

The SCEGGS Community

- All areas of the school community – the Old Girls' Union, the Parents' and Friends' Association, the SCEGGS Professional Alumni Network (SPAN) and the SCEGGS Trust – work together with great spirit and co-operation for the good of the school.

- We are committed to providing meaningful vehicles for students and parents to be heard within our school. These include student surveys, an energetic SRC, active leadership positions for students in all areas of the school, continued work on our anti-bullying policies, a commitment to openness and accountability and a biennial parental survey to assess our results.
- We have sought ways to support parents through provision of a range of seminars on emerging issues, often in co-operation with the Parents' and Friends' Association.
- We have worked to enhance the accessibility of staff to parents and to make all aspects of communication within our school community more effective.
- Significant pastoral work has been undertaken to help our girls feel a real sense of belonging and happiness within the school allowing them to explore the Christian faith, to commit to life-long community service and a sense of social justice whilst embracing, both on a local and a global scale, diversity and a wish to make a difference to our society.
- A greater range of scholarships are now offered to promote diversity within the student body and to encourage excellence. Aboriginal scholarships have been introduced to address disadvantage and to demonstrate our commitment to reconciliation and social justice.
- We have revised our prizes, awards and leadership positions to ensure they recognise appropriate values and are understood by and relevant to our students.
- Our welfare team has been expanded – our full-time Chaplain is well established and highly respected, a second School Counsellor has been appointed, the role of Year Co-ordinators strengthened, and our Primary School teams well-supported.

Sound Commercial Management

- SCEGGS has built on its strong fiscal position through continued prudent financial management including ongoing reviews of the School's operating procedures and conducting regular competitive tenders for its goods and services.

2020 ACHIEVEMENTS

- The SCEGGS Endowment Fund has been established to provide for the long-term viability of the school.
- A scholarship fund which enables tax deductible donations to be received has been established to assist with future financing to broaden over time the range of scholarships offered at SCEGGS.
- SCEGGS has an open and transparent governance structure and applies best practice rules and procedures to manage compliance with corporations' law.
- Over the past ten years, the SCEGGS Trust has raised \$6 million for the school. Philanthropy has been encouraged throughout our school community with our successful Bequest program, Annual Giving and Capital Campaigns drawing on the support of the Old Girls, parents and friends of the school.
- SCEGGS is committed to reducing its carbon footprint and to that end has become proactive in relation to ESD issues seeking ways to improve on current practice and investigating new opportunities to apply ESD principles.
- A formal OHS policy was introduced in 1998 and has been actively supported by the School's Board, all staff and contractors.
- The School's ongoing compliance with all applicable laws and regulations is rigorously monitored by the School Board.
- Administration staff have achieved productivity gains through the use of more effective and efficient administration systems.
- Front-line administrative staff have striven to give courteous, efficient and helpful service on behalf of SCEGGS.
- The School has worked hard to become part of the local community, involving itself in community issues and providing its facilities for community gatherings.

Facilities

- Many of the major new building projects have been completed including the Primary School and the Diana Bowman Performing Arts Centre.
- Significant refurbishments have been completed on the Old Girls' Building and Wilkinson House has been converted to a Senior Study Centre.
- The plans for the Joan Freeman Science, Art and Technology Centre have been acknowledged as outstanding by the school community, our neighbours and the City of Sydney Council, which has now approved the project's Development Application. We expect to commence work at the end of 2009 and complete Stage 1 in mid 2011.
- Student amenity has been improved through a combination of significant building projects and ongoing maintenance programs aimed at greening our campus and providing appropriate learning and recreational facilities for students in the 21st Century.
- We have provided leading edge technology in each learning area, including computer hardware, subject specific software and multi-media capabilities.
- We use our city location to augment our teaching – the academic, sporting and cultural facilities of the city lend a real richness to our teaching.



TO DAY

Under the direction of the fifth head of the school, Ms Jenny Allum, SCEGGS girls have continued to excel academically across the full range of disciplines.

