

Results
Queenwood

2019

Highlights



HIGHEST KNOWN ATAR ACHIEVERS

SCARLETT GREEN	GEORGIA MENTZINES	MORGANNE GRANGE
99.85	99.85	99.60
ALEXANDRA IRELAND	GEORGIA BARR	CHARLOTTE MASON
99.60	99.40	99.25
LILY NICHOLSON	ALEXIA GIANNESINI	MIA PAHLJINA
99.25	99.25	98.90

“A fulfilling & happy life is so much more than academic achievement.”

ELIZABETH STONE, PRINCIPAL

THE AVERAGE ATAR FOR THE TOP 20 HSC STUDENTS

96.23

AVERAGE ATAR FOR THE TOP 20 IB STUDENTS

97.49

NESA HSC Showcase Nominations

ART EXPRESS (ART)
CHLOE LAMBERT

ONSTAGE (DRAMA)
HAYLEY BAULDERSTONE
ISOBEL FORBES
SOPHIE HADLEY
AVA HARRISON
LILY KIRKHAM
CAITLIN LLOYD
SOPHIE MCFADDEN
ISABELLA MOSS
HOLLY PRIMMER
EVIE SILLAR
ALYSHA WOODEY

SHAPE (DESIGN & TECHNOLOGY)
ANTHEA FORD
ANNA WANLESS

ENCORE (MUSIC)
REBECCA DU

HSC All Round Achievers

GEORGIA BARR
ALEXANDRA CRAWFORD
REBECCA DU
MIA PAHLJINA
HOLLY PRIMMER

Top Ranking in State

INGRID HOLTHEUER
5TH SPANISH EXTENSION
STUDIED THROUGH NSW SCHOOL OF LANGUAGES



73% WERE OFFERED THEIR FIRST PREFERENCE THROUGH UAC*

TOP FOUR MOST POPULAR AREAS OF STUDY VIA UAC

1. Commerce/Business
2. Science
3. Arts
4. Communications

*As at 29 January 2020. UAC covers NSW & ACT universities only.

130 Australian university offers*

- ARCHITECTURE
- ARTS
- AVIATION
- BUSINESS & SCIENCE
- BUSINESS MANAGEMENT
- COMMERCE
- COMPUTING
- CRIMINOLOGY
- DESIGN & TEXTILES
- ECONOMICS
- EDUCATION
- ENGINEERING
- EVENT MANAGEMENT
- FINE ART
- FORENSIC SCIENCE
- HEALTH SCIENCE
- HOSPITALITY MANAGEMENT
- INTERIOR ARCHITECTURE
- INTERNATIONAL & GLOBAL STUDIES
- INTERNATIONAL RELATIONS
- LAW
- LIBERAL ARTS & SCIENCES
- MEDIA & COMMUNICATIONS
- MEDICAL SCIENCE
- NURSING / MIDWIFERY
- OCCUPATIONAL THERAPY
- PERFORMANCE & THEATRE
- PHYSIOTHERAPY
- POLITICS
- PSYCHOLOGY
- SCIENCE
- SOCIAL SCIENCE
- SOCIAL WORK
- SPORT & EXERCISE SCIENCE
- VISUAL COMMUNICATION



English

96% of HSC Advanced English students achieved a mark in the top two performance bands (Bands 5 & 6)

100% of HSC English Extension 1 & 2 students achieved a mark in the top two performance bands (E3 & E4)

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

84% of IB English A: Language and Literature HL students achieved a mark in the top two performance bands (Grades 6 & 7)

Nikki Han (Year 8) & **Maya Le Her** (Year 7) represented Queenwood at the Festival of Speech

Nikki Han (Year 8) won the State Final of the Legacy Public Speaking Competition

Year 9 debating team competed in the Archdale Debating Semi Finals

WRITER-IN-RESIDENCE
Catherine Greer

Maeve Cox (Year 9) named overall winner Sydney Eisteddfod Actors Championships for the 15 – 18 years category

Year 8 visited Sydney Jewish Museum as part of the study of *The Boy in the Striped Pyjamas*

Ruby Livingston (Year 9) was selected as a finalist in the Rostrum Public Speaking Competition

Languages

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

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

72% of IB Spanish ab initio SL students achieved a mark in the top two performance bands (Grades 6 & 7)

