

our path ahead

A Curious Mind

**THE SIGN OF A
GREAT STUDENT**

Educating Parents

more skills, more involvement

Staff

*breathe life into
our philosophy*



SCEGGS
DARLINGHURST

FIRST WORD

The path ahead for SCEGGS, and in particular for our students, will have many a twist and turn. These are challenging times. But they are also exciting times. Together, with input from parents, staff, our community and most importantly the girls themselves, we know we can face the future with great confidence.

What you will find in these pages is a long term plan, a strategic direction for the next 20 or more years. So that (let's say), if you are thinking now of enrolling your daughter, you'll be able to have an idea of the sort of school SCEGGS will be when she starts, as well as when she finishes.

We have tried to give all concerned a sense of where we are and where we are going.

In short, this is how we're thinking now about our future.

Doubtless, as technology and general circumstances evolve, so will our plans. The curriculum will change to include subjects not currently taught. Our co-curricular programs will expand to include activities previously unthought of.

You'll read here how at SCEGGS we welcome the active participation of parents in their daughter's education – we more than welcome it, we actively encourage it. And you'll discover how these relationships can extend beyond Year 12 as so many of our girls and their parents have found fulfillment and gratification by being involved in post-school activities including mentoring and coaching.

We invite you to get to know the bigger picture – to get to know why “SCEGGS – we love it!” are words you'll hear often and that are expressed with genuine emotion.



Jenny Allum,
Head of School



PS. I chose the image of Tia for the front cover of this magazine because I think she comes across as confident, strong, engaging, and compassionate. She is clearly comfortable in her own skin and with an innate graciousness of spirit. These are things we all want, parents and teachers, for each and every SCEGGS girl!



OUR VISION

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



The SCEGGS Strategic Plan

our girls

The students are our focus

Our enduring and guiding values remain the same.

We want our girls to be

distinctive in the world – confident, articulate, compassionate and resilient young women who think creatively, show initiative and are comfortable in their own skins. As they grow, we will help our students learn to know themselves and each other, to understand their strengths and have a commitment to personal excellence.

make every day count

Inspiring learning

Our broad, liberal education will value critical thinking, diversity of thought and

academic excellence. Our quality curricular and co-curricular educational programs will be inspiring, comprehensive and provide opportunities for both personal challenge and success.

Innovative programs will be tailored to foster leadership, develop a love of learning and equip our girls with collaborative problem solving skills.

the way to wellbeing

Helping our students to flourish

We are committed to developing resilient

students who are flexible, adaptable and will thrive in the complex world of their future. We will nurture each student and help her develop high levels of emotional, psychological and social wellbeing. At the heart of this is the development of quality relationships with peers, across year groups, between students and parents, and inter-generationally.

encourage challenge nurture

Our most important resource

We want to attract, develop and retain the most highly capable and engaged

teaching staff, aided by the very best administrative support teams. This will be achieved by offering a stimulating and rewarding working environment with outstanding conditions as well as diverse leadership opportunities and rich professional learning experiences.

educating our parents

In this together

Being a parent isn't easy!

We want our parents to

have access to the wealth

of expertise available at school and be encouraged to develop a balanced and informed perspective that helps them support their daughters. Pivotal to this is developing an open, communicative relationship between school and families where we work together to help our girls grow and learn.

follow us

Leading the educational debate

We will strive to be a prominent voice in

educational dialogue and debate in Australia, a leader of girls' education and →

a centre of excellence. We will be critical thinkers who articulate and share ideas which contribute to the advancement of education for the next generations of young Australians.



Strengthening relationships

Our strong sense of identity will guide the development of new opportunities that strengthen the relationships between current students, Old Girls, parents, staff, the Church and the wider community. We will enhance the great spirit of community that has been established over many generations at SCEGGS and develop more vibrant community networks.



Communicating well

We will always listen, and we will engage with and respond to the evolving needs of our community thoughtfully and intentionally. Our coordinated

approach to communications will ensure that we speak to our community with clarity, efficiency and substance.



Social justice through outreach

SCEGGS has always had a special connection with its place in Darlinghurst. We want every SCEGGS girl to embrace a future of hope, empowered by a belief in her own personal capacity to make a difference to others by demonstrating service through action. Our girls will recognise disadvantage and vulnerability in our society, locally, nationally and internationally, and act with commitment, compassion and courage.



