

# ANNUAL REPORT 2022

Produced for NESAs

# Contents

<b>ANNUAL REPORT 2022.....</b>	<b>1</b>
CONTENTS.....	2
<b>THEME 1: A MESSAGE FROM KEY SCHOOL BODIES .....</b>	<b>3</b>
<i>From the Chair of the Council of Governors.....</i>	<i>3</i>
<i>From the Principal.....</i>	<i>3</i>
<b>THEME 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY.....</b>	<b>5</b>
<b>THEME 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING ..</b>	<b>5</b>
<i>2022 Literacy and Numeracy Assessment in Years 3 and 5.....</i>	<i>5</i>
<b>THEME 4: SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT) .....</b>	<b>6</b>
<i>Higher School Certificate 2022.....</i>	<i>6</i>
<i>International Baccalaureate 2022.....</i>	<i>7</i>
<b>THEME 5: TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS.....</b>	<b>9</b>
<b>THEME 6: WORKFORCE COMPOSITION .....</b>	<b>10</b>
<b>THEME 7: STUDENT ATTENDANCE AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS .....</b>	<b>10</b>
<i>Attendance Register for Senior and Junior Schools .....</i>	<i>11</i>
<i>Annual Return- Retention Rates.....</i>	<i>12</i>
<i>Attendance Data.....</i>	<i>12</i>
<i>Post-school Destinations .....</i>	<i>13</i>
<b>THEME 8: ENROLMENT POLICIES .....</b>	<b>14</b>
<i>Enrolment.....</i>	<i>14</i>
<b>THEME 9: OTHER SCHOOL POLICIES .....</b>	<b>17</b>
<i>A: Student Welfare .....</i>	<i>17</i>
<i>B: Policies for Anti Bullying.....</i>	<i>19</i>
<i>C: Policies for Complaints and Grievances Resolution.....</i>	<i>20</i>
<b>THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT .....</b>	<b>21</b>
<b>THEME 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY .....</b>	<b>21</b>
<b>THEME 12: PARENT, STUDENT AND TEACHER SATISFACTION .....</b>	<b>23</b>
<b>THEME 13: SUMMARY FINANCIAL INFORMATION .....</b>	<b>25</b>

# Theme 1: A Message from Key School Bodies

## FROM THE CHAIR OF THE COUNCIL OF GOVERNORS

Queenwood was established as an independent school in 1925 and incorporated in 1966 as a not-for-profit company. The governing Council comprises a diverse group of individuals bringing expertise in a variety of professional fields to oversee the school. Its members include independent governors, alumnae and current parents.

Council members act in a voluntary capacity and undertake significant duties and responsibilities in order to support and further Queenwood's objectives in educating girls and young women. The Council meets regularly, and the Chair and the Principal also meet frequently throughout the year.

The Council meets twice each term, including a special meeting that focuses on a review of the School's Strategic Plan, with additional meetings of relevant sub-committees. The Council continually monitors the implementation of the Strategic Plan and the emergence of potential strategic opportunities and risks. The Council agreed unanimously that maintaining a strong focus on long-term financial health and sustainability, compliance with all relevant regulations and provision of the best opportunities and educational outcomes for our girls, were paramount.

Alongside this, the Council's most significant responsibility is the appointment of the Principal. With the announcement of Ms Stone's departure to take up the role of Head of Winchester College in the UK in September 2023, Council has initiated a thorough search, nationally and internationally, for a successor of appropriate experience and qualifications, who will lead Queenwood in the next chapter of its history.

Queenwood has had a most successful year, and is in a sound position financially and educationally, as evidenced in this report.

Dr Amanda Bell AM  
Chair, Council of Governors

## FROM THE PRINCIPAL

This report is prepared in accordance with the educational and financial reporting requirements of the NSW Education Standards Authority. As Principal, I am responsible to the Council of Governors for the operations of the whole school.

Queenwood has continued to flourish in 2022. This is a busy, rich and complex school, so reports and publications cannot hope to convey fully the life and values of the community but those interested in the life of the School can refer to our website, social media, and publications for more detail about our activities, values and learning community. *The Echo*, our annual magazine, captures many elements of the activities of our students and staff. A brief overview of the achievements of our students in public examinations and a variety of other areas can be found on our website. The *QNews* is a

magazine published 2-3 times per year which provides articles of interest to the school community and prospective parents and can be provided upon request to the School. The Principal and other senior staff regularly publish articles and newsletters, highlighting issues of relevance to our students, and explaining how the School's values are expressed in a Queenwood education. A sample of these can also be found on our website.

Across the School, the culture of professional learning has continued to be strengthened with staff engaged in significant professional development programs in a range of areas. Indigenous culture and ways of knowing are well embedded into the curriculum from K-12 and significant enrichment opportunities have continued for students, staff and parents. Queenwood continues to be at the forefront of effective provision in this area which demonstrates our ongoing commitment to learning from, partnership and reconciliation with Australia's first peoples.