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

40 French students passed the internationally recognised French DELF Language exams

EXCURSIONS
Japanese, Mandarin, French and German immersion excursions in Sydney

EXCHANGE
3 Queenwood students participated in an exchange with Blanche de Castille school in Versailles
1 Queenwood student participated in an exchange with Soshin Girls School in Yokohama



Mathematics

66% of HSC Mathematics students achieved a mark in the top two performance bands (Bands 5 & 6)

86% of HSC Mathematics Extension 1 students achieved a mark in the top two performance bands (Bands 5 & 6)

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

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

STAGE 3 GIFTED & TALENTED MATHEMATICS COMPETITION
1st STEM Challenge
Year 5 Catalyst Maths

3rd Overall
Year 6 Catalyst Maths

Rebecca Wilcox (Year 10) selected to progress to the Australian Mathematics Olympiad

MATHEMATICS OLYMPIAD
8 students placed in top 10% of NSW
28 students placed in top 25% of NSW

AUSTRALIAN MATHEMATICS COMPETITION
1 High Distinction
30 Distinction
83 Credit

Junior School participated in a times tables challenge



Science

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

70% of HSC Biology students achieved a mark in the top two performance bands (Bands 5 & 6)

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

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

EXCURSION
Year 8 excursion to Jenolan Caves

Professor Richard de Grijs
Associate Dean Global Engagement at Macquarie University, addressed Senior School for Science Week

Year 6 designed and built a solar town 'Electro Island'

2nd Science & Engineering Challenge held at the Powerhouse Museum

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

AUSTRALIAN SCIENCE OLYMPIAD
Year 11
1 High Distinction Chemistry
2 Distinction Chemistry
1 Credit Chemistry
1 Credit Biology
1 Credit Physics

BIG SCIENCE COMPETITION
Year 7
2 Distinction
10 Credit

Year 8
3 High Distinction
7 Distinction
14 Credit

Year 9
2 High Distinction
11 Distinction
15 Credit

Year 10
1 High Distinction
4 Distinction
13 Credit

ONCQ NATIONAL CHEMISTRY QUIZ
Year 10
3 Distinction
5 Credit

Year 11
1 High Distinction
3 Distinction
1 Credit

Year 12
5 Distinction
5 Credit

Social Science & History

93% of HSC Business Studies students achieved a mark in the top two performance bands (Bands 5 & 6)

89% of HSC Geography students achieved a mark in the top two performance bands (Bands 5 & 6)

81% of HSC Modern History students achieved a mark in the top two performance bands (Bands 5 & 6)

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

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

86% of IB Economics HL students achieved a mark in the top two performance bands (Grades 6 & 7)

INCURSIONS

Year 7 History Ancient Civilisations incursion

Year 8 World Religions Aboriginal spirituality experience with elders at Balmoral Beach

Year 9 History WWI incursion

Introduction of World Religions elective to Year 8

Year 9 Commerce Market Stalls

Helga Tong (Year 12 Economics student) invited to be a student observer at Bendigo Bank board meetings

EXCURSIONS

Year 7 Geography orienteering and map reading at Georges Heights

Year 8 Geography field trip place and livability comparisons of Millers Point, Milsons Point & Lavender Bay

Year 10 Commerce excursion to the Downing Centre

Year 11 IB Geography field study at Chowder Bay

Year 11 HSC Geography excursion to the Hunter Valley

Year 12 HSC Geography excursion to Careel Bay Wetlands





Music & Drama

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

100% of HSC Music 1 & Music 2 students achieved a mark in the top two performance bands (Bands 5 & 6)

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

Rebecca Du ENCORE
'Exemplary' Music 2 Essay

Fourteen nominations across individual and group performances for OnSTAGE

The 25th Annual Putnam County Spelling Bee major production

The Servant of Two Masters middle school production

Year 10 turned the drama studio into a jazz club for a special evening of performances

Victoria Teo (Year 9) was announced as the winner of the Multi Concerto at the NSW Secondary School Concerto Competition

Social Engagement & Impact

MVC
\$53 000 donated to build an industrial kitchen at Macleay Vocational College

Alfie & Leeton from Macleay Vocational College, Dunghutti Country, taught Years 7 & 8 about language, community, kinship and totems

