



ANNUAL REPORT 2019

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 2019, including a Strategy Day which focused on the development of a Master Plan for the School. 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 2019. 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 public examinations and a variety of other areas can be found on our website. The *QNews* is a magazine published 2-3 times per year which provides articles of interest to the school community and prospective parents, and can be provided upon request to the School. The Principal and other senior staff regularly publish articles and newsletters, highlighting issues of relevance to our students, and explaining how the School's values are expressed in a Queenwood education. A sample of these can also be found on our website.

Across the School, the culture of professional learning has been strengthened and our offerings in Technology and Engineering expanded within and alongside the academic curriculum. Indigenous culture and ways of knowing are increasingly well embedded into the curriculum from K-12 and significant enrichment opportunities have been

introduced for students, staff and parents. Queenwood is at the forefront of effective provision in this area which demonstrates our commitment to ongoing learning from, partnership and reconciliation with Australia's first peoples. The School's international programs have expanded particularly in relation to China and now includes additional student exchanges, staff visits and exchanges, senior student internships with Chinese companies and international student conferences.

The School's commitment to the development of its staff continued, with significant investment in professional learning and the introduction of a new development cycle for middle managers. Extended courses in mindfulness were also introduced for staff interested in improving their focus, awareness and performance both professionally and personally. Around half the staff completed these courses and they consistently reported enhanced wellbeing and improved efficacy as a result.

These elements, and the constant process of review and improvement, ensure the highest standard of education and greatest range of opportunities for our girls.

Ms Elizabeth Stone
Principal

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

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

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

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

The School has a strong commitment to the pastoral care and well-being of its students, and a range of tutoring, peer mentoring and personal development programs to support this. In addition to preparing students for higher education, Queenwood

aims to produce young women who are independent and engaged, with a broad perspective on the world and a desire to make their own meaningful contribution.

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

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

2019 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)

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The formal Record of School Achievement credential was awarded by NESA to 1 student.

HIGHER SCHOOL CERTIFICATE 2019

From a cohort of 72 HSC Students:

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

26% achieved and ATAR of 95 or higher (top 5% of NSW)

50% achieved and ATAR of 90 or higher (top 10% of NSW)

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

Five Queenwood HSC students were named on the NESA All-round Achievers List for attaining marks of 90 and above in at least 10 units. Queenwood's Class of 2019 achieved 129 mentions on the NESA Distinguished Achievers List and there were 50 individual Queenwood students who appeared on the Distinguished Achievers' List.

In Advanced English, 21% of students achieved a Band 6 result and 96% achieved in the top two performance bands. In Standard English, 18% achieved in the top two performance bands. In Mathematics, 66% of students achieved in the top two performance bands; in Standard Mathematics, 66% of students achieved in the top two performance bands; in Maths Extension 1, 86% 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:

Georgia Barr, Alexandra Crawford, Rebecca Du, Mia Pahljina, Holly Primmer

Selections for NESA HSC Showcase Events

Name	Course	Showcase Event
Chloe Lambert	Visual Arts	Body of Work Selection for ArtExpress Virtual Exhibition
Hayley Baulderstone	Drama	Group Performance Project Nomination for OnStage
Isobel Forbes	Drama	Individual Performance Project Nomination for OnStage
Sophie Hadley	Drama	Group Performance Project Nomination for OnStage
Ava Harrison	Drama	Individual and Group Performance Project Nomination for OnStage
Lily Kirkham	Drama	Individual and Group Performance Project Nomination for OnStage
Caitlin Lloyd	Drama	Group Performance Project Nomination for OnStage
Sophie McFadden	Drama	Group Performance Project Nomination for OnStage
Isabella Moss	Drama	Group Performance Project Nomination for OnStage
Holly Primmer	Drama	Group Performance Project Nomination for OnStage
Eve Sillar	Drama	Group Performance Project Nomination for OnStage
Alysha Woodey	Drama	Individual and Group Performance Project Nomination for OnStage
Anthea Ford	Design and Technology	Major Project Nomination for Shape Exhibition
Anna Wanless	Design and Technology	Major Project Nomination for Shape Exhibition
Rebecca Du	Music 2	Music 2 Essay selected as exemplary for ENCORE Honours List

