



ANNUAL REPORT 2024

Produced for NESAs





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Theme 1: Context

Message from Key School Bodies

FROM THE CHAIR OF THE COUNCIL OF GOVERNORS

Queenwood was established as an independent school in 1925 and incorporated in 1966 as a not-for-profit company. For nearly a century, the School has remained true to its founding vision: to provide an exceptional education experience for girls and young women, enabling them to grow in intellect, character, and confidence and to engage in the world with curiosity, courage and compassion.

The governing Council comprises a diverse group of individuals from a range of professional backgrounds including independent governors, past and current parents, and an alumna. Each member serves in a voluntary capacity and contributes generously their time and skills.

Meeting regularly throughout the year, it oversees the implementation of the Strategic Plan, monitors emerging opportunities and risks, and ensures that operations remain aligned with the School's goals. The Council maintains a strong focus on financial sustainability, regulatory compliance, and above all, the provision of exceptional educational outcomes and opportunities for our girls.

This year saw two significant leadership transitions. In January 2024, we welcomed Mrs Marise McConaghy as Queenwood's ninth Principal. She brings a wealth of experience and a strong reputation in girls' education, leadership development, wellbeing, and community engagement. We look forward to the School continuing to thrive under her leadership.

Dr Amanda Bell AM concluded her distinguished ten-year tenure on Council on 31 December 2024, having served as Chair for the past six years. We are deeply grateful for her vision, wisdom and principled leadership. Dr Bell has made an extraordinary contribution to Queenwood and to girls' education more broadly.

A major focus this year has been on the advancement of Queenwood's master plan ensuring that the School's campuses and facilities continue to support both academic excellence and a rich co-curricular program. Highlights include the acquisition of land at Oxford Falls for the development of a state-of-the-art sporting precinct and the significant planning that has taken place on the transformation of Esther Road into a contemporary Technology, Design, and Art campus. We look forward to submitting the Development Application to Mosman Council and the commencement of works in 2025-26.

Queenwood has enjoyed a successful and rewarding year as outlined in this report. As we approach our centenary in 2025, we do so with confidence, pride, and a strong sense of purpose.

Kelly McFadden
Chair, Council of Governors

FROM THE PRINCIPAL

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.

It has been a privilege to join Queenwood in 2024 and to lead the School through a year marked by both continuity and renewal. With the centenary on the horizon in 2025, this moment offers an opportunity not only to reflect on the past twelve months, but to recognise the enduring strengths that have brought Queenwood to this significant milestone.

The academic performance of the 2024 graduating class was exceptional. Students in both the *Higher School Certificate* and *International Baccalaureate* programmes achieved results of the highest calibre, with a substantial number attaining ATARs above 99 and IB scores over 40. These results are a testament to the sustained commitment of our students and the skill and care of the staff who support them. They also reflect the success of Queenwood's long-standing commitment to academic challenge within a framework of personal support.

Staff development remained a key focus throughout the year, with targeted professional learning across curriculum, pedagogy and student wellbeing. The integration of Indigenous perspectives into teaching and learning from Kindergarten to Year 12 continues to evolve in authentic and meaningful ways, deepening the educational experience for students and strengthening the School's commitment to cultural understanding.

Several of Queenwood's established initiatives have continued to make a significant impact. *Just Read*, our daily silent reading program, remains central to our literacy strategy and continues to attract national and international interest. The *Smart Study* program, now embedded across the Senior School, has further enhanced students' confidence and independence in their learning. Designed to develop essential academic and organisational skills, the program is now an integral part of the student experience and strongly supported by families.

In preparing for the School's future, a comprehensive review of Queenwood's facilities commenced in 2024. This process is focused on aligning our physical spaces with contemporary teaching and learning practices while respecting the architectural and cultural heritage of the campus. This is an important step in ensuring that Queenwood remains well-positioned to serve future generations.

As the School approaches its centenary, it is clear that Queenwood's strength lies in its unity of purpose. The dedication of staff, the spirit and curiosity of our students, and the partnership with families and alumnae create a vibrant learning environment that is both aspirational and grounded. Queenwood continues to uphold the highest standards while remaining responsive to the needs of an ever-changing world.