ROUGH EDGES
Year 11 students volunteered at Rough Edges Kitchen and raised \$7 740 at the sleep out

LEGACY DAY
Years 9 & 11 sold badges and collected donations on Legacy Day

CAMBODIA SCHOOLS PROJECT
Year 10 travelled to Cambodia as part of the Cambodia Schools Project

\$22 000 raised during the 30K walk for the Cambodia Schools Project

CANTEEN
Year 8 raised \$795 for CanTeen Australia

SHARE THE DIGNITY
Senior School collected donations for Share the Dignity

Years 9 & 10 participated in an Indigenous Wellbeing Day

EMERGENCY RELIEF FUND
The parent trivia night, organised by Year 11 CAS students raised \$5 000 for the Emergency Relief Fund

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

Pathways in Economics panel

BALMORAL LECTURES
Ross Gittins AM
An Economy Fit for Humans

Her Excellency The Honourable Margaret Beazley AO QC
A Century of Women's Achievements: Unfinished Business

The Honourable Margaret Stone AO FAAL
The Ethics of Spying: Eyes on the Spies

PARENT SEMINAR SERIES
Julie Inman Grant, Australia's eSafety Commissioner & **Kellie Britnell**, eSafety Education and Training Manager
Managing Life Online: What Parents Need to Know

Elizabeth Stone
HSC IB Pathways

FITZROY CROSSING
Bush Textiles workshop for Year 9 students with **Diane & Cherry** from Fitzroy Crossing

ARNHEM LAND
Year 6 students & their mothers visited Nyinyikay and stayed on Yolgnu Country with the Elders & Culture College

Weaving workshops held by Aunty Calita with Year 2



Visual Arts, Textiles Design & Technology

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

HSC SHOWCASE NOMINATIONS
Two nominations for Shape and one nomination for Art Express

5 Year 6 students selected for the Mosman Combined Schools Art Exhibition at Mosman Library

Year 9 Visual Arts students took part in a Portrait Painting workshop with **Pina Bartolo**

Saskia Emery was selected as a finalist for the Moran Photographic Prize

EXCURSION
Year 9 Cockatoo Island excursion & Year 11 Visual Arts & Textiles Bundanon Art Camps



Catalyst

UNITED NATIONS EVENT
Queenwood hosted Junior School Model United Nations event

GATEWAYS CHALLENGE
1st Year 4 (Team 1)
2nd Year 4 (Team 2)
1st National Championships

WORLD SCHOLARS CUP
Global round, Sydney
99 medals for team and individual performance
5 trophies for team and individual performance
Tournament of Champions Yale University, USA
Rebecca Wilcox
5th Writing
Rebecca Wilcox, Jessica Pens & Aileen Park
4th Team Writing

Cameron Griffith
(Year 11) selected to attend the Harry Messel Science School

MOOTING
Year 10 Mooting team made the top 8 at the Western Sydney University Kirby Cup

GATEWAY8 COMPETITION
Year 6
1st Overall

DA VINCI DECATHLON
Year 5
1st Art & Poetry
6th Engineering
7th Overall

Year 6
1st Creative Producers
2nd Overall
6th Cartography

Year 7
5th Creative Producers

Year 9
1st General Knowledge
1st English
4th Ideation
4th Overall

Year 11
3rd Cartography

THE QUEST COMPETITION
Year 8
1st Humanities

NSW ETHICS OLYMPIAD
1st Overall

Two Year 11 girls gained positions as Interns at the Sydney University Model UN Conference

TOURNAMENT OF THE MINDS
1st Senior School Language & Literature Team, North Shore Division and progressed to State final



Sport

84% of HSC PDHPE students achieved a mark in the top two performance bands (Bands 5 & 6)

