

Results
Queenwood

2021

Congratulations girls!

From a cohort of 88 students:

9%

ACHIEVED AN ATAR OVER 99 (TOP 1% IN NSW)

32%

ACHIEVED AN ATAR OVER 95 (TOP 5% IN NSW)

53%

ACHIEVED AN ATAR OVER 90 (TOP 10% IN NSW)

77%

ACHIEVED AN ATAR OVER 80 (TOP 20% IN NSW)

HIGHEST ATARS

Olivia Loukas 99.95
PERFECT IB SCORE 45/45

Jessica Pens 99.95
PERFECT IB SCORE 45/45

Rebecca Wilcox 99.95
PERFECT IB SCORE 45/45

Lilian Barkhausen 99.75

Taylor Heiniger 99.75

Eve Koh 99.75

Aileen Park 99.75

Chelsea Proutt 99.15
PREMIER'S ALL-ROUND ACHIEVERS LIST (TOP BAND IN 10 UNITS OR MORE)

98.99

The average combined ATAR for the top 15 HSC & IB students

98.60

The average ATAR for the top 15 IB students

96.50

The average ATAR for the top 15 HSC students

56%

of Queenwood students were placed on the *Distinguished Achiever's List*

Elise Cope
Alexandra Harrop
Kira Osterdal
Chelsea Proutt

SELECTED FOR THE NSW PREMIER'S ALL ROUNDERS LIST

Chelsea Proutt selected for *ArtExpress* showcase

Lucy Forrest selected for *Shape* showcase

2 Music students nominated for *Encore* showcase:
SARAH BERNARD REBECCA WINTON

Taylor Heiniger awarded a *Co-op Scholarship*
FROM THE UNIVERSITY OF NEW SOUTH WALES

The average Queenwood IB mark was

39/45

AUSTRALIAN AVERAGE: 37 / 45
GLOBAL AVERAGE: 32.37 / 45

HSC Subject Highlights:

100%

MUSIC 1& MUSIC 2
ACHIEVED A MARK IN THE TOP BAND (BAND 6)

100%

ANCIENT HISTORY, CHEMISTRY, DESIGN & TECHNOLOGY, TEXTILES & DESIGN AND VISUAL ARTS
ACHIEVED A MARK IN THE TOP TWO BANDS (BAND 5/6)

IB Subject Highlights:

100%

MUSIC HL, MUSIC PERFORMANCE, GERMAN, MANDARIN & LATIN
ACHIEVED A MARK IN THE TOP BAND (GRADE 7)

100%

MATHEMATICS ANALYSIS HL, MATHEMATICS APPLICATIONS HL, PHYSICS, GEOGRAPHY, FRENCH & SPANISH
ACHIEVED A MARK IN THE TOP TWO BANDS (GRADE 6/7)

English, Mathematics & Science

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

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

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

88% of IB English Language & Literature students achieved a mark in the top two performance bands (Grades 6 & 7)

JUST READ

3-year literacy strategy completed, with daily sustained silent reading for all students and staff

Maeve Cox (Year 11) awarded Highly Commended in the *Mosman Youth Awards in Literature* in the Senior Secondary Poetry category

INCURSIONS & EXCURSIONS

Year 7 attended the Word Travels *Poetry Slam* event

Years 7 – 12 English and Catalyst girls attended *The Sydney Writers' Festival*

Year 8 attended the *Challenging Life Stories* Conference, run by the Refugee Council of Australia

Year 10 participated in the Bell Shakespeare *Macbeth* workshop

Year 12 attended online lectures and workshops for HSC, run by the English Teachers Association, Bell Shakespeare and The University of Sydney

MORRIS WEST MEMORIAL PRIZE FOR CREATIVE WRITING

Maeve Cox (Year 11)

THE DOROTHY PORTER PRIZE FOR POETRY

Katherine Wen (Year 11)

THE MACRAE PRIZE FOR WRITING

Ruby Livingston (Year 11)

JOY HODGETT-BAUMAN PRIZE

Maya Le Her (Year 9)



ICQ RACI CHEMISTRY QUIZ

4 High Distinctions
4 Distinctions
12 Credits

AUSTRALIAN SCIENCE OLYMPIAD (CHEMISTRY)

3 Distinctions
3 Credits

YOUNG SCIENTIST AWARDS

CR **Alaska Mellen** (Year 12)
D **Sophie Martland** (Year 12)

