

# ANNUAL REPORT 2023

Produced for NESAs

# Contents

<b>ANNUAL REPORT 2023</b> .....	<b>1</b>
CONTENTS.....	2
<b>THEME 1: A MESSAGE FROM KEY SCHOOL BODIES</b> .....	<b>3</b>
<i>From the Chair of the Council of Governors</i> .....	3
<i>From the Principal</i> .....	4
<b>THEME 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY</b> .....	<b>5</b>
<b>THEME 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING</b> ..	<b>5</b>
<i>2023 Literacy and Numeracy Assessment in Years 3 and 5</i> .....	5
<b>THEME 4: SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)</b> .....	<b>6</b>
<i>Higher School Certificate 2023</i> .....	6
<i>International Baccalaureate 2023</i> .....	8
<b>THEME 5: TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS</b> .....	<b>9</b>
<b>THEME 6: WORKFORCE COMPOSITION</b> .....	<b>10</b>
<b>THEME 7: STUDENT ATTENDANCE AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS</b> .....	<b>10</b>
<i>Attendance Register for Senior and Junior Schools</i> .....	11
<i>Annual Return- Retention Rates</i> .....	12
<i>Attendance Data</i> .....	12
<i>Post-school Destinations</i> .....	13
<b>THEME 8: ENROLMENT POLICIES</b> .....	<b>14</b>
<i>Enrolment</i> .....	14
<b>THEME 9: OTHER SCHOOL POLICIES</b> .....	<b>17</b>
<i>A: Student Welfare</i> .....	17
<i>B: Policies for Anti Bullying</i> .....	19
<i>C: Policies for Complaints and Grievances Resolution</i> .....	20
<b>THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT</b> .....	<b>20</b>
<b>THEME 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY</b> .....	<b>21</b>
<b>THEME 12: PARENT, STUDENT AND TEACHER SATISFACTION</b> .....	<b>23</b>
<b>THEME 13: SUMMARY FINANCIAL INFORMATION</b> .....	<b>24</b>

# Theme 1: A Message from Key School Bodies

## FROM THE CHAIR OF THE COUNCIL OF GOVERNORS

Queenwood was established as an independent school in 1925 and incorporated in 1966 as a not-for-profit company. The governing Council comprises a diverse group of individuals bringing expertise in a variety of professional fields to oversee the School. Its members include independent governors, current parents, and an alumna.

Council members act in a voluntary capacity and undertake significant duties and responsibilities in order to support and further Queenwood's objectives in educating girls and young women. The Council meets regularly, and the Chair and the Principal also meet frequently throughout the year.

The Council meets twice each term, including a special meeting that focuses on a review of the School's Strategic Plan, with additional meetings of relevant project committees. The Council continually monitors the implementation of the Strategic Plan and the emergence of potential strategic opportunities and risks. The Council agreed unanimously that maintaining a strong focus on long-term financial health and sustainability, compliance with all relevant regulations and provision of the best opportunities and educational outcomes for our girls, were paramount.

Alongside this, the Council's most significant responsibility is the appointment of the Principal. With the announcement of Ms Stone's departure to take up the role of Head of Winchester College in the UK in September 2023, Council initiated a thorough search, nationally and internationally, for a successor of appropriate experience and qualifications to lead Queenwood in the next chapter of its history.

As a result, the Council announced in May 2023 the appointment from January 2024 of the School's ninth Principal, Mrs Marise McConaghy. This transition marked a pivotal moment in the School's history with Mrs McConaghy bringing a wealth of experience and fresh perspectives to the leadership of Queenwood following Ms Stone's excellent tenure.

During the interim period between Ms Stone and Mrs McConaghy, the Deputy Principal, Mrs Belinda Moore, stepped up to confidently lead the School. This interim six months crucially maintained continuity and stability in its leadership for the Queenwood community.

Queenwood has had a most successful year, and is in a sound position financially and educationally, as evidenced in this report. The School looks forward to celebrating its centenary in 2025.

Dr Amanda Bell AM  
Chair, Council of Governors

## FROM THE PRINCIPAL

This report is prepared in accordance with the educational and financial reporting requirements of the NSW Education Standards Authority. As Principal, I am responsible to the Council of Governors for the operations of the whole school.