Custodians of our environment

Environmental sustainability must be of central importance in our future in both our management of the school site and the education of our girls. We will reduce

our use of the world's finite resources and increase our use of renewable energy wherever we can. We will educate generations of thoughtful and responsible environmental citizens.



Facilities that connect with learning

Our Facilities MasterPlan will see us redevelop the underutilised areas of our existing site to create increased opportunities for the next generation of SCEGGS girls. We will use creative designs that recognise the pivotal influence of physical space and environment on the learning process.



Sound governance and financial management

Comprehensive corporate responsibility, the management of risk and the flexibility to respond to external and internal circumstances will underpin the ongoing development of the school and our business practices.

WHO WILL I BE WHEN I GROW UP?

Throughout this publication you'll find many adjectives describing the kind of students, graduates and women SCEGGS helps develop. Confident, resilient, savvy and articulate are a few descriptors often mentioned. Our aim is for SCEGGS girls to be equipped, academically and emotionally, to contribute to the community as a whole, as well as to their lives, relationships and chosen careers.

We are a “non-selective” school. Which means we welcome girls who have very different levels of academic potential. We are as proud of our reputation for academic excellence and success in public examinations as we are of the achievements of our girls in their many and varied chosen life paths.

In the sciences, professions, sports, the arts, politics and commerce you'll find SCEGGS →



girls making a difference – and very often leading in their field.

SCEGGS achievers. The only woman in the world to have won the prestigious Rutherford Medal for Physics. The first woman to climb Mount Cook. The first woman to be appointed managing partner of a top-30 law firm. An award-winning Photonics Physicist. Or award-winning inventor, adventurer, journalist and educator. SCEGGS Darlinghurst numbers all these achievers (and many more) among its alumni.

SCEGGS girls stand out. They value individuality and independence of mind. Our school is small enough to be a

safe and friendly environment where each girl feels known, valued and nurtured, yet large enough to provide depth across a range of programs.

SCEGGS is a different school.

Situated on the edge of the CBD of Australia's busiest city, it has only a small population of 900 students from Kindergarten to Year 12. As such, SCEGGS offers a special environment – a place where the personal and academic potential of each child is developed equally. The school emphasises the worth of the individual, personal integrity and social responsibility. Our students learn, not only the curriculum, but to feel comfortable within themselves, sure of their strengths



and able to work as independent, confident and articulate members of the community.

We believe that SCEGGS girls are indeed “savvy”, and certainly at ease in their city environment. →



The Christian faith and its values.

This underpins all that we do at SCEGGS. In Religious Education, debate, research and inquiry are conducted in an open environment. Girls have the freedom and support to explore their own spirituality and to come up with their own answers.

Our community. Our students see aspects of real disadvantage within the community around us. We encourage them to live their lives with compassion, courage and a determination to benefit society. SCEGGS girls understand something of life's complexities.

Our talented and dedicated staff.

We attract and maintain the

highest quality staff to deliver an outstanding education to our girls. Survey feedback collected from parents and students continually pays tribute to their hard work, care and professionalism.

SCEGGS values excellence. We value learning, achievements in the widest range of areas, and the development of accomplished, confident well-rounded young women. We strive to achieve excellence in all areas – academic, co-curriculum, social justice and pastoral care, emotional and spiritual development.

SCEGGS – we love it!



SCEGGS is, and always will be, all about the girls. Individually and collectively, they're it. Of course, there are other aspects of SCEGGS life that are really important but they're not the focus. The girls are.

OUR GIRLS

We exist to provide our girls with an education that will see them develop into confident, articulate, compassionate and resilient young women.

A child entering Kindergarten today will leave us in 13 years' time and enter into a vastly different world. It's our job to make sure she is equipped with a lot more than just a certificate. These are areas we see as fundamental to us achieving our goal:

Confidence. Building in our girls the self-confidence to be assertive when necessary and the

willingness to be creative in their thinking.

Quality staff. Providing our students with the best education possible by giving them access to the best teachers and resources.

Love learning. Nurturing a love of learning and intellectual curiosity, where learning how to learn, applying knowledge, thinking both creatively and analytically and working collaboratively, are pivotal to the all-round development of our students.