Ruby Livingston (Year 11) selected for the prestigious Harry Messel International Science School

EMERITUS PROFESSOR GEOFFREY ALCORN MEMORIAL SCIENCE ENCOURAGEMENT PRIZE

Madeleine Redden (Year 8)

COLLEEN JOHNSON MEMORIAL PRIZE FOR COMMITMENT IN SCIENCE

Charlieze Boland-Hill (Year 9)



Creative & Performing Arts

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

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

100% of HSC Music 1 students achieved a mark in the top performance band (Band 6)

100% of HSC Music 2 students achieved a mark in the top performance band (Band 6)

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

2021 PRODUCTIONS

Letters to Lindy

CITY OF SYDNEY EISTEDDFOD

2nd **Maeve Cox** (Year 11)
Drama category

ARTEXPRESS

Chelsea Prutt (Year 12)

ENCORE!

Year 12 Music students
Sarah Bernard and
Rebecca Winton were
both nominated for the
ENCORE! showcase

NORTHERN BEACHES ART COMPETITION

Finalist **Emily Oates** (Year 11)

INCURSIONS & EXCURSIONS

Art Endeavor Week
replaced the Bundanon
for Year 11 Visual Arts

Year 12 IB students attended
the *Tree of Life* private
viewing at Shervin Gallery

Year 9 students followed the
trail of the Endeavour down
to Cockatoo Island

GUEST ARTISTS

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

Year 11 encaustic art practice
with **Rachel Caroll**

Staff participated in
professional learning with
internationally recognised
artist **Julien Meagher**

Languages & Social Sciences

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

100% of IB German, Mandarin & Latin students achieved a mark in the top performance band (Grade 7)

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

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

INCURSIONS & EXCURSIONS

Year 12 HSC Geography students travelled to Hunter Valley in Term 2

Year 12 IB Geography students participated in data gathering on microplastics in Sydney Harbour and Chowder Bay in Term 4

Year 10 History students visited the Sydney Jewish Museum for their study of the Holocaust

Year 12 History students visited the Sydney Jewish Museum for their study of *Power and Authority: The Nazi Regime* in the HSC Modern History Course

Year 7 French & Mandarin Students met with Indigenous languages speaker Uncle Michael

RECONCILIATION WEEK

Years 9 & 10 examined the Uluru Statement From the Heart in a series of Reconciliation Week lessons





Sport

ATHLETICS

9th **Chloe Lamb** (Year 8), Race Walking at the Australian Athletics Championships

DANCE

1st **Queenwood Dance Company (Stella)** Sydney Eisteddfod Online Competition

2nd **Dance Company A** Life Unite

2nd **Dance Company A** Dancelife Eisteddfod

HC **Dance Company B** Dancelife Eisteddfod

CHEERLEADING

Sophie Darton (Year 11) received a string of awards in the recent *Cheerbrandz Nationals* competitions. Super National Champions for Senior Lyrical; Overall Grand Champion for Senior Pom, Senior Lyrical and Open Jazz; 2nd Overall Grand Champion for Hip Hop and Senior Jazz; and 3rd Overall Grand Champion for Open Lyrical, Senior Jazz and Open Pom

CROSS COUNTRY

Flora Munro (Year 11) selected for the IGSA and NSWOCIS Cross Country Representative Teams

Mia Guillergan (Year 6): 1st 12 Years at IPSHA, selected for Representative Team

2nd NSWOCIS, selected for Representative Team

Annabelle Cronin, Mia Guillergan, Arabella Jarrett & Charlotte McWilliam (Year 6) qualified for the 12 Years CIS Team

Annabelle Garner, Georgia McNee, Alessandra McWilliam & Sophia Squires, (Year 4) qualified for the 10 Years CIS Team

Alessandra McWilliam (Year 4):

1st IPSHA & NSWOCIS events

Rose Le Thanh (Year 4) selected for IPSHA Team

FENCING

2nd **Yelin Zou** (Year 8) Open Women's Sabre, Australian Fencing Federation Tournament

3rd **Yelin Zou** (Year 8) Open Women's Sabre, Open National Tournament

Helena Lee (Year 3):

Gold U8 Girls Sabre, Norse Beach Sabre Championships

1st NSW Grand Prix for U8 Sabre

SENIOR GIRLS SCHOOL SABRE FENCING CHAMPIONSHIPS

2nd **Yelin Zou** (Year 8)