Queenwood has continued to flourish in 2023. This is a busy, rich, and complex school, so reports and publications cannot hope to convey fully the life and values of the community but those interested in the life of the school can refer to our website, social media, and publications for more detail about our activities, values and learning community. *The Echo*, our annual yearbook, captures many elements of the activities of our students and staff. Our results brochure outlines a brief overview of the achievements of our students in HSC and IB and a variety of other areas can be found on our website. The *QNews* is a magazine published twice per year which provides articles of interest to the school community and prospective parents and can be provided upon request to the school. The principal and other senior staff regularly publish articles and newsletters, highlighting issues of relevance to our students, and explaining how the School's values are expressed in a Queenwood education. A sample of these can also be found on our website.

Across the School, the culture of professional learning has continued to be strengthened with staff engaged in significant professional development programs in a range of areas. Indigenous culture and ways of knowing are well embedded into the curriculum from K-12 and significant enrichment opportunities have continued for students, staff, and parents. Queenwood continues to be at the forefront of effective provision in this area which demonstrates our ongoing commitment to learning from, partnership and reconciliation with Australia's first peoples.

The school continues its commitment to a culture of reading with our Just Read program of sustained, silent reading. This program has attracted significant attention from education researchers and schools across Australia and internationally and rigorous evaluation, completed in partnership with university researchers, has once again confirmed its efficacy. Additionally, the School introduced a Smart Study program, which delivers a structured study skills program and fosters student independence and influences academic wellbeing.

Queenwood's pledge to the professional development of staff continues to be our highest priority with the appointment of the Director of Research and Practice. This appointment emphasises the importance of evidence-based practice and execution of explicit instruction and the need for standardised teacher preparation programs.

Finally, the School continues to develop its operations and infrastructure. Strategic planning is well underway with the School currently reviewing its properties with the view to future development.

These are just a few of the highlights from 2023. These elements, and the constant process of review and improvement, ensure the highest standard of education and greatest range of opportunities for our girls.

Mrs Marise McConaghy  
PRINCIPAL

## Theme 2: Contextual Information about the School and Characteristics of the Student Body

Queenwood was established as an independent, non-denominational Christian school in 1925. Its founders were women who were dedicated to the education of girls and young women, and equipping them for effective, purposeful and fulfilling lives. The School's motto, *Per aspera ad astra* ('Through struggles to the stars'), encapsulates our conviction that that which is worthwhile is only achieved through courage, hard work and patience.

Today the School offers a strong academic curriculum K-12, within a broad and balanced program of co-curricular activities. With around 300 students in the Junior School, and around 100 students per year in the Senior School, it provides a broad range of subjects and programs in a personalised environment, where each girl is individually known. Queenwood students consistently achieve highly in public examinations, and in a wide variety of co-curricular activities.

The International Baccalaureate Diploma Program and the Higher School Certificate are offered as parallel pathways in Years 11 and 12. The IB credential embodies a particular educational philosophy and is widely recognised internationally. Queenwood students have historically performed exceptionally well and girls are entirely free to choose the pathway which suits their interests and ambitions.

The School has a strong commitment to the pastoral care and well-being of its students, and a range of tutoring, peer mentoring and personal development programs to support this. In addition to preparing students for higher education, Queenwood aims to produce young women who are independent and engaged, with a broad perspective on the world and a desire to make their own meaningful contribution.

A description of the student body can be found on <http://www.myschool.edu.au>

## Theme 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

### 2023 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.

More than half of the students are making above average progress when compared to similar schools.

## Theme 4: Senior Secondary Outcomes (Student Achievement)

### HIGHER SCHOOL CERTIFICATE 2023

From a cohort of 95 HSC students, four Queenwood students were named on the NESA All- round Achievers List for attaining marks of 90 and above in at least 10 units.

In Queenwood's Class of 2023, 62% of students appeared on the Distinguished Achievers List.

#### HSC Subject Highlights

1<sup>st</sup> place in the state – Science Extension

4<sup>th</sup> place in the state – Modern History

7<sup>th</sup> place in the state – Business Studies

9<sup>th</sup> place in the state – Ancient History

100% of students in the top band – Chinese in Context

100% of students in the top band – Chinese Continuers

100% of students in the top band – Maths Extension 2

100% of students in the top two bands – English Extension 2

100% of students in the top two bands – History Extension

100% of students in the top two bands – Science Extension

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

100% of students in the top two bands – Drama

100% of students in the top two bands – Hospitality

#### Nominations for NESA HSC Showcase Events

Course	Number of nominations	Showcase Event
Visual Arts	2	Art Express
Textiles and Design	7 (includes one shortlist and one selection)	Shape
Drama	4 x individual, 3 x groups	On Stage

