

ANNUAL REPORT 2020

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 govern the school. Its members include alumnae 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 eleven times during 2020, including a Strategy Session which focused on the review of the School's Strategic Plan. 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, is paramount.

Queenwood began 2020 in a strong position which enabled it to meet the challenges of the pandemic effectively. Priority was given to the wellbeing of students, staff and parents. Educational programs continued to be delivered to the highest standard through the period of remote learning and beyond.

The School has had a successful year despite the COVID-19 challenges faced, 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 continued to flourish in 2020 despite the privations and adjustments necessitated through the pandemic. The busy, rich and complex life of the School was rendered even more so, if possible, as we adjusted teaching and learning and all other forms of communication and engagement with our community to an online model. Those interested in the School can refer to our website, social media, and publications for more detail about our activities, values and learning community. *The Echo*, our annual magazine, captures many elements of the activities of our students and staff. A brief overview of the achievements of our students in public examinations and a variety of other areas can be found on our website. The *QNews* is a magazine published 2-3 times per year which provides articles of interest to the school community and prospective parents and can be provided upon request to the School. The Principal and other senior staff regularly publish articles and

newsletters, highlighting issues of relevance to our students, and explaining how the School's values are expressed in a Queenwood education. A sample of these can also be found on our website.

The sudden shift to an online learning environment was effected quickly and seamlessly but not without considerable adjustment of pedagogical strategies so as to maintain effective learning in virtual classrooms. Across the School, the expertise of staff and the culture of professional learning were strengthened by the rapid adoption of digital learning. Alongside the development of our use of technology, our commitment to a strong culture of reading was demonstrated in the introduction of our *Just Read* program of sustained, silent reading. Working in partnership with university researchers, the program was carefully introduced to students and staff across the School and the benefits to students' academic development and wellbeing quickly became evident. While COVID-19 restrictions prevented some extra-curricular activities, most were reintroduced with appropriate safety measures in the second semester thanks to the flexibility and creativity of the responsible staff. The quality of our educational programs remained high throughout and this was recognised in our five-yearly evaluation by the International Baccalaureate Organisation which commended the School on its delivery of the Diploma Programme and commented particularly on the enhancement of our offering since the last evaluation.

Queenwood's commitment to the development and wellbeing of its staff strengthened further during the difficult circumstances of 2020. New roles for Digital Integrators in Junior and Senior School proved invaluable in supporting staff as they moved to new forms of online teaching. A Wellbeing Working Group was established for staff and a range of opportunities and measures to support staff introduced through this group. Junior School teachers also piloted a new form of academic reporting following consultation with stakeholders which is designed to provide more timely and substantive feedback to parents while reducing workload for teachers.

Finally, the School put in place a variety of forms of support for members of the Queenwood community and beyond. We offered a range of assistance to our alumnae, especially those who were elderly and isolated during lockdown and the 'Year 13' young graduates who had not had much time to establish new social networks after leaving school. We worked with our Parents' Association to provide mental health support to parents and the Queenwood community responded generously to the call to offer financial support to those experiencing hardship. Through this and other means, the School extended substantial financial and social support to families in distress. We also made our resources available to local neighbours, arranging delivery of library books and other resources to those who were isolated during lockdown.

We are proud of the quality of the education and community support that the School – students, staff, parents, alumnae – was able to provide during this most unusual year.

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

2020 LITERACY AND NUMERACY ASSESSMENT IN YEARS 3 AND 5

Year 3 NAPLAN Testing

Student performance on NAPLAN has already been uploaded to My School website: <http://www.myschool.edu.au>

Year 5 NAPLAN Testing

Student performance on NAPLAN has already been uploaded to My School website: <http://www.myschool.edu.au>

Theme 4: Senior Secondary Outcomes (Student Achievement)

HIGHER SCHOOL CERTIFICATE 2020

From a cohort of 52 HSC Students:

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

25% achieved and ATAR of 95 or higher (top 5% of NSW)

47% achieved and ATAR of 90 or higher (top 10% of NSW)

74% achieved and ATAR of 80 or higher (top 20% of NSW)

Two 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 2020 achieved 67 mentions on the NESA Distinguished Achievers List and there were 27 individual Queenwood students who appeared on the Distinguished Achievers' List.

In Advanced English, 27% of students achieved a Band 6 result and 83% achieved in the top two performance bands. In Standard English, 9% achieved in the top two performance bands. In Mathematics Advanced, 52% of students achieved in the top two performance bands; in Standard Mathematics, 29% of students achieved in the top two performance bands; in Maths Extension 1, 80% of students achieved in the top two performance bands; in Maths Extension 2, 67% of students achieved a mark in the top two performance bands.