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

COURSE NAME	NO. OF STUDENTS	% OF BAND 6 OR E4 (STATE)	% OF BANDS 5 AND 6 OR E4 AND E3 (STATE)
Ancient History	10	20 (9.21)	90 (35.46)
Biology	27	30 (7.31)	70 (31.31)
Business Studies	29	45 (9.34)	93 (33.02)
Chemistry	12	33 (16.04)	91 (45.93)
Design and Technology	4	50 (14.33)	100 (46.53)
Drama	15	60 (15.1)	100 (43.66)
Economics	12	50 (15.2)	83 (51.73)
Standard English	11	0 (0.66)	18 (11.75)
Advanced English	61	21 (13.47)	96 (61.79)
English Extension 1	17	53 (34.12)	100 (93.87)
English Extension 2	3	33 (26.12)	100 (79.79)
French Continuers	2	50 (30.86)	100 (64.65)
French Extension	1	0 (28.81)	100 (88.13)
Geography	35	34 (10.32)	89 (43.18)
German Continuers	4	0 (22)	25 (55.97)
German Extension	1	0 (42.55)	100 (57.44)
Japanese Continuers	1	0 (27.66)	0 (60.18)
Mathematics Standard 2	32	22 (5.19)	66 (24.05)
Mathematics	32	31 (23.41)	66 (49.08)
Mathematics Ext 1	14	43 (39.03)	86 (80.11)
Mathematics Ext 2	4	0 (35.74)	100 (85.86)
Modern History	16	25 (9.74)	81 (39.33)
History Extension	5	20 (27.61)	100 (76.65)
Music 1	2	50 (22.08)	100 (65.96)
Music 2	1	100 (41.23)	100 (90.95)
Music Extension	1	100 (66.42)	100 (97.83)
PDHPE	19	42 (6.26)	84 (31.26)
Physics	6	0 (12.37)	67 (36.88)
Science Extension	3	0 (6.58)	100 (68.40)
Textiles and Design	10	30 (16.36)	100 (53.30)
Visual Arts	10	60 (15.77)	100 (62.50)

INTERNATIONAL BACCALAUREATE 2019

From a cohort of 25 IB Students:

28% achieved and ATAR of 99 or higher (top 1% of NSW)

72% achieved and ATAR of 95 or higher (top 5% of NSW)

88% achieved and ATAR of 90 or higher (top 10% of NSW)

100% achieved and ATAR of 80 or higher (top 20% of NSW)

There were 25 students who sat for the International Baccalaureate Diploma in 2019. They achieved outstanding results. Average mark was 38/45 and average ATAR was 95.73.

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

COURSE NAME	NO. OF STUDENTS	% OF Grade 7	% OF Grade 7 and 6
Biology SL	8	63	88
Biology HL	2	0	100
Business Management SL (ext)	1	0	0
Business Management HL (ext)	2	0	50
Chemistry SL	3	33	100
Chemistry HL	1	100	100
Economics SL	1	0	0
Economics HL	7	29	86
English A: Lang and Lit SL	2	0	100
English A: Lang and Lit HL	19	37	84
English A: Literature HL	4	50	75
Environmental Sys and Soc SL	10	50	80
French SL	1	0	100
French HL	7	29	86
Geography SL	1	100	100
Geography HL	12	33	100
History SL	2	50	50
History HL	2	0	50
Latin HL	3	67	100
Mathematics Studies	8	25	88
Mathematics SL	14	14	50
Mathematics HL	3	0	67
Music HL	2	0	50
Physics SL	6	29	67
Physics HL	1	0	100
Spanish ab initio SL	18	22	72
Visual Arts HL	10	30	60

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2019	HSC	74%
2019	IB Diploma	26%
2019	VET Qualification	0%

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

Theme 5: Teacher Professional Learning, Accreditation and Qualifications

NUMBER OF TEACHING STAFF	TOTALS
With teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines	109
With a bachelor degree from a higher education institution within Australia or one recognised by AEI-NOOSR guidelines but lack formal teacher qualifications	2
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	125
Leadership courses providing information on administration, staff management, compliance	12
Pastoral Care	125
Curriculum courses	125
Child Protection	173
Others (including National Curriculum, curriculum differentiation)	50

