



Message from key bodies

In 2020, we have continued our focus on empowering and educating our young women to grow in courage, strength, grace, and wisdom.

We had no idea of course, when the year began, how our focus would be tested!

In true form, the values that guided previous generations through times of upheaval, have guided Wenona through the last year.

Courage is our first value and courage was evident throughout our school this year. Courage requires us to engage, to speak up, to use our voice, when forces around would say otherwise. And this is never easy.

To our young women, never let your voice be quelled nor be intimidated into silence, by believing that others must have the answers where you may not.

Be courageous in raising your voice and engaging in the world. Do not believe that what is happening in the world is too big for you to engage in or think that you have no control or influence. You are a part of a society that needs to hear your voice.

Our second value is strength. Strength to be your own wild hearted person, with your unique, quirky, mix of talents, gifts, foibles. To honour the clarion call of who you are,

COVID-19 has been a defining moment for our generation and it will be remembered in history for its great challenges and difficulties, and I believe after some time for reflection, unique stories - of resilience, of grit, good humour, true friendship, and of perseverance in an ever-changing playing field - will be told for years to come.

To reveal our true potential, we must be pushed out of our comfort zones, each of us growing as a person, and finding that grit and fight within us to keep on going. More often than not we talk about inspirational leaders, such as Nelson Mandela or Rosa Parks. However, today I want you to realise that we are the inspiration for each other. As each other's inspirational leaders, we must set ourselves apart from the rest of society

and not some picture-perfect clone. I have been proud of our young women as they learn to resist the siren call of a world that is determined to paint them as neurotic, depressed, body obsessed, or overwhelmingly anxious.

Strength is rarely what it seems. As happens every year, some of our young people have struggled with their mental health, for different reasons, and every one of them has shown enormous strength.

To all of our students, strength is about growing up. Holding your own. Learning when to bend in the wind so you do not break. Learning when to stand tall and to hold your ground.

Grace, our third value, is such an old-fashioned word and yet one whose meaning is timeless. It is a courteous good will, a smoothness and elegance of movement. In a world where it is becoming increasingly normal to be rude, offensive, discourteous, our girls are learning to pause before they speak.

Grace is speaking to everyone we meet, in whatever role they have, with courtesy, kindness, and respect. Grace is giving people the benefit of the doubt, of assuming the best and not the worst, of letting things go, of learning to apologise. Grace is the opposite of 'cancel culture'.

as we walk the road less travelled, make light where there is darkness, push through our own personal boundaries and disrupt the norm.

As American writer and editor Carl Bard said, "Although no one can go back and make a brand-new start, anyone can start from now and make a brand-new ending." So, as we look towards 2021 and adapt to leading a life with the pandemic, let us be positive and hopeful and make a firm commitment to reach our full potential; to leave our imprint on this ever-evolving world. Every young woman here today should feel empowered to make a difference, not just because of your own abilities and unique skill set, but because there are incredible women all around you,

Our final value is wisdom. Which is one we all pursue and can sometimes be elusive. And yet, we must all learn to be wise if we are to grow courageous, strong, and full of grace. Wisdom is learning to sidestep what you cannot change, and engage with what you can...

As I reflect on the year that was, we were guided by these values of courage, strength, grace, and wisdom, and as a result, I will be forever proud of our young women, and deeply grateful to our community.

Our young women have kept engaged in school, learnt remotely, adapted almost instantly to a myriad of new and rapidly changing expectations, played their sport, fundraised for those in need, and supported their community.

No matter what comes their way, our women stand ready. They have been raised well with values that have stood strong for nearly 135 years. Mark my words: there is fight in these women. They may look young, they may be easily overlooked or dismissed. But underestimate them at your peril. They have courage, strength, grace, and wisdom in their bones.

Dr Briony Scott
Principal

in your classroom, in your team, willing you on, championing your cause. Your life will not ever be perfect, but it can be full of purpose.

Our experience at Wenona is what we make of it, and it is over before we know it- so be proud to be a Wenonian, be kind, and treat others with the same respect that you should have for yourself, your family, and for your school. Greatness can reside in all of us if we each squeeze every ounce out of our potential. Believe it! "You are braver than you believe, stronger than you seem, and smarter than you think...and loved more than you will ever know."

Georgia Soghomonian
School Captain 2020/2021

About Wenona

Contextual information about the school

Celebrating excellence in girls' education since 1886, Wenona is an independent, non-denominational day and boarding school for girls K-12 in North Sydney, close to Sydney's cultural centre.

Under Principal Dr Briony Scott, our vision is for Wenonians to graduate as creative, resilient, articulate, and well educated women, filled with a sense of humour and a capacity for adventure. We aim to develop integrity, grace, a sense of purpose, and a strong moral and ethical outlook in our students, raised to value service and to be a proactive and positive voice within the local, national and global community. With close to 1200 students, including up to 50 boarders, Wenona offers a rich array of academic and co-curricular opportunities within a creative and caring community.