Reflecting her belief in the significant role of the school in developing the whole person, she has diversified and strengthened the co-curricular programmes, particularly in the areas of Sport, Music, Drama and activities which extend girls' critical thinking skills. Believing that when the girls are happy and enjoy school they will be better learners, Ms Allum works closely with Year Co-ordinators and their pastoral teams to monitor the girls' progress closely.

Essential to the provision of the very best education possible for each girl, Ms Allum acknowledges that the staff is the school's most precious resource and central to achieving this goal. She seeks to attract and maintain the best staff, to enable their ongoing professional growth, and to provide the best possible facilities to support their work in and beyond the classroom. She wants SCEGGS to be a professional and fun place to learn, for students and staff.



TODAY

Being the age of ubiquitous technology, Ms Allum fosters the effective use of a range of technologies for learning throughout the curriculum, ensuring there is the necessary hardware, software, staff and training. To support this and to facilitate the best teaching and learning practice, the Old Girls' Building classrooms have been extended, the Design and Technology rooms expanded, and the Wilkinson Study Centre has been refurbished to provide specialised areas for senior girls. So too, the Primary School offers extensive space and facilities to develop the full range of skills and content, within each classroom.

Academic Support has been extended from K-12 to support the girls' learning needs, whether it is in the early stages of literacy and numeracy in the Primary School or at the senior level with how to study more effectively. Similarly, the recent Diana Bowman Performing Arts Centre, abutting the refurbished SCEGGS Great Hall, provides a tailored set of spaces to facilitate the many music and drama offerings within and outside the curriculum.

Maintaining the tradition that SCEGGS should be available to as many girls as possible, the annual Scholarship program has been extended to include: Academic scholarships for Year 7, Aboriginal scholarships, Music, Science and Boarding scholarships, and in conjunction with the Old Girls' Union, a scholarship for the daughter or granddaughter of an Old Girl.

As the majority of capital expenditure comes from donations and savings, the Trust's work has been strengthened to provide a strong capital base for the realisation of the School's future plans. The Barham Fellows program, which recognises intended or past bequests, and the Endowment Fund have been successfully established. And, of special significance, the Old Girls are a strong, involved association and continue to be an absolutely essential part of the School.

Today, SCEGGS remains a small, inner city school, where students from a variety of backgrounds mix and learn with purpose. This heterogeneity encourages tolerance, compassion, life long bonds of friendship, and an inclination to challenge the values and attitudes of the community in general and the school in particular. At SCEGGS, each girl is an individual; she is encouraged to work hard and to persevere, in order to attain whatever it is that she has the ability and determination to achieve.





THE FUTURE

I have yet to meet a SCEGGS student who does not present as a confident strong young woman, articulate, competent and independent.

Parent survey

OUR STUDENTS ARE OUR FOCUS. ALWAYS.

A SCEGGS student is like no other; she's worldly, articulate and compassionate. Though we always strive to provide the best possible academic environment, our girls leave SCEGGS with a "real-world" education, particularly because of the school's inner city location; it's what we call diversity of both education and life experience.

It's not just about passing examinations. Our girls come from all over Sydney and have a strong social awareness, building a sense of responsibility to give back to the wider community.

To ensure our girls receive the very best education we can give them, we will:

Engage and challenge our students;

- Celebrate and strengthen our reputation for and commitment to academic excellence in its broadest sense. Implicit in this will be recognition of the importance of qualities such as initiative, innovation, curiosity, adaptability to change, optimism and learning with enthusiasm.
- Value and promote the teaching and practice of higher order skills in critical thinking, communication, analysis, problem solving and team work.
- Explore opportunities for connecting ideas, understandings and resources across the curriculum in a way that mirrors the integrated nature of knowledge.
- Review our curriculum to ensure ongoing relevance to our students; the diversity of their needs, ability levels and learning styles.
- Implement programs that successfully differentiate teaching and learning to cater for the needs of all our students.
- Explore additional opportunities for our most talented students to experience both challenge and success in all academic areas.
- Evaluate the effectiveness and range of learning support services provided in meeting individual student needs.