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	10	30 (9)	70 (32)
Biology	37	38 (8)	81 (32)
Business Studies	43	30 (11)	67 (36)
Chemistry	9	0 (12)	33 (38)
Chinese Continuers	1	100 (41)	100 (70)
Chinese in Context	1	100 (64)	100 (95)
Design and Technology	1	29 (12)	88 (47)
Drama	15	40 (22)	100 (61)
Economics	14	36 (13)	86 (48)
English Advanced	86	16 (14)	92 (47)
English Standard	9	0 (less than 1)	33 (13)
French Continuers	8	50 (25)	88 (58)
Geography	28	11 (10)	71 (42)
Hospitality	3	33 (6)	67 (32)
Mathematics Advanced	38	26 (22)	63 (49)
Mathematics Standard 2	50	34 (9)	68 (31)
Modern History	22	23 (10)	64 (35)
PDHPE	49	14 (6)	80 (31)
Physics	3	0 (13)	0 (39)
Textiles and Design	15	60 (17)	93 (52)
Visual Arts	14	57 (19)	100 (68)
English Extension 1	16	50 (41)	93 (94)
English Extension 2	6	17 (29)	100 (85)
Maths Extension 1	10	30 (34)	100 (72)
Maths Extension 2	2	100 (38)	100 (86)
History Extension	5	40 (26)	100 (85)
Science Extension	12	33 (7)	100 (78)
French Extension	4	0 (18)	100 (84)

## INTERNATIONAL BACCALAUREATE 2023

From a cohort of 19 IB Students:

The median ATAR was 97.30. One student scored the maximum 45/45 points (ATAR 99.95).

IB Subject Highlights

100% French HL students received a mark in top band (Band 7).

100% Spanish HL students received a mark in the top band (Band 7).

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

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

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

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

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

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	15	13	73
English Literature HL	4	0	100
German SL	2	50	50
Mandarin SL	4	50	50
French SL	3	67	100
Spanish SL	7	29	71
Economics HL	11	36	82
Economics SL	3	0	33
Geography HL	6	17	83
History HL	6	17	67
Biology SL	12	42	58
Chemistry SL	10	30	90
Physics SL	5	60	100
Mathematics AA HL	2	50	100
Mathematics AA SL	10	50	70
Mathematics AI SL	7	29	29



Year 12 attaining a certificate/VET qualification:

Of a cohort of 114 students

Year 12	Qualification/Certificate	Number of Students
2023	HSC	95
2023	IB Diploma Programme	18 (one student will re-sit May 2024)
2023	VET Qualification – hospitality (as part of HSC qualification)	3

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

## Theme 5: Teacher Professional Learning, Accreditation and Qualifications

NUMBER OF TEACHING STAFF	TOTALS
With teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.	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: 'writing great programs', differentiation, gifted and talented, data use.
Average annual expenditure per member of staff (includes all staff, not just teaching staff) \$1200	

Teacher Accreditation	No of Staff Participating
Conditional	2
Provisional	5
Proficient	122
Highly Accomplished Teacher	0
Lead	0
Total number of teachers	129

## Theme 6: Workforce Composition

Workforce	Composition
Teaching Staff	115
Full-time equivalent Teaching Staff	104.1
Non-teaching Staff	67
Full-time equivalent non-teaching Staff	55.7
Number of staff members with Aboriginal or Torres Strait Islander heritage.	2

## Theme 7: Student Attendance and Retention Rates and Post-School Destinations in Secondary Schools

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](mailto: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](mailto: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](mailto: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.
7. A Certificate of Exemption is issued for students who are away from school for over 15 days.

#### ATTENDANCE REGISTER FOR SENIOR AND JUNIOR SCHOOLS

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

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

*Enrolment taken from the Commonwealth census returns.*

## Annual Return- Retention Rates

Years Compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
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%

## ATTENDANCE DATA

Year	%
K	97.2
1	96.0
2	94.4
3	96.0
4	94.2
5	94.5
6	95.7
7	95.6
8	93.3
9	94.1
10	92.4
11	94.5
12	96.2