3rd **Anni Zhang** (Year 8) **Elena Feros** (Year 9)

5th **Lily Maynard-Fallon** (Year 8)

FOOTBALL

Claudia Townsend, Jessica Mulcahy and Alice Thompson (Year 10) selected for the Open IGSA Football Representative Team

Mia Guillergan (Year 6) 2nd NSWPSA Championships, Awarded *Players Player*

Selected for CIS team

FUTSAL

Junior School Team won the Dural Regional Competition and qualified for State Championships

IGSA ROWING REPRESENTATIVE SQUAD

Chelsea Proutt (Year 12), **Tiffany Botha** (Year 12) and **Bronte Blackmore-Cram** (Year 12)

NSW HEAD OF THE RIVER

1st Overall Junior Point Score Trophy

2nd Overall Point Score

NSW STATE ROWING CHAMPIONSHIPS

Gold Schoolgirl First Eight

Gold U19 Coxed Four

Silver U19 Coxless Quad

Silver U17 Coxed Quad

ROWING NATIONALS

Silver U19 Womens Four

Bronze U19 Womens Eight

4th U17 Womens Quad Final

SNOW SPORTS

1st **Maya Billingham** (Year 10) Transfer Banked Slalom, Junior Division

2nd **Maya Billingham** (Year 10), NSW Snowboard Cross Time Trial

SWIMMING

1st Queenwood Swim Team, IGSA Swimming Championships

Madeline Davis (Year 10) selected for the IGSA and NSWOCIS Swimming Representative Teams

Alessandra Metcalfe (Year 3) selected for IPSHA team (8 Years 50m freestyle)

THE TILDESLEY TENNIS SHIELD

4th Queenwood Tennis Team

Notable mention to **Jenna Svatos** (Year 12) for making it to the 6th Round in the Singles draw, and **Emily Bannister** (Year 10) & **Rebecca Wilcox** (Year 10) progressing to the 5th Round in the Doubles draw

TOUCH FOOTBALL

Georgia Rae (Year 9), selected for the Under 15 IGSA Touch Football Representative Team

WATER POLO

Jocelyn Sellar (Year 10) selected for NSW State Water Polo Team

INCURSIONS & EXCURSIONS

Year 10 participated in the *Be Street Smart* program

Year 10 took part in a Yoga and Wellbeing Day

DEBBIE FULTON AWARD FOR SPORTS CAPTAIN

Rose Dowdle (Year 11) & **Lola Noble** (Year 11)

QPA PRIZE FOR CONTRIBUTION TO SCHOOL SPORT

Jessica Mulcahy (Year 10) & **Abbie McLellan** (Year 10)

Social Impact & Engagement

THE MY PLACE ONLINE ART EXHIBITION

Students, staff and community created artworks and raised over \$6000 for MVC via an online art exhibition

BOOK WEEK MUFTI DAY

Senior School students wore their favourite Book Week mufti, raising over \$1500 for Bush Heritage in Term 4

THE QUEENWOOD SOCIAL JUSTICE CLUB

donated \$1000 from the Emergency Relief Fund to UNICEF Vaccinaid

ROUGHTOBER

Raised \$10,747 for Rough Edges, with students sleeping rough at home

MVC SCHOOL PARTNERSHIP PROGRAM

Queenwood students visited MVC and shared resources

ROUGH EDGES

Year 11 volunteered to help those less fortunate

Year 10 received their full year training to serve at Rough Edges

CLEANWOOD

A student-led campaign, presentation and installation of new recycling bins throughout Senior School in Term 4

INTER SCHOOL SOCIAL JUSTICE DAYS

Students focused on refugees in Term 4 with Shore and Roseville

SOCIAL JUSTICE CLUB & CLEANWOOD

Met throughout the year to plan campaigns

INCURSIONS & EXCURSIONS

Yuin Retreat Trip for staff in April

Year 5 selected representatives to begin connections with Jarjums School

Year 7 Refugee Slam Poetry Incursion

Year 8 Writing Conference with a refugee focus

Red Shield Appeal collections

Year 7 D & T excursion to Darkinjung Country

GUEST SPEAKERS

Uncle Dean & Jack welcomed staff to the year with a smoking ceremony

Hani Abdile slam poet for Harmony Day Assembly

Deena & George for Refugee Council of Australia for Year 8 Writing Conference

Miles for Word Talks and a group of poets for Year 7 Slam Poetry day

Davyn from Parramatta Mission - *ReInspired Threads*

Uncle Laurie and Auntie Sheridan for weaving, carving and yarning as part of NAIDOC / Reconciliation Week awareness

