

Results
Queenwood

2020

At a glance

12%

STUDENTS ACHIEVED AN **ATAR OF 99** OR HIGHER
TOP 1% OF NSW

25%

STUDENTS ACHIEVED AN **ATAR OF 95** OR HIGHER
TOP 5% OF NSW

47%

STUDENTS ACHIEVED AN **ATAR OF 90** OR HIGHER
TOP 10% OF NSW

74%

STUDENTS ACHIEVED AN **ATAR OF 80** OR HIGHER
TOP 20% OF NSW

HIGHEST ATARS

Cameron Griffith	99.95
<i>PERFECT IB SCORE 45/45</i>	
Emma Cherry	99.75
Amisha Gupta	99.75
Chloe Heiniger	99.75
Stephanie Wong	99.75
Alannah Green	99.75
Charlotte Ryder	99.60
<i>NESA ALL-ROUND ACHIEVERS LIST (TOP BAND IN 10 UNITS OR MORE)</i>	
Monique Curulli	99.25
<i>NESA ALL-ROUND ACHIEVERS LIST (TOP BAND IN 10 UNITS OR MORE)</i>	
<i>RANKED 13TH IN THE STATE FOR BIOLOGY</i>	
<i>RANKED 13TH IN THE STATE FOR PDHPE</i>	

THE AVERAGE ATAR FOR THE TOP 20 IB STUDENTS

95.44

SUBJECT HIGHLIGHTS

Design & Technology	100%
ACHIEVED A MARK IN THE TOP BAND (6)	
Drama	100%
ACHIEVED A MARK IN THE TOP TWO BANDS (5/6)	
Economics SL	100%
ACHIEVED A MARK IN THE TOP BAND (GRADE 7)	
English Extension 1 & 2	100%
ACHIEVED A MARK IN THE TOP TWO BANDS (E3/E4)	
History Extension	100%
ACHIEVED A MARK IN THE TOP TWO BANDS (E3/E4)	
Mandarin SL & HL	100%
ACHIEVED A MARK IN THE TOP BAND (GRADE 7)	
Music 1, Music SL & HL	100%
ACHIEVED A MARK IN THE TOP TWO BANDS (5/6 AND GRADES 6 & 7)	
Textiles & Design	100%
ACHIEVED A MARK IN THE TOP TWO BANDS (5/6)	
Visual Arts	100%
ACHIEVED A MARK IN THE TOP BAND (6)	

THE AVERAGE ATAR FOR THE TOP 20 HSC STUDENTS

93.44

Chloe Heiniger awarded the prestigious *Tuckwell Scholarship* by the Australian National University. She will study **Economics / Law**

Georgie Forrest selected for *ArtExpress* virtual showcase

Charlotte Bergman selected for *Shape* showcase

100% Design & Technology students nominated for *Shape* showcase

EMILY CONICK
ZARA BOWDITCH

JOSAFINA PADDISON
MIA PATTERSON

8 Drama students nominated for *OnStage* showcase

CORDELIA HARRIS
NOT I

MADISON KNIGHT
DECADENCE

HANA HUGGINS
THE COLOUR PURPLE

SOPHIE NELL
STEEL MAGNOLIAS

ZOE KEATING
A VIEW FROM THE BRIDGE

MIA PATTERSON
SLOW GIRL

MADELEINE KING
JASPER JONES

ISIS VLOTMAN
THE DRESS

2 Textiles students nominated for *Texstyle* showcase

KATSYA TOTH MONIQUE MARSCHNER

Jocelyn Li *2nd place Extension History Prize*
FROM HISTORY TEACHERS ASSOCIATION OF NSW

Average IB ATAR

93.5

From a cohort of 25 IB students, the average Queenwood mark was 36.6 / 45

AUSTRALIAN AVERAGE: 34.2 / 45
GLOBAL AVERAGE: 29.8 / 45

52%

of our 52 HSC students were on the NESA Distinguished Achievers List

100%

students received at least one university entrance offer

- TOP CHOICE UNIVERSITIES
1. UNIVERSITY OF SYDNEY
 2. UNIVERSITY OF TECHNOLOGY SYDNEY
 3. AUSTRALIAN NATIONAL UNIVERSITY
 4. MELBOURNE UNIVERSITY