The year has been one of listening, learning and strategic planning. It is a great privilege to lead a school of such character and quality, and I look forward to working alongside the community as we move into our second century.

Mrs Marise McConaghy
PRINCIPAL

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 wellbeing of its students, and a range of tutoring, peer mentoring and developmental framework 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 2: Outcomes and Results

Student Outcomes in Standardised National Literacy and Numeracy Testing

2024 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>

Results show that for all year groups and across all four domains, results are well above average when compared to all Australian students.

HIGHER SCHOOL CERTIFICATE 2024

From a cohort of 81 HSC students, 7 Queenwood students were named on the NESA All- round Achievers List for attaining marks of 90 and above in at least 10 units.

In Queenwood's Class of 2024, 68% of students appeared on the Distinguished Achievers List.

HSC Subject Highlights

3rd place in the state – Business Studies

14th place in the state – Business Studies

100% of students in the top two bands – Business Studies

100% of students in the top two bands – Chinese in Context

100% of students in the top two bands – Design and Technology

100% of students in the top two bands – Drama

100% of students in the top two bands – Music 1

100% of students in the top two bands – Music 2

100% of students in the top two bands – Textiles and Design

100% of students in the top two bands – Visual Arts

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	9	0 (10)	78 (38)
Biology	23	26 (7)	87 (36)
Business Studies	32	59 (11)	69 (38)
Chemistry	10	20 (11)	60 (38)
Chinese in Context	2	100 (68)	100 (94)
Design and Technology	19	47 (12)	53 (48)
Drama	13	46 (23)	100 (62)
Economics	17	59 (14)	94 (52)
English Advanced 2	73	22 (15)	105 (67)
English Standard	8	13 (1)	50 (14)
French Continuers	8	25 (25)	88 (63)
Geography	28	57 (10)	96 (38)
Hospitality	1	0 (5)	100 (39)
Mathematics Advanced 2	37	27 (22)	57 (50)

Mathematics Standard	40	15 (9)	55 (28)
Modern History	26	15 (10)	77 (39)
Music Extension 1	2	100 (70)	100 (97)
Music 1	1	0 (20)	100 (67)
Music 2	2	50 (36)	100 (84)
PDHPE	26	46 (9)	100 (35)
Physics	5	20 (12)	60 (38)
Textiles and Design	9	33 (16)	100 (49)
Visual Arts	12	50 (17)	100 (67)
English Extension 1	10	70 (42)	80 (94)
English Extension 2	4	25 (34)	100 (87)
Mathematics Extension 1	15	33 (35)	93 (80)
Mathematics Extension 2	1	100 (40)	100 (86)
History Extension 1	15	13 (28)	93 (86)
Science Extension	8	13 (9)	100 (82)
French Extension 1	1	0 (26)	100 (88)

INTERNATIONAL BACCALAUREATE 2024

From a cohort of 15 IB Students:

Two students scored the maximum 45/45 points.

IB Subject Highlights

100% Biology HL students received a mark in the top two bands (Band 6 or 7).

100% Chemistry HL students received a mark in the top two bands (Band 6 or 7).

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

100% Maths AI SL students received a mark in the top two bands (Band 6 or 7).

100% Music HL students received a mark in the top two bands (Band 6 or 7).

100% Visual Arts HL & SL students received a mark in the top two bands (Band 6 or 7).

100% Theory of Knowledge students received a mark in the top two bands (A or B).

Percentage of Queenwood IB students achieving Grade 7 or 6 in courses with more than one student.