Hard work. Developing resilient learners who understand that they have to work hard to achieve their →

goals, knowing that making mistakes, and yet still persisting, is really valuable in the learning process.

Creative soul. Encouraging students to explore their interest in the creative arts, to develop their musical, dramatic and artistic skills.

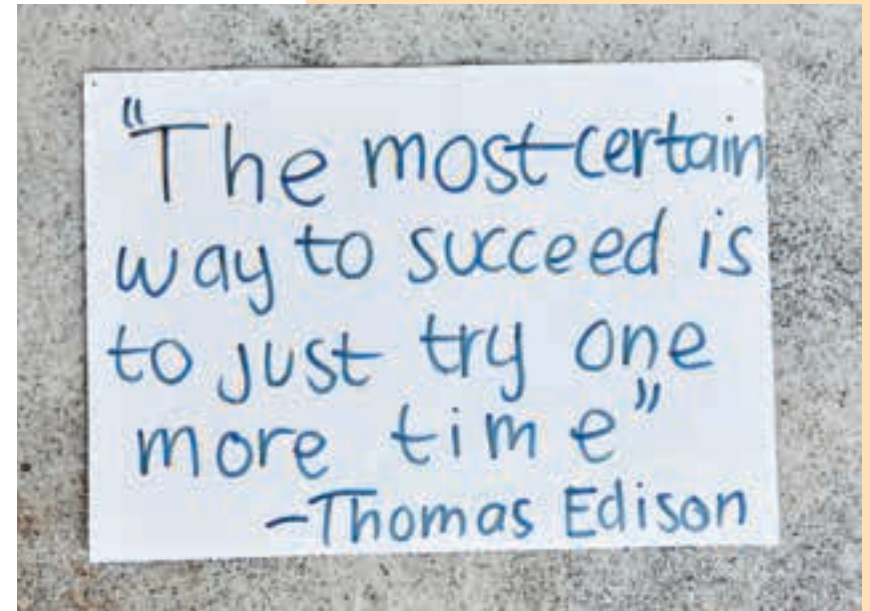
Getting physical. Continuing to value sporting activities, including those with a team component, as an important part of our girls' education. It's important all girls are given the confidence to just "have a go".

Sense of belonging. Balancing individual academic endeavour with a sense of community, generosity of spirit and consideration of others.

Greater wellbeing. Placing even greater emphasis on the importance of nurturing the girls complete wellbeing – physically, intellectually, emotionally and spiritually.

Appreciating diversity. Increasing the level of diversity among the student population so SCEGGS girls will have an appreciation and understanding of the school's egalitarian values.

Positive technology. Encouraging our girls to embrace the very best of emerging technologies to prepare them for lifelong learning and a future of digital citizenship. We want to empower them to take responsibility for their personal digital footprint and reputation.



Leaders. Instilling in our girls the confidence and the competence to lead at the highest level across all sectors of the community.

Vocational opportunities.

Enhancing our Careers Education program to expose the girls to a wider range of post-school possibilities.

MAKE EVERY DAY COUNT



How do we strive to make every SCEGGS day a totally fulfilling day? That's the burning question.

We believe it's our role to create an environment in which all of our girls get to experience the enjoyment that comes from reaching their as yet unrealised potential.

We want them to be challenged, we want them to want to learn.

Academic excellence. This is a relative Term. As a non-selective school we've been extremely successful in examinations.

What matters to us more, though, is how successful we've been in encouraging the girls to want to extend themselves that little bit further.

An evolving curriculum. As our world and the needs of girls change, so must our curriculum. We will regularly review the curriculum to ensure relevance and challenge in the context of how we see the future at that time. →

SCEGGS

Getting the balance right.

This lofty aspiration requires getting the balance of all our programs just right so they work together to achieve both academic and personal development results.