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

Additionally, Monique Curulli was named a Top Achiever placing 13th in both Biology and 13th in Personal Development, Health and Physical Education in the HSC.

Selections for NESAs HSC Showcase Events

Name	Course	Showcase Event
Georgie Forrest	Visual Arts	Body of Work Selection for ArtExpress Virtual Exhibition
Cordelia Harris	Drama	Individual Performance Project Nomination for OnStage
Hana Huggins	Drama	Individual Performance Project Nomination for OnStage
Zoe Keating	Drama	Individual Performance Project Nomination for OnStage
Madeleine King	Drama	Individual Performance Project Nomination for OnStage
Madison Knight	Drama	Individual Performance Project Nomination for OnStage
Sophie Nell	Drama	Individual Performance Project Nomination for OnStage
Mia Patterson	Drama	Individual Performance Project Nomination for OnStage
Isis Vlotman	Drama	Individual Performance Project Nomination for OnStage
Charlotte Bergman	Design and Technology	Major Project Nomination for Shape Exhibition
Emily Conick	Design and Technology	Major Project Nomination for Shape Exhibition
Josafina Paddison	Design and Technology	Major Project Nomination for Shape Exhibition
Zara Bowditch	Design and Technology	Major Project Nomination for Shape Exhibition
Mia Patterson	Design and Technology	Major Project Nomination for Shape Exhibition
Katsya Toth	Textiles	Major Project Nomination for Textstyle Showcase
Monique Marschner	Textiles	Major Project Nomination for Textstyle Showcase

We can also measure our academic success through an analysis of the Band 5 and 6 results. The tables on the following pages compare the performance of Queenwood

HSC students with all HSC students in NSW. The Band 6 column shows the percentage of Queenwood students in each subject who gained marks of 90 and above and compares their performance with the performance of all Band 6 students in the State.

COURSE NAME	NO. OF STUDENTS	% OF BAND 6 OR E4 (STATE)	% OF BANDS 5 AND 6 OR E4 AND E3 (STATE)
Ancient History	6	17 (8.78)	83 (33.06)
Biology	22	18 (6.46)	50 (30.54)
Business Studies	21	10 (9.29)	67 (34.91)
Chemistry	10	0 (13.29)	40 (42.86)
Design and Technology	5	100 (15.7)	100 (47.19)
Drama	15	47 (19.21)	100 (47.25)
Economics	12	8 (13.4)	58 (51.3)
Standard English	11	0 (0.53)	9 (11.49)
Advanced English	41	27 (14.19)	83 (63.31)
English Extension 1	13	38 (38.72)	100 (92.54)
English Extension 2	3	67 (25.85)	100 (82.4)
Geography	18	28 (12.41)	67 (41.5)
Japanese Continuers	1	100 (28.86)	100 (56.24)
Japanese Extension	1	0 (44.17)	100 (88.95)
Mathematics Standard 2	24	4 (5.3)	29 (24.5)
Mathematics Advanced	25	8 (23.08)	52 (52.46)
Mathematics Ext 1	5	60 (37.82)	80 (74.24)
Mathematics Ext 2	3	0 (36.29)	67 (83.86)
Modern History	6	33 (10.15)	83 (37.13)
History Extension	8	13 (20.54)	100 (76.06)
Music 1	1	0 (21.73)	100 (64.06)
PDHPE	23	30 (9.13)	91 (34.19)
Physics	5	0 (12.55)	60 (40.36)
Science Extension	4	0 (6.89)	75 (73.72)
Textiles and Design	8	25 (17.39)	100 (56.62)
Visual Arts	3	100 (16.83)	100 (64.73)

INTERNATIONAL BACCALAUREATE 2020

From a cohort of 25 IB Students:

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

48% achieved and ATAR of 95 or higher (top 5% of NSW)

80% achieved and ATAR of 90 or higher (top 10% of NSW)

96% achieved and ATAR of 80 or higher (top 20% of NSW)

There were 25 students who sat for the International Baccalaureate Diploma in 2020. They achieved outstanding results. Average mark was 36.8/45 and average ATAR was 93.48.

