

# QUEENWOOD

## ANNUAL REPORT 2025

Produced for NESAs



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# Theme 1: A Message from Key School Bodies

## FROM THE CHAIR OF THE COUNCIL OF GOVERNORS

### **Our Centenary Year**

As we reflect on Queenwood's Centenary year, we do so with deep gratitude, pride and optimism. Together, we celebrated 100 remarkable years of educating and empowering young women, honouring our rich history while strengthening the bonds that unite our community.

The year was marked by many memorable moments. The publication of Queenwood – Looking to the Horizon captured our rich history, while our Centenary celebrations and concert showcased the extraordinary talent, creativity and spirit of our students and staff. A particular highlight was A School of Her Own, an original production that brought Queenwood's story vividly to life and celebrated the generations of young women whose lives have been shaped by this remarkable School.

These celebrations reminded us not only of where we have come from, but why Queenwood exists. One hundred years ago, our founders, Grace Lawrance, Beatrice Rennie and later Violet Medway, envisioned a school where girls could grow in intellect, in spirit and in confidence. Their vision continues to shape Queenwood today, inspiring generations of young women to discover their distinctive voice, embrace challenge with courage, and lead lives of purpose, contribution and impact.

### **Listening to Our Community**

While our Centenary celebrated the past, it also invited us to shape the future. During the year we undertook one of the most comprehensive community consultations in Queenwood's history, inviting students, parents and staff to share their experiences and aspirations for the School.

We are deeply grateful for the thoughtful and candid feedback received. The results affirmed Queenwood's many strengths: our academic excellence, commitment to student wellbeing, outstanding co-curricular opportunities and strong sense of community while also identifying opportunities to enhance communication, engagement, wellbeing and the overall student and family experience.

Most importantly, our community placed its trust in Council and the Executive to listen carefully and respond thoughtfully. That trust carries both privilege and responsibility, and I want to assure every member of our community that your voices have been heard.

### **2026–2028 Strategic Plan Development**

The insights gained through this consultation have directly informed the development of Queenwood's 2026–2028 Strategic Plan.

The strategy focuses on strengthening teaching and learning, enriching the student experience, investing in our people and culture, leveraging technology and data to enhance decision-making, and deepening community engagement and partnerships. Together, these priorities position Queenwood to remain at the forefront of girls' education while responding confidently to the opportunities and challenges of a rapidly changing world.

We look forward to sharing the Strategic Plan with our community in 2026.

## **Governance and Leadership**

Council's role is to provide stewardship for the long-term success of the School. This includes overseeing strategy, ensuring sound governance and financial sustainability, managing risk, and supporting exceptional educational outcomes for every Queenwood girl.

During the year we acknowledged the outstanding contribution of Dr Amanda Bell, who concluded her distinguished tenure as Chair before retiring from Council after ten years of exemplary service. Amanda's vision, integrity and unwavering commitment have left a lasting legacy for Queenwood and girls' education more broadly. On behalf of the entire Queenwood community, I extend our sincere thanks.

I also thank every member of Council, each of whom serves voluntarily and contributes generously their expertise, wisdom and time in service of the School.

We were delighted to welcome Amanda Meehan (Class of 1993) to Council. Amanda brings extensive expertise in governance, law, strategy and leadership, together with a lifelong connection to Queenwood as an alumna.

The School also strengthened its Executive leadership with the appointment of two exceptional educators. Professor Ann Brewer commenced as Dean of Professional Practice and Strategic Projects, leading strategic initiatives that strengthen professional practice, educational innovation and organisational capability across the School. We also welcomed the appointment of Dr Rachel Horton as Deputy Principal, commencing in Term 2, 2026. Dr Horton brings extensive experience spanning education, research and military leadership, and will play an important role in advancing Queenwood's strategic priorities, particularly in character education and STEM.

Together with Principal Mrs Marise McConaghy and the Executive Team, these appointments further strengthen Queenwood's leadership as we enter our second century.

## **Investing in our Future**

Queenwood remains in a strong financial position, with an operating surplus achieved through prudent financial stewardship that will be reinvested in strategic priorities and future-focused initiatives.

We also achieved significant progress in our long-term campus master plan. Approval of the Esther Road Development Application (DA) enables the transformation of our Art & Design precinct, with works commencing over the summer break and completion anticipated for the start of Term 1, 2027. This exciting development will create a contemporary transdisciplinary learning environment that brings together art, engineering, design, technology, the humanities and the performing arts in ways that foster character, creativity, innovation and collaboration.