COURSE NAME	NO. OF STUDENTS	% OF Grade 7	% OF Grade 7 and 6
English A: Language and Literature	13	31	69
English Literature	2	50	100
German	2	50	100
Mandarin	4	25	100
French	4	50	100
Spanish	3	0	100
Economics	8	38	100
Geography	7	57	100
History	4	0	75
Biology	10	50	90
Chemistry	8	63	75
Physics	2	100	100
Mathematics AA	12	42	50
Mathematics AI SL	3	0	100
Japanese	1	100	100
Latin	2	50	100
Music	2	0	100
Visual Arts	3	0	100
Theory of Knowledge	15	34	100

Year 12 attaining a certificate/VET qualification:

Of a cohort of 96 students

Year 12	Qualification/Certificate	Number of Students
2024	HSC	81
2024	IB Diploma Programme	15
2024	VET Qualification – hospitality (as part of HSC qualification)	1

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

Theme 3: Staffing

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.	100%
With a bachelor degree from a higher education institution within Australia or one recognised by AEI-NOOSR guidelines but lack formal teacher qualifications.	0
Not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge.	0

Description of the Professional Learning Activities	No of Staff Participating
First Aid including CPR	100%
Leadership courses providing information on administration, staff management, compliance	35%
Pastoral Care	100%
Curriculum courses	100%
Child Protection	100%
Others (including National Curriculum, curriculum differentiation)	100% Includes: differentiation, gifted and talented, student attention.
Average annual expenditure per member of staff (includes all staff, not just teaching staff) \$740	

Teacher Accreditation	No of Staff Participating
Conditional	3
Provisional	2
Proficient	103
Highly Accomplished Teacher	0
Lead	0

Workforce Composition

Workforce	Composition
Teaching Staff	108
Full-time equivalent Teaching Staff	99.4
Non-teaching Staff	69
Full-time equivalent non-teaching Staff	56.8
Number of staff members with Aboriginal or Torres Strait Islander heritage.	1

Theme 4: Attendance

Student Attendance and Retention Rates and Post-School Destinations in Secondary Schools.

1. The Assistant to the Deputy Principal monitors the marking of rolls each day and ensures that all absence notifications via the Sentral Parent Portal and email are lodged and correct before 9:30am. Absences are updated throughout the day as information comes in by email and Sentral Parent Portal.
2. Parents/Guardians are expected to email absence@queenwood.nsw.edu.au, update Sentral Parent Portal or telephone the School if their daughter is ill before 8.30am each day that they are absent. The Assistant to the Deputy Principal follows up by sending a text to any parent whose daughter is absent in roll call where a parent/guardian has not contacted the School. This absence will also appear on the student's attendance record in the Sentral Parent Portal.
3. Tutor group begins at 8:20am and students are considered late from 8:22am. In the event that a student is late to school, a parent must either email absence@queenwood.nsw.edu.au or update the Sentral Parent Portal to explain the reason for late arrival and the expected time at school. On late arrival to school, students report to Reception to register their arrival via the Kiosk.
4. If a student is departing early from school, parents/guardians are expected to email absence@queenwood.nsw.edu.au or update the Sentral Parent Portal that morning to explain the reason for early departure and the time the student will be collected. They must then come into Reception to collect their daughter at that time and sign out using the Kiosk.
5. 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 is the Head of Junior School.
6. Frequent non-attendance without a valid reason will result in an interview with the Deputy Principal or Head of Junior School.

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 forth coming, 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
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%
2020/2022	93	84	82	90%	88%
2022/2023	109	114	106	92%	89%
2023/2024	98	96	93	98%	95%