The School's commitment to a culture of reading was deepened with this being the third year of our *Just Read* program of sustained, silent reading. This program has attracted significant attention from education researchers and schools across Australia and internationally and rigorous evaluation, completed in partnership with university researchers, has once again confirmed its efficacy.

Queenwood's commitment to the wellbeing of students and staff continues to be our highest priority with the appointment of the Director of Wellbeing. Students were well supported with proactive pastoral care programs throughout the year and a range of events and activities to promote social connection and wellbeing. The wellbeing of staff was also prioritised in 2022 with a range of social events and wellbeing programs.

Finally, the School continues to develop its operations and infrastructure. Planning is well underway with Esther Road and Ingleside Projects. Significant progress has been made in reducing the environmental impact of our operations. The School operates entirely using green power and is further reducing its carbon emissions through installing solar panels and reducing power consumption by replacing existing lighting with LEDs.

These are just a few of the highlights from 2022. These elements, and the constant process of review and improvement, ensure the highest standard of education and greatest range of opportunities for our girls.

Ms Elizabeth Stone  
PRINCIPAL

## Theme 2: Contextual Information about the School and Characteristics of the Student Body

Queenwood was established as an independent, non-denominational Christian school in 1925. Its founders were women who were dedicated to the education of girls and young women, and equipping them for effective, purposeful and fulfilling lives. The School's motto, *Per aspera ad astra* ('Through struggles to the stars'), encapsulates our conviction that that which is worthwhile is only achieved through courage, hard work and patience.

Today the School offers a strong academic curriculum K-12, within a broad and balanced program of co-curricular activities. With around 300 students in the Junior School, and around 100 students per year in the Senior School, it provides a broad range of subjects and programs in a personalised environment, where each girl is individually known. Queenwood students consistently achieve highly in public examinations, and in a wide variety of co-curricular activities.

The International Baccalaureate Diploma Program and the Higher School Certificate are offered as parallel pathways in Years 11 and 12. The IB credential embodies a particular educational philosophy and is widely recognised internationally. Queenwood students have historically performed exceptionally well and girls are entirely free to choose the pathway which suits their interests and ambitions.

The School has a strong commitment to the pastoral care and well-being of its students, and a range of tutoring, peer mentoring and personal development programs to support this. In addition to preparing students for higher education, Queenwood aims to produce young women who are independent and engaged, with a broad perspective on the world and a desire to make their own meaningful contribution.

A description of the student body can be found on <http://www.myschool.edu.au>

## Theme 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

### 2022 LITERACY AND NUMERACY ASSESSMENT IN YEARS 3 AND 5

#### Year 3 NAPLAN Testing

Student performance on NAPLAN has already been uploaded to My School website:

<http://www.myschool.edu.au>

#### Year 5 NAPLAN Testing

Student performance on NAPLAN has already been uploaded to My School website:

<http://www.myschool.edu.au>

## Theme 4: Senior Secondary Outcomes (Student Achievement)

### HIGHER SCHOOL CERTIFICATE 2022

From a cohort of 53 HSC students, five Queenwood students were named on the NESA All-round Achievers List for attaining marks of 90 and above in at least 10 units.

Queenwood's Class of 2022 contained 39 (74% of the cohort) students who appeared on the Distinguished Achievers List.

#### HSC Subject Highlights

- 100% English Extension 2 students received a mark in the top band (Band 6).
- 100% Japanese Continuers students received a mark in the top band (Band 6).
- 100% Music 1 students received a mark in the top band (Band 6).
- 100% Music 2 students received a mark in the top band (Band 6).
- 100% Ancient History students received a mark in the top two bands (Bands 5 and 6).
- 100% Chinese Continuers students received a mark in top two bands (Bands 5 and 6).
- 100% Drama students received a mark in the top two bands (Bands 5 and 6).
- 100% French Continuers students received a mark in top two bands (Bands 5 and 6).
- 100% Physics students received a mark in the top two bands (Bands 5 and 6).
- 100% Textiles and Design students received a mark in top two bands (Bands 5 and 6).
- 100% Visual Arts students received a mark in the top two bands (Bands 5 and 6).

#### Selections for NESA HSC Showcase Events

Name	Course	Showcase Event
Lola Noble	Visual Arts	Major Project Selected for ArtExpress Showcase
Sophie Darton Jahzara Hood	Design and Technology	Major Project Selected for Shape Showcase
Sarah Kumar	Music	Nominated for Encore Showcase
Saskia Bell Sarah Kumar Sienna Arnold	Drama	Nominated for OnStage Showcase

We can also measure our academic success through an analysis of the Band 5 and 6 results. The tables on the following pages compare the performance of Queenwood HSC students with all HSC students in NSW. The Band 6 column shows the percentage of Queenwood students in each subject who gained marks of 90 and above and compares their performance with the performance of all Band 6 students in the State.

