



ANNUAL REPORT 2017

Produced for NESAs

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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 was incorporated in 1966 as a not-for-profit company. The Council is made up of a diverse group of individuals bringing expertise in a variety of professional fields to oversee the school. Its members include Old Girls and current parents.

Council members act in a voluntary capacity and undertake significant duties and responsibilities in order to support and further the School'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 School Council met seven times during 2017. The School Council's major areas of focus throughout the year were Governance and Risk Management responsibilities and it continually monitors the implementation of the Strategic Plan. 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.

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

Mr Tom Dery
Chair of the 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 2017. 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 and a number of other publications. *The Echo*, our annual magazine, captures many of the activities of our students and staff. A brief overview of the achievements of our students in a variety of areas can be found in our *Year in Review* publication which is available on our website. The *QNews* is a magazine published 3-4 times per year which provides articles of interest to the school community and prospective parents, and can be provided upon request to the School. Student publications also give an insight into how our students learn and develop and the Principal regularly publishes articles and newsletters, highlighting issues of relevance to our students, and explaining how the School's values are expressed in a Queenwood education.

The curriculum has been enhanced through a full review of the structure of language study and the introduction of Mandarin Chinese to the Senior School. Advanced Technology and Engineering programs have been further extended, and there has been a full review of our Technology Policy which is underpinned by academic research in the area. The school's Differentiation model is now firmly in place and the Q Literacy initiative has been established, together with the development of specific resources. A model of teacher development (the Teacher Development Team –TDT) has been successfully trialled in the Junior School, and this is a precursor to a further extensive expansion of the program. The School's focus on

wellbeing and healthy development of children and adolescents continues to drive refinement of the Wellbeing Program in the Senior School. Specifically targeted courses on digital citizenship along with regular talks and seminars are designed to inform and support parents about cyber-safety and to increase awareness of social media use among adolescents. 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 90-100 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

2017 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)

FROM A COHORT OF 96 STUDENTS

11% achieved an ATAR of 99 or higher (top 1% of NSW)

33% achieved an ATAR of 95 or higher (top 5% of NSW)

58% achieved an ATAR of 90 or higher (top 10% of NSW)

79% achieved an ATAR of 80 or higher (top 20% of NSW)

HIGHER SCHOOL CERTIFICATE 2017

From a year group of 64 HSC students, seven Queenwood students were named on the NESA All-round Achievers List for attaining marks of 90 and above in at least 10 units. Two Queenwood students were named on the Top Achievers in Course List. Queenwood's Class of 2017 achieved 109 mentions on the NESA Distinguished Achievers List and there were 37 individual Queenwood students who appeared on the Distinguished Achievers' List.

In Advanced English, 33% of students achieved a Band 6 result and 90% achieved in the top two performance bands. In Standard English, 67% achieved in the top two performance bands. In Mathematics, 77% of students achieved in the top two performance bands; in General Mathematics, 53% of students achieved in the top two performance bands; in Maths Extension 1, 94% of students achieved in the top two performance bands; in Maths Extension 2, 100% of students achieved a mark in the top performance band.

The following students received Premier's Awards for All Round Excellence, gaining marks of 90 and above in at least 10 units:

Carla Gates, Charlotte Lawrence, Vanessa Li, Astrid Mullins, Rene Shi, Sophie Shuttleworth, Mikaela Stowe

The following girls achieved outstanding results in individual subjects:

Queenwood students who achieved top rankings in the state

Name	Course	Rank
Vanessa Li	Latin Continuers	3rd
Sophie Shuttleworth	Italian Beginners	1st

Selections for NESA HSC Showcase Events

Name	Course	Showcase Event
Mackenzie Lidbury	Visual Art	ARTEExpress
India Vlotman	Industrial Technology	InTech

Nomination for BOSTES HSC Showcase Events

Name	Course	Showcase Event
Isabelle McConaghy	Drama	OnStage
Charlotte Tennant	Drama	OnStage
Rachael Baulderstone	Drama	OnStage
Louisa Haskins	Drama	OnStage
Jesse Lee	Drama	OnStage
Stella (Coco) Van Dijk	Drama	OnStage

