

# ANNUAL REPORT 2021

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, as well as independent governors.

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 nine times during 2021, with additional meetings of relevant sub-committees. 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 2021 in a strong position, despite the stresses arising from the global pandemic and continued to deliver its educational programs to the highest standard possible throughout the year, including during periods of remote learning. Priority was given to the wellbeing of students, staff and parents and extra- and co-curricular programs were also delivered through innovative means.

The School has had a successful year despite the ongoing challenges posed by COVID-19, 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 2021 despite the ongoing challenge to continuity posed by COVID-19, and the extended lockdown in the second semester provided further opportunity to explore new pedagogies and modes of communication, aspects of which will be retained and developed for the future. Given the circumstances, the proportion of programs and activities which continued to be delivered despite restrictions and disruptions was impressive. 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.

Staff engaged in significant professional development programs in a range of areas, particularly in response to the challenges of an extended period of remote learning. At the same time, the School's commitment to a culture of reading was deepened through the second year of implementation of our *Just Read* program of sustained, silent reading. This program has attracted significant attention from education researchers and schools across Australia and internationally and rigorous evaluation, completed in partnership with university researchers, has confirmed its efficacy. Formative assessment was a particular pedagogical focus and a two-year review of academic reporting to parents was also completed, although outcomes for the second semester had to be adapted to reflect changes to curriculum delivery during remote learning.

Wellbeing of students was our highest priority as the wider trends on the effects of the pandemic on young people nationally became evident. The needs of senior students, whose preparations for external examinations were repeatedly disrupted, were a particular point of focus in our response. Students were well supported with proactive pastoral care programs throughout the year and a range of events and activities to promote social connection and wellbeing were implemented on their return to school campus in late November, after nearly two terms in lockdown.

Queenwood's commitment to the development and wellbeing of its staff strengthened further during the difficult circumstances of 2021. The Wellbeing Working Group continued to support staff through its work on measures to support staff and promote their wellbeing. This Group also began the development of a formal framework to underpin this work. Digital tools have brought a welcome improvement in our ability to communicate and consult with our community and have enhanced our ability to collaborate with staff across the School on matters relevant to their professional life. In the same way, opportunities to inform and consult with both students and parents have been enhanced.

Finally, the School continues to develop its operations and infrastructure. Significant progress has been made in reducing the environmental impact of our operations. The School has moved entirely to green power and has further reduced its carbon emissions through commencing a program to install solar panels, initially on the Lawrance campus, and reduce power consumption through the replacement of existing lighting with LEDs. In addition, our waste and recycling management has been enhanced which has provided a valuable opportunity to involve and educate students, particularly through the School's environment club 'Cleanwood'.

These are just a few of the highlights from 2021. 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

### 2021 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 2021

From a cohort of 66 HSC students, four Queenwood 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 2021 achieved 105 mentions on the NESA Distinguished Achievers List and there were 37 (56% of the cohort) students who appeared on the Distinguished Achievers List.

### HSC Subject Highlights

- 100% Ancient History students received a mark in the top two bands (Band 5 and 6)
- 100% Chemistry students received a mark in the top two bands (Bands 5 and 6)
- 100% Design & Technology students received a mark in the top two bands (Bands 5 and 6)
- 100% Music 1 students received a mark in the top band (Band 6)
- 100% Music 2 students received a mark in the top band (Band 6)
- 100% Textiles & Design students received a mark in the top two bands (Bands 5 and 6)
- 100% Visual Arts students received a mark in the top two bands (Bands 5 and 6)

### Selections for NESA HSC Showcase Events

Name	Course	Showcase Event
Chelsea Proutt	Design and Technology	Major Project Selected for ArtExpress Showcase
Lucy Forrest	Design and Technology	Major Project Selected for Shape Showcase
Sarah Bernard	Music	Nominated for Encore Showcase
Rebecca Winton	Music	Nominated for Encore Showcase
Taylor Heiniger	Design and Technology	Awarded a Co-op Scholarship from the University of New South Wales
Alaska Mellen	Science	Awarded a Credit at Young Scientist Award
Sophie Martland	Science	Awarded a Distinction at Young Scientist Award