Course Name	No. of Students	% of Band 6 or E4 (State)	% of Bands 5 and 6 or E4 and E3 (State)
Ancient History	6	4	2
Biology	25	5	10
Business Studies	29	10	11
Chemistry	3	0	2
Chinese Continuers	3	2	1
Design and Technology	8	5	1
Drama	7	5	2
Economics	11	5	5
English Advanced	40	15	19
English Standard	13	1	5
French Continuers	3	2	1
Geography	12	6	4
Japanese Continuers	2	2	0
Mathematics Advanced	23	12	3
Mathematics Standard 2	28	4	14
Modern History	4	1	2
Music 1	1	1	0
Music 2	1	1	0
PDHPE	15	4	7
Physics	3	0	2
Textiles and Design	13	9	4
Visual Arts	10	4	6

## INTERNATIONAL BACCALAUREATE 2022

From a cohort of 31 IB Students:

The median ATAR was 95.75.

IB Subject Highlights

**100% Mandarin HL** students received a mark in top band (Band 7).

**100% Music HL** students received a mark in the top band (Band 7).

**100% French HL** students received a mark in the top two bands (Band 6 or 7).

100% French SL students received a mark in the top two bands (Band 6 or 7).  
 100% Latin HL students received a mark in the top two bands (Band 6 or 7).  
 100% Geography SL students received a mark in the top two bands (Band 6 or 7).  
 100% History SL students received a mark in the top two bands (Band 6 or 7).  
 100% Music SL students received a mark in the top two bands (Band 6 or 7).  
 100% Visual Arts SL students received a mark in the top two bands (Band 6 or 7).  
 100% English Language and Literature SL students received a mark in the top two bands (Band 6 or 7).

Percentage of Queenwood IB students achieving Grade 7 or 6 in All Courses:

COURSE NAME	NO. OF STUDENTS	% OF Grade 7	% OF Grade 7 and 6
English A: Language and	20	25	85
English A: Language and	1	0	100
English Literature HL	10	20	70
Mandarin HL	1	100	100
Mandarin SL	6	0	0
French HL	5	20	100
French SL	2	0	100
Latin HL	3	67	100
Spanish SL	16	13	50
Economics HL	17	41	76
Geography HL	17	24	82
Geography SL	1	0	100
History SL	2	0	100
History HL	1	0	0
Biology HL	5	0	60
Biology SL	13	38	77
Chemistry HL	3	67	67
Chemistry SL	14	21	64
Physics HL	2	0	50
Physics SL	5	60	60
Mathematics AA HL	3	33	67
Mathematics AA SL	18	33	78
Mathematics AI SL	10	10	50
Music HL	1	100	100
Music SL	2	50	100
Visual Arts HL	5	0	80
Visual Arts SL	2	50	100



Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2022	HSC	63%
2022	IB Diploma Programme	37%
2022	VET Qualification	0%

Senior secondary outcomes are documented in the My School website:  
<http://myschool.edu.au/>

## Theme 5: Teacher Professional Learning, Accreditation and Qualifications

NUMBER OF TEACHING STAFF	TOTALS
With teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines	117
With a bachelor degree from a higher education institution within Australia or one recognised by AEI-NOOSR guidelines but lack formal teacher qualifications	1
Not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge	0

Description of the Professional Learning Activities	No of Staff Participating
First Aid including CPR	All staff
Leadership courses providing information on administration, staff management, compliance	22
Pastoral Care	17
Curriculum courses	76
Child Protection	All Staff
Others (including National Curriculum, curriculum differentiation)	15
Average annual expenditure per member of staff is \$632.	

Teacher Accreditation	No of Staff Participating
Conditional	0
Provisional	4
Proficient	113
Highly Accomplished Teacher	0
Lead	0
Total number of teachers	118

## Theme 6: Workforce Composition

Workforce	Composition
Teaching Staff	118
Full-time equivalent Teaching Staff	100.3
Non-teaching Staff	93
Full-time equivalent non-teaching Staff	53.3
Number of staff members with Aboriginal or Torres Strait Islander heritage.	2

## Theme 7: Student Attendance and Retention Rates and Post-School Destinations in Secondary Schools

The Assistant to the Deputy Principal monitors the marking of rolls each day and ensures an accurate list of absentees is published via email to all staff before recess and updates the students iWise absence report during the day as information comes in.

1. Parents/Guardians are expected to email [absence@queenwood.nsw.edu.au](mailto:absence@queenwood.nsw.edu.au) or telephone the School if their daughter is ill before 8.30am each day they are absent. The Assistant to the Deputy Principal follows up by sending a text to any parent whose daughter is absent in roll call where a parent/guardian has not contacted the School.
2. Tutor group begins at 8:20am and students are considered late from 8:22am. In the event that a student is late to school, a parent must either email

[absence@queenwood.nsw.edu.au](mailto:absence@queenwood.nsw.edu.au) or telephone school to explain the reason for late arrival and the expected time at school. On late arrival to school, students report to Reception to receive a Late Note which they present to their class teacher.

3. If a student is departing early from school, parents/guardians are expected to email [absence@queenwood.nsw.edu.au](mailto:absence@queenwood.nsw.edu.au) that morning to explain reason for early departure and the time the student will be collected. They must then come into Reception to collect their daughter at that time and sign the Departure Slip or Green Slip.
4. In the Junior School, students needing to leave Queenwood during the day must have a parent with them and be signed out at reception before departure. The only other people who may give permission for a student to leave school is the Head of Junior School.
5. Frequent non-attendance without a valid reason will result in an interview with the Deputy Principal or Head of Junior School.
6. A Certificate of Exemption is issued for students who are away from school for over 15 days.