THE FUTURE

- Offer a dynamic and comprehensive co-curricular program that caters for the interests and abilities of all students.
- Develop a strategy for the effective tracking of student academic performance and broad achievement across their years of schooling at SCEGGS.
- Recognise that the education of the whole person is important to us by encouraging our students to be physically healthy, culturally well educated and accomplished young women.

Foster respect and responsibility;

- Encourage students to recognise their personal responsibilities as learners and the importance of their contribution to SCEGGS as a community of learners.
- Explore opportunities to heighten each student's sense of belonging and esprit de corps to encourage commitment to and participation in the life of the school and the flourishing of unique talents.
- Shape opportunities through a strong co-curricular and leadership program for our students to become confident, competent young women who demonstrate leadership skills in a thoughtful and responsible way.

Promote our global neighbourhood;

- Seek innovative ways to enhance our students' understanding of the potential of their role and responsibilities as global citizens.
- Address the realities of our changing society, recognising that students of today need to use technology with discernment and ease, work successfully in collaborative environments and be able to source, evaluate and integrate information.
- Educate students in the responsible use of appropriate technologies and in the acquisition of skills of discernment and evaluation with regard to them.

STAFF MAKE THE DIFFERENCE

The quality of our staff is paramount in being able to deliver the best education for our girls. That quality manifests itself in a number of ways.

Most importantly, our staff are accessible and genuinely interested in the well-being and development of each and every girl at SCEGGS. This dedication and passion flows onto the students.

Not only do they inspire excellence in the classroom, they often bring leadership qualities from other positions of life outside of the School.

As a group our staff share a strong camaraderie and are great supporters of each other; the esprit de corps is such that it's not

unheard of for them to stay at SCEGGS rather than take up a more senior position at other schools. Quite simply, our staff love working at SCEGGS. To continue to attract the very best staff we will:

Value staff;

- Affirm the importance of attracting and retaining outstanding staff through the provision of superior working conditions.
- Provide competitive and flexible remuneration packages and human resource best practice, supporting the needs of staff and acknowledging the critical importance of their role.
- Make available a wide range of professional learning opportunities, both within the school and those conducted by external providers, to keep staff up-to-date and energised in their work.
- Provide an encouraging climate where new ideas and innovative practices are valued.
- Create compelling incentives to encourage the long term commitment of outstanding staff to SCEGGS.

Lead the way;

- Exercise leadership in statewide and national educational initiatives through staff participation in educational debate, curriculum development, professional subject associations and speaking at professional seminars.
- Promote teaching as a profession through strong advocacy and exemplary practice.
- Explore partnerships with tertiary institutions to attract highly qualified, outstanding new educators to SCEGGS.

Commit to excellence in the classroom;

- Aim to deliver excellence in classroom experiences, ensuring a consistent high quality education for every student.
- Create a positive, purposeful and dynamic learning environment for all students.
- Value all students as individuals by creating a safe and supportive environment.
- Plan and work collaboratively with other members of staff to maximise learning opportunities for all students.
- Use the staff appraisal program to encourage open and effective reflection and to maintain the highest standards in teaching practice.
- Be discerning in the identification of technologies best suited for the educational setting. Engage with such technologies to provide a technology rich environment.

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.

SCEGGS Darlington Annual Report 2007



PARTNERING WITH OUR PARENTS

To establish the best framework for our girls' education, the relationship between parents and the School necessitates a true partnership. This involves more than just communication through newsletters and surveys; it requires conversations.

I love how much SCEGGS emphasises the importance and ability of the individual AND community. There is a wonderful sense of community which I first noticed upon arriving in Year 7 – which only grew stronger in the senior years.

Year 12 Student Survey (Class of 2007)

Often, these conversations are about parenting issues which society increasingly finds difficult to facilitate. Other times they involve core educational issues for which we seek constructive dialogue.