ATTENDANCE DATA

Year	%
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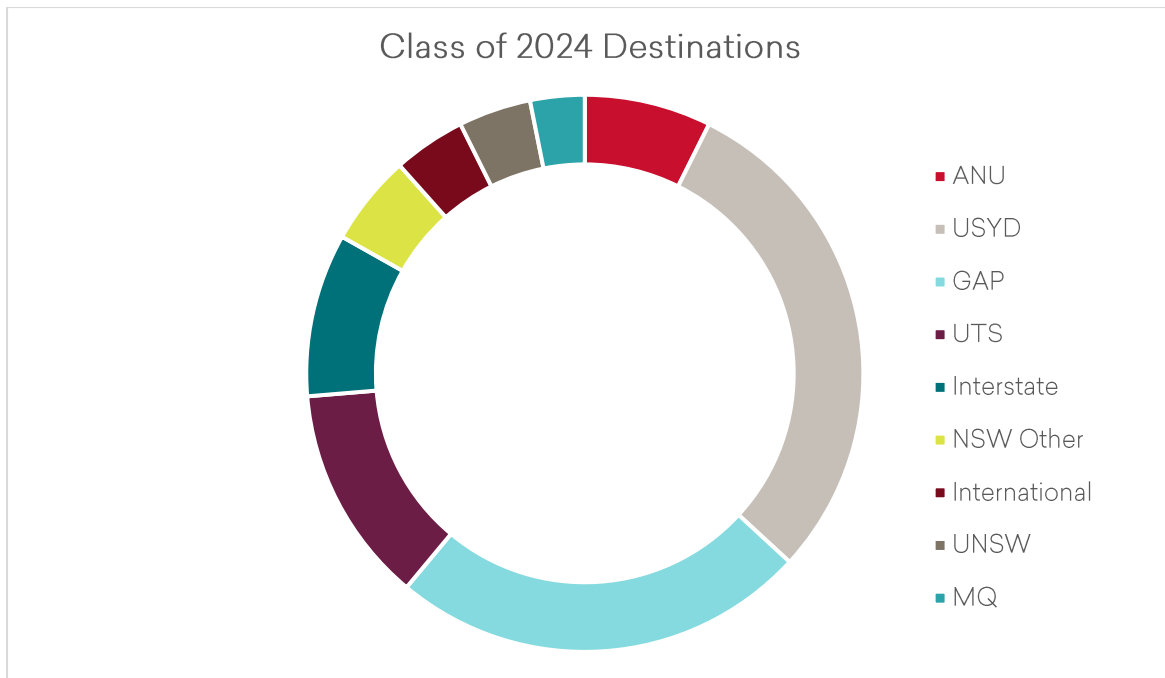
K	96.2
1	96.2
2	95.7
3	93.9
4	95.3
5	94.2
6	94.8
7	94.4
8	93.7
9	91.0
10	92.5
11	92.4
12	94.6

POST-SCHOOL DESTINATIONS

The majority of 2023 graduates indicated an intention to commence tertiary studies at university on completion of Year 12.

Due to privacy restrictions, tertiary offer and enrolment data can be limited; schools largely rely on self-reporting by students. For the Queenwood Class of 2024, it has been determined that in total, approximately 345 tertiary course offers were made to students by 26 Australian Higher Education providers. Approximately 60% of these offers (211), were made prior to the release of Australian Tertiary Admission Ranks (ATARs).

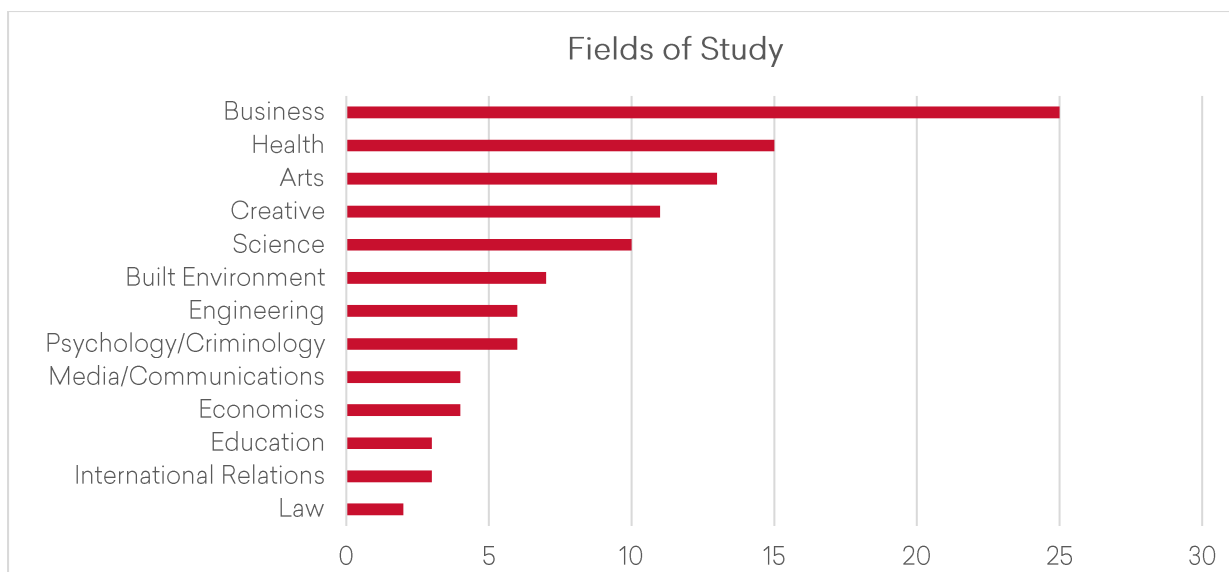
Around 95% of students received their first or second preference course offer. The most popular destinations for enrolments in Australia were the University of Sydney, the University of Technology Sydney (UTS), Macquarie University and UNSW. Nearly 20% of students are enrolled at interstate institutions at the Australian National University (ANU), the Melbourne University, RMIT University, the University of Queensland, Griffith University and Bond University.