Wenona's impressive results are influenced by an academic peer culture, professional teaching and learning, and innovative use of ICT. We operate Evening Study Centres for the older students, and students tend to seek an increasingly diverse array of university pathways. Wellbeing is enhanced through age-appropriate small groups and our vertical House system, together with professional counselling, a Clinic, and a strong careers pathway.

The school's innovative learning environment includes a blend of heritage and new spaces, including The Athenaeum, a new multi-purpose building opened in 2020, that includes Waterpolo and Learn to Swim pools, Cardio and fitness facilities, state of the art STEM Labs and a Senior College university-style Learning Commons. Leadership and teamwork skills are fostered through international and local service learning initiatives, guided by our motto, Ut Prosim, that I may serve.

Vision

Wenona's vision is to educate and empower young women, in a global learning community, to serve and shape their world.

Results in HSC

Combined Band 5 and 6 HSC Results in comparison to the state:

Subject	Wenona (%)	State (%)
Ancient History	76.91	33.06
Biology	67.5	30.54
Business Studies	93.01	34.91
Chemistry	59.08	42.86
Chinese Continuers	100	75.93
Design & Tech	76.91	47.19
Drama	100	47.16
E & E Science	87.5	29.37
Economics	86.66	51.3
Engineering Studies	33.33	33.5
EAL/D	80	25.89
English Standard	33.33	11.49
English Advanced	90.47	63.31
English Ext 1	96.16	92.54
English Ext 2	85.7	82.4
French Continuers	73.33	63.57
French Extension	100	81.19
Geography	84.6	41.5
Legal Studies	95	39.4
Maths Standard	61.53	24.5
Mathematics Advanced	73.75	52.46
Maths Ext 1	93.01	74.25
Maths Ext 2	100	83.86
Modern History	88.23	37.13
History Extension	100	76.06
Music 1	100	64.06
Music 2	100	87.78
Music Extension	100	97.25
PDHPE	85.71	34.19
Physics	50	40.36
Science Extension	88.88	73.72
Spanish Continuers	40	51.21
Spanish Extension	100	98.11
Studies of Religion	100	43.71
Textiles & Design	100	56.62
Visual Arts	96.7	64.73

Distinguished achievers

74% of students achieved a mark of 90 or above in one or more subject

ATAR

61% - Percentage of students above 90
35% - Percentage of students above 95



Student outcomes in NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) was cancelled in 2020 due to the COVID-19 pandemic.



Record of School Achievement

All students in Year 10 achieved a Record of School Achievement (ROSA).



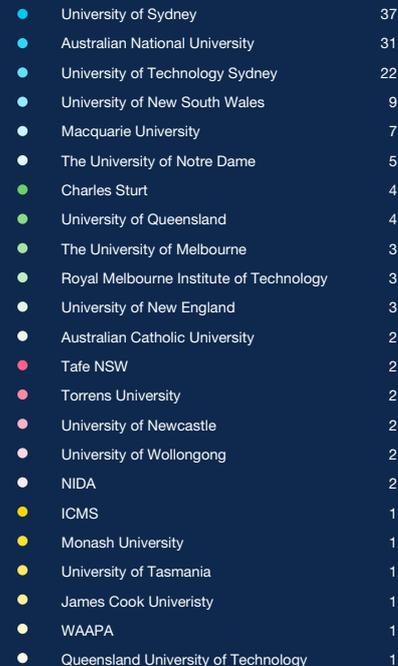
School promotion of respect and responsibility

Policies for student management include the Student Code of Behaviour which is reinforced through Wellbeing Groups and each of the Assemblies within the Junior School, Middle School, Upper School and Senior College. Implicit in all Wellbeing programs and presentations is the fostering of a culture that supports and nurtures students towards respect for self and others. In addition, Assemblies promote personal integrity, responsibility, compassion and appropriate conduct, as well as reinforcing our student values: courage, strength, grace and wisdom.

Student attendance rates

Year Level	Average Days Absent	Average Attendance
0	6.13	96.54%
1	9.21	94.80%
2	9.52	93.97%
3	7.62	95.52%
4	7.98	95.37%
5	7.67	95.67%
6	9.33	94.65%
7	9.45	94.54%
8	9.26	94.25%
9	12.73	92.76%
10	11.55	93.43%
11	13.89	91.81%
12	5.36	95.21%

Post school destinations



Qualification attainment

2.8% of students undertaking vocational or trade training.

100% of students in Year 12 attaining Year 12 certificate or equivalent VET qualification.

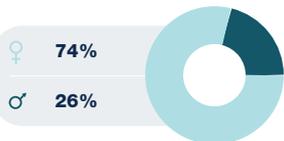
Retention

92.5% of Year 10 students in 2018 were retained through to Year 12 in 2020.