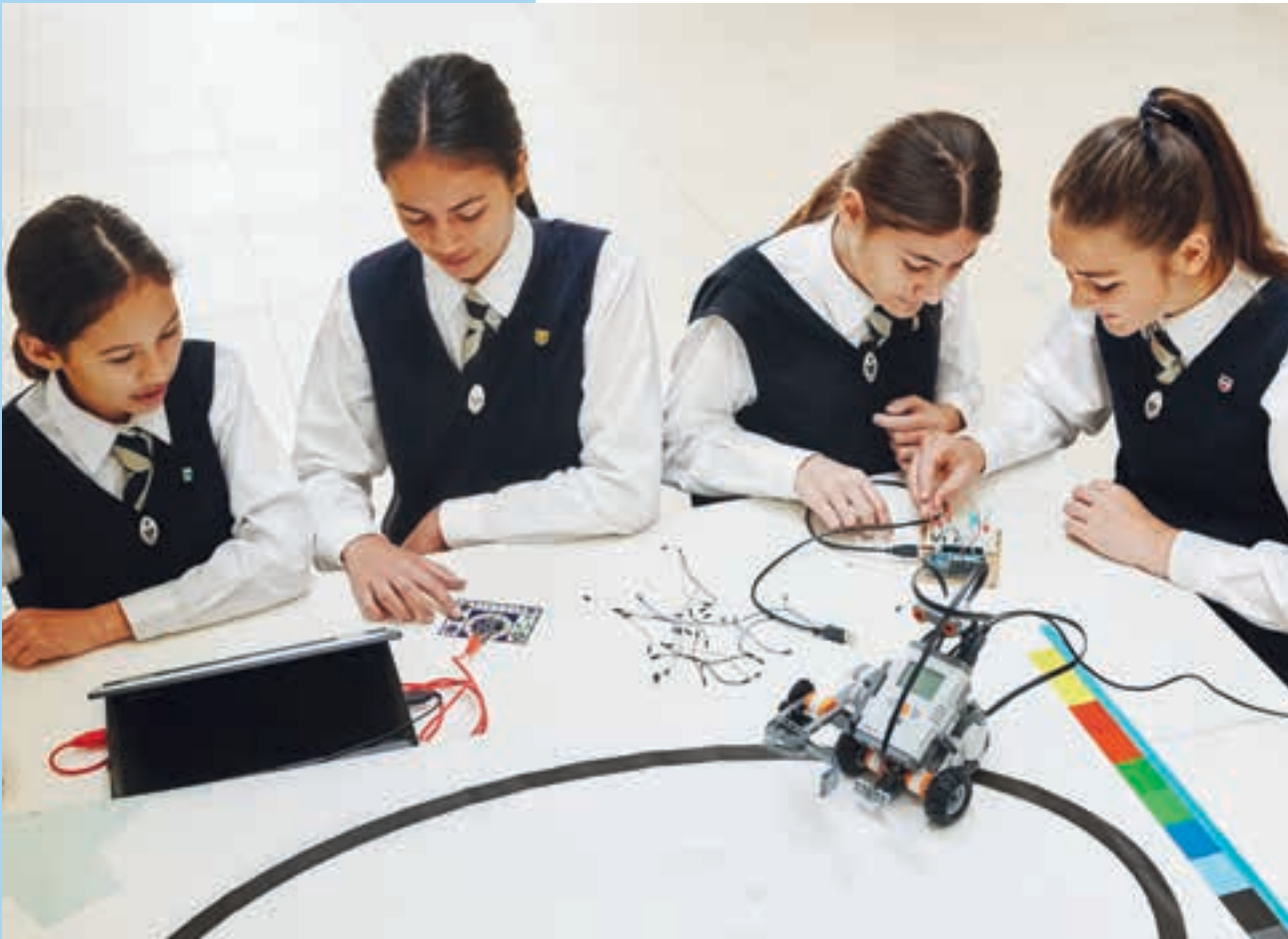
STEM, fun? We do encourage the highest levels of participation and achievement in the subjects of Science, Technology, Engineering and Mathematics (STEM) – because we believe this knowledge will benefit

our girls later in life.

Our STEM programs will remain contemporary and innovative. Already, curriculum-based activities overflow into co-curricular fun whether with us, or at other schools and organisations.

Humanities and the creative arts. That doesn't mean we'll rest on the already substantial laurels of other subjects: English, Languages, the Arts, History, the Social Sciences, the Classics and so on. They →

nurtures
a love of
learning &
intellectual
curiosity



have always been significant paths to learning and we will ensure they continue to be so.