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

Teacher Accreditation	No of Staff Participating
Conditional	5
Provisional	5
Proficient	102
Highly Accomplished Teacher	0
Lead	0
Total number of teachers	122

Theme 6: Workforce Composition

Workforce	Composition
Teaching Staff	114
Full-time equivalent Teaching Staff	86
Non-teaching Staff	59
Full-time equivalent non-teaching Staff	36
Proportion of staff members with Aboriginal or Torres Strait Islander heritage.	2

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

The Assistant to the Deputy Principal monitors the marking of rolls each day and ensures an accurate list of absentees is published via email to all staff before recess and 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 permission 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	101	97	94	96%	93.07%

Attendance Data

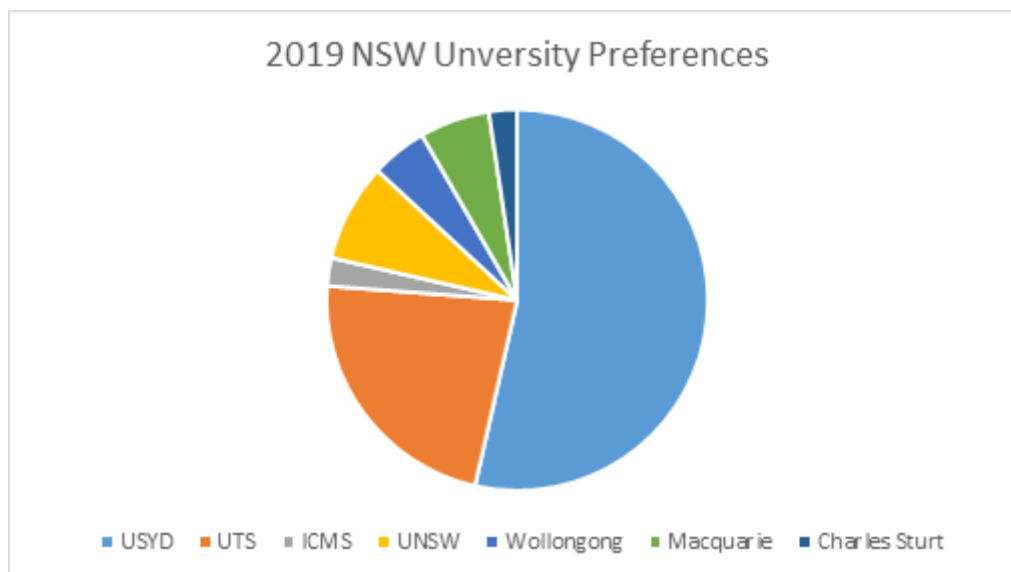
Year	%
K	94%
1	96%
2	95%
3	95%
4	96%
5	93%
6	95%
7	96%
8	94%
9	93%
10	94%
11	95%
12	95%

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.

Post-school Destinations

The majority of students, 95%, who left Queenwood at the end of Year 12 continued onto University studies. Others went onto technical college, gaps years and other further study.

Queenwood students selected tertiary destinations across Australia and internationally. The most popular post-school destinations were University of Sydney, University of Technology Sydney and University of NSW. The most popular inter-state Universities were the University of Melbourne and Australian National University.



Students from the class of 2019 went to international universities including:

- Harvard University (US)
- Wagner College (US)
- University of Glasgow (Scotland)

Scholarships offered to Queensland class of 2019 included the Dalyell Scholarship at University of Sydney, the Excellence Scholarship at Bond University and The Dean's Scholarship at University of Wollongong. Many of our students enter University as part of their Elite Athlete programs or Future Leader programs.

Theme 8: Enrolment Policies

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

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

Queenwood receives applications for enrolment in three broad categories:

- To commence at the beginning of Kindergarten.
- To commence at the beginning of Year 7.

- To join the waiting list for other year levels and confirm enrolment if vacancies occur.

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

ENROLMENT

Priority for Admission

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

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

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

Conditions

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

- Parents/guardians need to complete and return the signed enrolment application and non-refundable application fee;
- An application can only be made for one year group at a time. Requests to change the proposed year of entry are made in writing to the Director of Admissions who will send out an enrolment variation to confirm the request.
- The application does not guarantee a place; it notifies Queenwood of a family's interest.
- On receipt of an Enrolment Application, Queenwood will respond in writing, advising of the placement of the applicant on the relevant waiting list according to the enrolment guidelines.