Workforce composition

Total no. of staff = 375*

Gender composition^



Employment type~



Staff who identify as indigenous = 1

*Workforce composition comprises all full time, part time and casual staff, including coaching and peripatetic staff (e.g. music tutors and sports coaches).

^Composition of females/males based on Support and Teaching staff only, excluding coaching and peripatetic staff (e.g. music tutors and sports coaches).

~Composition of employment type based on full time, part time and casual staff, excluding music tutors and sports coaches

Summary of professional learning

At Wenona we see the professional development of all staff as pivotal to the education, wellbeing and learning of our students. Our annual publication, Upon Reflection, explores the professional learning journeys of our staff - wenona.nsw.edu.au/wenona/publications



Throughout 2020, 83 staff undertook 193 professional development sessions and courses.



The COVID-19 pandemic impacted on professional learning across NSW in 2020 due to restrictions and safety protocols.

Details of Teaching Staff



123.79 – Full-time equivalent (FTE) teachers with Australian or AEI-NOOSR teaching qualifications.



0 – FTE teachers without formal teaching qualifications.

Satisfaction Data

School satisfaction 2020 – overall

In 2020, Year 12 parents and students participated in surveys and provided views on such areas as academic performance, student wellbeing, extra-curricular and co-curricular activities, sport, communications, reputation and facilities.

Expectations met or exceeded

● Year 12 Parents ● Year 12 Students

Location – availability of reliable and safe transportation	100%	Academic standards	97%
A leading independent school in NSW	98%	Location – availability of reliable and safe transportation	95%
Quality of Wenona students	96%	A leading independent school in NSW	93%
Size of the student population	96%	Quality of teaching	92%
Academic standards	94%	Balanced challenging education	92%
Balanced challenging education	93%	Size of the student population	90%
Quality of teaching	92%	Quality of Wenona students	85%
Range of different subjects	92%	Focus on student wellbeing	80%
School leadership	87%	School leadership	78%
Focus on student wellbeing	81%	Range of different subjects	78%

Most valued aspects

● Year 12 Parents ● Year 12 Students

👥 Quality of education	👥 Friendships made
👥 The teaching staff	👥 Quality of education
👥 The school community	👥 Great teaching staff
👥 Support provided	👥 The school community
👥 Friendships made	👥 Opportunities provided

Snapshot of school improvement targets



Quality Teaching

- Developed specific professional learning opportunities that built teacher capacity around the delivery of online and blended learning.
- Continued our journey with the implementation of the International Baccalaureate – Primary Years Programme, including our inaugural Year 6 Exhibition and the teaching of a full programme of inquiry K-6.



Quality Learning

- Launched the Athenaeum Learning Pathway in response to remote learning in the face of the COVID-19 pandemic.
- Evaluated, revised and implemented a focus on formative assessment in Stage 4.



Empowering School Leaders

- Engaged Leading Teams to continue to develop our Leadership Team, developing leadership capacity and a shared understanding of purpose and trademark behaviours.
- Initiated a project team of interested teachers and leaders to develop our initial approach to the development of a Stage 5 Programme that allows us to build an engaging curriculum that transforms learning and student engagement.



Meeting Student Needs

- Launched the delivery of Youth Mental Health First Aid course to ensure that all Wellbeing staff 7-12 have strong foundations in caring for the needs of adolescent girls and young women in their care.
- Engaged with Beyond Blue and the 'Be You' Programme to develop an understanding of social and emotional learning needs of all girls K-12 as a foundation for our Student Wellbeing Programme.

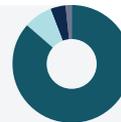


Providing Detailed Information to the Community

- Launched a series of pulse surveys during the COVID-19 pandemic as part of our critical incident management to ensure we had a clear understanding of all stakeholders' experiences.
- Implemented a review of our approach to Critical Incident Management as part of the COVID-19 pandemic, with a specific focus on communication to our community.

Summary financial information

Income



● Fee and private income	86.4%
● Commonwealth grants	7.9%
● State grants	4.3%
● Donations	1.4%

Expenditure



● Wages and on costs	48.7%
● Capital	36.7%
● Admin and other expenses	9.5%
● Student resources and events	4.8%
● Borrowing costs	0.3%

School Policies

Non-attendance

In case of absence: Parents/Guardians notify the School of absence by email or phone (reception).

Unexplained absence is immediately followed up by text message.

Signed note required on return to School to explain reason for absence.

School enrolment

Full text by link - wenona.nsw.edu.au/Wenona/publications

Student welfare, anti-bullying, discipline, complaints and grievances

Full text by link - wenona.nsw.edu.au/Wenona/publications

School policies are made accessible to current parents via the Wenona portal/intranet.

Changes to policies in 2020 include:

- Inclusion of the Boarding House in the Student Management Policy
- Segmentation of the guidelines for raising concerns, within the Grievance Procedures, into:
 1. Students and parents
 2. School visitors and the public
 3. Overseas students



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