Technology evolution. The best of technology will prepare our students for the complex world that awaits them. SCEGGS girls will learn to use technology effectively, efficiently and responsibly.

From inspiring learning to inspiring leaders. Considering the size and location of our campus, SCEGGS provides an extraordinary number of co-curricular activities often beyond the confines of the school grounds. We see these less formal activities as another way our girls can develop leadership skills. Every school activity is part of the total education program we offer teaching “the value of striving for success”.



We know that young people feel safe when they are in good relationships, they connect when they are in good relationships, they engage in learning when they are in good relationships.

THE WAY TO WELLBEING

At SCEGGS, we recognise the major role pastoral care plays in the social and emotional competence of our girls. Relationships the key. Where there exists a culture of good relationships the whole school will take responsibility for every individual within it. We are dedicated to cultivating resilient students who are able to flourish and thrive in this ever more complex world.

New pressures. Tomorrow's students will be dealing with

new and different influences that will affect things like their levels of stress and even their mental health. So, as we move forward, we're well aware of the need to balance our pursuit of excellence with this knowledge and with the provision of the tools and resources (both personal and online) to assist each and every student in our care.

Pastoral Care Program. Through small groups, activities and conversations we will cover a range of topics that will be →

designed to help all students, no matter how old, to build the resilience that will benefit them throughout, and well beyond, school life. A spirit of openness will be encouraged to eliminate any stigma associated with accessing counselling services.

SCEGGS and religion. Although we live in an increasingly secular world, SCEGGS will continue to offer students the opportunity to explore their spirituality and faith while also considering different ways to provide and support open and inclusive Christian programs within the school.

Wellbeing in an online environment. Our Pastoral Care Program will include educating the girls about how best to deal with social media and the nature of their online footprint.

Indigenous support. As our Indigenous Scholarship program grows, so too will our efforts to support these girls' specific needs.

Mentoring opportunities and connections to their wider community of Indigenous students in Sydney are already in place and these will develop in line with the scholarship program.





SCEGGS staff often use words like these as they breathe life into our philosophy.

ENCOURAGE CHALLENGE NURTURE

We'll be investing time, energy (and, of course, resources) to attract, develop and retain the most talented, capable and engaging teaching staff to encourage, challenge and nurture our girls to become the best they can be. And to help them achieve this, we'll back them up with a professional, dedicated team of administrative staff whose mission is to help our

teaching staff deliver to the best of their ability – to let teachers teach.

Our teachers of tomorrow.

We're putting a lot of thought into where SCEGGS is going as a school and making sure our teaching staff know we are working with a cohesive, targeted plan for both our future and theirs. →

We continue to look at new ways we can deliver a *stimulating & dynamic* work environment for teachers and staff

The workplace, reinvented. The SCEGGS of the future is already shaping up to be an exciting and innovative place to be for teaching staff, administrative staff and students. Change will now be ongoing at an even faster rate.

Lesson preparation, collaboration, and co-operative planning are all so important in the process of providing quality education. We're considering what innovative

changes we might be able to enact so that teachers can be scheduled for less face-to-face teaching per day, allowing for increased preparation and development time.

Tech changing teachers. Effective use of the changes in technology will allow us to deliver better outcomes so teachers will be able to concentrate on teaching. We will have a “re-think the way →

we do things” approach, where we can see benefits and pay-offs.

SCEGGS of the future will see teacher using technology to work more closely with other workplace professionals. They will continue to up-skill to become expert facilitators, drawing on experts from anywhere to access and present the best available content to students.

Developing professionally. But despite the busyness of this reinvented workplace, it’s important we also create time to consider just what is best practice. One way to do that is to observe and learn from a wide variety of lessons taught by great teachers. We believe the most valuable professional development our teachers get is from networking with other teachers, who teach in

different systems – seeing first-hand what and how other schools teach and assess, what is emphasised and what is valued.

They come back. We recognise our staff plans will need to be flexible to accommodate sabbaticals and exchanges, as well as all the twists and turns of their personal lives. The end result of this flexibility and planning is that we will be able to draw on our teachers’ collective expertise in order to support even further collaboration, research and innovation.

Teaching our teachers. All of our staff have the opportunity to further develop their skills by attending the myriad of extra training and courses on offer from many sources outside of the school. Knowing where the

school is going with subjects such as Student Wellbeing, Indigenous Learning and Culture, Parent Relationships and Team Building, helps them make relevant choices.