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 Queensland HSC students with all HSC students in NSW. The Band 6 column shows the percentage of Queensland 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	% of Bands 5 and 6 or E4 and E3
Ancient History	12	0	67
Biology	27	33	85
Business Studies	36	33	64
Chemistry	10	0	20
Drama	9	67	100

Course Name	No. of Students	% of Band 6 or E4	% of Bands 5 and 6 or E4 and E3
Economics	8	25	50
Standard English	12	8	67
Advanced English	52	33	90
English Extension 1	11	73	100
English Extension 2	4	0	100
Geography	24	38	88
Industrial Technology	4	25	75
Mathematics General	33	9	53
Mathematics	22	18	77
Mathematics Ext 1	17	24	94
Mathematics Ext 2	1	100	100
Modern History	13	15	77
History Extension	9	44	100
Music 1	1	100	100
Music 2	1	100	100
PDHPE	8	12	38
Physics	5	20	40
Textiles and Design	4	50	100
Visual Arts	9	44	100
French Continuers	5	60	100

Course Name	No. of Students	% of Band 6 or E4	% of Bands 5 and 6 or E4 and E3
French Extension	3	67	100
German Continuers	2	50	100
Italian Beginners	9	67	100
Latin Continuers	1	100	100
Latin Extension	1	100	100
Hospitality (External)	7	0	86
Tourism, Travel, Events (External)	1	0	100

INTERNATIONAL BACCALAUREATE 2017

There were 32 students who sat for the International Baccalaureate Diploma in 2017. They achieved outstanding results. Average mark 38 and average ATAR was 95.82. 18 out of 32 students (56%) placed in the top 5% of the state.

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

Course Name	No. of Students	% of Grade 7	% of Grades 7 and 6
ENGLISH A: Language and Literature SL	5	0%	80%
ENGLISH A: Language and Literature HL	21	33%	90%
ENGLISH A: Literature SL	2	50%	100%
ENGLISH A: Literature HL	4	75%	100%
CHINESE B MANDARIN SL	1	0%	0%
MANDARIN AB. SL	2	100%	100%
FRENCH B HL	3	100%	100%
FRENCH B SL	6	50%	100%

Course Name	No. of Students	% of Grade 7	% of Grades 7 and 6
GERMAN B SL	2	100%	100%
GERMAN B HL	1	100%	100%
JAPANESE B SL	1	0%	0%
LATIN HL	3	100%	100%
LATIN SL	1	100%	100%
SPANISH AB. SL	16	44%	100%
BUSINESS MANAGEMENT SL	1	100%	100%
ECONOMICS SL	3	33%	67%
ECONOMICS HL	10	30%	80%
GEOGRAPHY SL	1	100%	100%
GEOGRAPHY HL	4	75%	100%
HISTORY SL	2	0%	100%
HIST.EUROPE HL	6	0%	67%
PSYCHOLOGY SL	1	0%	100%
PSYCHOLOGY HL	12	25%	75%
BIOLOGY SL	15	27%	67%
BIOLOGY HL	9	22%	44%
CHEMISTRY HL	3	17%	50%
CHEMISTRY SL	3	20%	40%
PHYSICS SL	3	14%	71%
PHYSICS HL	1	100%	100%
MATH.STUDIES SL	5	20%	80%

Course Name	No. of Students	% of Grade 7	% of Grades 7 and 6
MATHEMATICS HL	9	11%	11%
MATHEMATICS SL	18	17%	56%
VISUAL ARTS SL	1	0%	0%
VISUAL ARTS HL	8	38%	75%

In 2016, 15% of the Year 12 cohort participated in a VET course.

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2017	HSC	66%
2017	IB Diploma	33%
2017	VET Qualification	12%

Senior secondary outcomes are documented in the My School website:

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

Theme 5: Teacher Qualifications and Professional Learning

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	118
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	118
Leadership courses providing information on administration, staff management, compliance	8
Pastoral Care	118
Curriculum courses	118
Child Protection	118
Others (including National Curriculum, curriculum differentiation)	118

Average annual expenditure per member of staff is \$600.