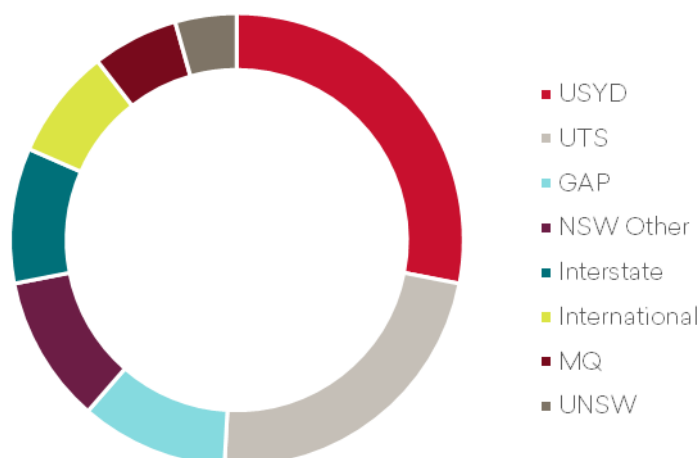
## POST-SCHOOL DESTINATIONS

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 2023, it has been determined that in total, approximately 268 tertiary course offers were made to students by 24 Australian Higher Education providers. Approximately 55% of these offers (145), were made prior to the release of Australian Tertiary Admission Ranks (ATARs).

Around 96% 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. Interstate enrolments include the Australian National University (ANU), Melbourne University, RMIT, Griffith University, Bond University and Western Australia Academy of Performing Arts (WAAPA).

Destinations of Class of 2023



20% of students applied to study internationally at 16 colleges in the United States, 7 universities in the United Kingdom, and several in Asia and Europe. 5 students received athlete scholarships to the US, and 3 received academic offers. In the UK and Ireland, 7 course offers were made. A total of 8 students have chosen to proceed with relocating overseas for tertiary studies.

12 students have opted for a gap year, either through a structured program eg a one-year contract in a UK boarding school (3), focusing on fulltime dance and sport (4). Several others have undertaken a year of work and travel or full time prior to finalising university commitments (5).

The most popular fields of study were Health (medical science, medicine, biomedical science, diagnostic radiography, nursing), Creative Arts (theatre: performance and stagecraft, music, visual arts, fashion design, visual communication), Sports and Exercise Science, Business (commerce, economics, business), Built Environment (architecture, construction management, property), Media & Communications. Several students are doing double degrees.

One student was awarded the UTS B Accounting Coop Scholarship, and one received the inaugural Multiplex Women in Construction Scholarship.

## Theme 8: Enrolment Policies

Queenwood is a non-selective day school for girls from Kindergarten to Year 12 setting high academic standards enriched by strong cultural and sporting programs. It was founded as a Christian, non-denominational school, and these beliefs and values continue to shape and inform the School's educational philosophy. Girls of all faiths are welcomed, as understanding and acceptance of different beliefs is strongly encouraged. An outward focus with concern for others is instilled in students. A strong pastoral care program and community service are significant features of the educational experience. Queenwood operates within the policies of The NSW Education Standards Authority (NESA), Teaching and Educational Standards, as well as the International Baccalaureate Organisation (IBO) for students enrolled in the Diploma Programme.

This policy has been developed in order to provide guidelines for the enrolment of students to ensure consistency in all enrolment applications.

Queenwood receives applications for enrolment in three broad categories:

- To commence at the beginning of Kindergarten and Year 5.
- To commence at the beginning of Year 7.
- To join the waiting list for other year levels and confirm enrolment if vacancies occur.

As Queenwood is not a registered CRICOS institution (Commonwealth Register of Institutions and Courses for Overseas Students), only applicants who are permanent residents of Australia, or whose families have a current Australian working visa (copy must be submitted with application) are eligible to apply for admission to Queenwood.

### ENROLMENT

#### Priority for Admission

If demand for enrolment in any year level exceeds the places available, the students will be given places according to the following priorities:

1. Principal / Admissions Discretion (Example: Families with parents undergoing medical treatment are fast tracked)

2. Siblings Attend / Attended
3. Daughter of Old Girl
4. Siblings enrolling together
5. Relation of Old Girl (e.g. Aunt, Grandmother)
6. Daughter of staff member
7. All other
8. Deferrals
9. Discontinued

The Principal has discretionary authority in relation to the enrolment of any student at Queenwood.