Leadership skills. The best teachers are also great leaders. We will always encourage staff to develop their leadership, effective communication, and problem solving skills so that they may lead with confidence and flair.

Helping each other is a key feature of successful teaching. Sharing knowledge builds both individual and overall skills.

But with our “it’s all about the girls” philosophy, we only ever adopt programs and innovations that we consider to be of benefit to them.

IN THIS TOGETHER



“When you are positively engaged in your child’s education, they are more likely to attend and perform better at school.” We didn’t say that. The Government did.

Partnering with our Parents. Your child’s education at SCEGGS will be a partnership between the school, the teaching staff and the parents. Pivotal to this process is an open, communicative relationship where parents feel included and connected.

Parent Information Program. We’ve already created a comprehensive Parent Information Program which includes prospective tours, orientations, inductions, information evenings and parent-teacher afternoons. However, we will improve the quality of this resource and make the information integrated, consistent, well-planned and accessible when parents want it.

Learning Portal. The online aspect of this Program will be developed to cater to the needs of our parents and their daughters, including the development of a parent learning portal with courses, video tips, speaker summaries and recommended readings.

Succeeding together. Our teaching staff understand that this greater engagement in your daughter’s education will involve parents needing to invest time in acquiring new knowledge and skills.

If the end result is girls who are happier, love learning and more likely to succeed in life, then the effort will be well worth it.

FOLLOW US



We can choose to be in control of our destiny, or we can have it determined by others.

SCEGGS has every intention of being a very active participant in the educational debate.

Participation. We want our teachers to develop and articulate a point of view based on a critical examination of their own teaching experience combined with the huge amount of data, research, ideas and opinions that are being generated on the latest educational questions surrounding the education of girls.

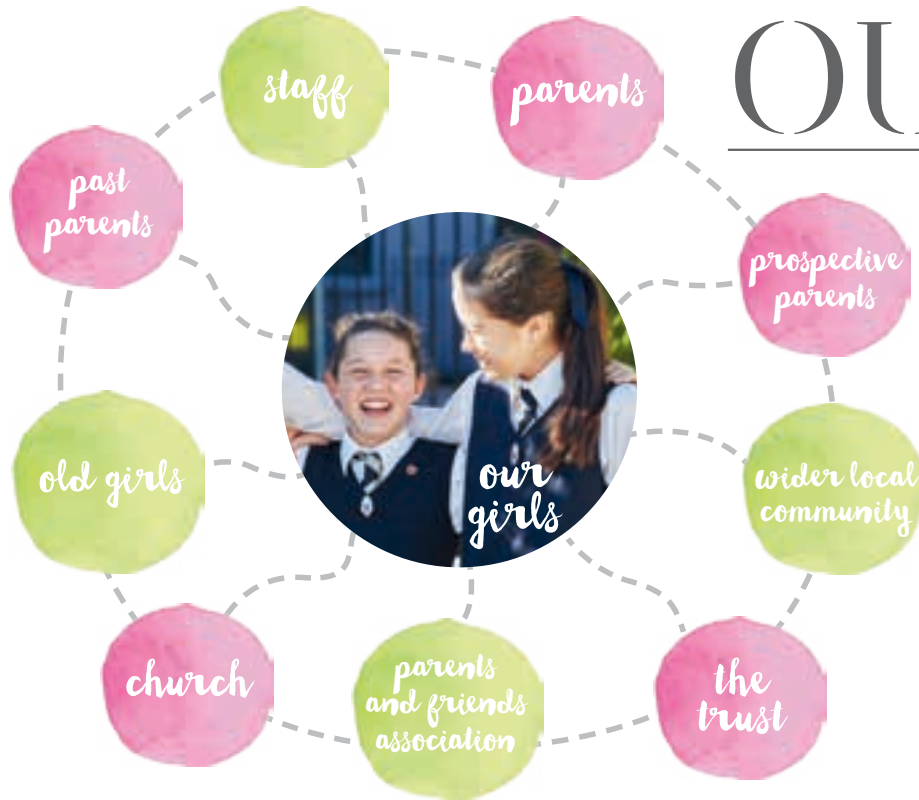
Community implications. The education debate also has broad community implications. As such, we need to take it beyond the school grounds. We will develop community partnerships that will

further benefit our students in the areas of mental health, resilience, global perspectives, social justice, and the best educational outcomes possible.