4 students applied to study internationally at 8 colleges in the United States. 1 student received an athlete scholarship to Duke University and 1 received a music scholarship to the Julliard School in New York. 3 students applied to universities in the UK and all received several offers. 1 received a music scholarship to Royal College of Music in London and 1 will be attending the University of Edinburgh.

22% of students have opted for a gap year.

The most popular fields of study were Business (commerce, business, accounting), Health (medical science, medicine, nursing, physiotherapy, midwifery), Arts (arts, philosophy, politics & economics), Creative Arts (production, games design music, visual arts, fashion design), Science and the Built Environment (architecture, construction management, property). Several students are doing double degrees. Overall, there has been an increase in business and arts, and a move away from sports and exercise science, law, and international relations.



One student was awarded the UTS B Accounting Coop Scholarship for the second year in a row. 2 received the Multiplex Women in Construction Scholarship, along with a Q2023 student who commenced her university studies this year. 1 student received the Go Getter Scholarship with ACPE for Secondary Education (PDHPE). 1 student was awarded the St Andrew's College University of Sydney Music Scholarship.

Theme 5: School Policies

The following school policies are publicly available on the Queenwood website

[Bullying prevention and intervention policy](#)

[Student discipline policy](#)

[Child protection policy](#)

[Community feedback guide \(Complaints policy\)](#)

[Enrolment policy](#)

[Handling allegations of staff misconduct and reportable conduct policy](#)

[Annual report 2023](#)

Theme 6: Stakeholder 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 Representative meetings are usually attended by the Principal, and members of the Executive team. This provides a direct link between parents and Executive. Members of the Executive attend all school functions and

activities, providing another avenue of regular, informal feedback and support for students, parents, and staff.

The Principal addressed parents – directly and through the weekly Newsletter – on a range of relevant issues both wellbeing and academic, including a detailed comparison of HSC and IB credentials. All community events were well attended, and parents were fully involved. External speakers were invited to the school to address meetings on topics relevant to parents and parenting in the form of Parent Seminars on topics such as cyber-safety and awareness. In addition, the series of Balmoral Lectures – delivered by prominent members of the community – now in its seventh year, once again engaged students, parents and the wider community through stimulating, topical and important issues. Furthermore, a Parent Seminar Program K – 12 runs throughout the year, providing an environment where parents and teachers can collaborate on raising young people.

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 wellbeing responsibility, and regularly arrange to meet with parents of individual students as required, over and above the scheduled Parent/Teacher sessions. The parents of girls who leave the School before the completion of Year 12 are routinely invited to an exit interview with the Principal, as are any girls who might be leaving owing to interstate or overseas transfers. Girls completing their education in Year 12 are also welcome to meet the Principal to discuss their High School experience at Queenwood. Year 12 also complete a survey. Parents too are welcome to attend exit interviews with the Principal.