- If a place is offered, a non-refundable acceptance fee is paid to secure the place. This place cannot be deferred to another year, unless special circumstances exist. Example: Queenwood receives a psychometric report from a professional advising a pupil should be enrolled in an alternative year group.

Enrolment at Kindergarten or Year 7

Families applying for enrolment in Kindergarten may confirm a place soon after application; applications for Year 7 are processed 2 – 3 years prior to commencement. Applications for all other year groups are confirmed if/when a place becomes available.

Families must attend an Introductory Morning prior to an interview with the Principal who offers places as appropriate.

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

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

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

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

Enrolment of Students with a Disability

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

- Enrolment.
- Participation.
- Curriculum development, accreditation and delivery.
- Student support services.

- Elimination of harassment and victimisation.
- Disability provisions for students in assessments and examinations.

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

Termination of Enrolment

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

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

General Information

All fees and charges are reviewed annually.

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

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

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

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

Theme 9: Other School Policies

Queenwood seeks to provide a safe and supportive environment which minimises the risk of harm and ensures students feel secure. Queenwood fosters the physical, social, academic and emotional development of students and provides welfare policies and programs that develop a sense of self-worth and personal growth.

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 throughout 2019</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 2019.</p> <p>Technology Policy on Social Media enhanced and updated.</p> <p>The Digital Content Manager delivered Cyber safety courses to students as well as continuing to monitor and oversee activity in the digital space, and to educate and advise parents and staff 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 Post-vention procedure. • Special Provisions Policy. 	<p>Procedures for evacuations from Junior School and Senior School, assessed and reviewed in 2019 with the assistance of external providers. Formal training provided for designated Safety Wardens</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 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. 	<p>Reviewed and revised in 2019 with School Counsellor and Year Coordinators.</p> <p>Online annual child protection training completed by all staff members</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
<ul style="list-style-type: none"> • Preventative strategies. • Reporting and investigating reportable conduct. • Investigation processes. • Documentation. 		
Security Policy encompassing <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 	Updated annually to include statements to students and parents about opening/closing times of the school. Lockdown Policy updated. Reviewed in 2019. External consultants conducted full training on site. 2019– Emergency Evacuation Policy trialled, assessed and reviewed.	School Newsletter Complispace Issued to all staff.

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
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 were again developed further in 2019. The Tutor system, whereby Tutors remain with a Tutor group for two consecutive years and then change (Year Coordinators remain with the cohort for three years and then change), continued to deliver valuably for all students through the delivery of a re-vamped Wellbeing program in 2019.	Canvas (LMS). Complispace>Staff Handbook. Parent Information books.
Positive Peer Relations		Canvas (LMS). Staff Handbook.
Student Code of Conduct	Continued monitoring and refinement of the Student Code of Conduct was addressed in 2019	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 2020	
Academic	Continued review of academic reporting, format and frequency Preparation for implementation of silent sustained reading for program K – 11 Development of technology integration for Stage 4 Year 10 end of year cross-curricular program
Wellbeing/Pastoral	Exploring a restructure of Wellbeing roles in the school with a view to modifying design of current Year Coordinator/Tutor structures and the overall leadership of Wellbeing both for students and staff. Mindfulness across the School K-6
Capacity	Further development of master plan for facilities following on planning from 2019 – including integration of land acquired in 2019 to meet current and long-term needs Ongoing implementation of IT and database upgrades Emphasis on philanthropy through newly employed Director of Development
Risk Management & Compliance	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 strategic directions as resolved and determined by School's Governors. Master planning (see also: 'Capacity') Streamlining of the School's communications strategy and ongoing review of various media as well as efficacy of current communication.
Outcomes 2019	
Wellbeing/Pastoral	The student Wellbeing program 7-12 was completely revised and revamped for 2019 with new content for Tutor delivery. Digital cyber safety continued to be a priority. Successful seminar series delivered to parent body. External speakers on safety, cyber security and mindfulness/wellbeing. Staff Mindfulness programs – The Potential Project – offered to all Staff.
Academic	Teacher Development Team action research projects Professional Learning opportunities extended through school based registered PD Review and Development framework developed and implemented for Middle Managers and Executive