#### ATTENDANCE REGISTER FOR SENIOR AND JUNIOR SCHOOLS

- Queenwood will transfer unsatisfactory attendance information to student files.
- Queenwood will make every effort to find out the destination of students who leave Queenwood by asking families and recording the student destination, sending a registered letter to their last known address and if no answer is forthcoming, NESAs are informed.
- Queenwood agrees to maintain its daily attendance records for a minimum of 7 years after the last entry was made.
- A Certificate of Exemption is issued for students who are away from school over 15 days.

Data is available on the My School website: <http://www.myschool.edu.au/>

*Enrolment taken from the Commonwealth census returns.*

## ANNUAL RETURN- RETENTION RATES

Years Compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2005/2007	81	71	65	88%	80.25%
2006/2008	94	87	85	93%	90.43%
2007/2009	93	94	86	101%	92.47%
2008/2010	86	73	67	85%	77.91%
2009/2011	93	94	89	101%	95.70%
2010/2012	97	98	93	101%	95.88%
2011/2013	103	94	93	91%	90.29%
2012/2014	98	97	90	99%	91.84%
2013/2015	89	89	83	100%	93.26%
2014/2016	100	96	93	96%	93.00%
2015/2017	96	96	94	100%	97.92%
2016/2018	90	93	88	95%	93.18%
2017/2019	101	97	94	96%	93.07%
2018/2020	82	77	73	94%	89.02%
2019/2021	95	88	81	93%	85.26%
2020/2022	93	84	82	90%	88%

## ATTENDANCE DATA

Year	%
K	93%
1	93%
2	94%
3	94%
4	94%
5	94%
6	95%
7	94%
8	94%
9	92%
10	93%
11	93%
12	96%

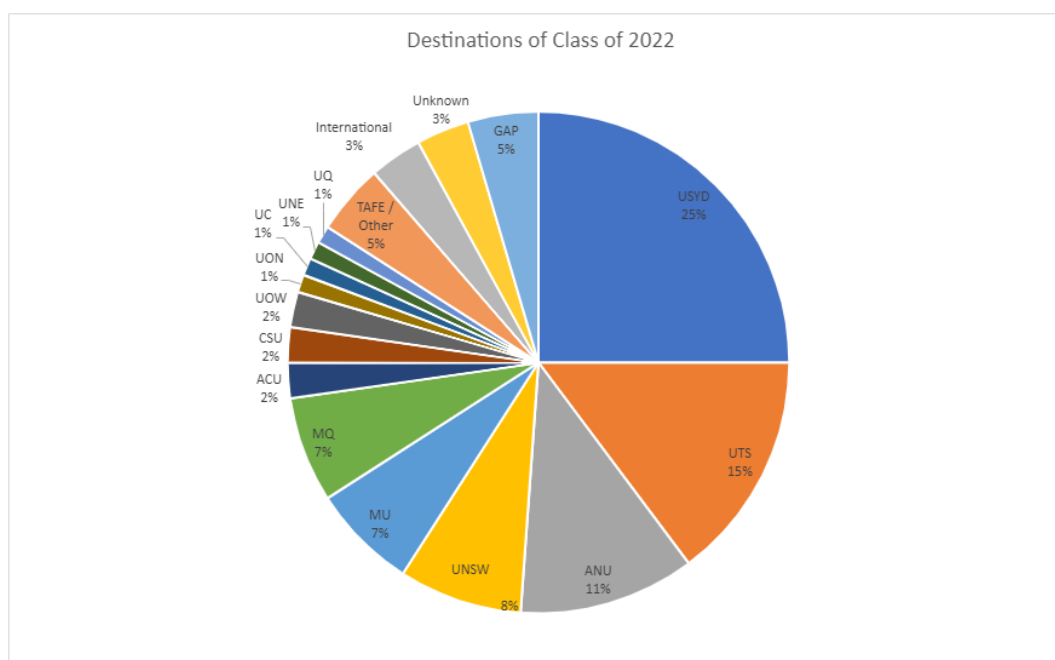
Based on past data, when a student does leave at the end of Year 10 they do so because of family relocation. Occasionally they may leave because they want a change of environment for the final years of their schooling. In 2021 there was a minor change owing to the circumstances of the year, with students changing for a variety of reasons including moving back overseas when this was permitted and movement inter-state.

## POST-SCHOOL DESTINATIONS

The majority of 2022 graduates indicated an intention to commence tertiary studies at university on completion of Year 12.

Due to privacy restrictions, tertiary offer and enrolment data can be limited; schools largely rely on self-reporting by students. For the Queenwood Class of 2022, it has been determined that in total, approximately 220 tertiary course offers were made to students by 23 Australian Higher Education providers. Nearly two-thirds of these offers (130), were made prior to the release of Australian Tertiary Admission Ranks (ATARs).