SCEGGS can, and will, continue to be seen as a centre of excellence, striving for the betterment of education for the next generations of young women.

Leadership. Staff and students can both be given the leadership experiences, mentoring and training which will help grow future educational and community leaders. In this way, SCEGGS will be a major contributor to a system-wide improvement of student outcomes and a better future for all.

CONNECTING WITH OUR COMMUNITY



SCEGGS is a community with many interconnections. And with the advent of modern and future communications, our community is growing in strength.

We are now planning to channel this strength into a positive outcome for the girls. We see it as having the potential to further nurture our school spirit and sense of belonging. It gives our girls an amazing array of resources to tap into that will contribute to a life-long love for, and attachment to, the school.

Organisations such as SCEGGS Professional Alumni Network (SPAN) will take on an even more active role in mentoring and offering professional advice and support to girls, particularly as they transition from Year 12. Parents,

The Board, The Parents' and Friends' Association, The Old Girls' Union, The Trust, Past Parents and even the wider local community will also have even greater opportunity to contribute in more ways than we can currently imagine.

It doesn't stop there. We'll be exploring more opportunities to work and collaborate with local cultural, sporting, community and Indigenous groups – some of whom (the Sydney Chamber Choir, Sydney Youth Orchestra, Intrinsic Sports and the NAISDA Dance College) are already making use of the school facilities.

STAYING IN TOUCH



Faster communications channels and the vast array of new media available require a co-ordinated strategy to make sure we are listening to all members of our community.

Our communications need to be engaging, timely and substantial.

- *Engaging*, because we want to speak to the hearts and minds of our community.
- *Timely*, as efficiency is such an important element in effective communication.
- *Substantial*, because quality of communication will always be more important than quantity.

Listen first. The best conversations start with listening. Listening to understand, to suggestions and ideas, and to feedback and concerns.

Informed and involved. The advantages of a more informed community are many and will lead to a more involved SCEGGS community.

Internal and external channels. We regularly reassess our approaches to communication to ensure they are useful and effective, making use of the best available tools.

The voice. Digital channels will empower our girls to create a positive digital footprint. Increasingly, we will witness the emergence of, and indeed our promotion of, a stronger student voice.

What's next? This new era will enable us to access the world's best teachers and the world's most engaging content. It will enable us to contribute, in a very meaningful way, to the education of girls outside our Darlinghurst precinct.



As a school located in Darlinghurst, girls and staff witness our local community's vulnerabilities and the injustices people can suffer. SCEGGS has a long and special connection to its place and its people, which shapes our world view.

CARING

Fuelled by a heart filled with compassion and a mind concerned with Social Justice, SCEGGS girls will continue to demonstrate service through action. We expect that everyone within and beyond our immediate school community should be treated with respect and dignity.

Bringing this imperative alive through every human interaction means that every SCEGGS girl is empowered by a belief in her own personal capacity to make a difference.

In this way, we embrace a future of hope.

Engaging in community service and working towards social justice can be transformative for both individuals and communities. We know that SCEGGS girls will go on to lead improvement in the lives of others.

We believe in doing things *with* people rather than *for* people and will continue to meet the changing needs of our nearest neighbours as well as engage with global causes.→

IMAGINE an outback indigenous campus?

One day, perhaps in the not too distant future, we may have another campus. Not another Sydney campus, but one somewhat further out.

Way further out. In outback Australia.

Indigenous SCEGGS.

Outback Indigenous SCEGGS is meant to be a concept that challenges us. But what if a SCEGGS girl, or a staff member, or an Old Girl, or indeed, a member of the Board, should take the idea and run with it? In many ways the seeds of our hypothetical idea for Outback Indigenous SCEGGS are already sewn.

- Reconciliation Week is already

an important week in the school calendar.

- We have an Indigenous Scholarship Program in place and are working on expanding it.
- And when we plan a trip to Central Australia, it isn't for sight-seeing. "Social Outreach" is very much an integral part of the trip.