Theme 6: Workforce Composition

Workforce	Composition
Teaching Staff	116
Full-time equivalent Teaching Staff	106.40
Non-teaching Staff	72
Full-time equivalent non-teaching Staff	36.70
Proportion of staff members with Aboriginal or Torres Strait Islander heritage.	0

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 an updated absentee list at the end of the day.

1. Parents/Guardians are expected to phone the School if their daughter is ill before 8.30am. 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 phoned the School.
2. A note must be supplied when the student returns to School explaining their absence. Parents may use the tear out absentee slip in the back of the School diary.
3. In the Senior School, students needing to leave Queenwood during the day must have a green form signed by their Year Coordinator or member of the Executive and present this form to the Assistant to the Deputy Principal or Reception before departure. The form must be countersigned by a parent or guardian accompanying the student from school. 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 are the Deputy Head of Junior School or the Head of Junior School.
4. Frequent non-attendance without a valid reason will result in an interview with the Deputy Principal or Head of Junior School.
5. 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, NESA is 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				
2017/2019	99				

Attendance Data 2017

Year	%
K	94%
1	93%
2	94%
3	92%
4	92%
5	89%
6	89%
7	94%
8	94%
9	94%
10	92%
11	95%
12	95%

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. No students left Queenwood at the end of Year 10 in 2017.

The majority of students who left School at the end of Year 12 continued on to University. 98% of our students enrolled at a tertiary institution upon completion of their Year 12 credential. The most popular post school destinations in order are:

- University of Sydney
- University of Technology Sydney
- Australian National University
- University of New South Wales
- Macquarie University

Students from the Class of 2017 gained offers from international universities including:

- Harvard
- Brown
- Duke University
- University of Chicago

A small number of students went to TAFE or pursued full-time employment. Students choose to join the School in Years 11 and 12 usually because they want to improve academic results.

Queenwood students selected tertiary destinations, including a broad range of universities across Australia. Many students won scholarships; most notably an ANU scholarship, the UNSW premier Co-op Scholarship in Engineering, University of Sydney's Women's College, Macquarie University Global Leadership Entry Program and a Bond University Scholarship. International Scholarships were awarded to Brown University, Duke University, and Harvard University.

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 Program.

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 school at other year levels if vacancies occur.

As Queenwood is not registered with CRICOS (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 should be made to the Director of Admissions in writing.
- 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 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 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 (if applicable).

After this 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 payment an Acceptance Fee to confirm the place in the grade and year of commencement.

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 tours of both the Junior School and Senior School.

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.

A: STUDENT WELFARE

Policy	Changes and Latest Updates	Access to full text
<p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> • Duty of care and risk management. • Supervision for onsite and off-site activities. • Guidelines for supervisors. 	<p>Revisited and reviewed 2017</p>	<p>Issued to all staff at the start of the year and during staff induction.</p> <p>Complispace.</p> <p>Complispace>Staff Handbook.</p> <p>Newsletter re: supervision before and after school.</p>
<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> • Code of Conduct for staff. • Code of Conduct for students. • Technology Policy. • Behaviour Management. • Student Leadership. 	<p>Bullying prevention and intervention. Reviewed in 2017.</p> <p>Technology Policy on Social Media enhanced and updated.</p>	<p>Complispace</p> <p>Complispace>Staff Handbook.</p> <p>Canvas (LMS).</p>
<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> • The Pastoral Care system. • Counselling. • Health Care. • Critical Incident Policy. • Suicide Postvention procedure. • Special Provisions Policy. 	<p>Procedures for evacuations from Junior School and Senior School, assessed and reviewed.</p>	<p>New Student orientation pack.</p> <p>Staff Intranet/Complispace</p> <p>Staff Intranet</p> <p>School Intranet</p> <p>Canvas (LMS)</p> <p>Student assessment handbooks</p>
<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</p>	<p>Reviewed and revised in 2017.</p> <p>Flow charts created to show clear and precise steps in process.</p>	<p>Issued to all staff and members of Council of Governors.</p> <p>Staff Intranet/Complispace</p> <p>Parents may request a copy by contacting the Deputy Principal or Head of Junior School.</p>