	Further development of Q Literacy project K-12; AIS research grant awarded for 'Just Read' (sustained reading in Stage 4+) implementation
Capacity	Master planning advanced with Architects undertaking an audit of the school's facilities and preparing plans for optimal usage of school facilities. New land acquisition for future development of school resources. Introduction of after-school care service
Risk Management	Full preparation for five-year NESA registration & accreditation Delivery of online Training for all staff Completion of Registration and Accreditation for 2019-2024 Redefined strategic and macro-operational risks, with additional implementation of regular review cycle with Council and Executive Team Introduction of whistle blower policy and framework as per expansion of whistle blower protections in the Corporations Act Implementation of Staff Learning System allowing electronic dissemination of policies and acknowledgement Review of processes for policy development and oversight at management and governance levels
Strategy	Acquisition of property for future development of the school's resources and facilities. Detailed master planning consultation and development across all school sites.

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
- Cyber-Security and safety sessions conducted regularly at an age-appropriate level raise awareness and defensive behaviour for all students. Online behaviour is
- 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
- The School year began with local Indigenous Elders conducting a smoking ceremony attended by all school staff
- 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 continued to thrive and grow with more Senior students involved in 2019
- 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 causes such as Climate Change
- 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 2019 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, and the Hunter Valley exploring issues including housing shortages in Sydney

- 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, 10, and 11
- The Second year of the mothers and daughters trip to Arnhem Land was again conducted as part of the School's Indigenous program. This complements the school's now extensive reconciliation and indigenous initiatives
- Immersion for Teachers and Staff on Yuin Country led by Indigenous elders
- 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 China 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 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 and/or the Head of Junior School, or on occasion all three. This provides a direct link between parents and Executive. Members of the Executive attend all school functions and activities, providing another avenue of regular, informal feedback and support for students, parents and staff.

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

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

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

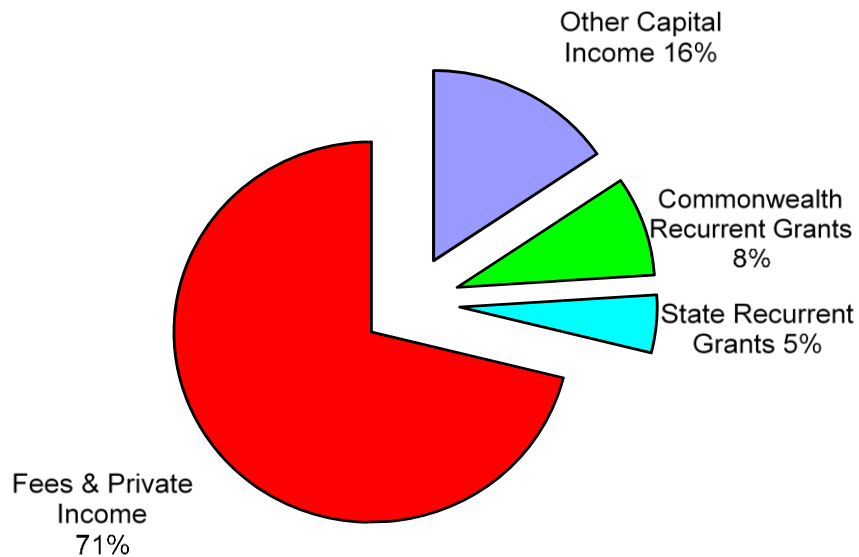
The Deputy Principal meets weekly with the Head Prefect and Vice Head Prefect, providing an open channel of communication of concerns in both directions. Senior School students are regularly reminded that they can see the Principal in her office at any time without appointment, and are encouraged to 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.

Staff Wellbeing is at the forefront of consideration, and a comprehensive Wellbeing program was offered during Term II and Term III. This was attended by 51 academic and administration staff in two separate courses (conducted by The Potential Project) consisting of 6 sessions per course. Staff were surveyed for their reactions to this initiative and results were enthusiastic and positive.

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

Theme 13: Summary Financial Information

Recurrent/Capital Income 2019



Recurrent/Capital Expenditure 2019