Outback Indigenous SCEGGS may or may not happen, but it is this sort of inspiring thought we like to see as a challenge. It takes us out of our comfort zone. It asks us to consider how, as a school, we can contribute in a meaningful way to both our local community and to the country as a whole.

It is thoughts like these that will continue to shape our world view.

ACTING FOR THE LONG TERM



As a generation, our girls are very aware of the need to take practical steps to minimise their environmental impact and to live more sustainably.

“This is a tough one... it’s about going from merely turning the lights off to establishing a different culture, bringing about behavioural change and making kids think long term.”

As a school, we should both lead by example and teach all our girls, from K to 12, how they can contribute. And that means doing “more than turning out the lights on Earth Day.”

The committee. In the words of student Mia Bodycomb: “The Environmental Committee is a group of SCEGGS students and teachers passionate about creating innovative ideas we can implement in order to increase environmental sustainability within the school and the wider community.

“To achieve our sustainability goals at SCEGGS, we believe it must be a team effort with every member of our school community playing their part” in reducing waste, energy and our overall carbon footprint.

The thought that went into the design and build of the Joan Freeman Science, Art & Technology Centre epitomises just how seriously we take environmental issues. The brief was for the building to target the equivalent of a GBCA Green Star ‘Best Practice’ at the time.

USING SPACE WELL



Obviously, space at SCEGGS is at a premium. Our Facilities MasterPlan will provide flexible, well-designed, practical, contemporary and exciting spaces to accommodate the many challenges of our physical environment.

We're going to have to be smart about it. Just cramming many tall buildings onto the site isn't the answer. We will continue to develop and enhance the SCEGGS site but at the same time we must acknowledge both the important role physical space has on the learning process while also being sensitive to the effects these buildings would have on our local community.

The brief. Our architects are working to a brief to provide the school with "highly functional, flexible and inspiring spaces that are conducive to future learning and working needs."

As they create designs for us, we've asked them to consider the spaces that may currently be under-utilised. The restoration of the original building, Barham, is a great example of what we have in mind.

Suffice to say we are working with architects who know the school well. They are sensitive to taking the best of our past into the exciting future.

The drawing board. Currently, the SCEGGS MasterPlan is considering a number of projects including a Library and Study Centre, an Early Learning Centre, maybe a swimming pool and even a Bourke Street drop-off zone.

EVERY DOLLAR IS IMPORTANT



Sound governance and financial management must continue to be the essence of our business practice at SCEGGS. The management of risk and the financial flexibility to respond to circumstances applies as much to our future survival and success as they do to any corporate entity.

While schools and businesses are very different kinds of organisations, contemporary business practices are important in the running of the school.

Scholarships, buildings and facilities, financial management, long-term endowments, staff salaries and conditions, level of fees, philanthropic/corporate sponsorship activities and new technology investments are all aspects of revenue and costs which are constantly under review.

To maintain and improve our status as “an outstanding educator of girls” requires our constant

attention. We are not faddists – we believe that investment in our SCEGGS girls’ futures should be well considered from financial, practical and long-term outcome points of view. The diverse nature of our Board of Directors ensures that all potential investments are thoroughly debated.

Future earnings. School fees are only part of the revenue stream required to ensure SCEGGS remains on a sound financial footing. “Revenue diversity” is the phrase we use when we’re examining the possibilities of more philanthropic and corporate sponsorships to fund all or part of our scholarship program.

“The interest and attentiveness that the teachers, almost without exception, pay to our daughter - and not just academically, but how she is adjusting and ‘fitting in.’”

“Provides my daughter with a strong educational learning environment with a selection of extra curricular activities. Encourages her to enjoy her learning and find out things she does not know.”

Last words

“Strong and caring school community, a place where my daughter is engaged, stimulated and challenged.”

“The support to help my daughter be the best she can be. The genuine concern and well wishes for my daughter. Not turning her from an introvert to an extrovert, but meeting her where she is at to develop her best qualities and to overcome difficulties and fears.”

“Incredibly hard working, diligent, approachable and caring teaching staff.”

SO WHAT DID OUR PARENTS SAY IN OUR MOST RECENT SURVEY?

“Direct communication with family around child’s transition and adjustment and ensuring all extra support that is needed is put in place to maximise students ability to succeed.”

we love it!



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