- TOP CHOICE COURSES
1. ARTS
 2. SCIENCE
 3. ECONOMICS / BUSINESS
 4. LAW
 5. MEDICAL SCIENCE

English

100% of IB English A: Literature HL students achieved a mark in the top two performance bands (Grades 6 & 7)

100% of HSC English Extension 1 students achieved a mark in the top two performance bands (E3 & E4)

100% of HSC English Extension 2 students achieved a mark in the top two performance bands (E3 & E4)

83% of HSC Advanced English students achieved a mark in the top two performance bands (Bands 5 & 6)

JUST READ
We launched a key literacy strategy this year with daily timetabled sustained silent reading for all students and staff. With funding from the AIS, the impact of the program continues to be tracked with the help of **Dr Margaret Merga** from Edith Cowan University.

GUEST POET
Year 12 – English Extension 1 worked with acclaimed poet **Eileen Chong**

Yenfay Camp and Emma Cherry (Year 12) were invited to the ABC Radio National program *Stage Show* for an interview with Bell Shakespeare artistic director **Peter Evans** and actor **Harriet Gordon-Anderson** to discuss Shakespeare's *Hamlet*

INCURSIONS & EXCURSIONS
Years 7 & 8 – *Poetry in Action* accompanied by writing workshops at Balmoral

Year 9 – Bell Shakespeare performance of *Romeo and Juliet*

Year 9 – cross-curricular *A Better World?* exhibition with History and English

Year 10 – Bell Shakespeare performance of *Macbeth*

Year 12 – IB Literature attended Bell Shakespeare performance of *Hamlet*

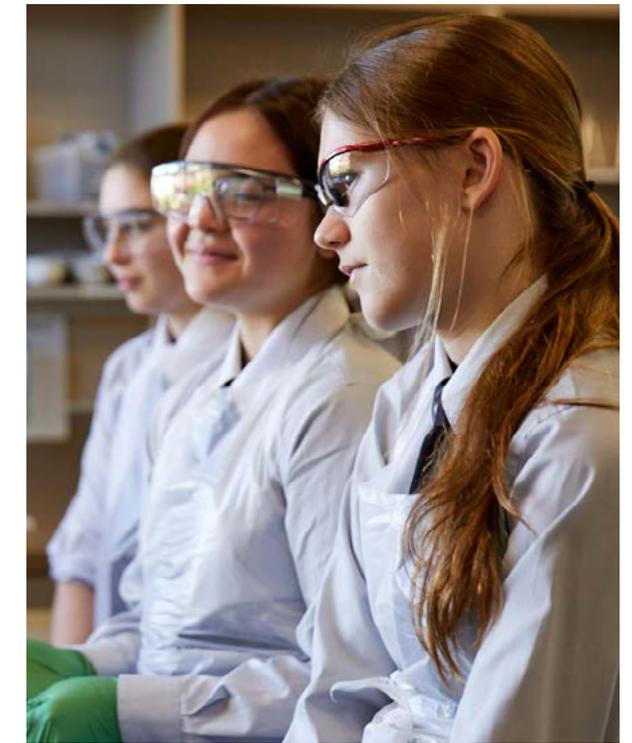
DOROTHY PORTER MEMORIAL PRIZE FOR POETRY
Laura Jones (Year 6)

MORRIS WEST WRITING PRIZE
Isla Cooper (Year 6)
Alice Wanless (Year 11)

JOY HODGETT-BAUMAN PRIZE
Maya Le Her (Year 8)

DOROTHY PORTER PRIZE FOR POETRY
Katherine Wen (Year 10)

MACRAE PRIZE FOR WRITING
Chelsea Proutt (Year 11)



Mathematics & Science

80% of IB Chemistry HL students achieved a mark in the top two performance bands (Grades 6 & 7)

80% of IB Environmental Systems & Societies SL students achieved a mark in the top two performance bands (Grades 6 & 7)

80% of HSC Mathematics Extension 1 students achieved a mark in the top two performance bands (E3 & E4)

75% of HSC Science Extension students achieved a mark in the top two performance bands (E3 & E4)

AUSTRALIAN MATHEMATICS COMPETITION
2 High Distinctions
24 Distinctions
94 Credits

AUSTRALIAN MATHEMATICAL OLYMPIAD
9 Students entered the Intermediate category

Rebecca Wilcox (Year 11) selected for the Senior Contest Phase

NATIONAL MATHEMATICS SUMMER SCHOOL
Taylor Heiniger and Rebecca Wilcox (Year 11) selected to attend