The School has a new student leadership program for both Junior and Senior School ensuring there is distributed leadership across the student body and authentic experiences. The introduction of the Student Representative Council has been particularly successful this year. The Deputy Principal and the Director of Wellbeing meet weekly with Prefects and Captains in the Senior School and Head of Junior School meets with the Prefects in Junior School, providing an open channel of communication of feedback 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 same occurs in the Junior School with the Head of Junior School.

The School operates a Peer Support program and Sister Groups in Senior School, and Cluster Groups in Junior School as a way to encourage and nurture vertical wellbeing opportunities. Through these initiatives, older students are given leadership and development opportunities, while younger girls have access to support and advice from more mature peers. Cocurricular activities in both Junior and Senior School also provide many opportunities for girls to mix across age and year groups. 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.

School determined priority areas for improvement

Priorities for 2025	
Academic	<p>Implementation of materials developed with Australian Educational Research Organisation writing project</p> <p>Review of the use of technology in teaching and learning, especially Artificial Intelligence</p> <p>Increased use of data to provide analysis of academic results including monitoring of Year 12 attendance and study practices</p>

	<p>5 Year IB evaluation planning</p> <p>Review transition from year 6 into high school.</p> <p>Continuing to improve classroom practice through evidence-based strategies.</p> <p>Introduction of a Financial Literacy program for year 8</p>
Wellbeing	<p>Review, development and implementation of a whole school K – 12 Wellbeing Framework in conjunction with the AIS</p> <p>Review of the Tutor System 10 – 12</p> <p>Development of opportunities for Student Voice</p>
Co-curricular	<p>Implementation of the Social Justice and Charity framework from K - 12</p> <p>Implementation of the revised Cocurricular Awards</p> <p>Upgrade of sporting facilities – Lawrance Court</p> <p>Centenary Celebration Activities – Centenary Concert, Artist in Residence and Songlines Project, History Play</p>
Community	<p>Continuing with Balmoral Lecture</p> <p>Parent Seminars from K – 12</p> <p>QPA events including new Centenary events – Parent Cocktail Party and All Alumni event</p> <p>Mother's and Father's Day breakfasts</p> <p>Annual Giving Day</p> <p>Balmoral Lectures</p> <p>Volunteer Thank you afternoon tea</p> <p>Alumni events</p>
Infrastructure	<p>Audit of Infrastructure refurbishment requirements</p> <p>Audit of GLA's and requirements of the timetable</p> <p>Esther Rd design and development</p> <p>Oxford Falls design and development</p>
Outcomes 2024	
Academic	<p>Improved HSC results, reducing the number of under-performing students due to increased focus on these students.</p> <p>Review and update of school assessment policy and practices.</p> <p>Development of instructional coaching 'lighthouse' team of teachers trained in high-impact teaching strategies</p> <p>Improve subject selection processes through greater use of data</p>
Wellbeing/Pastoral	<p>First stage of new Student Leadership Program delivered</p> <p>Years 7 – 12 Sister Program integrated in Wellbeing Program</p> <p>Acceptance to participate in the AIS Whole School Wellbeing Framework</p> <p>Continuation of Peer Support Program</p>

	Review and on-going development of Wellbeing Programs
Capacity	Employed an ICT Manager to ensure efficient and appropriate use of the new systems by all stakeholders.
Sustainability	Enhancement of programs, initiatives, infrastructure and capital works to reduce environmental impact of the school's operations.
Strategy	Ongoing development of new master plan, brand refresh and enrolment campaign.

Initiatives Promoting Respect and Responsibility

Learning respect for others and developing a sense of responsibility for one's own actions are essential to the healthy development of each student, and the creation a strong and positive community in which students can flourish.

Queenwood promotes and develops these values in its students in many ways, including the following:

Student Behaviour:

- High expectations for standards of courtesy and conduct at all times, both within the physical environment of the school and on social media.
- Strong messages of respect and responsibility regularly delivered (assemblies, personal development activities and curriculum) and incorporated into all aspects of student management.
- Student Codes of Conduct which clearly express our values and the consequences of both good and bad decision-making.
- Specific age-appropriate programs for a range of year groups were implemented during the year as part of the Queenwood wellbeing program. Lands Edge Camp Program for Years 3-11, tailors elements of leadership, teamwork and adventure. Peer Mentoring has a strong presence and focus in the School.
- Positive reinforcement via Personal Best and Values Awards in Junior School.
- Opportunities for student leadership and student autonomy across all years and in all areas of school life.