### **Conditions**

For a student to be enrolled at Queenwood, or to be placed on a waiting list, the following conditions apply:

- Parents/guardians need to complete and sign the enrolment application and non-refundable application fee.
- An application can only be made for one year group at a time. Requests to change the proposed year of entry are made in writing to the Director of Admissions who will send out an enrolment variation to confirm the request.
- The application does not guarantee a place; it notifies Queenwood of a family's interest.
- On receipt of an Enrolment Application, Queenwood will respond in writing, advising of the placement of the applicant on the relevant waiting list according to the enrolment guidelines.
- If a place is offered, a non-refundable acceptance fee is paid to secure the place. This place cannot be deferred to another year, unless special circumstances exist. Example: Queenwood receives a psychometric report from a professional advising a pupil should be enrolled in an alternative year group.

### **Enrolment at Kindergarten or Year 7**

Families applying for enrolment in Kindergarten and Year 5 are processed 2 years prior and for Year 7 are processed 2 - 3 years prior to commencement. Applications for all other year groups are confirmed if/when a place becomes available.

Families should attend an Introductory Morning prior to an interview with the Head of the Junior School, Director of Curriculum for Junior School or Member of Executive team for Senior School who offers places as appropriate.

Prior to the interview, parents/guardians are asked to complete and submit an interview request form and disclose the information required for the School to adequately care for their daughter (failure to disclose known medical or educational requirements at this stage may compromise enrolment). Parents/guardians also need to provide a copy of the student's Birth Certificate, Citizenship or visas (where applicable).

After the enrolment interview, if a place is available, a formal letter of offer is sent to the family offering a place for the prospective student in the appropriate year group. An expiry date for accepting the offer is noted on the letter (usually three weeks).

Acceptance of this place requires parents/guardians to sign the Conditions of Enrolment form and together with payment of an acceptance fee ensures the place in the grade and year of commencement is confirmed.

One year prior to entry to Queenwood at Kindergarten, year 5 or Year 7, both the Junior and Senior Schools hold a series of events aimed at familiarising the student and the family with the school calendar, curriculum and day-to-day procedures. These events offer new students' opportunities to meet, work and socialise with their peers, ensuring their smooth entrance into Queenwood in the following year.

### **Enrolment of Students with a Disability**

The Disability Standards for Education 2005 are formulated under the Disability Discrimination Act 1992 (DDA). The primary purpose of the Standards is to clarify and make more explicit the rights of students with disabilities and the obligations of providers in relation to:

- Enrolment.
- Participation.
- Curriculum development, accreditation, and delivery.
- Student support services.
- Elimination of harassment and victimisation.
- Disability provisions for students in assessments and examinations.

The key concept of the Standards is the principle of treating a student with a disability on the same basis as a student without a disability. Achieving this equality involves education providers making reasonable adjustments for students with a disability. An educational provider can be exempt from making an adjustment where it is proven that such an adjustment would cause unjustifiable hardship.

### **Termination of Enrolment**

Continued enrolment at Queenwood is dependent on the student's adherence to the standards required of her (see Conditions of Enrolment, pastoral care policies and behaviour management policies) and payment of all school fees. Termination of a student's enrolment is at the discretion of the Principal.

If a parent/guardian terminates the enrolment, one term's notice is required in writing to the Principal and Admissions department.

### **General Information**

All fees and charges are reviewed annually.

Queenwood offers group tours of both the Junior School and Senior School; dates are advertised on the website and can be booked online.



Upon contact with the School regarding admission a prospectus and in direction to the online enrolment application will be provided for interested families.

For entrance into the Junior School at the Kindergarten level, it is recommended that students will be 5 years old by 31 March in their commencement year.

The enrolment policy is regularly reviewed and updated; Queenwood reserves the right to change the Enrolment Policy and Procedure at its discretion.

## Theme 9: Other School Policies

Queenwood seeks to provide a safe and supportive environment which minimises the risk of harm and ensures students feel secure. Queenwood fosters the physical, social, academic and emotional development of students and provides welfare policies and programs that develop a sense of self-worth and personal growth. We manage this through a combination of policies, staff learning, assurance and management reporting.

