



ANNUAL REPORT 2018

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 2018, including a Strategy Day which focused on long-term financial modelling and an overview of macro operational risks. 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.

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

Dr Amanda Bell AM
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 2018. 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. 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 QLiteracy project has been an effective whole-school approach to develop sophisticated reading, writing and comprehension skills across the curriculum. In the Junior School, the focus on systematic synthetic phonics instruction has been welcomed in Kindergarten to Year 2, with teachers given access to ongoing professional development with an external consultant and parents also fully engaged in understanding the process and supporting it at home. Specialised Programs provision continues to strengthen, supporting

the learning needs of the full range of students at Queenwood. Innovative curriculum development continues to introduce new Indigenous perspectives into learning across the School. The introduction of new bus services has increased accessibility to the School and widened our potential enrolment population. New opportunities have been introduced for students to meet with individuals and communities with diverse perspectives and experiences – for instance, through their regular engagement with clients of a service for people without homes and the ongoing regular visits and exchanges with students from very different schools both in Australia and overseas. Students are also given the opportunity to engage with contemporary issues and diverse perspectives through events such as the Balmoral Lecture series, which featured speakers on diverse topics including educational policy, cultural change and the social and political lessons from history.

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

2018 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 65 STUDENTS

10% achieved an ATAR of 99 or higher (top 1% of NSW)

32% achieved an ATAR of 95 or higher (top 5% of NSW)

53% achieved an ATAR of 90 or higher (top 10% of NSW)

77% achieved an ATAR of 80 or higher (top 20% of NSW)

HIGHER SCHOOL CERTIFICATE 2018

From a year group of 65 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. One Queenwood student was named on the Top Achievers in Course List. Queenwood's Class of 2018 achieved 111 mentions on the NESA Distinguished Achievers List and there were 38 individual Queenwood students who appeared on the Distinguished Achievers' List.

In Advanced English, 31% of students achieved a Band 6 result and 82% achieved in the top two performance bands. In Standard English, 69% achieved in the top two performance bands. In Mathematics, 68% of students achieved in the top two performance bands; in General Mathematics, 79% of students achieved in the top two performance bands; in Maths Extension 1, 56% 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:

Chelsea Hardiman, Isabelle Holthouse, Madeleine Holthouse, Laura Liles, Eliza Roberts, Georgia Stewart, and Isabella Whitton.

The following girls achieved outstanding results in individual subjects:

Queenwood students who achieved top rankings in the state

Name	Course	Rank
Chelsea Hardiman	General Mathematics	1st
Amber Arnold	Business Studies	11th
Isabelle Holthouse	General Mathematics	18th
Isabelle Holthouse	Italian Beginners	2nd
Madeleine Holthouse	Italian Beginners	4th
Isabella Whitton	Modern History	10th

Selections for NESA HSC Showcase Events

Name	Course	Showcase Event
Isabel Palframan	Textiles and Design	Texstyle

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	% of Bands 5 and 6 or E4 and E3
Ancient History	6	0	33
Biology	28	14	71
Business Studies	30	40	83
Chemistry	8	0	13
Drama	16	38	94
Economics	12	17	75
Standard English	13	0	69

Course Name	No. of Students	% of Band 6 or E4	% of Bands 5 and 6 or E4 and E3
Advanced English	51	31	82
ESL	1	0	0
English Extension 1	6	100	100
English Extension 2	2	0	100
Geography	32	22	91
Industrial Technology	2	100	100
Mathematics General	38	53	79
Mathematics	19	11	68
Mathematics Ext 1	9	11	56
Mathematics Ext 2	1	0	0
Modern History	21	38	81
History Extension	7	57	100
Music 1	3	67	100
PDHPE	12	42	92
Physics	3	0	0
Textiles and Design	8	50	100
Visual Arts	11	18	81
German Continuers	4	50	100
German Extension	2	25	25
Italian Beginners	10	60	90

Course Name	No. of Students	% of Band 6 or E4	% of Bands 5 and 6 or E4 and E3
Japanese Continuers	1	0	0
Chinese in Literature (External)	1	0	0
Hospitality (External)	5	0	80
Software, Design and Development (External)	1	0	100