AUSTRALIAN CHEMISTRY OLYMPIAD
Eve Koh (Year 11) received a Distinction

GUEST SCIENTIST
George Evatt, Founder & Managing Director of Marine Life Incursions, spoke to Year 10 about the Science Week theme *Deep Blue*





Creative & Performing Arts

100% of IB Music SL students achieved a mark in the top two performance bands (Grades 6 & 7)

100% of IB Music HL students achieved a mark in the top performance band (Grade 7)

100% of HSC Music 1 students achieved a mark in the top two performance bands (Bands 5 & 6)

100% of HSC Drama students achieved a mark in the top two performance bands (Bands 5 & 6)

100% of HSC Design & Technology students achieved a mark in the top performance band (Band 6)

100% of HSC Textiles & Design students achieved a mark in the top two performance bands (Bands 5 & 6)

100% of HSC Visual Arts students achieved a mark in the top performance band (Band 6)

DRAMA SYMPOSIUM

Year 12 – Drama students presented speeches on the power and purpose of theatre

DRAMA NIGHT

All senior drama students participated in *Drama Night* putting together scenes and skits for an audience of parents and peers

JUNIOR PAGEANT

A *Queenwood Christmas Story: Tidings of Comfort and Joy* film for Kindergarten – Year 3 families in lieu of annual Junior Pageant

OFFSTAGE

Queenwood hosted students from across the state as they presented their projects nominated for *OnStage*

CAROL SERVICE

video for the Queenwood Community in place of annual service

GUEST ARTIST

Year 9 – portrait painting course with artist **Pina Bartolo**

ART CAMP

Year 11 – Bundanon Art Camp



Languages

100% of IB German HL students achieved a mark in the top two performance bands (Grades 6 & 7)

78% of IB French SL students achieved a mark in the top two performance bands (Grades 6 & 7)

100% of HSC Japanese Continuers students achieved a mark in the top performance band (Band 6)

100% of IB Mandarin SL & Mandarin HL achieved a mark in the top performance band (Grade 7)

LINGUAFEST COMPETITION
1st Year 6 French
Stage 3 Competition

LANGUAGE EXCHANGE
Hosted exchange students from China and Japan in January

Social Sciences

100% of IB History HL students achieved a mark in the top two performance bands (Grades 6 & 7)

100% of IB Economics SL students achieved a mark in the top performance band (Grade 7)

83% of HSC Modern History students achieved a mark in the top two performance bands (Bands 5 & 6)

100% of HSC History Extension 1 students achieved a mark in the top two performance bands (E3 & E4)

EXTENSION HISTORY ESSAY PRIZE
2nd **Jocelyn Li** (Year 12)
Generation Prize Category from the History Teacher's Association of NSW

NATIONAL HISTORY CHALLENGE
3rd **Maya Le Her** (Year 8)
2nd **Nikki Han** (Year 9)

INCURSION
Year 9 – World War I performance



Sport

91% of HSC PDHPE students achieved a mark in the top two performance bands (Bands 5 & 6)

AFL
2nd U16 Division 2
AFL Premiership

ATHLETICS NSW
Mia Guillergan
(Year 5) broke the 5km world record set in 1977, running in 17 minutes 41 seconds

Mia Guillergan (Year 5)
1st Short Course Cross

Chloe Lamb (Year 7) placed fourth in the 3000m race at the All Schools Track and Field Championships, qualifying for the NSW team at the 2021 Australian Athletics Championships

JUNIOR INDOOR HOCKEY team finished 2020 undefeated

IGSSA ROWING
1st 8+ IGSSA Rowing Regatta
1st Coxed 4X IGSSA Rowing Regatta

Chelsea Proutt and Bronte Cram selected in the IGSSA Representative First 8+

Tiffany Botha selected in the IGSSA Representative second 8+

NSW ROWING CHAMPIONSHIPS
1st School Girl 8+
3rd U19 4+

TENNIS
HKDTA
3rd Senior Division 1
1st Junior Division 1 (undefeated)
3rd Year 7 Division 2
1st Junior Division 6 (undefeated)
9th Tildesley Shield

IGSSA WATER POLO
2nd Senior Division 2
3rd Junior Division 4



Social Impact & Engagement

ALUMNAE CAREERS PANEL held for Year 10 with Old Girls **Jessie Byrne, Eliana Dery, Lara Gray** and **Ursula Jones**