### A: STUDENT WELFARE

Policy	Changes and Latest Updates	Access to full text
<ul style="list-style-type: none"> <li>Supervision Policy encompassing onsite and off-site activities with guidelines for supervisors.</li> <li>Duty of care and risk management including capturing records of student injuries/harm and near misses, identifying student safety hazards</li> </ul>	Revisited and reviewed during 2023 with particular care given to supervision of students onsite and offsite.	Issued to all staff at the start of the year during staff induction. CompliSpace. CompliSpace>Staff Handbook.
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> <li>Code of Conduct for staff.</li> <li>Code of Conduct for students.</li> <li>Technology Policy including ICT User Agreement (Junior School) and Social Media and Technology Guidelines (Senior School).</li> <li>Behaviour Management including bullying prevention and intervention, cyber safety and truancy.</li> </ul>	Technology Policy on Social Media broadened and updated.	CompliSpace>Staff Handbook. Canvas (LMS). Student diary 2023 CompliSpace>Student Use of Mobile Devices Policy

Policy	Changes and Latest Updates	Access to full text
<ul style="list-style-type: none"> <li>• Student Leadership.</li> </ul>		
<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> <li>• The Pastoral Care system.</li> <li>• Counselling.</li> <li>• Health Care.</li> <li>• Critical Incident Policy.</li> <li>• Suicide Postvention procedure.</li> <li>• Special Provisions Policy.</li> </ul>	<p>Procedures for critical incident management assessed and reviewed for Junior and Senior School.</p>	<p>New Student orientation pack. CompliSpace Staff Intranet School Intranet Canvas (LMS) Student Assessment Handbooks</p>
<p>Student Welfare</p> <p>The development of resilient young women capable of taking on challenges and learning in a safe and supportive environment is at the heart of welfare policies. Key policies in this area include:</p> <p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> <li>• Definitions and concepts.</li> <li>• Legislative requirements.</li> <li>• Preventative strategies.</li> <li>• Reporting and investigating reportable conduct.</li> <li>• Investigation processes.</li> <li>• Documentation.</li> </ul>	<p>Face to face annual child protection training completed by all staff members.</p> <p>Coaches and other casual staff to undertake online child protection training.</p> <p>Child Safe Standards incorporated into child protection policies to align them with national standards.</p>	<p>Issued to all staff and members of Council of Governors.</p> <p>CompliSpace</p> <p>Parents may request a copy by contacting the Principal, Deputy Principal or Head of Junior School.</p>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> <li>• Procedures for security of grounds and buildings.</li> <li>• Use of grounds and facilities.</li> <li>• Emergency procedures including critical management procedures.</li> <li>• Travel on school related activities.</li> </ul>	<p>Updated annually to include statements to students and parents about opening/closing times of the school and supervision times.</p> <p>Procedures for critical incident management assessed and reviewed for Junior and Senior School.</p> <p>Formal training provided for designated Safety Wardens.</p>	<p>School Newsletter CompliSpace&gt;Staff Handbook Issued to all staff</p>

## B: POLICIES FOR ANTI BULLYING

Policy	Changes and Policy Updates	Access to full Text
<p>Bullying Prevention and Intervention</p> <p>Assault (Student against Student)</p> <p>Harassment (Student against Student)</p>	<p>Bullying prevention and intervention policy updated in 2023.</p>	<p>Canvas (LMS).</p> <p>CompliSpace&gt;Staff Handbook.</p> <p>Parent Information books.</p> <p>Parents may request a copy by contacting the Principal, Deputy Principal or Head of Junior School.</p>

Queenwood encourages students to respect others and behave in a manner that reflects well on themselves, their family and their School. Queenwood does not permit corporal punishment of students or condone corporal punishment of students by non-school parties. Discipline policies are based on principles of procedural fairness and involve parents throughout where necessary or appropriate.

Policy	Changes and Policy Updates	Access to full Text
<p>Student Discipline Policy</p>	<p>Student discipline policy remained consistent in 2023.</p>	<p>Canvas (LMS).</p> <p>CompliSpace&gt;Staff Handbook.</p> <p>Parents may request a copy by contacting the Principal, Deputy Principal or Head of Junior School.</p>
<p>Building a Supportive School</p> <p>Formal and informal procedures for stressing the importance of both the rights and the responsibilities of students. We believe that everyone has the right to feel safe and be accepted and respected for their individuality.</p>	<p>The Tutor system, whereby Tutors remain with a Tutor group for two consecutive years and then change (Year Coordinators remain with the cohort for three years and then change), continued to deliver value for all students.</p>	<p>Canvas (LMS).</p> <p>CompliSpace&gt;Staff Handbook.</p>
<p>Positive Peer Relations</p>	<p>The Student Representative Council, a peer mentoring system and student leadership programs can assist in resolving problems between students.</p>	<p>Canvas (LMS).</p>

Student Code of Conduct	Continued monitoring and refinement of the Student Code of Conduct.	Canvas (LMS) Student diary CompliSpace>Staff Handbook
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## C: POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION

Student and Parent Grievance Procedure which include processes for raising and responding to matters of concern identified by parents and/or students in a timely manner. These processes incorporate, as appropriate, principles of procedural fairness.