INTERNATIONAL BACCALAUREATE 2018

There were 23 students who sat for the International Baccalaureate Diploma in 2018. They achieved outstanding results. Average mark was 38/45 and average ATAR was 95.48. 15 out of 23 students (65%) 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	3	33%	100%
ENGLISH A: Language and Literature HL	11	18%	73%
ENGLISH A: Literature HL	9	33%	55%
MANDARIN AB. SL	1	100%	100%
FRENCH B HL	4	75%	100%
FRENCH B SL	4	75%	100%
GERMAN B SL	2	0%	50%
GERMAN B HL	1	100%	100%
JAPANESE B SL	1	0%	100%

Course Name	No. of Students	% of Grade 7	% of Grades 7 and 6
LATIN HL	3	100%	100%
SPANISH AB. SL	11	18%	81%
ECONOMICS HL	8	25%	63%
ENVIRONMENTAL SYSTEMS AND SOCIETY SL	5	40%	100%
GEOGRAPHY SL	6	83%	100%
GEOGRAPHY HL	9	67%	89%
HISTORY SL	4	50%	50%
HIST.EUROPE HL	2	0%	0%
PSYCHOLOGY HL	1	100%	100%
BIOLOGY SL	3	33%	67%
BIOLOGY HL	6	33%	83%
CHEMISTRY HL	8	25%	63%
CHEMISTRY SL	4	25%	50%
PHYSICS SL	3	33%	33%
PHYSICS HL	1	100%	100%
MATH.STUDIES SL	5	40%	40%
MATHEMATICS HL	3	33%	67%
MATHEMATICS SL	15	13%	53%
MUSIC SL	1	0%	0%
VISUAL ARTS SL	1	100%	100%
VISUAL ARTS HL	3	33%	100%

In 2018, 6% of the Year 12 cohort participated in a VET course.

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2018	HSC	73%
2018	IB Diploma	26%
2018	VET Qualification	6%

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	113
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	3

Description of the Professional Learning Activities	No of Staff Participating
First Aid including CPR	113
Leadership courses providing information on administration, staff management, compliance	15
Pastoral Care	113
Curriculum courses	113
Child Protection	173
Others (including National Curriculum, curriculum differentiation)	113

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

Theme 6: Workforce Composition

Workforce	Composition
Teaching Staff	113
Full-time equivalent Teaching Staff	105.2
Non-teaching Staff	60
Full-time equivalent non-teaching Staff	46.18
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 Student Services Officer 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, 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	99				

Attendance Data

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

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 are:

- University of Sydney
- University of Technology Sydney
- Australian National University
- University of New South Wales
- Macquarie University
- International College of Management Sydney (ICMS)
- University of Newcastle
- University of Melbourne

Students from the Class of 2018 gained offers from international universities including:

- University of Southern California
- Yale

- University of York, United Kingdom
- University of Brighton, United Kingdom
- University of the Arts, United Kingdom
- King's College, University of London
- Queen Mary University of London

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 Dalyell Scholarships at the University of Sydney, International College of Management Sydney (ICMS), a National Merit Scholarship at University of Melbourne, University of Melbourne, Residential College Janet Clarke Hall Scholarship and Chancellor's 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 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 waiting list for other year levels and confirm enrolment if vacancies occur.

As Queenwood is not a registered 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 require 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 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.

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 2018</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 2018.</p> <p>Technology Policy on Social Media enhanced and updated.</p> <p>Employment of a Digital content manager to monitor and oversee activity in the digital space, and to educate and advise on social media use</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 in 2018</p>	<p>New Student orientation pack.</p> <p>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 2018.</p> <p>Flow charts reviewed. These show clear and precise steps in the process.</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 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>Online annual child protection training completed by all staff members</p>	
<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 2018.</p> <p>2018– Emergency Evacuation Policy trialled, assessed and reviewed.</p>	<p>School Newsletter</p> <p>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 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>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>Peer mediation, peer support and peer tutoring for students, continued and enhanced throughout 2016/17 and developed further in 2018.</p> <p>The Tutor system, introduced in 2015, developed and refined in</p>	<p>Canvas (LMS).</p> <p>Complispace>Staff Handbook.</p> <p>Parent Information books.</p>