In addition, the State Significant Development Application (SSDA) for Oxford Falls has now been formally submitted, representing another important milestone in creating outstanding sporting and learning environments that will serve future generations of Queenwood students.

These investments reflect Council's commitment to thoughtful stewardship, ensuring Queenwood continues to provide inspiring learning environments that support educational excellence today while preparing confidently for the future.

## **Looking to the Horizon**

As we begin our second century, we do so with confidence and purpose. The red thread that has connected every chapter of Queenwood's history remains unchanged: an unwavering commitment to enabling young women to thrive. It is both our privilege and our responsibility to continue building upon the vision of those who came before us, ensuring that every Queenwood girl is equipped to lead a life of meaning, contribution and impact.

## **Thank You**

On behalf of Council, I extend my sincere thanks to our students, staff, families, alumnae and supporters. To our teachers, leaders and support staff, thank you for your professionalism, dedication and unwavering commitment to every girl. To our families, alumnae and wider community, thank you for your generosity, partnership and belief in Queenwood. Together, we look to the future with confidence and optimism.

Kelly McFadden  
Chair, Council of Governors

## FROM THE PRINCIPAL

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.

As we reflect on 2025, this has been a landmark year for Queenwood, one shaped by celebration, consultation and a renewed sense of purpose as we step confidently into our second century. Our Centenary has provided a rare moment to honour the legacy of those who built this remarkable school while also looking ahead with clarity and ambition. The celebrations throughout the year brought our community together in meaningful ways, reminding us of the enduring values, relationships and aspirations that define Queenwood.

Alongside these celebrations, we have advanced several major initiatives that will shape the School's future identity and experience. Our rebranding project, undertaken with careful consultation and deep respect for Queenwood's heritage, has refreshed our visual identity to reflect the strength, warmth and modernity of the School today. This work has been complemented by the development of a new website, designed to offer clearer communication, improved accessibility and a more intuitive experience for families. Together, these initiatives strengthen the way we present ourselves to the world and ensure that our digital presence reflects the quality of our educational offering.

Preparations for the new Art and Design Centre were well underway by the end of the year, marking an exciting step in the renewal of our learning environments and the continued enhancement of facilities across the School. At the same time, our community was rightly captivated by the extraordinary presence of our Speech Day speaker, Katherine Bennell-Pegg, first astronaut under the Australian Flag and named Australian of the Year, 2026. Her message of courage, curiosity and purposeful ambition resonated deeply with our girls, and I look forward to amplifying her insights in the year ahead.

This year also marked the most comprehensive Strategic Planning process undertaken in recent decades. Drawing on wide consultation with students, staff, parents, alumnae and Council, the Green Paper synthesised feedback and identified the external forces shaping the future of education. This work has provided a rigorous foundation for the development of our new strategic direction. The emerging priorities are clear: more consistent, high-quality learning and teaching; a more coherent and supportive student experience; clearer communication with families; revitalising Senior School programs; and a re-defined K–12 learning pathway that is developmentally attuned and future-focused. Strengthening digital systems, enhanced staff capability and a refreshed leadership structure will ensure that Queenwood remains agile, aligned and responsive.

As we move beyond our Centenary, Queenwood stands on strong foundations, anchored by our values, enriched by our history and energised by the possibilities ahead. It is a privilege to lead this community, and I look forward to the year ahead as we bring this shared vision to life for our girls and their families.

Mrs Marise McConaghy  
Principal

## 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 wellbeing of its students, and a range of tutoring, peer mentoring, co-education and outdoor education experienced as well as a developmental framework 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 2: Outcomes and Results

### STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

#### 2025 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>

Results show that for all year groups and across all four domains, results are well above average when compared to all Australian students.

### HIGHER SCHOOL CERTIFICATE 2025

From a cohort of 92 HSC students, 8 Queenwood students were named on the NESA All- round Achievers List for attaining marks of 99 and above in at least 10 units.

In Queenwood's Class of 2025, 34.1% of students appeared on the Distinguished Achievers List.