This openness breeds confidence and trust, which is why we encourage continual dialogue between staff, parents and students.

To help our students with the best possible support network to underpin their learning opportunities we will:

- View parents as important partners in the educative journey of their daughters.
- Understand a meaningful and mutually supportive relationship between parents and school can only enhance the pastoral and educational outcomes for our girls.
- Strengthen communication between parents and our school, providing meaningful feedback to parents about their daughter's progress through a variety of media, both formal and informal.
- Encourage parents to consider themselves in a supportive partnership with the school and to communicate regularly, knowing that their communication and the prompt resolution of any issue are pivotal to a successful educational experience for their daughters.



- Ensure that we are open and accessible to our parents, recognising the need to be accountable to them, valuing their involvement in and contributions to the school and being receptive to their feedback.
- Develop and promote a variety of strategies to support parents in the demands of their role. Assist parents to readily access information about parenting, adolescent and /or academic issues through school publications and attendance at school organised seminars.
- Partner parents in a co-operative role to encourage the socially responsible use of technology both at school and in the home environment.

CONNECTING AND NURTURING

SCEGGS girls have a continuing sense of community. Maybe it's because of our unique location, exposing our girls to the wide range of social issues a city experiences.

As likely, it's also due to our Anglican heritage that gives a context within which to have a discussion about the values that underpin life.

Our diversity of beliefs, geography and socio-economic circumstances are very important to providing a broad appreciation of the things that really matter, while giving an added richness to the girls' educational experience.

This promotes a belonging to both the School and the wider community that stays with our students for their entire lives. Once a SCEGGS girl, always a SCEGGS girl. To help us prepare our girls' to be active participants in the community we:

Value our Anglican Heritage;

- Engender in our students ethical and moral principles and strength of character based on our Christian values.
- Continue to make Chapel and Special Services meaningful experiences for all girls, challenge our students to think about the Christian message and its relevance for their lives through our Religious Education classes, and encourage opportunities for informal prayer and Christian fellowship among parents and students.
- Offer opportunities through our Community Service, Charity and Outreach programs to tangibly demonstrate our commitment to community and social justice.
- Promote a sense of belonging and connectedness.
- Promote the values of good emotional and spiritual health that assist students to develop resilience and a strong belief in their self worth and to accept themselves as individuals.
- Nurture students so that they have respect and compassion towards others, the skills to build good relationships and to make a difference to society and the well being of the less advantaged.
- Continue to strengthen pastoral structures within the school so our girls feel a sense of belonging and connectedness and develop school spirit.
- Work closely with our Old Girls to encourage lifelong affiliation with the school and engagement with our younger alumni through organisations such as the Old Girls' Union and SPAN, offering opportunities for professional mentoring and networking.
- Work to strengthen our caring and friendly school community so that each individual feels valued and listened to and each girl feels safe and supported and enjoys coming to school each day.



AN ETHICAL AND SUSTAINABLE FUTURE

We consider ourselves custodians of our share of the world's resources. The concept we have adopted is one of optimistic stewardship; it's not just a case of cautious footprints but also striving to create a better society and to make our planet a more sustainable place to live.

This involves decisions as diverse as environmental and sustainable design initiatives in building programs and refurbishment through to issues of social justice, particularly those involving the indigenous community.

The values we adopt here not only make a difference at the micro level but also demonstrate leadership in an overall sense:

- SCEGGS girls have always been encouraged to be outward looking. Now, more than ever, there is an urgency for our school community to be so – to show leadership and commitment in response to challenges in areas of equity and social justice, environmental sustainability and the ever evolving domain of information technology.
- Use and integrate leading technologies and sustainability practices and tools in design of new buildings.
- Monitor existing school buildings to determine the current status of ESD and establish plans to improve on current practices.
- Incorporate strategies to minimise waste production and increase recycling and reuse.
- Encourage departments to conduct self assessment energy audits and develop a periodic school-wide review process that reports on gains in sustainability.
- Promote active and optimistic stewardship of the local and global environment through education and best practice modelling.
- Develop a communication strategy that informs our community of initiatives undertaken.