Community Involvement and Social Justice:

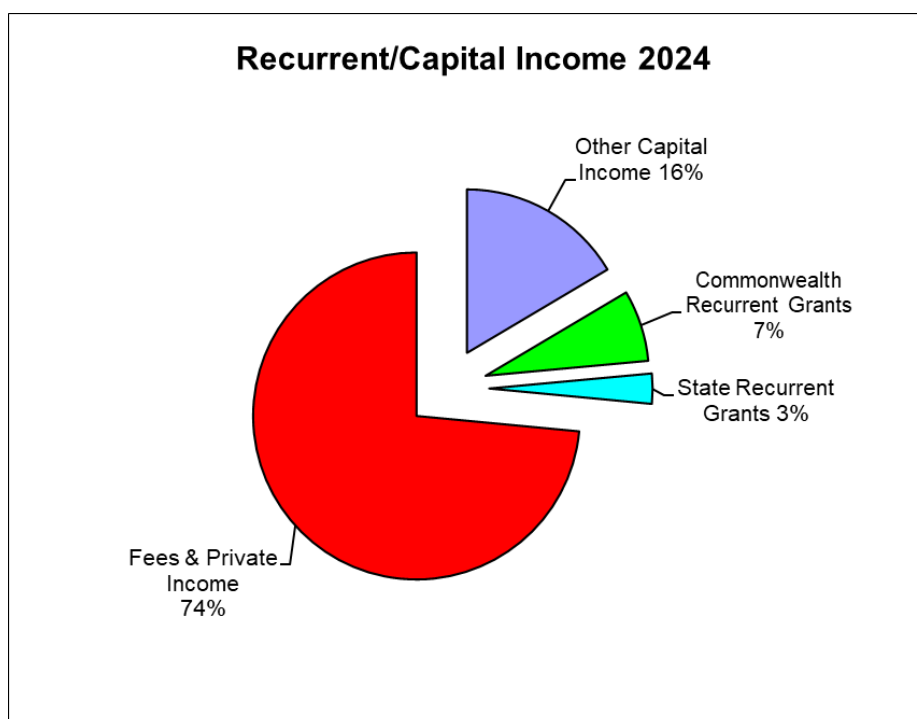
- Deep and long-standing commitments to a range of social justice causes locally and regionally
- The School year began with local Indigenous Elders conducting a smoking ceremony attended by all school staff.
- Reconciliation and NAIDOC Week was observed, and Indigenous speakers and performers were invited 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 Red Shield Appeal, Balmoral Swim, Balmoral Burn and Jarjums.
- Involvement of Year 11 students with the 'Rough Edges' charity in King's Cross throughout the year. Students also participated in 'Roughtober' Sleepout.

- The Social Justice Club organised various fund-raising events including mufti days and cake sales throughout 2024 to raise money for the School Emergency Relief Fund.
- Extensive support from students, staff and the broader Queenwood community (parents, Old Girls) for a wide range of causes.

Curriculum

- A variety of speakers attended the School throughout 2024 for both Junior and Senior students addressing issues as varied as cyberbullying, mental health, refugees and the environment. Incursions also involve programs directly related to specific curricula in such areas as History, English, Drama and Science and Technology.
- Thoughtful use of curriculum topics as a springboard for wider reflection on society, culture, background and beliefs
- Examples include:
- Geography excursion to inner Sydney and the Hunter Valley exploring issues including housing shortages in Sydney.
- Textiles and History excursions to areas of Sydney with different cultural and ethnic populations.
- CAS (IB course) – research into social justice issues, designing, implementing and evaluating a social justice project

Theme 7: Financial Information



Recurrent/Capital Expenditure 2024