#### HSC Subject Highlights

2<sup>rd</sup> place in the state – English Extension 2

3<sup>rd</sup> place in the state – Science Extension

6<sup>th</sup> place in the state – English Advanced

6<sup>th</sup> place in the state – Textiles and Design

11<sup>th</sup> place in the state – Business Studies

100% of students in the top band – Chinese and Literature

100% of students in the top band – Drama

100% of students in the top band – English Extension 2

100% of students in the top band – Mathematics Extension 2

100% of students in the top two bands – Design and Technology

100% of students in the top two bands – English Extension 1

100% of students in the top two bands – French Extension

100% of students in the top two bands – History Extension

100% of students in the top two bands – Latin Continuers

100% of students in the top two bands – Mathematics Extension 1

- 100% of students in the top two bands – Modern History
- 100% of students in the top two bands – Ancient History
- 100% of students in the top two bands – Music 1
- 100% of students in the top two bands – Science Extension
- 100% of students in the top two bands – Visual Arts

## INTERNATIONAL BACCALAUREATE 2025

### From a cohort of 19 IB Students:

Two students scored the maximum 45/45 points, mean IB score 40/45 points.

### IB Subject Highlights

- 100%** English Literature HL students received a mark in the top band (Band 7).
- 100%** Mandarin SL students received a mark in the top two bands (Band 7).
- 100%** Economics SL students received a mark in the top two bands (Band 7).
- 100%** Music SL students received a mark in the top two bands (Band 7).
- 100%** Language and Literature HL students received a mark in the top two bands (Band 6 or 7).
- 100%** Mandarin 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%** Geography SL students received a mark in the top two bands (Band 6 and 7).
- 100%** History SL and HL students received a mark in the top two bands (Band 6 and 7).
- 100%** Chemistry SL and HL students received a mark in the top two bands (Band 6 and 7).
- 100%** Mathematics AA HL students received a mark in the top two bands (Band 6 and 7).

### Of a cohort of 96 students

Year 12	Qualification/Certificate	Number of Students
2025	HSC	92
2025	IB Diploma Programme	19

Senior secondary outcomes are documented in the My School website:

## Theme 3: Staffing

### 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.	100%
With a bachelor degree from a higher education institution within Australia or one recognised by AEI-NOOSR guidelines but lack formal teacher qualifications.	0
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	100%
Leadership courses providing information on administration, staff management, compliance	35%
Pastoral Care	100%
Curriculum courses	100%
Child Protection	100%
Others (including National Curriculum, curriculum differentiation)	100% Includes: differentiation, gifted and talented, student attention.
Average annual expenditure per member of staff (includes all staff, not just teaching staff) \$700	

Teacher Accreditation	No of Staff Participating
Conditional	4
Provisional	5
Proficient	97
Highly Accomplished Teacher	0
Lead	0

## WORKFORCE COMPOSITION

Workforce	Composition
Teaching Staff	106
Full-time equivalent Teaching Staff	95.7
Non-teaching Staff	65
Full-time equivalent non-teaching Staff	55.3
Number of staff members with Aboriginal or Torres Strait Islander heritage.	1

## Theme 4: Attendance

Student Attendance and Retention Rates and Post-School Destinations in Secondary Schools.

1. The Assistant to the Deputy Principal monitors the marking of rolls each day and ensures that all absence notifications via the Sentral Parent Portal and email are lodged and correct before 9:30am. Absences are updated throughout the day as information comes in by email and Sentral Parent Portal.
2. Parents/Guardians are expected to email [absence@queenwood.nsw.edu.au](mailto:absence@queenwood.nsw.edu.au), update Sentral Parent Portal or telephone the School if their daughter is ill before 8.30am each day that they are absent. The Assistant to the Deputy Principal or Assistant to the Director of Curriculum 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. This absence will also appear on the student's attendance record in the Sentral Parent Portal.
3. 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 update the Sentral Parent Portal to explain the reason for late arrival and the expected time at school. On late arrival to school, students report to Reception to register their arrival via the Kiosk.
4. 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) or update the Sentral Parent Portal that morning to explain the 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 out using the Kiosk.
5. 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.
6. Frequent non-attendance without a valid reason will result in an interview with the Deputy Principal or Head of Junior School.