Value and respect diversity and social justice;

- Engage more responsively with issues of social justice. Demonstrate a commitment to citizenship and social responsibility through involvement in community service initiatives.
- Seek realistic opportunities to establish genuine outreach programs where needs are identified – particularly with indigenous Australia and disadvantaged communities elsewhere.
- Provide a significant number of means-tested scholarships and other forms of fee-relief by 2020 to maintain and increase the diversity of our student body and to enact our commitment to social justice.



OUR FUTURE NEEDS TO BE SECURED

SCEGGS has a long and proud history of excellence in education. We are recognised as one of the leading schools in Sydney and have an obligation to maintain and build on this reputation.

Undoubtedly, being prudent financial managers is fundamental to ensuring that the School's future is secure. Open and accountable governance is a hallmark of a confident and trustworthy school.

However, we also see our place in the local community as being just as important. We've been at this same site since 1901 so we consider ourselves long-term neighbours (rather than tenants) and, as such, have a responsibility to act in a way that reflects the trust inherent in this position. In all senses there is, and will continue to be, transparency in every aspect of the School's life. In securing our future, we identify that we need to:

- Provide responsive and accountable management.
- Commit to ethical and transparent decision making.
- Demonstrate sound corporate governance.
- Comply with statutory and legislative requirements as audited by a range of regulatory bodies.
- Benchmark our performance utilising a range of quantitative

and qualitative indicators such as the rigorous external analysis of academic results in statewide and national tests and examinations, comprehensive parent, student and staff surveys.

Ensure financial viability up to and beyond 2020;

- Explore strategies to increase financial resourcing and support to secure the School's future in whatever circumstances prevail.
- Support the long term viability of the School through the work of the SCEGGS Trust and their proactive encouragement of philanthropy and fund raising for the Building Fund, the Barham Fellows program, Old Girls' Annual Giving, the Scholarship Fund and the Endowment Fund.
- Aim to have a considerable Endowment Fund (in the order of \$20 million by 2020) that will provide financial security for the school, maintain the level of excellence for which SCEGGS is known, and maintain accessibility of the school to all.
- Regularly review and monitor income and expenditure against approved budgets.
- Keep fees as affordable as possible for our diverse school community.
- Carry out competitive tendering on a regular basis for the services of our consultants, contractors and suppliers.
- Ensure appropriate risk management strategies are in place across the organisation.