90% of students received their first or second preference course offer. The most popular destinations for enrolments in NSW were the University of Sydney, the University of Technology Sydney, UNSW, and Macquarie University. Interstate enrolments include the Australian National University, Melbourne University, and the University of Queensland.



15% of students applied to study internationally at 15 universities in the United Kingdom, 13 colleges in the United States, and 3 in Asia.

Several students have opted for a gap year, either through a structured program e.g., a one year contract in a UK boarding school, Camp USA, Jillaroo-ing or through travel, focusing on sport, or working full time prior to finalising university commitments.

The most popular fields of study were the Humanities (Arts, Languages, Criminology, Communications), Law (combined with Humanities, Business and Science), Science (Environmental, Medical, Forensics, Psychology), Health (Medicine, Nursing, Applied Sciences, Allied Health), Business (Commerce, Business, Economics, Finance), and Design & Creative (Architecture, Visual Arts, Music).

Six Tertiary Scholarships were offered to Queenwood students, including the prestigious ANU Tuckwell Scholarship.

## Theme 8: Enrolment Policies

Queenwood is a non-selective day school for girls from Kindergarten to Year 12 setting high academic standards enriched by strong cultural and sporting programs. It was founded as a Christian, non-denominational school, and these beliefs and values continue to shape and inform the School's educational philosophy. Girls of all faiths are welcomed, as understanding and acceptance of different beliefs is strongly encouraged. An outward focus with concern for others is instilled in students. A strong pastoral care program and community service are significant features of the educational experience. Queenwood operates within the policies of The NSW Education Standards Authority (NESA), Teaching and Educational Standards, as well as the International Baccalaureate Organisation (IBO) for students enrolled in the Diploma Programme.

This policy has been developed in order to provide guidelines for the enrolment of students to ensure consistency in all enrolment applications.

Queenwood receives applications for enrolment in three broad categories:

- To commence at the beginning of Kindergarten.
- To commence at the beginning of Year 7.
- To join the waiting list for other year levels and confirm enrolment if vacancies occur.

As Queenwood is not a registered CRICOS institution (Commonwealth Register of Institutions and Courses for Overseas Students), only applicants who are permanent residents of Australia, or whose families have a current Australian working visa (copy must be submitted with application) are eligible to apply for admission to Queenwood.

### ENROLMENT

#### Priority for Admission

If demand for enrolment in any year level exceeds the places available, the students will be given places according to the following priorities:

1. Principal / Admissions Discretion (Example: Families with parents undergoing medical treatment are fast tracked)
2. Siblings Attend / Attended
3. Daughter of Old Girl
4. Siblings enrolling together
5. Relation of Old Girl (e.g. Aunt, Grandmother)
6. All other
7. Deferrals
8. Discontinued

The Principal has discretionary authority in relation to the enrolment of any student at Queenwood.

## **Conditions**

For a student to be enrolled at Queenwood, or to be placed on a waiting list, the following conditions apply:

- Parents/guardians need to complete and return the signed enrolment application and non-refundable application fee.
- An application can only be made for one year group at a time. Requests to change the proposed year of entry are made in writing to the Director of Admissions who will send out an enrolment variation to confirm the request.
- The application does not guarantee a place; it notifies Queenwood of a family's interest.
- On receipt of an Enrolment Application, Queenwood will respond in writing, advising of the placement of the applicant on the relevant waiting list according to the enrolment guidelines.
- If a place is offered, a non-refundable acceptance fee is paid to secure the place. This place cannot be deferred to another year, unless special circumstances exist. Example: Queenwood receives a psychometric report from a professional advising a pupil should be enrolled in an alternative year group.

## **Enrolment at Kindergarten or Year 7**

Families applying for enrolment in Kindergarten may confirm a place soon after application; applications for Year 7 are processed 2 - 3 years prior to commencement. Applications for all other year groups are confirmed if/when a place becomes available. Families must attend an Introductory Morning prior to an interview with the Head of the Junior School or Principal who offers places as appropriate.

Prior to the interview, parents/guardians are asked to complete and submit an interview request form and disclose the information required for the School to adequately care for their daughter (failure to disclose known medical or educational requirements at this stage may compromise enrolment). Parents/guardians also need to provide a copy of the student's Birth Certificate, Citizenship or visas (where applicable).

After the enrolment interview, if a place is available, a formal letter of offer is sent to the family offering a place for the prospective student in the appropriate year group. An expiry date for accepting the offer is noted on the letter (usually three weeks).

Acceptance of this place requires parents/guardians to sign the Conditions of Enrolment form and together with payment of an acceptance fee ensures the place in the grade and year of commencement is confirmed.

One year prior to entry to Queenwood at Kindergarten or Year 7, both the Junior and Senior Schools hold a series of events aimed at familiarising the student and the family with the school calendar, curriculum and day-to-day procedures. These events offer new students' opportunities to meet, work and socialise with their peers, ensuring their smooth entrance into Queenwood in the following year.