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	13	31	54
Biology HL	6	33	50
Chemistry SL	5	20	20
Chemistry HL	5	60	80
Chinese B HL	1	100	100
Chinese B SL	1	100	100
Economics SL	1	100	100
Economics HL	9	22	22
English A: Lang and Lit SL	3	33	67
English A: Lang and Lit HL	16	25	81
English A: Literature HL	6	67	83
Environmental Sys and Soc SL	5	40	80
French SL	9	44	78
French HL	3	67	67
Geography HL	12	50	67
German HL	1	0	100
History SL	3	0	67
History Europe HL	1	0	100
Mathematics Studies	9	0	56
Mathematics SL	9	11	33
Mathematics HL	7	29	57
Music HL	1	100	100
Music Creating SL	1	0	100
Music Solo SL	1	100	100
Physics SL	2	0	50
Spanish ab initio SL	10	20	80
Visual Arts HL	6	0	50

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2020	HSC	68%
2020	IB Diploma	32%
2020	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	142
With a bachelor degree from a higher education institution within Australia or one recognised by AEI-NOOSR guidelines but lack formal teacher qualifications	3
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	161
Leadership courses providing information on administration, staff management, compliance	14
Pastoral Care	2
Curriculum courses	28
Child Protection	156
Others (including National Curriculum, curriculum differentiation)	11

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

Teacher Accreditation	No of Staff Participating
Conditional	12
Provisional	14
Proficient	117
Highly Accomplished Teacher	0
Lead	0
Total number of teachers	143

Theme 6: Workforce Composition

Workforce	Composition
Teaching Staff	145
Full-time equivalent Teaching Staff	108
Non-teaching Staff	65
Full-time equivalent non-teaching Staff	39
Proportion of staff members with Aboriginal or Torres Strait Islander heritage.	1

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%
2018/2020	82	77	73	94%	89.02%

Attendance Data

Year	%
K	96%
1	97%
2	96%
3	97%
4	97%
5	95%
6	96%
7	97%
8	95%
9	95%
10	93%
11	95%
12	94%

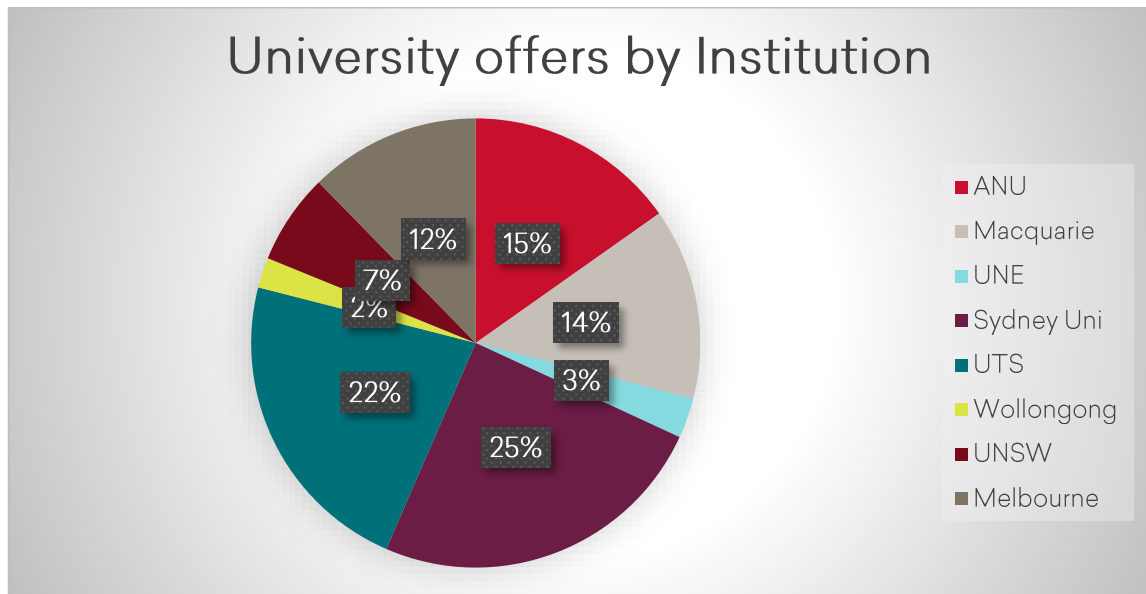
Based on past data, when a student does leave at the end of Year 10 they do so because of family relocation. Occasionally they may leave because they want a change of environment for the final years of their schooling. In 2020 there was a minor change owing to the circumstances of the year, with students changing for a variety of reasons including moving back overseas when this was permitted and movement inter-state.

Post-school Destinations

Most students who left Queenwood at the end of Year 12 indicated an intention to continue on to University. Given the prevailing circumstances at the conclusion of 2020, there was less certainty on the part of some as to the immediate future.