BALMORAL LECTURES
Annabelle Duncan
Black Death & Yellow Rain

The Hon Andrew Leigh MP
'Guns Don't Kill People' and other fantasies in the firearms debate

Michael Fullilove AM
Donald Trump's America and the 2020 presidential election

YOUTH OF THE STREETS
Year 6 – Social Justice Prefects **Jacqueline Burgess** and **Tayla Ross** ran a drive to collect much needed stationery items

CANTEEN AUSTRALIA
Year 8 – raised \$535 for CanTeen Australia selling bandannas

LEGACY DAY
Year 9 – sold badges and collected donations

ROUGH EDGES
Years 10 & 11 – raised \$6877 for Rough Edges Café through the *Roughtober* sleep out, and Year 11 students completed volunteer training for Rough Edges

RED SHIELD APPEAL
All years donated their time to collect contributions to the digital *Red Shield Appeal*

SHARE THE DIGNITY
Senior School collected donations for *Share the Dignity*

EMERGENCY RELIEF FUND
The Emergency Relief Fund opened the year with \$6577 and students raised an additional \$2331 to top up the fund

\$5000 donated to the *Red Cross Bushfire Relief Fund*

\$1000 to the *UNICEF Beirut Explosion: Lebanon Emergency* to assist with the immediate response following the Beirut Port Explosion

GUEST SPEAKER
James Shone of charity *I can & I am*

INTERNATIONAL WOMEN'S DAY
Hosted **Dr Kakenya Ntaiya**, founder of *Kakenya's Dream* for *International Women's Day*

MACLEAY VOCATIONAL COLLEGE (MVC)
Christmas presents and shoes of all sizes were collected for MVC and teachers have remained in regular contact with the community

NAIDOC WEEK
For our NAIDOC Week assembly, Kalkatungu Elder **Aunty Julie Smith** spoke to Senior School about the 2020 theme *Always Was, Always Will Be*

Engineering

FIRST LEGO LEAGUE
Named winners of the *Motivate Award* for gracious professionalism

UNSW MINI SPRINT SOLAR RACING
2nd 10m boat race
3rd 10m boat race
2nd car pursuit class
2nd 20m car race

JUMP START PROGRAM
Students were invited to the Multiplex Constructions building in North Sydney for a site visit with project engineers



Debating & Public Speaking Catalyst

ARCHDALE DEBATING COMPETITION

1st **Penelope Jin, Caitlin Bannister, Maya LeHer and Emma Gulbin** (Year 8)

Jessica Pens (Year 11) selected in the Archdale Representative Debating team

Queenwood named most improved school in the 2020 Archdale Debating Competition

INTERNATIONAL DEBATING CHAMPIONSHIP
Year 8 – Semi-Finalists

NSW STATE PUBLIC SPEAKING

1st **Penelope Jin** (Year 8) Junior Division of the NSW State Grand Final at NSW Parliament House. She will now compete in the National competition in April 2021.

WORLD MONOLOGUE GAMES
Maeve Cox (Year 10) Finalist

ICAS MEDAL

Laura Jones (Year 6) Science
Anna Trahair (Year 10) English

NORTH SHORE REGION TOURNAMENT OF MINDS

Kit Vanner, Eleni Pagidas, Lilla Elwin, Rosie Skinner, Alexandria White, Gloria Gong and Isabella Teo awarded Tournament Honours

INTERSCHOOL MIDDLE SCHOOL ETHICS OLYMPIAD

4th **Angela Han, Penelope Jin, Maya Le Her, Eleni Pagidas and Ellen Fenwick**

FUTURE PROBLEM SOLVING SCENARIO WRITING

Helena Karedis (Year 9)
Madeline Hilmer (Year 7) National Finalists

UN YOUTH NEGOTIATIONS COMPETITION

Ruby Livingston and Maeve Cox (Year 10)
Aileen Park and Olivia Loukas (Year 11) NSW Semi-Finalists

NSW EVATT MODEL UN COMPETITION

1st **Nikki Han and Beth Walker** (Year 9) Grand Finalists





Profiles

Georgie Forrest

HSC STUDENT
Vice Head Prefect

ARTEXPRESS SHOWCASE EXHIBITION



2020 has been a year like no other so receiving my ATAR was more than a measure of academic success, it was a milestone representing just how much I'd learnt and grown as a person during my final year at Queenwood.