## **Enrolment of Students with a Disability**

The Disability Standards for Education 2005 are formulated under the Disability Discrimination Act 1992 (DDA). The primary purpose of the Standards is to clarify and make more explicit the rights of students with disabilities and the obligations of providers in relation to:

- Enrolment.
- Participation.
- Curriculum development, accreditation, and delivery.
- Student support services.
- Elimination of harassment and victimisation.
- Disability provisions for students in assessments and examinations.

The key concept of the Standards is the principle of treating a student with a disability on the same basis as a student without a disability. Achieving this equality involves education providers making reasonable adjustments for students with a disability. An educational provider can be exempt from making an adjustment where it is proven that such an adjustment would cause unjustifiable hardship.

### **Termination of Enrolment**

Continued enrolment at Queenwood is dependent on the student's adherence to the standards required of her (see Conditions of Enrolment, pastoral care policies and behaviour management policies) and payment of all school fees. Termination of a student's enrolment is at the discretion of the Principal.

If a parent/guardian terminates the enrolment, one term's notice is required or a term's fees will be charged in lieu of notice. Notice must be received by the last day of the school holidays a term prior to departure.

### **General Information**

All fees and charges are reviewed annually.

Queenwood offers group tours of both the Junior School and Senior School; dates are advertised on the website and can be booked online. Families who have not attended a tour by the time they are eligible for an enrolment interview will be invited to attend prior to meeting the Principal.

Upon contact with the School regarding admission a prospectus and enrolment form will be provided for interested families.

For entrance into the Junior School at the Kindergarten level, it is recommended that students will be 5 years old by 31 March in their commencement year.

The enrolment policy is regularly reviewed and updated; Queenwood reserves the right to change the Enrolment Policy and Procedure at its discretion.



## Theme 9: Other School Policies

Queenwood seeks to provide a safe and supportive environment which minimises the risk of harm and ensures students feel secure. Queenwood fosters the physical, social, academic and emotional development of students and provides welfare policies and programs that develop a sense of self-worth and personal growth. We manage this through a combination of policies, staff learning, assurance and management reporting.

### A: STUDENT WELFARE

Policy	Changes and Latest Updates	Access to full text
<ul style="list-style-type: none"> <li>Supervision Policy encompassing onsite and off-site activities with guidelines for supervisors.</li> <li>Duty of care and risk management including capturing records of student injuries/harm and near misses, identifying student safety hazards</li> </ul>	Revisited and reviewed during 2022 with particular care given to supervision of students onsite and offsite.	Issued to all staff at the start of the year and during staff induction. CompliSpace. CompliSpace>Staff Handbook.
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> <li>Code of Conduct for staff.</li> <li>Code of Conduct for students.</li> <li>Technology Policy including ICT User Agreement (Junior School) and Social Media and Technology Guidelines (Senior School).</li> <li>Behaviour Management including bullying prevention and intervention, cyber safety and truancy.</li> <li>Student Leadership.</li> </ul>	Technology Policy on Social Media broadened and updated.	CompliSpace>Staff Handbook. Canvas (LMS). Student diary 2022 CompliSpace>Student Use of Mobile Devices Policy
Pastoral Care Policy encompassing <ul style="list-style-type: none"> <li>The Pastoral Care system.</li> <li>Counselling.</li> <li>Health Care.</li> <li>Critical Incident Policy.</li> </ul>	New role of Director of Wellbeing Procedures for evacuations from Junior School and Senior School, assessed and reviewed.	New Student orientation pack. CompliSpace Staff Intranet School Intranet Canvas (LMS)

Policy	Changes and Latest Updates	Access to full text
<ul style="list-style-type: none"> <li>• Suicide Postvention procedure.</li> <li>• Special Provisions Policy.</li> </ul>		Student Assessment Handbooks
<p>Student Welfare</p> <p>Student welfare is a prime concern at Queenwood. The development of resilient young women capable of taking on challenges and learning in a safe and supportive environment is at the heart of welfare policies. Key policies in this area include:</p> <p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> <li>• Definitions and concepts.</li> <li>• Legislative requirements.</li> <li>• Preventative strategies.</li> <li>• Reporting and investigating reportable conduct.</li> <li>• Investigation processes.</li> <li>• Documentation.</li> </ul>	<p>Face to face annual child protection training completed by all staff members.</p> <p>Coaches and other casual staff to undertake online child protection training.</p> <p>Child Safe Standards introduced with update of those policies to occur in 2023.</p>	<p>Issued to all staff and members of Council of Governors.</p> <p>CompliSpace</p> <p>Parents may request a copy by contacting the Principal, Deputy Principal or Head of Junior School.</p>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> <li>• Procedures for security of grounds and buildings.</li> <li>• Use of grounds and facilities.</li> <li>• Emergency procedures including critical management procedures.</li> <li>• Travel on school related activities.</li> </ul>	<p>Updated annually to include statements to students and parents about opening/closing times of the school.</p> <p>Procedures for evacuations and lockdown continually assessed and reviewed throughout 2022. Evacuation and lockdown drills continued to operate with findings from drills used to improve procedures.</p> <p>Formal training provided for designated Safety Wardens.</p>	<p>School Newsletter</p> <p>CompliSpace&gt;Staff Handbook</p> <p>Issued to all staff</p>