Year 10 trained for program with homeless service, Rough Edges

Catalyst

NSW STATE DA VINCI DECATHLON

Mia Guillergan, Harriet Davies, Ava Dua, Ariana Gelonesi, Amelie Kemper-Massie, Annabelle Cronin, Olivia Le Thanh & Charlie Wilson (Year 6)

6th Overall
3rd Arts & poetry
3rd English
2nd Ideation

ICAS MATHS COMPETITION

HD Shun Fu (Year 6)
D Helena Lee & Sophie Ward (Year 3) Scarlett Clarke, Alice Pickhaver, Lucinda Hughes, Alexia Karedis, Isobel Sheridan (Year 4) Annabelle Cronin & Ava Dua (Year 6)

AMT MATHS CHALLENGE

HD Amber Kim (Year 8), Amy Rosling (Year 8), Chelsea Huey (Year 7), Chloe Jearapunpong (Year 7), Isabella Jiang (Year 7), Sarah Rice (Year 7)
D Adie Connor (Year 10), Aaliya Gupta (Year 9), Yuexi Ren (Year 9), Angela Lu (Year 8), Sophie Bennett (Year 8)

ICAS ENGLISH COMPETITION

HD Alice Pickhaver & Lucinda Hughes (Year 4)
D Arabella Kileff, Helena Lee, Alessandra Metcalfe, Sophie Turner & Sophie Ward (Year 3) Jemima Kerwick (Year 4) Sasha Igodaro (Year 5) Shun Fu, Holly Johnson, Amelie Kemper-Massie Harriet Davies & Ariana Gelonesi (Year 6)



Engineering, Debating & Public Speaking

FIRST LEGO LEAGUE

RoboQueens competed in the First Lego League Competition in November

GUITAR MAKING CLUB

15 Guitars were built by students

SOLAR RACING

25 cars completed across Years 6 - 10.

MKII SUBMARINE

Year 10 Science of Design students launched the submarine in Term 4

ARCHDALE DEBATING COMPETITION

1st Year 10 & Juniors

THE PLAIN ENGLISH SPEAKING AWARD

1st Nikki Han (Year 11)

WORLD MONOLOGUE GAMES

Bronze Maeve Cox (Year 11) Youth Category
Silver Maeve Cox (Year 11) Breakout Performer