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	5	0	100
Biology	28	29	79
Business Studies	30	23	70
Chemistry	7	29	100
Design and Technology	5	40	100
Drama	17	24	82
Economics	18	22	56
Standard English	9	0	22
Advanced English	57	16	82
English Extension 1	12	50	100
English Extension 2	4	50	100
Geography	21	29	81
German Continuers	2	0	50
German Extension	1	0	100
Standard Mathematics 2	30	3	57
Advanced Mathematics	34	38	59
Mathematics Ext 1	11	55	100
Mathematics Ext 2	2	50	100
Modern History	12	42	83
History Extension	10	30	100
Music 1	3	100	100
PDHPE	30	27	67
Physics	5	0	60
Science Extension	2	0	100
Textiles and Design	7	43	100
Visual Arts	3	67	100
French Continuers	6	17	33
French Extension	1	0	0
Engineering Studies	4	0	25

## INTERNATIONAL BACCALAUREATE 2021

### From a cohort of 22 IB Students:

14% achieved a perfect score of 45/45 and an ATAR of 99.95 (Top 1.1% in the world)

32% achieved 44/45 or over and ATAR of 99.75 or higher (Top 1% of NSW)

82% achieved 35/45 or over and ATAR of 92.60 or higher (Top 10% of NSW)

There were 22 students who sat for the International Baccalaureate Diploma in 2021. They achieved outstanding results across the cohort. Three students achieved a perfect score of 45/45. The average ATAR was 97.10.

### IB Subject Highlights

**100% Mathematics Analysis HL and Mathematics Applications HL** students received a mark in the top two mark bands (Band 6 or 7)

**100% Physics** students received a mark in the top two mark bands (Band 6 or 7)

**100% Geography** students received a mark in the top two mark bands (Band 6 or 7)

**100% Music HL and Music Performance** students received a mark in the top mark band (Band 7)

**100% French SL and Spanish AB SL** students received a mark in the top two mark bands (Band 6 or 7)

**100% German SL and Mandarin SL** students received a mark in the top mark band (Band 7)

**100% Latin SL** students received a mark in the top mark band (Band 7)

**88% English Language and Literature** students received a mark in the top two mark bands (Band 6 or 7)

### 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	50	88
Biology HL	3	0	33
Biology EE	1	100	100
Chemistry SL	10	20	70
Chemistry HL	5	20	60
Chemistry EE	2	0	50
Economics SL	1	0	0
Economics HL	10	40	80
Economics EE	2	0	50
English A: Lang and Lit SL	1	0	100
English A: Lang and Lit HL	8	38	88
English A: Literature SL	8	13	63
English A: Literature HL	5	40	80
English A EE	3	0	67
Environmental Sys and Soc SL	3	34	67
Environmental and Soc EE	3	67	100
French SL	7	86	100
French HL	6	67	83
Geography HL	10	60	100
Geography EE	3	0	34
German HL	1	100	100
German SL	1	100	100



German B EE	1	100	100
Japanese HL	1	0	0
Latin SL	2	100	100
Latin EE	1	100	100
Mandarin AB. SL	2	100	100
History Europe HL	4	0	75
History EE	3	0	34
Mathematics AA SL	9	44	67
Mathematics AA HL	1	100	100
Mathematics AI HL	7	43	100
Mathematics AI SL	5	20	40
Music HL	2	100	100
Music Creating SL	2	0	50
Music Solo SL	1	100	100
Music EE	1	100	100
Physics SL	4	75	100
Spanish ab initio SL	5	40	100
Theory of Knowledge	22	18	77
Wld. Studies Env/Eco Sustainab EE	1	100	100
Wld Studies Health and Dev EE	1	0	100

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2021	HSC	75%
2021	IB Diploma Programme	25%
2021	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	116
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	All staff
Leadership courses providing information on administration, staff management, compliance	10
Pastoral Care	15
Curriculum courses	52
Child Protection	All staff
Others (including National Curriculum, curriculum differentiation)	31

Average annual expenditure per member of staff is \$500.