AFL Olivia O'Donnell (Year 12) Best & Fairest Award, Sydney Harbour AFL U18 1 st U18 AFL Premiership	Sophie Martland (Year 10) was selected in the NSW All Schools Cricket team IPSHA CROSS COUNTRY Mia Guillergan 1 st 10 years Grace Townsend 1 st 11 years Tessa Newitt 2 nd 12 years CIS AWARDS Skye Nankervis (Year 12) received an Individual Blue with Honours Award SYDNEY DANCE EISTEDDFORD 2 nd Senior Dance Company B 3 rd Stella Dance Company DOUBLE DUTCH 1 st Overall FUTSAL CHAMPIONSHIP 1 st Regional Open 2 nd Primary Championship	NATIONAL ROWING CHAMPIONSHIPS 1 st Schoolgirl 4+ 1 st Under 17 8+ 1 st Schoolgirl Overall HEAD OF THE RIVER 1 st Div 1 8+ 1 st Div 2 8+ SNOWSPORTS NATIONAL CHAMPIONSHIPS Emma Lugtenburg, Georgia Stiel & Scarlett Dawson 1 st Div 5 Skier X Maya Billingham 1 st Div 3 Snowboard 2 nd Div 5 Boarder X Maya Billingham, Ali Hindmarsh & Asher Schonell 2 nd Div 3 Snowboard LIFE LINE HIGH SCHOOL SURF CHALLENGE 2 nd Overall	NSW ALL SCHOOLS TAEKWONDO CHAMPIONSHIPS 1 st Overall TENNIS Q2 Senior Tennis team finished 2019 undefeated 2 nd Tildesley Shield TOUCH FOOTBALL Billie Taylor (Year 12) NSW Junior Female Player of the Year, NSW Touch Association Blues Awards Tessa Newitt was selected in the CIS Primary Touch Football Team WATER POLO Sarah Hull (Year 7) 3 rd US Junior Olympics
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Profiles

Georgia Mentzines



Throughout my time at Queenwood I was constantly encouraged by the school community to take advantage of the opportunities provided to me.

Over the past two years as an IB student, I have particularly discovered a newfound ability to embrace a wide range of perspectives in order to increase my own sense of social consciousness and learn more about the reasoning behind our ways of thinking. In addition, I was able to maintain balance through CAS by participating in

the School's rowing program which taught me the importance of perseverance and allowed me to prioritize my wellbeing throughout the two year journey. I was able to form connections between each subject I studied and the world around me which has allowed me to become more of a globally-minded individual. I am hoping to use these unique learning experiences in combination with my interest in Visual Arts and Mathematics to study a Bachelor of Architecture at the University of Melbourne.

Rebecca Du



During my time at Queenwood, Music was consistently my favourite subject as performing and composing have been a passion of mine since a young age. However, in the last two years I have developed an immense interest in Mathematics and Economics.

Economics combines theoretical knowledge with real-life events which has sparked my interest in domestic and international affairs, such as global macroeconomic and microeconomic policies. For three years I participated in debating, which enhanced my public speaking ability and developed my argumentative voice. I was also in orchestra, which aided my ability to sight-read music, as well as learn how to work with other instruments as a solo piano player. I hope to study Economics and Law at UNSW.

Alice Tompson



As a Social Justice Prefect, I have been given the opportunity to further my passion and involvement in social justice programs. Working with enthusiastic students in the Social Justice Club and seeing them develop their ideas into projects has been fulfilling and inspiring.

My own experiences, including a trip to MVC, the Rough Edges Program, Life for Koori Kids, and Queenwood's continued support of Legacy and the Red Shield Appeal, have opened my eyes to the power of making connections with people and the two-way benefits of social justice. These opportunities provided by the Queenwood community led me to my goal of studying international and global studies with the hope of working in foreign relations and journalism to share the lessons that I have learnt from my experiences.

Morganne Grange

Queenwood has allowed me to undertake so many incredible experiences, whether that be representing the School at the Tildesley Tennis Tournament, participating in State Mock Trial competitions or being of service to the community through the Balmoral Burn and Red Shield Appeal.

I have thoroughly enjoyed my past 6 years at Queenwood, in particular my final two years in which I was able to study my favourite subjects. I decided to take IB Economics on a whim, and it turned out to be a great decision. Although Economics wasn't my strongest subject, I learnt so much about the world and the global economy, knowledge that is increasingly relevant and applicable in our contemporary context. At Queenwood, I also found my other passion, science. I took IB Chemistry and IB Biology in my final two years and loved learning about human physiology and organic chemistry. Thanks to my amazing teachers, who supported and encouraged me, I am now hoping to study medicine in the future, and one day become a practising doctor.



What do these results mean?

A letter to prospective parents from Principal Elizabeth Stone following the release of the 2019 HSC Results.

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