## 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
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	103%	97.78%
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%	88.17%
2021/2023	109	114	106	105%	97.25%
2022/2024	98	96	93	98%	94.90%
2023/2025	109	111	101	102%	92.66%

### ATTENDANCE DATA

Year	%
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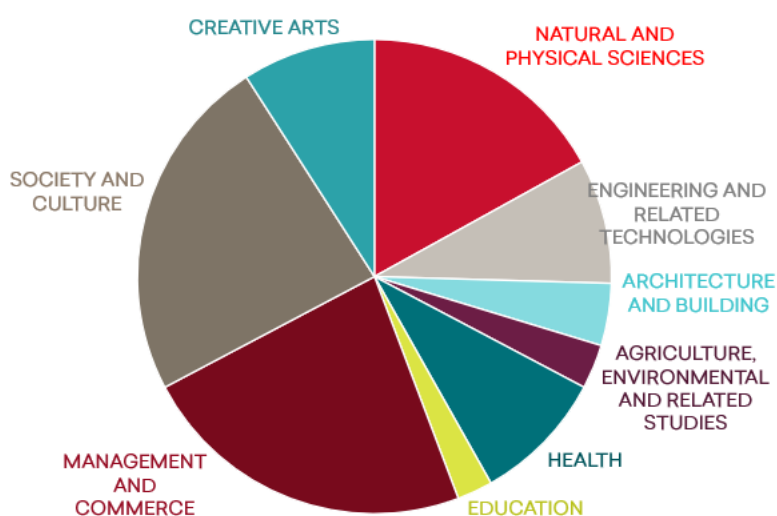
K	95.7
1	96.6
2	95.2
3	94.1
4	94.5
5	95.2
6	94.5
7	92.5
8	93.1
9	90.5
10	89.8
11	92.5
12	93.9
Whole School	93.7

## POST-SCHOOL DESTINATIONS

### Post-school destinations

- 100% of students planned to continue to further study at a tertiary institution.
- 100% of students achieved an ATAR.
- A total of 520 course offers were made across 24 institutions across Australia
- 261 Early Offers were made (prior to HSC/IB results being released)
- 9 International Offers (US & UK)
- 14 Scholarships (including international)

UAC data below shows fields of study for the 2025 cohort/



## **Theme 5: School Policies**

The following school policies are publicly available on the Queenwood website

[Bullying Prevention and Intervention Policy](#)

[Child Protection Policy](#)

[Complaints Handling Policy](#)

[Enrolment Policy](#)

[Handling Allegations of Staff Misconduct and Reportable Conduct Policy](#)

[Student Discipline Policy](#)

## **Theme 6: Stakeholder Satisfaction**

Queenwood welcomes and encourages close interactions with the community at large and with the parents whose involvement is encouraged. As is the practice in most independent schools in Australia, earlier this year Queenwood commissioned an independent and confidential ‘experience’ survey for our community including parents (K–12), staff, and students (Years 6–12). This forms part of our ongoing commitment at Queenwood to listen carefully, reflect deeply, and continuously improve the quality of education and the whole-of-life experience we provide for every girl. The insights from this feedback are invaluable. They help us celebrate what we do well and identify opportunities to grow ensuring that Queenwood remains a place where girls are known, nurtured, and challenged to achieve their best. The findings will inform our strategic and operational priorities which will be shared with the School Council and guide our action plan for 2026 and the coming years. For the 2025 review, 406 parents participated in the survey, which explored more than 300 aspects of school life. We are delighted with the overall results. Parent satisfaction was rated ‘High’, with particularly strong results for the School’s reputation, co-curricular opportunities, and student wellbeing. Our academic program received a ‘Very High’ rating - a wonderful affirmation of the commitment of our teachers and the curiosity and diligence of our students. While we are proud of these results, we remain steadfast in our pursuit of excellence. The survey also highlighted areas where we can do even better including strengthening communication, deepening community engagement and the visibility of the Executive Team, further articulating our strategic vision, and continuing to support student wellbeing, peer relationships, and parent–teacher connections.

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, and members of the Executive team. 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 addresses parents – directly and through the QConnect portal - on a range of relevant issues both wellbeing and academic, including a detailed comparison of HSC and IB credentials. All community events were well attended, and parents were fully involved. External speakers were invited to the school to address meetings on topics relevant to parents and parenting in the form of Parent Seminars on topics such as cyber-safety and awareness. In addition, the series of Balmoral

Lectures – delivered by prominent members of the community - now in its seventh year, once again engaged students, parents and the wider community through stimulating, topical and important issues. Furthermore, a Parent Seminar Program K – 12 runs throughout the year, providing an environment where parents and teachers can collaborate on raising young people.