Teacher Accreditation	No of Staff Participating
Conditional	4
Provisional	9
Proficient	103
Highly Accomplished Teacher	0
Lead	0
Total number of teachers	124

## Theme 6: Workforce Composition

Workforce	Composition
Teaching Staff	124
Full-time equivalent Teaching Staff	103.5
Non-teaching Staff	82
Full-time equivalent non-teaching Staff	47.4
Number 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 or email their Tutor Teacher, Year Coordinator and [absence@queenwood.nsw.edu.au](mailto:absence@queenwood.nsw.edu.au) or fill in the Student Absence Register.
3. In the Senior School, students needing to leave Queenwood during the day must have a green permission form signed by Reception Staff before departure. If there are concerns, the green slip is to be signed by the Tutor or Year Coordinator. The form must be countersigned by a parent or guardian accompanying the student from school.

In the Junior School, students needing to leave Queenwood during the day must have a parent with them and be signed out at reception before departure. The only other people who may give permission for a student to leave school are the Deputy Head of Junior School or the Head of Junior School.

4. Frequent non-attendance without a valid reason will result in an interview with the Deputy Principal or Head of Junior School.
5. A Certificate of Exemption is issued for students who are away from school for over 15 days.

### ATTENDANCE REGISTER FOR SENIOR AND JUNIOR SCHOOLS

- Queenwood will transfer unsatisfactory attendance information to student files.
- Queenwood will make every effort to find out the destination of students who leave Queenwood by asking families and recording the student destination, sending a registered letter to their last known address and if no answer is forthcoming, NESA is informed.
- Queenwood agrees to maintain its daily attendance records for a minimum of 7 years after the last entry was made.
- A Certificate of Exemption is issued for students who are away from school over 15 days.

Data is available on the My School website: <http://www.myschool.edu.au/>

*Enrolment taken from the Commonwealth census returns.*

## ANNUAL RETURN- RETENTION RATES

Years Compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2005/2007	81	71	65	88%	80.25%
2006/2008	94	87	85	93%	90.43%
2007/2009	93	94	86	101%	92.47%
2008/2010	86	73	67	85%	77.91%
2009/2011	93	94	89	101%	95.70%
2010/2012	97	98	93	101%	95.88%
2011/2013	103	94	93	91%	90.29%
2012/2014	98	97	90	99%	91.84%
2013/2015	89	89	83	100%	93.26%
2014/2016	100	96	93	96%	93.00%
2015/2017	96	96	94	100%	97.92%
2016/2018	90	93	88	95%	93.18%
2017/2019	101	97	94	96%	93.07%
2018/2020	82	77	73	94%	89.02%
2019/2021	95	88	81	93%	85.26%

## ATTENDANCE DATA

Year	%
K	97%
1	98%
2	97%
3	98%
4	97%
5	97%
6	97%
7	98%
8	96%
9	96%
10	94%
11	96%
12	97%

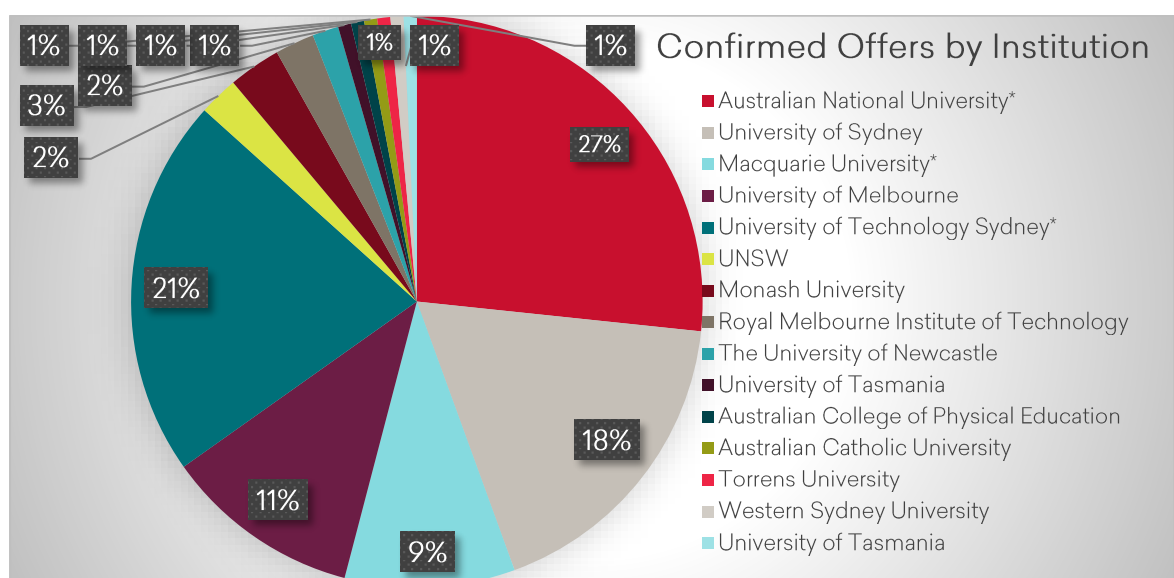
Based on past data, when a student does leave at the end of Year 10 they do so because of family relocation. Occasionally they may leave because they want a change of environment for the final years of their schooling. In 2021 there was a minor change owing to the circumstances of the year, with students 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 to university. Given the prevailing circumstances at the conclusion of 2021, there was some 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 in Sydney were the University of Sydney, Macquarie University, and the University of Technology Sydney. The most popular interstate Universities were the Australian National University and the University of Melbourne. One student was awarded the UNSW Co-op Program Scholarship. Several students have taken a gap year with the intention to travel.