I coupled creative subjects with Mathematics and Economics to ensure I had a well-rounded education. My Visual Arts major work was a creative outlet, giving me time to reflect on the contemporary world and my place within it. My involvement in sport showed me the strength of teamwork and helped me forge

lasting friendships. One of the most important lessons Queenwood taught me was the power of perspective. Social Justice Club reminded me of the value of listening to the stories of others and standing with them as they face their own challenges. The dedication and enthusiasm of my teachers and their inspiring lessons expanded my outlook on the world and thanks to them I have an enormous breath of opportunities open to me for future study. I am proud to say I have completed my HSC in 2020 and will always be grateful for my education at Queenwood.

Chloe Heiniger

IB STUDENT
Social Justice Prefect



At Queenwood I was challenged academically and given the opportunity to contribute actively to the wider community.

I was thrilled to have the chance to act as Social Justice Prefect and explore beyond my own surroundings. I came to understand how we as students can assist those in vulnerable situations and learn from different cultures and communities to enrich our own experiences. At Queenwood, I was able to expand my worldview by immersing myself in the global-minded IB program; this helped me consider how my local community fits into the larger world. I am now excited to move into the world and to pursue my academic interests with an open mind.

Cameron Griffith

IB STUDENT
Social Justice Prefect
PERFECT SCORE 45 / 45



I have loved the endless opportunities I've had at Queenwood to explore and foster my passions for learning and engaging with others.

Through my role as a Social Justice Prefect and support from teachers and staff, I have been exposed to a rich variety of perspectives and knowledge which have led me to grow as a learner and a global citizen. I have learnt so much about the importance of not only helping others but importantly, engaging and listening to their stories to achieve shared goals and form lasting connections. Additionally, through encouragement to pursue my passion for STEM and step outside my comfort zone both inside and outside the classroom, I have gained invaluable experiences that have nurtured my passions and challenged and extended me in many ways. Next year I hope to study biomedical science, with the intention of entering medicine in the future.

Monique Curulli

HSC STUDENT
NESA ALL-ROUND ACHIEVER



The supportive environment created by the Queenwood staff greatly enhanced my enjoyment across all my subjects and enabled me to perform to the best of my ability.

The opportunity to participate in a diverse range of sports, music and co-curricular activities has been great fun and allowed me to foster new friendships and develop valuable life skills. Queenwood's focus on community action reminded me of the importance of aiding those in less fortunate positions in life and in being grateful for all that we have been given.

Emma Cherry

IB STUDENT



Moving to Queenwood in Year 10 was one of the most daunting and exciting risks that I've been fortunate enough to take.

Queenwood has allowed me to explore and embrace new passions, interests, and facets of my personality that I would not have otherwise discovered. My studies in IB have not only increased my interest in, and engagement with, environmental issues but also encouraged me to think critically about the viewpoints, values, and philosophies of individuals and institutions. It also inspired me to apply my previous love of science to more current and topical issues and encouraged me to consider global issues holistically. I also discovered a love of mathematics through my study of IB Higher Level Mathematics. This transformed the subject from a mere challenge or a skill to a fascinating philosophical concept that is subject to contention and subjectivity. Queenwood has empowered me to be an ambitious and diligent learner as well as a tolerant and open-minded thinker. I hope to apply these skills in my future studies of Medicine, Mathematics, and Science with the aim of pursuing medical practice in rural communities.

What do these results mean?

An extract from a 2017 letter to parents from the Principal.

We have high academic expectations for our girls but the focus on examination results must be kept within proper bounds.

A fulfilling and happy life is so much more than academic achievement, and one set of examinations can never be more than a snapshot of your daughter's learning. We celebrate each girl's achievement within her own particular context. A girl who works hard, overcomes difficulty and perseveres through frustration or hardship has accomplished something great. That is true whether or not she attains the highest mark. Each year the Sydney Morning Herald (SMH) publishes a list ranking every school in NSW according to its HSC results. This garners much attention but it is clear that few readers understand how it works.

How is the HSC marked?

HSC students typically do five or six subjects (courses) and receive a mark and a 'Band' for each. The simplest way to think of a 'Band' is like a grade – an 'A' is for marks in the 90s, 'B' for marks in the 80s etc. But in the HSC an 'A grade' is called a Band 6 (90 or over). Band 5 is 80 – 89, Band 4 is 70 – 79 and so on.