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

University offers by Institution



Students from the class of 2020 intending to study overseas were impacted by the pandemic. None has commenced yet. Stated intentions include a total of three students: UK – 1; US – 1; Canada – 1.

One student was awarded the Tuckwell Scholarship.

Twenty-two students received unconditional Early Entry (Macquarie University – 17; Macquarie University – 5).

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. Group tours were suspended in 2020 but will resume when allowed.

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. The prevailing circumstances of 2020 added an extra layer of concern owing to the extended period students were studying from home. Existing policies were revisited and refreshed in the light of changed circumstances and the use of a variety of online media used to facilitate learning.

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 during 2020. Throughout the early part of the year the duty of care extended to closer liaison with individuals and parents given that students were learning from home. Additional advice was given to staff, students and parents about cyber security when using Big Blue Button, Teams and Zoom</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, with an increased emphasis on the cyber sphere Reviewed in 2020.</p> <p>Technology Policy on Social Media broadened 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. This was a particular focus given the amount of time students spent on screen owing to online learning</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>Upon return to School post-lockdown, procedures for evacuations from Junior School and Senior School, assessed and reviewed in 2020 with the assistance of external providers. Formal training was provided for designated Safety Wardens.</p> <p>Pastoral care of all students was a high priority as there was an extended period of working in isolation at home. Particular emphasis on programs for integration of Year 7 especially once all students returned to school</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 work books and supplementary material to facilitate online learning and Wellbeing</p> <p>Additional material distributed throughout Covid-19 lockdown</p>
<p>Student Welfare</p> <p>Student welfare is a prime concern at Queenwood. The development of resilient young women capable of taking on</p>	<p>Reviewed, modified and revised in 2020 with particular emphasis on the situation occasioned by the pandemic and attendant lockdown, there was increased intervention</p>	<p>Issued to all staff and members of Council of Governors.</p> <p>Complispace</p>

Policy	Changes and Latest Updates	Access to full text
<p>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. • Preventative strategies. • Reporting and investigating reportable conduct. • Investigation processes. • Documentation. 	<p>involving the School Counsellor, Year Coordinators and Tutors, and very close monitoring of students deemed to be struggling working remotely. Once students returned to school several initiatives were implemented to follow up on the welfare of students post lockdown. Physical distancing, hygiene and other safety protocols were implemented once students returned to school.</p> <p>Online annual child protection training completed by all staff members</p>	<p>Parents may request a copy by contacting the Deputy Principal or Head of Junior School.</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 2020. External consultants advised.</p> <p>2020– 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 were again developed further in 2020.</p> <p>The Tutor system, whereby Tutors remain with a Tutor group for two consecutive years and then change (Year Coordinators remain with the cohort for three years and then change), continued to deliver valuably for all students through the delivery of a re-vamped Wellbeing program in 2020. This was successful while learning was remote.</p>	<p>Canvas (LMS).</p> <p>Complispace>Staff Handbook.</p> <p>Parent Information books.</p>
<p>Positive Peer Relations</p>		<p>Canvas (LMS).</p> <p>Staff Handbook.</p>
<p>Student Code of Conduct</p>	<p>Continued monitoring and refinement of the Student Code of Conduct was addressed in 2019</p>	<p>Canvas (LMS)</p> <p>Complispace>Staff Handbook</p>

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 2021	
Academic	Complete implementation and evaluation of <i>Just Read</i> sustained, silent reading project Pilot new forms of academic reporting and feedback in Senior School
Wellbeing/Pastoral	Pilot of daily mindfulness practice for Year 7 Development of additional 'Year 13' programs for recent graduates Review of extra- and co-curricular programs to support student growth and development Further development and integration of staff wellbeing initiatives
Capacity	Major internet upgrade to support teaching and learning and operations Major AV upgrade to enhance performances and presentations in main theatre space Begin second stage of review and transition of SMS and other systems to enhance student care and operations
Sustainability	Implementation of programs, initiatives and capital works to enhance sustainability
Strategy	Finalisation of strategy review Further development of master plan to align with new development strategy from NSW government
Outcomes 2020	
Wellbeing/Pastoral	A review and 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
Academic	Continued review of academic reporting, format and frequency with the beginning of a transition to a different system of monitoring student progress and reporting Full implementation of silent sustained reading for program K – 12 including during the period of remote learning Development of technology integration for Stage 4 Year 10 end of year cross-curricular program modified owing to Covid-19 restrictions
Capacity	Further development of master plan for facilities following on previous planning – including integration of land acquired in 2019 to meet current and long-term needs Ongoing implementation of IT and database upgrades. This area was critical throughout the year and the school's technology capacity has been

	significantly enhanced – partly as a result of the demands of transitioning to online learning and partly in line with planned ongoing improvement Philanthropy initiatives continued despite the pandemic
Risk Management	Review of processes for policy development and oversight at management and governance levels. This continues Five-year IBO registration & accreditation completed successfully
Strategy	Maintain and monitor progress of strategic directions as resolved and determined by School's Governors. Master planning. Streamlining of the School's communications strategy and ongoing review of various media as well as efficacy of current communication. This was critically improved and enhanced throughout the year owing to the weight of circumstances throughout