Of total of 78 Early Entry Offers were made to students from the Australian National University, the University of Technology and Macquarie University.



Early Entry Offers

Note: Not all early entry offer data is available

Students from the class of 2021 intending to study overseas were impacted by the pandemic. None has commenced yet. Stated intentions include three students to study in the US, one of whom has received a Rowing scholarship at Duke University. One student has applied to study in The Netherlands and a student who is studying in New Zealand.

The most popular fields of were in the study Society and Culture, followed by Natural and Physical Sciences, Management and Commerce and Engineering and Related Technologies. Students were next interested in Creative Arts, Health and Architecture and Building.

## 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. *Some group tours were suspended in 2021 due to COVID, but resume when restrictions were lifted.*

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 2021 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
<ul style="list-style-type: none"> <li>Supervision Policy encompassing</li> <li>Duty of care and risk management.</li> <li>Supervision for onsite and off-site activities.</li> <li>Guidelines for supervisors.</li> </ul>	<p>Revisited and reviewed during 2021. 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 and Teams.</p>	<p>Issued to all staff at the start of the year and during staff induction.</p> <p>Complispace.</p> <p>Complispace&gt;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"> <li>Code of Conduct for staff.</li> <li>Code of Conduct for students.</li> <li>Technology Policy.</li> <li>Behaviour Management.</li> <li>Student Leadership.</li> </ul>	<p>Bullying prevention and intervention, with an increased emphasis on the cyber sphere Reviewed in 2021.</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&gt;Staff Handbook.</p> <p>Canvas (LMS).</p>
<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> <li>The Pastoral Care system.</li> <li>Counselling.</li> <li>Health Care.</li> <li>Critical Incident Policy.</li> <li>Suicide Post-vention procedure.</li> </ul>	<p>Upon return to School post-lockdown, procedures for evacuations from Junior School and Senior School, assessed and reviewed in 2021 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</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>Additional material distributed throughout Covid-19 lockdown</p>