## B: POLICIES FOR ANTI BULLYING

Policy	Changes and Policy Updates	Access to full Text
<p>Bullying Prevention and Intervention</p> <p>Assault (Student against Student)</p> <p>Harassment (Student against Student)</p>	<p>Bullying prevention and intervention policy audited in 2022 with findings including correct procedure used in all bullying concerns.</p>	<p>Canvas (LMS).</p> <p>CompliSpace&gt;Staff Handbook.</p> <p>Parent Information books.</p> <p>Parents may request a copy by contacting the Principal, Deputy Principal or Head of Junior School.</p>

Queenwood encourages students to respect others and behave in a manner that reflects well on themselves, their family and their School. Queenwood does not permit corporal punishment of students or condone corporal punishment of students by non-school parties. Discipline policies are based on principles of procedural fairness and involve parents throughout where necessary or appropriate.

Policy	Changes and Policy Updates	Access to full Text
<p>Student Discipline Policy</p>	<p>Student discipline policy updated covering requirements for procedural fairness as outlined in the Education Act.</p>	<p>Canvas (LMS).</p> <p>CompliSpace&gt;Staff Handbook.</p> <p>Parents may request a copy by contacting the Principal, Deputy Principal or Head of Junior School.</p>
<p>Building a Supportive School</p> <p>Formal and informal procedures for stressing the importance of both the rights and the responsibilities of students. We believe that everyone has the right to feel safe and be accepted and respected for their individuality.</p>	<p>The Tutor system, whereby Tutors remain with a Tutor group for two consecutive years and then change (Year Coordinators remain with the cohort for three years and then change), continued to deliver value for all students particularly through a re-vamped Wellbeing program in 2022.</p>	<p>Canvas (LMS).</p> <p>CompliSpace&gt;Staff Handbook.</p>
<p>Positive Peer Relations</p>	<p>The Student Representative Council, a peer mentoring system and student leadership programs can assist in resolving problems between students.</p>	<p>Canvas (LMS).</p>

Student Code of Conduct	Continued monitoring and refinement of the Student Code of Conduct.	Canvas (LMS) Student diary CompliSpace>Staff Handbook
-------------------------	---	---

### C: POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION

Student and Parent Grievance Procedure which include processes for raising and responding to matters of concern identified by parents and/or students in a timely manner. These processes incorporate, as appropriate, principles of procedural fairness.

Queenwood students have a system through their Classroom Teacher (K-6) or their Tutor (7-12) or their Year Coordinator (7-12) or Head of Department (7-12) where social or academic issues can be raised.

Policy	Changes and Policy Updates	Access to full Text
Student and Parent Grievance Procedure	Continued monitoring of procedure to ensure it meets the needs of Queenwood students and parents.	Canvas (LMS). CompliSpace>Staff Handbook. Parent Information books Parents may request a copy by contacting the Principal, Deputy Principal or Head of Junior School.

## Theme 10: School determined priority areas for improvement

Priorities for 2023	
Academic	Piloting research project on Study skills in Stage 4/5 Collaboration with Australian Educational Research Organisation on writing project Introduction of staff scholarships
Wellbeing/Pastoral	Student Leadership review Sister programs and Peer Support
Co-curricular	Development of service projects and refugee connections New playground for Junior School Working with boys schools within Service Projects
Community	Launch of Queenwood Connections to enhance community relationships Introduction of Parent Seminars
Infrastructure	Migration of database infrastructure
Outcomes 2022	
Academic	Successful introduction of new forms of academic reporting, formative assessment, and feedback in Senior School. Successful introduction of NAPLAN online.
Wellbeing/Pastoral	Embedding of reflective practices for Stage 4. Review of student leadership opportunities well underway, with thorough processes of consultation with a range of stakeholders.
Capacity	Major upgrades to IT infrastructure completed to better support teaching and learning and operations. Installation of new AV systems to enhance performances and presentations in main theatre space. Completion of review and project planning for SMS migration to enhance student learning, student care and operations.
Sustainability	Enhancement of programs, initiatives, infrastructure and capital works to reduce environmental impact of the School's operations.
Strategy	Further development of master plan to support upcoming major capital projects.

## Theme 11: Initiatives Promoting Respect and Responsibility

Learning respect for others and developing a sense of responsibility for one's own actions are essential to the healthy development of each student, and the creation a strong and positive community in which students can flourish.

Queenwood promotes and develops these values in its students in many ways, including the following:

### **Student Behaviour:**

- High expectations for standards of courtesy and conduct at all times, both within the physical environment of the school and on social media.
- Strong messages of respect and responsibility regularly delivered (assemblies, personal development activities and curriculum) and incorporated into all aspects of student management.
- Student Codes of Conduct which clearly express our values and the consequences of both good and bad decision-making.
- Specific age-appropriate programs for a range of year groups were implemented during the year as part of the Queenwood wellbeing program. Lands Edge Camp Program for Years 3-11, tailors elements of leadership, teamwork and adventure. Peer Mentoring has a strong presence and focus in the School.
- Positive reinforcement via Personal Best and Values Awards in Junior School.
- Opportunities for student leadership and student autonomy across all years and in all areas of school life.