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 took on a particular emphasis throughout 2020 but most particularly owing to the necessity to work from home, the increased reliance on online presence and learning, and students were constantly reminded about safety.
- Student Codes of Conduct which clearly express our values and the consequences of both good and bad decision-making, and these were emphasised especially when we were online and then once school returned and students acclimatised to being back in the physical school environment – particularly with regard to physical distancing, and hygiene.
- Specific age-appropriate programs for a range of year groups were on hold but will continue. Girlpower is a program with particular relevance for girls in Years 3-6. The Outdoor Education program for Years 3-11, focuses on elements of leadership, teamwork, and adventure. Peer Mentoring has a strong presence and focus throughout the School. Many initiatives were implemented remotely in modified format in 2020.
- 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:

Most programs were on hold throughout 2020, although the donation for Christmas gifts and a shoe drive for Macleay Vocational College did continue and was supported in an enthusiastic and generous manner (both scheduled trips for Senior students to MVC were cancelled). Direct participation in the usual raft of Social Justice initiatives was curtailed throughout, with our Rough Edges support taking the form of a 'Roughtober Sleepout' conducted from home. Scheduled trips to Arnhem Land and to Fitzroy Crossing as part of our Indigenous commitment, were also cancelled.

- Deep and long-standing commitments to a range of social justice causes locally, regionally and internationally remain but were all postponed/on hold in 2020.
- The School's ongoing commitment to Social justice in our program in Cambodia was cancelled.
- Involvement with the 'Rough Edges' charity in King's Cross was abandoned for the year
- Extensive support from students, staff and the broader Queenwood community (parents, Old Girls) for a wide range of causes as well as the School's direct involvement in assisting families that were struggling owing to circumstances thrown up by the Covid-19 pandemic.

Curriculum

All planned activities involving either incursions or excursions were abandoned owing to Government and Health directions and restrictions.

Energies and focus throughout 2020 as far as the curriculum was concerned centered on remote learning and modifying pedagogy to cater to an online/virtual classroom environment, while also seeking to maintain the momentum of learning and supporting the wellbeing of all students and particularly Year 7 who were new to the school and to the Secondary school learning environment, as well as HSC and IB students in Year 12.

Theme 12: Parent, Student and Teacher Satisfaction

Queenwood welcomes and encourages close interactions with the community at large and with the parents whose involvement is encouraged. The Queenwood Parents' Association (QPA) meets on a regular basis and provides one of several avenues for parents to communicate their interests and concerns to the School, as well as to contribute in a variety of ways. The level of parent involvement in the QPA is high. QPA Committee and Year 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. These meetings with the QPA were held remotely in 2020, and school functions and activities involving parents were cancelled, or held online.

The Principal addressed parents – directly – at the commencement of the year, and online subsequently – as well as through the weekly Newsletter – on a range of relevant issues both pastoral and academic. There was a particular emphasis throughout 2020 on clear concise and relevant information provided regularly by the Principal for the advice of all parents and students with regard to the pandemic and the School's modified policies and steps taken throughout to ameliorate the overall situation to the

best advantage of all students. All in person community events were cancelled but online webinars were employed, and parents were fully involved in the subsequent Q&A sessions. The annual Balmoral Lectures – delivered by prominent members of the community – were cancelled.

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 continued to meet online (Microsoft Teams) with parents of for Parent/Teacher sessions, as well as when necessity 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. Year 12 also complete a survey. Parents too are welcome to attend exit interviews with the Principal. All such meetings occurred online throughout 2020 post the lockdown and owing to restrictions dictated by the Government.

The Deputy Principal met weekly with the Head Prefect and Vice Head Prefect once students were back in school and this interaction provided 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. Again, all meetings were conducted remotely rather than in person throughout most of 2020.

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. All such programs were modified, curtailed or otherwise adapted to the circumstances of 2020.

Theme 13: Summary Financial Information