Policy	Changes and Latest Updates	Access to full text
<ul style="list-style-type: none"> <li>Special Provisions Policy.</li> </ul>	isolation at home.	
<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"> <li>Definitions and concepts.</li> <li>Legislative requirements.</li> <li>Preventative strategies.</li> <li>Reporting and investigating reportable conduct.</li> <li>Investigation processes.</li> <li>Documentation.</li> </ul>	<p>Reviewed, modified and revised in 2021 with particular emphasis on the situation occasioned by the pandemic and attendant lockdown, there was increased intervention involving the School Counsellor, Year Coordinators and Tutors, and very close monitoring of students deemed to be struggling working remotely.</p> <p>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>All staff participated in online Record of Conversation (ROC) training.</p> <p>Online annual child protection training completed by all staff members.</p> <p>Review and update Sun Safe Policy</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>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> <li>Procedures for security of grounds and buildings.</li> <li>Use of grounds and facilities.</li> <li>Emergency procedures.</li> <li>Travel on school related activities.</li> </ul>	<p>Updated annually to include statements to students and parents about opening/closing times of the school.</p> <p>Lockdown Policy updated. Reviewed in 2021. External consultants advised.</p> <p>2021– 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>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.</p> <p>While the content of the program was adjusted during remote learning, it remained successful and an important part of the school program.</p>	<p>Canvas (LMS).</p> <p>Complispace&gt;Staff Handbook.</p> <p>Parent Information books.</p>
Positive Peer Relations		<p>Canvas (LMS).</p> <p>Staff Handbook.</p>
Student Code of Conduct	Continued monitoring and refinement of the Student Code of Conduct was addressed in 2021.	<p>Canvas (LMS)</p> <p>Complispace&gt;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 2022	
Academic	<p>Pilot new forms of academic reporting, formative assessment and feedback in Senior School.</p> <p>NAPLAN online</p>
Wellbeing/Pastoral	<p>Continue daily mindfulness practice for Year 8 and introduce to Year 7.</p> <p>Development of additional 'Year 13' programs for recent graduates.</p> <p>Review of student leadership opportunities.</p> <p>Train all Senior School Staff in Mental Health First Aid.</p>
Capacity	<p>Major internet upgrade to support teaching and learning and operations.</p> <p>Major AV upgrade to enhance performances and presentations in main theatre space.</p> <p>Begin second stage of review and transition of SMS and other systems to enhance student care and operations.</p>
Sustainability	<p>Implementation of programs, initiatives and capital works to enhance sustainability.</p>
Strategy	<p>Finalisation of strategy review.</p> <p>Further development of master plan to align with new development strategy from NSW government.</p>
Outcomes 2021	
Wellbeing/Pastoral	<p>A Wellbeing Day for each year group in Term 4 to replace missed camp opportunity because of COVID.</p> <p>Created new roll for Director of Staff and Student Wellbeing K-12 to start January 2022.</p> <p>External Wellbeing Workshops designed by St Vincent's Hospital for all staff.</p> <p>All staff trained online in Child Protection through AISNSW.</p>
Academic	<p>Continued review of academic reporting, format and frequency with the beginning of a transition to a different system of monitoring student progress and reporting.</p> <p>Integration of ICT bi-modal presentation of learning.</p> <p>Investigated and implemented secure online assessments.</p>
Capacity	<p>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.</p> <p>Ongoing implementation of IT and database upgrades. This area was critical throughout the year and the school's technology capacity has been continually enhanced – partly as a result of the demands of transitioning to online learning and partly in line with planned ongoing improvement.</p> <p>Philanthropy initiatives continued despite the pandemic.</p>

Risk Management	Review of processes for policy development and oversight at management and governance levels.
Strategy	Maintain and monitor progress of strategic directions as resolved and determined by School's Governors. Detailed Master Planning consultation across all sites. 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 2021 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 2021.
- 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 2021, 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. There was also one trip in Term 1 to MVC with Year 11 students. Direct participation in the usual raft of Social Justice initiatives was curtailed throughout.

Rough Edges support was interrupted and only a few Year 11 students attending. 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 many were postponed/on hold in 2021.
- The School year began with local Indigenous Elders conducting a smoking ceremony attended by all school staff.
- Reconciliation and NAIDOC Week was observed, and Indigenous speakers and performers were invited to the school to address students at a special Assembly.
- High rates of participation in a wide variety of activities in support of causes such as Climate Change, Red Shield Appeal, Balmoral Swim and Jarjums.
- Involvement with the 'Rough Edges' charity in King's Cross was limited. The girls participated in 'Roughtober' Sleepout at home.
- 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.
- The Social Justice Club organised a donation from the School Emergency Relief Fund for Children in Afghanistan Appeal and the Haiti Earthquake Appeal, both through UNICEF.
- New recycling bins and a recycling education program were introduced by Cleanwood in Junior School and Senior School.
- The 'My Place' Art Exhibition initiative focussed on connecting the Queenwood and MVC communities through art. Art was donated by both school communities and then auctioned online. All proceeds donated to MVC. The project was a wonderful digital time capsule, as well as a creative outlet after lockdown.

## Curriculum

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

Energies and focus throughout 2021 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 2021, 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 2021 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. Some 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 2021 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. The School also has a leadership program (Captains and Prefects) for both Junior and Senior School. Again, most meetings were conducted remotely rather than in person throughout most of 2021.

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 2021.

## Theme 13: Summary Financial Information