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 wellbeing 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 new student leadership program for both Junior and Senior School ensuring there is distributed leadership across the student body and authentic experiences. The introduction of the Student Representative Council has been particularly successful this year. The Deputy Principal and the Director of Wellbeing meet weekly with Prefects and Captains in the Senior School and Head of Junior School meets with the Prefects in Junior School, providing an open channel of communication of feedback 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 same occurs in the Junior School with the Head of Junior School.

The School operates a Peer Support program and Sister Groups in Senior School, and Cluster Groups in Junior School as a way to encourage and nurture vertical wellbeing opportunities. Through these initiatives, older students are given leadership and development opportunities, while younger girls have access to support and advice from more mature peers. Cocurricular activities in both Junior and Senior School also provide many opportunities for girls to mix across age and year groups. 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.

### SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Priorities for 2025	
Academic	Implementation of materials developed with Australian Educational Research Organisation writing project Review of the use of technology in teaching and learning, especially Artificial Intelligence Increased use of data to provide analysis of academic results including monitoring of Year 12 attendance and study practices 5 Year IB evaluation planning Review of transition from year 6 into senior school. Continue to improve classroom practice through evidence-based strategies.

Wellbeing	<p>Review, development and implementation of a whole school K – 12 Wellbeing Framework</p> <p>Review of the Tutor System 10 – 12</p> <p>Development of opportunities for Student Voice</p>
Co-curricular	<p>Implementation of Service framework from K - 12</p> <p>Implementation of revised Cocurricular Awards</p> <p>Upgrade of sporting facilities – Lawrance Court</p> <p>Centenary Celebration Activities – Centenary Concert, Artist in Residence and Songlines Project, History Play</p>
Community	<p>Continue with Balmoral Lectures</p> <p>Parent Seminars from K – 12</p> <p>QPA events including new Centenary events – Parent Cocktail Party and All Alumni event</p> <p>Mother’s and Father's Day breakfasts</p> <p>Annual Giving Day</p> <p>Balmoral Lectures</p> <p>Volunteer Thank you afternoon tea</p> <p>Alumni events</p>
Infrastructure	<p>Audit of Infrastructure refurbishment requirements</p> <p>Audit of GLA’s and requirements of the timetable</p> <p>Esther Rd design and development</p> <p>Oxford Falls design and development</p>
<b>Outcomes 2025</b>	
Academic	<p>Improved HSC results, reduced number of under-performing students due to increased focus on these students.</p> <p>Review and update of school assessment policy and practices.</p> <p>Development of instructional coaching ‘lighthouse’ team of teachers trained in high-impact teaching strategies</p> <p>Improved subject selection processes through greater use of data</p>
Wellbeing/Pastoral	<p>First stage of new Student Leadership Program delivered</p> <p>Years 7 – 12 Sister Program integrated in Wellbeing Program</p> <p>Acceptance to participate in the AIS Whole School Wellbeing Framework</p> <p>Continuation of Peer Support Program</p> <p>Review and on-going development of Wellbeing Programs</p>
Capacity	<p>Employed an ICT Manager to ensure efficient and appropriate use of the new systems by all stakeholders.</p>

Sustainability	Enhancement of programs, initiatives, infrastructure and capital works to reduce environmental impact of the school's operations.
Strategy	Ongoing development of new master plan, brand refresh and enrolment campaign.

## 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 online.
- 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, tailor 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 and regionally
- 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, Rough Edges, Glengarry Nursing Home 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, raising \$44,000 for the homeless.
- The Social Justice Club organised various fund-raising events including mufti days, including fundraising for Jarjums and cake sales throughout 2025 to raise money for the School Emergency

Relief Fund.

- Extensive support from students, staff and the broader Queenwood community, including parents and alumni, for a wide range of causes.

## **Curriculum**

- A variety of speakers attended the School throughout 2025 for both Junior and Senior students addressing issues as varied as cyberbullying, mental health, refugees and the environment. Incursions also involve programs directly related to specific curricula in such areas as History, English, Drama and Science and Technology.
- Thoughtful use of curriculum topics as a springboard for wider reflection on society, culture, background and beliefs.

Examples include:

- Geography excursion to inner Sydney and the Hunter Valley exploring issues including housing shortages in Sydney.
- Textiles and History excursions to areas of Sydney with different cultural and ethnic populations.
- CAS (IB course) – research into social justice issues, designing, implementing and evaluating a social justice project.

## Theme 7: Financial Information