### **Community Involvement and Social Justice:**

- Deep and long-standing commitments to a range of social justice causes locally, regionally and internationally.
- The School year began with local Indigenous Elders conducting a smoking ceremony attended by all school staff.
- Reconciliation and NAIDOC Week was observed, and Indigenous speakers and performers were invited to the school to address students at a special Assembly.
- High rates of participation in a wide variety of activities in support of causes such as Red Shield Appeal, Balmoral Swim, Balmoral Burn and Jarjums.
- Involvement of Year 11 students with the 'Rough Edges' charity in King's Cross throughout the year. Students also participated in 'Roughtober' Sleepout.
- The Social Justice Club organised various fund-raising events including mufti days and cake sales throughout 2022 to raise money for the School Emergency Relief Fund with money donated to Ukraine and other causes.
- Extensive support from students, staff and the broader Queenwood community (parents, Old Girls) for a wide range of causes.

### **Curriculum**

- A variety of speakers attended the School throughout 2022 for both Junior and Senior students addressing issues as varied as cyberbullying, mental health, the environment, and disabilities. Incursions also involve programs directly related to specific curricula in such areas as History, English, Drama and Science and Technology. Initiatives for Parents and Teachers were also a feature.

- Thoughtful use of curriculum topics as a springboard for wider reflection on society, culture, background and beliefs, mainly for students but also for the school community. Examples include:
  - Geography excursion to inner Sydney and the Hunter Valley exploring issues including housing shortages in Sydney.
  - Excursions to the Jewish Museum.
  - The continuation of targeted Indigenous programs involving Aboriginal elders and carried out on country were a part of Camps in Years 8, 9, 10, and 11.
  - A Year 6 mothers and daughters' trip to Arnhem Land was again conducted as part of the School's Indigenous program. This complements the school's now extensive reconciliation and indigenous initiatives.
  - Immersion for Teachers and Staff on Yuin Country led by Indigenous elders.
  - Textiles and History excursions to areas of Sydney with different cultural and ethnic populations.
  - Student exchanges to France were undertaken, and reciprocal visits occurred with students from these countries.

## Theme 12: Parent, Student and Teacher Satisfaction

Queenwood welcomes and encourages close interactions with the community at large and with the parents whose involvement is encouraged. The Queenwood Parents' Association (QPA) meets on a regular basis and provides one of several avenues for parents to communicate their interests and concerns to the School, as well as to contribute in a variety of ways. The level of parent involvement in the QPA is high. QPA Committee and Year Representative meetings are usually attended by the Principal, Deputy Principal and/or the Head of Junior School, or on occasion all three. This provides a direct link between parents and Executive. Members of the Executive attend all school functions and activities, providing another avenue of regular, informal feedback and support for students, parents, and staff.

The Principal addressed parents – directly and through the weekly Newsletter - on a range of relevant issues both pastoral and academic, including a detailed comparison of HSC and IB credentials. All community events were well attended, and parents were fully involved in the subsequent Q&A sessions. External speakers were invited to the school to address meetings on topics relevant to parents and parenting in the form of Parent Seminars, and treating such topics as cyber-safety and awareness. In addition, the series of Balmoral Lectures – delivered by prominent members of the community - now in its sixth year, once again engaged students, parents and the wider community through stimulating, topical and important issues.

Class teachers in the Junior School and Tutors and Year Coordinators in the Senior School have excellent knowledge of the girls for whom they take pastoral responsibility, and regularly arrange to meet with parents of individual students as required, over and above the scheduled Parent/Teacher sessions. The parents of girls who leave the School before the completion of Year 12 are routinely invited to an exit interview with the Principal, as are any girls who might be leaving owing to interstate or overseas transfers. Girls completing their education in Year 12 are also welcome to meet the

Principal to discuss their High School experience at Queenwood. Year 12 also complete a survey. Parents too are welcome to attend exit interviews with the Principal.

The School has a leadership program (Captains and Prefects) for both Junior and Senior School. The Deputy Principal and the Director of Wellbeing meet weekly with Prefects and Captains, providing an open channel of communication of concerns in both directions. Senior School students are regularly reminded that they can see the Principal in her office at any time without appointment, and are encouraged to bring forward any questions or suggestions.

The School operates a Peer Support program, a Peer Mentoring program, and a Peer Tutoring program. Through these initiatives, older students are given leadership and development opportunities, while younger girls have access to support and advice from more mature peers. Students involved in the International Baccalaureate CAS program and others who participate in the Duke of Edinburgh Award Scheme also undertake and conduct interactions with younger students. These interactions all provide avenues for students to express their satisfaction of the School, and wherever possible suggestions from students are acted upon, preferably under student initiative and leadership.



## Theme 13: Summary Financial Information