How do the school rankings work?

The SMH reporting methodology is simple: for each school, they compare the number of students sitting the HSC to the number of Band 6s (i.e. A grades) they were awarded. The 'winner' is the school with the highest number of Band 6s per student. Hypothetically, a student who receives a Band 6 in Knitting appears to have performed better than a student who receives a Band 5 in Rocket Science so it is a good method

for comparing how many students got an A grade/Band 6 in individual subjects but it fails to answer important questions. Here are some of them.

1. Should the difficulty of the subject count?

One student gets an A in the hardest level of Maths, and another gets an A in the lowest level of Maths. Which is better? That's easy, but what about a C in the hardest Maths course versus an A in the easiest? There are even trickier comparisons: an A grade (Band 6) in French versus a B (Band 5) in Physics? Or a C in Physics versus an A in History?

HSC results do not engage with these questions and simply ignore the relative difficulty of subjects. Using the SMH rankings as a measure of academic success is only valid if you believe that the widely varying academic demands of each course are irrelevant. In their calculations, they only count the number of Band 6s (i.e. the A grades), regardless of difficulty of subject. A school can achieve lots of Band 6s in the highest Maths course or the lowest Maths course – and it will be counted the same.

Most parents want to know how much their child has learned within a given course, so a Band 6 in the lowest Maths course is important information and should be celebrated. But I think parents also care about how far their child was academically stretched. If that's you, these rankings won't help.

2. Should the results of students who don't get an A grade count?

Consider two hypothetical schools. Which has better results?

School X	School Y
Band 6: 20	Band 6: 15
Band 5: 0	Band 5: 85
Band 4: 0	Band 4: 0
Band 3: 80	Band 3: 0

Which is better? The SMH rankings are clear: School X is better than School Y.

Yet even if we assume that all students have the same starting point (a big assumption), some would argue that School Y is better, because 100% of students get a Band 5 (B) or higher. At Queenwood, we care about our 'A grade' students (Band 6) – that goes without saying – but we also care about the results of students who get Bs and Cs and so on. They are not measured in these rankings, but we think their learning is also part of a school's success.

3. Should a school's results in other rigorous examinations count?

The IB Diploma has been offered at Queenwood for over 15 years but we are one of only 20 or so schools in NSW to offer this internationally recognised credential. In that group of 20, the proportion of IB students can vary from 10% to 70% of the Year 12 cohort.

Removing the results of a significant proportion of the cohort will skew the results for schools offering both HSC and IB but no adjustments are made by the SMH in the calculation of rankings. In recent years, around one third of Queenwood girls have typically chosen to take the IB and their average ATAR has been 95.72 (2019), 95.48 (2018), 95.82 (2017) and 97.1 (2016). This means our average IB student is in the top 3 – 4% of the State, so it is obvious that our ranking on HSC results alone is significantly affected. The same applies to all IB schools.

(While I am at it, I should point out that our strongest students are equally interested in the HSC and IB. Our girls achieve highly in both pathways but where a large number of students choose the IB, their success is ignored by the SMH rankings).

So how can we measure academic achievement?

Each student who sits the HSC or IB Diploma receives an ATAR (Australian Tertiary Admission Rank). This is simply a percentile, so an ATAR of 91 indicates that a student has performed better than 91% of the state (ie is in the top 9%).

The ATAR has several advantages:

- it takes into account all levels of achievement (i.e. not just the A grades)
- it is issued to all students (both HSC and IB)
- it is adjusted for the relative strength of the cohort in each subject (e.g. the hardest Maths course is treated differently from the lowest Maths course).

The ATAR will not predict who will be successful in the future, and nor will it tell us who is most wise or compassionate; but for the narrow purpose of measuring examination performance, it is statistically rigorous and is also the most reliable indicator of success in future tertiary study.

So if you're interested in a narrow but robust measure of academic achievement, the ATAR is the best place to start. There are many important questions about how we can accurately assess students' learning without losing sight of our higher purpose, which is to equip our girls to become women of strength, courage, compassion and purpose.

Elizabeth Stone
PRINCIPAL

MORE ON THIS IN THE
[SYDNEY MORNING HERALD](#)



QUEENWOOD

Per aspera ad astra