Policy	Changes and Latest Updates	Access to full text
<p>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"> • Definitions and concepts. • Legislative requirements. • Preventative strategies. • Reporting and investigating reportable conduct. • Investigation processes. • Documentation. 		
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> • Procedures for security of grounds and buildings. • Use of grounds and facilities. • Emergency procedures. • Travel on school related activities 	<p>Updated annually to include statements to students and parents about opening/closing times of the school.</p> <p>Lockdown Policy updated. Reviewed in 2017.</p> <p>2017 – Emergency Evacuation Policy assessed and reviewed.</p>	<p>School Newsletter</p> <p>Staff intranet/Complispace</p> <p>Issued to all staff.</p>

B: POLICIES FOR STUDENT DISCIPLINE

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 persons. 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
Building a Supportive School 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.	Peer mediation, peer support and peer tutoring for students, continued and enhanced throughout 2016 were again developed further in 2017. The Tutor system, introduced in 2015 and refined in 2016 with even closer involvement on the part of Tutors evolved further through the delivery of an enhanced Wellbeing program in 2017.	Canvas (LMS). Staff intranet. Complispace>Staff Handbook. Parent Information books.
Positive Peer Relations		Canvas (LMS). Staff Handbook.
Student Code of Conduct	2017 saw continued monitoring and refinement of the Student Code of Conduct.	Canvas (LMS) Complispace>Staff Handbook

C: POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION

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. The Student Representative Council, a peer mentoring system and student leadership programs assist in resolving problems.

The School's Policy for dealing with complaints and grievances includes 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.

The full text of the Complaints and Grievance Policy is available from the Deputy Principal, and for Staff on Complispace. Grievance processes have been designed to increase parent and student access to this information.

Theme 10: School determined priority areas for improvement

PRIORITIES FOR 2018

Pastoral	<p>Review and refresh the Digital Citizenship Program – for Years 7 and 9 following successful implementation in 2017</p> <p>Review, revise and refine approaches to Social Media awareness and education across K-12</p> <p>Roll out Wellbeing Program in K-6</p>
Academic	<p>Teacher Development Team</p> <p>Extend Professional Learning opportunities through school based registered PD</p> <p>Review and Development framework extended to Middle Managers and Executive</p> <p>Q Literacy project further development K-12</p>
Risk Management	<p>Further streamline Complispace for ease of access and use, and develop online training sessions and verification of Staff compliance with and awareness of critical policies.</p> <p>Refine and renew Risk Assessment Documentation and develop templates for frequently used Risk Assessment documents</p> <p>Staff code of Conduct; Child Protection Module, Excursions module and School Governance Module; Risk Management Program; Compliance Program and Privacy Policy all to be deployed to Full Staff</p> <p>Develop Business Continuity Plan and HR modules on Complispace</p> <p>Research into Staff Learning System and Assurance Platform (Complispace). Incorporation of these systems into Risk and Compliance Program</p>
Strategy	Maintain and monitor progress of Council endorsed strategic principles
OUTCOMES 2017	
Pastoral	<p>Digital Citizenship Program introduced and implemented for Years 7 and 9.</p> <p>Digital Citizenship staged introduction for Junior School implementation was completed from K-6</p> <p>Complete roll-out of the modified Wellbeing Program. Review of individual Year group modules. Evaluation of program</p>