Queenwood students have a system through their Classroom Teacher (K-6) or their Tutor (7-12) or their Year Coordinator (7-12) or Head of Department (7-12) where social or academic issues can be raised.

Policy	Changes and Policy Updates	Access to full Text
Student and Parent Grievance Procedure	Continued monitoring of procedure to ensure it meets the needs of Queenwood students and parents.	Canvas (LMS). CompliSpace>Staff Handbook. Parent Information books Parents may request a copy by contacting the Principal, Deputy Principal or Head of Junior School.

## Theme 10: School determined priority areas for improvement

Priorities for 2024	
Academic	Continuation of research project on Study skills in Stage 5 Collaboration with Australian Educational Research Organisation on writing project Staff scholarships and ongoing development of Lighthouse Teachers group Review of the use of technology in teaching and learning Development of teaching and learning framework Monitoring of Year 12 attendance and study practices Increased use of data to provide analysis of academic results Focus on teaching of mathematics from K – 12 and the transition from Year 6 to 7 5 Year IB evaluation commenced

Wellbeing/Pastoral	Review of Wellbeing program and alignment with other subject areas such as PDHPE Development of House structure and house-based activities
Co-curricular	Development of the Social Justice and Charity framework from K - 12 Review of recognition opportunities across K – 12 Upgrade of sporting facilities – Lawrance Court
Community	Continuing with Balmoral Lecture Parent Seminars from K – 12 QPA events including, Welcome Back Cocktail event Mother's and Father's Day breakfasts Astra Gala Planning for the Centenary Year events and activities
Infrastructure	ICT Project implementation and management Audit of Infrastructure refurbishment requirements Audit of GLA's and requirements of the timetable Review of Master Plan Review and monitoring of enrolments
<b>Outcomes 2023</b>	
Academic	Successful introduction and implementation of the Study Skills Project 10 Staff have accepted Staff Scholarships Successful implementation of learnings from AERO writing project into school academic programs. Professional learning for staff also provided.
Wellbeing/Pastoral	First stage of new Student Leadership Program delivered Years 7 – 12 Sister Program integrated in Wellbeing Program Continuation of Peer Support Program
Capacity	Implementation of ICT Systems upgrade to better support teaching and learning and the operations of the School.
Sustainability	Enhancement of programs, initiatives, infrastructure and capital works to reduce environmental impact of the School's operations.
Strategy	Ongoing development of master plan to support upcoming major capital projects.

## Theme 11: Initiatives Promoting Respect and Responsibility

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

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

### **Student Behaviour:**

- High expectations for standards of courtesy and conduct at all times, both within the physical environment of the school and on social media.
- Strong messages of respect and responsibility regularly delivered (assemblies, personal development activities and curriculum) and incorporated into all aspects of student management.
- 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 2023 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 2023 for both Junior and Senior students addressing issues as varied as cyberbullying, mental health, and the environment. Incursions also involve programs directly related to specific curricula in

such areas as History, English, Drama and Science and Technology. Initiatives for Parents and Teachers were also a feature.

- Thoughtful use of curriculum topics as a springboard for wider reflection on society, culture, background and beliefs, mainly for students but also for the school community. Examples include:
  - Geography excursion to inner Sydney and the Hunter Valley exploring issues including housing shortages in Sydney.
  - Excursions to the Jewish Museum.
  - The continuation of targeted Indigenous programs involving Aboriginal elders and carried out on country were a part of Camps in Years 8, 9, 10, and 11.
  - Immersion for Teachers and Staff on Yuin Country led by Indigenous elders.
  - Textiles and History excursions to areas of Sydney with different cultural and ethnic populations.
  - Student exchanges to France were undertaken, and reciprocal visits occurred with students from these countries.

## Theme 12: Parent, Student and Teacher Satisfaction

Queenwood welcomes and encourages close interactions with the community at large and with the parents whose involvement is encouraged. The Queenwood Parents' Association (QPA) meets on a regular basis and provides one of several avenues for parents to communicate their interests and concerns to the School, as well as to contribute in a variety of ways. The level of parent involvement in the QPA is high. QPA Committee and Year Representative meetings are usually attended by the Principal, Deputy Principal and/or the Head of Junior School, or on occasion all three. This provides a direct link between parents and Executive. Members of the Executive attend all school functions and activities, providing another avenue of regular, informal feedback and support for students, parents, and staff.