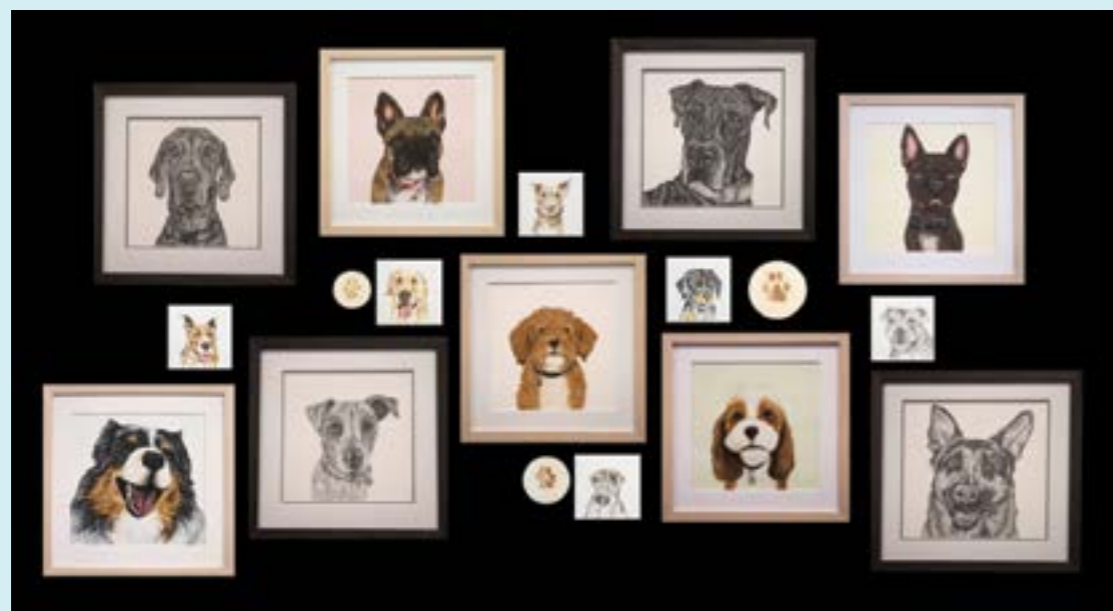
Profiles

Chelsea Proutt



HSC STUDENT

ARTEXPRESS SHOWCASE EXHIBITION,
PREMIER'S ALL-ROUNDER ACHIEVERS LIST
ATAR 99.15



The experiences, relationships and opportunities provided to me by Queenwood have undoubtedly shaped my perspectives. Within and outside of the classroom, I formed invaluable connections to teachers, coaches and students across all year groups and the Queenwood community.

Within this support network, I was able to laugh and learn from my mistakes, persevere through disappointment, develop a love for challenge and dare to succeed without fear of failure. These lessons learnt in rowing boats, percussion ensembles and debating rooms, translated to the classroom and supported my studies.

I am grateful to have participated in Queenwood's community of driven young women. During my own younger years, I learned what a big difference one small conversation or kind gesture can make as older students mentored and guided me. As a Community Prefect, I found myself drawing from my own experiences of failure, success, apprehension and excitement when participating in something new. I was eager to receive advice, encouragement and understanding along the way. I hope to carry these values of *Truth, Courage and Service* and also collaboration into the next stages of my education.

Olivia Loukas



IB STUDENT

PERFECT IB SCORE 45/45
ATAR 99.95

Queenwood has inspired me to do my part to make the world a better place.

I started in Year 7 as an unsure and shy 12-year-old, and now leave as an 18-year-old feeling empowered and inspired to make a difference in the world. Queenwood has provided me with the most comprehensive education I could have possibly hoped for, exposing me to a broad variety of subjects and interests and continuously supporting my studies throughout COVID-19. The global nature of the IB has led me to adopt a holistic view of the world and made me appreciate the fortunate life I lead, further encouraging me to support others without the same advantage. As a Social Justice Prefect I organised Harmony Day celebrations to promote multiculturalism and recognise Indigenous culture; I coordinated and addressed the audience on Respect Day which focused on consent and relationships; and I plan to continue working with the community, hopefully in the fields of Medicine or Diplomacy. Thank you to Queenwood for making me a better person by teaching me to listen respectfully and understand how to contribute. *Per Aspera ad Astra – Through Struggles to the Stars.*

my potential and extract the most from each and every lesson – I cannot thank them enough. The IB courses encouraged me to view complex global issues from varying perspectives, whether it be French, Environmental Systems and Societies or Language and Literature. I particularly enjoyed Queenwood debating, where participating in ISDA and the NSW representative Archdale team related knowledge from my studies to complex, current, topical issues – something I continue to do as I embark on my tertiary study. I am excited for the future and so thankful for all those who have supported me along the way.

Rebecca Wilcox



IB STUDENT

PERFECT SCORE 45 / 45
ATAR 99.95

I am so grateful for Queenwood's genuinely supportive community and strong academic environment, led by the staff and embraced by the girls.

In undertaking the IB diploma at Queenwood, I was encouraged to take academic risks and think critically about global issues, instilling in me a desire for knowledge that went beyond any prescribed syllabus. This was particularly apparent in my study of Higher-Level Mathematics, where my teacher routinely emphasised the importance of deeply understanding the foundation and justification of mathematical concepts, even where the syllabus may have only called for a superficial understanding of an idea; this approach helped me develop a love for the subject, as well as tangibly improving my performance in examinations. Queenwood's emphasis on extra-curricular opportunities played a formative role in my high school experience, with activities such as Tildesley tennis and music ensembles helping me express myself in different ways and form lasting friendships.

Jessica Pens



IB STUDENT

PERFECT SCORE 45 / 45
ATAR 99.95

My teachers held an immense passion for their subject, instilling a similar drive in me to reach my potential and extract the most from each and every lesson.

The IB syllabus at Queenwood equipped me with a greater understanding of global socio-political concerns and, above all, gave me the skills and desire to apply my knowledge in seeking solutions for the future. Each of my teachers held an immense passion for their subject, instilling a similar drive in me to reach

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