Academic	<p>Mandarin introduced into the Senior School.</p> <p>Structure of programs for the study of languages at secondary level fully reviewed</p> <p>Advanced Technology and Engineering programs reviewed and modified and linking to more innovative extra-curricular opportunities.</p> <p>Further develop digital integration K-12.</p> <p>Review Technology Policy for Years 7-12 for 2018 implementation.</p> <p>Differentiation model finalised and embedded</p> <p>Development process further refined and improved</p> <p>Q Literacy Committee and initial resources developed</p> <p>Trial of Teacher Development Team (TDT) model in Junior School (K-12) in preparation for further roll out</p>
Risk Management	<p>Employment of Risk and Compliance Manager. Streamline access to content of Complispace and revise and review Risk Management documentation and procedures.</p> <p>Development of Staff module that includes Staff Handbook containing relevant policies and procedures; Staff code of Conduct; Child Protection Module, Excursions module and School Governance module which includes Risk management program; Compliance Program and Privacy Policy</p>
Strategy	<p>Endorsement of strategy principles by Council of Governors</p> <p>Parent consultation through focus groups on strategy</p> <p>Finalisation of Strategy communication and widespread publication to the School Community.</p>
Professional Development	<p>The first full cycle of the Queenwood Dialogue and Development program for professional development was completed and this was evaluated with a view to making further adjustments for 2018 - in response to findings.</p>

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
- 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. Girlpower is a program with particular relevance for girls in Years 3-6. The Outdoor Education 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
- There was a significant expansion of the School's involvement with the Macleay Vocational College in Kempsey. This is a school that supports disadvantaged Indigenous youth and in particular young mothers. Students were involved in fundraising and in visiting MVC as well as hosting girls from MVC to this school
- Reconciliation Week was observed and Indigenous speakers invited to the school to address students
- The School's ongoing commitment to Cambodia and programmes there were a major focus of the international elements of Social Justice
- Many student-led initiatives engage with and educate peers about social issues and associated campaigns
- Clean up Australia Day was but one initiative pursued by the Environmental group 'Cleanwood'
- High rates of participation in a wide variety of activities in support of such causes
- Extensive support from students, staff and the broader Queenwood community (parents, Old Girls) for a wide range of causes

Curriculum

- We hosted a variety of speakers for both Junior and Senior students addressing issues as varied as cyberbullying, mental health, the environment, and disabilities
- Thoughtful use of curriculum topics as a springboard for wider reflection on society, culture, background and beliefs. Examples include:
 - Learning Unlimited: girls in Year 9 carried water a mile to understand the problems of access to drinking water in developing nations
 - Geography excursion to Barangaroo and inner Sydney, exploring issues including housing shortages in Sydney
 - Year 10 Geography study using the work of the Hamelin Fistula Hospital to understand issues of infant and maternal mortality in developing nations
 - Year 11 Geography and Biology students undertook an excursion to the Great Barrier Reef
 - Textiles and History excursions to areas of Sydney with different cultural and ethnic populations
 - Student exchanges to New Zealand, France and Japan, and visits from students from these countries and the UK

- o Participation in activities such as the Model United Nations Conference, where students engage with the profile and interests of other nations and advocate for them

Theme 12: Parent, Student and Teacher Satisfaction

Queenwood welcomes and encourages close interactions with the community at large and also with the parents whose involvement is encouraged. The Queenwood Parents' Association (QPA) meets on a regular basis and provides one of a number of 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 Rep meetings are usually attended by the Principal, Deputy Principal or the Head of Junior School, or on occasion all three. This provides a direct link between parents and Executive. Other avenues for parents to express their level of satisfaction are provided through year group coffee mornings at the Senior School, which are attended by the Principal, the Deputy Principal and usually the relevant Year Coordinator and Tutors. Members of the Executive attend all school functions and activities, providing another avenue of regular, informal feedback and support for students, parents and staff.

In 2017, the Principal addressed parents on a range of relevant issues both pastoral and academic, including a detailed comparison of HSC and IB credentials. These were well attended, and parents were fully involved in the subsequent Q&A sessions. Class teachers in the Junior School 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. 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. Parents too are welcome to attend exit interviews with the Principal.

The Deputy Principal meets weekly with the Head and Vice Head Prefects, 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. There is an active School Representative Council (SRC) that meets fortnightly and an Environmental Committee (Cleanwood) that also meets fortnightly. The School also has a leadership program (Captains and Prefects) for both Junior and Senior School.

The School operates a Peer Support program, a Peer Mentoring program, and a Peer Tutoring program. Through this means, the older students are given leadership and development opportunities, while the younger girls have access to support and advice from more mature peers. These are all 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