	2016/17 through even closer involvement on the part of Tutors and was further enhanced through the delivery of a new series of lessons through the Wellbeing program in 2018.	
Positive Peer Relations		Canvas (LMS). Staff Handbook.
Student Code of Conduct	Continued monitoring and refinement of the Student Code of Conduct was addressed in 2018	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 2019	
Academic	Introduction of World Religions elective in Stage 4 Extension of Mandarin into Year 8 Review of academic reporting Further embedding of data tracking systems to monitor academic progress Investigation of programs to support sustained reading in Stage 4+
Wellbeing	Seminar series on topics identified by parents as relevant Opportunities for staff training in mindfulness
Capacity	Development of master plan for facilities to meet current and long-term needs Major review of IT and database infrastructure

	Feasibility study of introduction of after-school care service
Risk Management & Compliance	Full preparation for five-year NESA registration & accreditation Review of processes for policy development and oversight at management and governance levels Full preparation for five-year IBO registration & accreditation
Strategy	Maintain and monitor progress of Council endorsed strategic principles
Outcomes 2018	
Pastoral	Digital Citizenship Program for Years 7 and 9 reviewed and refreshed. Approaches to Social Media awareness and education across K-12 reviewed, revised and refined. Wellbeing Program in K-6 successfully rolled out.
Academic	Teacher Development Team model introduced. Professional Learning opportunities extended through school based registered PD Review and Development framework extended to Middle Managers and Executive Further development of Q Literacy project K-12
Risk Management	Further development of Complispace risk management system. Risk Assessment documentation, templates and processes substantially reviewed and enhanced. Deployment of a range of modules and policies to all staff (eg for excursions, risk management, school governance, child protection, privacy etc) Migration to new risk assurance platform and introduction of staff online learning system
Strategy	Continual monitoring of progress under Council endorsed strategic principles Significant enhancement of communications to community, especially through format of key publications such as QNews Employment of Digital Content Manager

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. 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 and performers were invited to the school to address students at a special Assembly
- The School's ongoing commitment to Cambodia and programmes there were a major focus of the international elements of Social Justice, with new initiatives in activities in that country
- Involvement with the 'Rough Edges' charity in King's Cross involves Senior students throughout the year
- Many student-led initiatives engage with and educate peers about social issues and associated campaigns including an ongoing commitment to St Edmund's College, Wahroonga, a school for children with sensory and intellectual disability and mild to moderate autism
- 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:

- A variety of speakers attended the School through 2018 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 Barangaroo and inner Sydney, exploring issues including housing shortages in Sydney
 - History and English Excursions to the Jewish Museum
 - The introduction of targeted Indigenous programs involving Aboriginal elders, and carried out on country were a part of Camps in Years 8, 9, and 11
 - Mothers and daughters trip to Arnhem Land as part of the School's Indigenous program. This complements the school's reciprocal visits to Macleay Vocational College
 - Immersion for Teachers and Staff on Yuin Country led by Indigenous elders
 - Year 10 preparing birthing kits for women in Africa
 - Textiles and History excursions to areas of Sydney with different cultural and ethnic populations
 - Student exchanges to France and Japan were undertaken, and reciprocal visits occurred with students from these countries and the UK
 - Participation in activities such as the Model United Nations Assembly, 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 employment of a Digital Content Manager has enhanced the school's ability to communicate with parents, students and the wider community. 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. Members of the Executive attend all school functions and activities, providing another avenue of regular, informal feedback and support for students, parents and staff. Focus groups to determine teacher satisfaction and to elicit comment and feedback about the workplace and the experience of working at Queenwood were held for all staff. Results were discussed with the school's Executive and fed back to staff in direct meeting forums with the Principal and Deputy Principal.

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 addition, the series of Balmoral Lectures engaged students, parents and the wider community.

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. 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. 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 these initiatives, older students are given leadership and development opportunities, while 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