The Principal addressed parents – directly and through the weekly Newsletter – on a range of relevant issues both pastoral and academic, including a detailed comparison of HSC and IB credentials. All community events were well attended, and parents were fully involved in the subsequent Q&A sessions. External speakers were invited to the school to address meetings on topics relevant to parents and parenting in the form of Parent Seminars, and treating such topics 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.

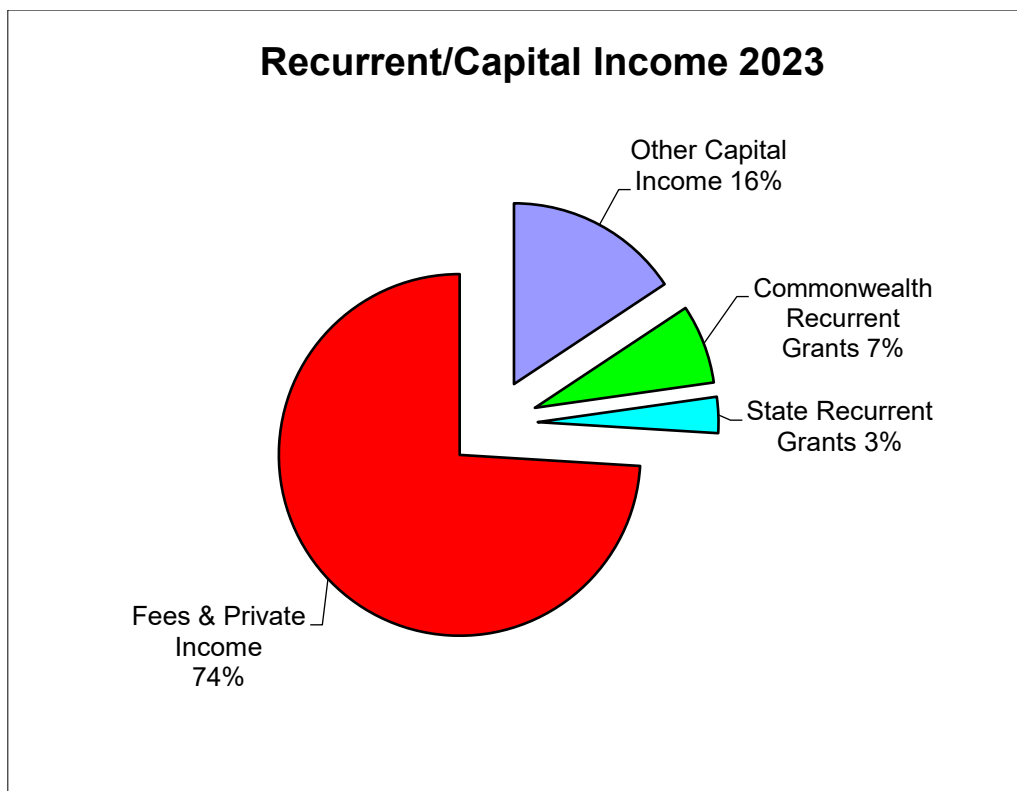
Class teachers in the Junior School and Tutors and Year Coordinators in the Senior School have excellent knowledge of the girls for whom they take pastoral responsibility, and regularly arrange to meet with parents of individual students as required, over and above the scheduled Parent/Teacher sessions. 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 leadership program (Captains and Prefects) for both Junior and Senior School. 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 concerns in both directions. Senior School students are regularly reminded that they can see the Principal in her office at any time without appointment, and are encouraged to bring forward any questions or suggestions. The same occurs in the Junior School with the Head of Junior School.

The School operates a Peer Support program, a Peer Mentoring program, and a Peer Tutoring program. Through these initiatives, older students are given leadership and development opportunities, while younger girls have access to support and advice from more mature peers. Students involved in the International Baccalaureate CAS program and others who participate in the Duke of Edinburgh Award Scheme also undertake and conduct interactions with younger students. These interactions all provide avenues for students to express their satisfaction of the School, and wherever possible suggestions from students are acted upon, preferably under student initiative and leadership.

### Theme 13: Summary Financial Information





## Recurrent/Capital Expenditure 2023