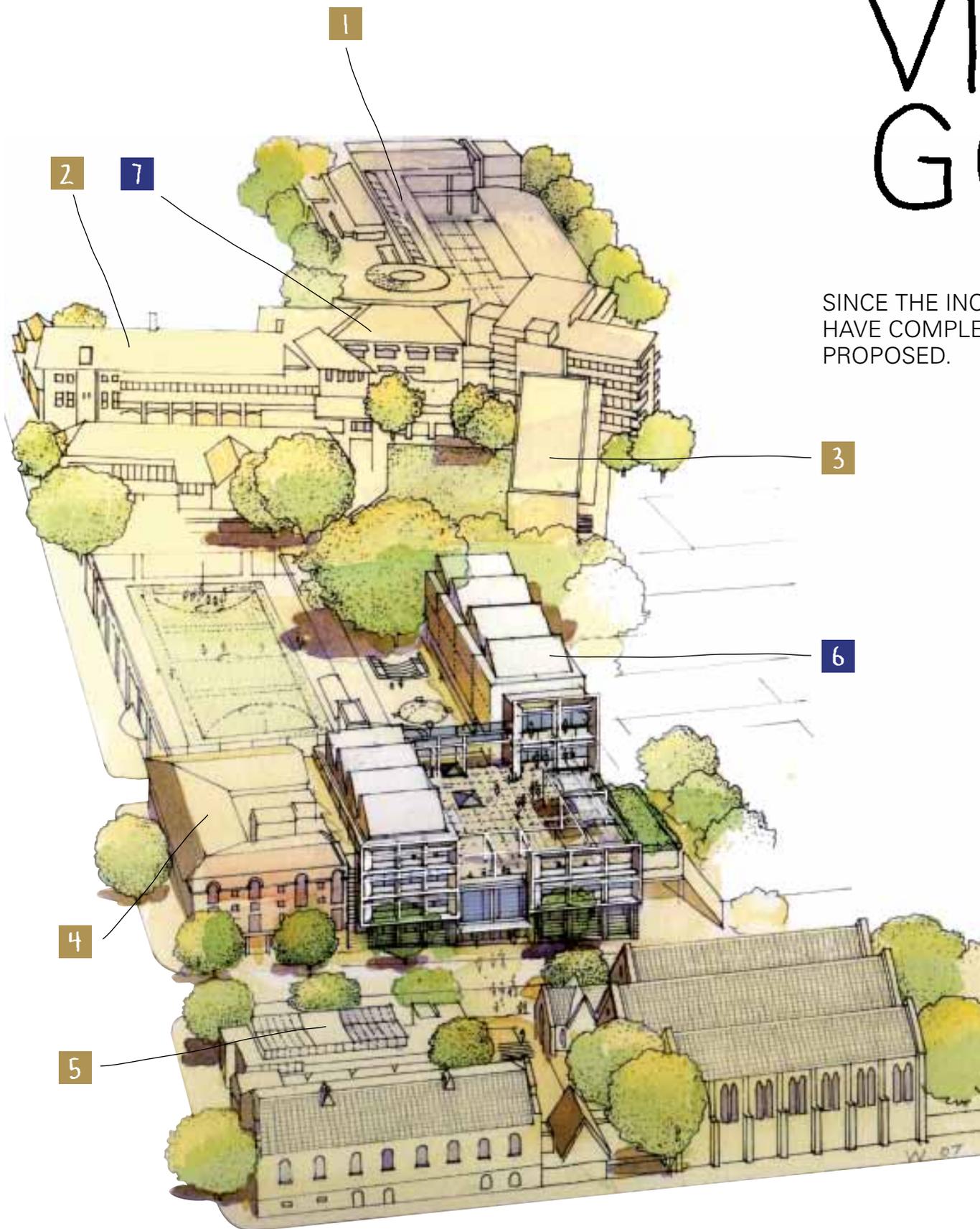
Design for a functional and flexible built environment;

- Complete the physical infrastructure of the school as per the Building Master Plan to meet the learning needs of our students.
- Maintain the physical assets of the school to high standard through regular maintenance and refurbishment schedules.
- Seek opportunities to enhance amenity and functionality on campus.
- Through design integrity, work to enhance the amenity and appeal of our presence within the near community.
- Incorporate principles of sustainability and flexibility in facilities design.
- Effectively integrate and manage a reliable, efficient and fault tolerant information technology environment that will meet our current and future needs.
- Seek ways to enhance our provision of out of hours access to facilities for learning.
- Provide facilities and support to ensure the seamless, productive and creative use of technology.

Commit to a shared vision;

- Continue to engage the SCEGGS community through vibrant and collaborative leadership.
- Enhance the sense of connectedness with the school for groups such as alumni and parents that engenders affection and affiliation.
- Seize appropriate opportunities to promote the school, its ethos, reputation and vision.
- Work co-operatively within the local community and with council to contribute to neighbourhood amenity and enhance goodwill.

2020 VISION GOALS



SINCE THE INCEPTION OF 2020 VISION IN 1998 WE HAVE COMPLETED FIVE OF THE SEVEN PROJECTS PROPOSED.

PROJECTS COMPLETED

1. The Primary School
2. Refurbishment of Administration and Support Areas
3. The Old Girls' Building
4. The Wilkinson Senior Study Centre
5. The Diana Bowman Performing Arts Centre

PROJECTS OUTSTANDING

6. The Joan Freeman Science, Art and Technology Centre
7. Information and Research Centre



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