

# Wenona Annual Report 2018

## Message from key bodies

2018 has been a wonderfully full and exciting year, where we have continued our focus on empowering and educating our young women to grow in courage, strength, grace and wisdom.

It was a year when we introduced awards that acknowledged skills or character traits like courage, collaboration, kindness or innovation. Skills that transcend simple academics and recognise attributes that contribute to strong character. Our motto, *Ut Prosim, that I may serve* has continued to influence our decision making and inform the role of service in the daily lives of Wenonians.

In thinking about how best to sum up 2018, I have been reflecting on this quote by Annie Dillard:

"How we spend our days is, of course, how we spend our lives. What we do with this hour, and that one, is what we are doing"

Our young women's lives are like a tapestry that is woven over time. If you look at the back of any tapestry, it is covered in knots and broken threads; it is messy and nothing makes sense. So it is with the lives of our young women. They fail a test in Year 4, win a grand final in Year 7, friendships break down in Year 9, they work hard for their HSC in Year 12, and then they go on and live enriched and adventurous lives, with all the normal ups and downs of any life, making all sorts of decisions others may or may not agree with. If you look behind the tapestry, focusing on the knots, and these seemingly random events, nothing makes sense. And none of these things, in and of themselves, are of huge consequence. They are just one action, one decision, one chapter or paragraph in a series of what appear to be unrelated stories.

Turn the tapestry over though, and it is a different picture. The lives of our young women are being woven day by day, hour by hour. Their character, their mindset, how they approach life; a thousand knots and threads link all of these events together to make one big picture. And it is a masterpiece. A unique and beautiful work of art.

I commend Wenona and our community of courageous, strong, graceful and wise young women to you.

**Dr Briony Scott**  
Principal

In the words of Albert Einstein, "If you've never failed, you've never tried anything new." This year, the objective of the prefect initiative, 'Perfectly Imperfect', was to encourage students to embrace failure as an opportunity to grow and learn. We hoped that by talking about our own perceptions of perfection and imperfection, we could inspire and motivate other students to think a little differently about their own perceived failures or fears. At assemblies and speech days throughout the year, each prefect took turns to highlight that everyone experiences challenges and setbacks in life, but that through resilience and perseverance, failure can lead to change and even greater success. Life can sometimes be a little bit like a jigsaw puzzle. Just as it can be hard to find the right piece, sometimes life can present challenges and problems, which require time and effort to overcome. The most important thing is to not let failure inhibit your decision making or hold you back from achieving your goals.

**Olivia Edwards**  
Head Prefect (2018/2019)

## 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 for our students to develop integrity, grace, a sense of purpose, and a strong moral and ethical outlook, raised to value service and to be a proactive and positive voice within the local, national and global community. With close to 1,100 students, including 48 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. Senior girls benefit from the Evening Study Centre, and the majority of students seek a university pathway. Pastoral care is enhanced through age-appropriate Pastoral Care groups and our vertical House system, together with professional counselling, health care and careers advice.

The School's vibrant learning environment includes a blend of heritage and new spaces, with a pool and modern gymnasium. 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.



Wenona

# Student outcomes of standardised national literacy and numeracy testing

## Student outcomes in NAPLAN 2018

The National Assessment Program - Literacy and Numeracy (NAPLAN) was completed online by students in Years 3, 5, 7 and 9. The following tables compare the results of Wenona students with students in our Statistically Similar School Group (SSSG) for each year group. NAPLAN results indicate that Wenona students are performing well above the national standard in all areas of literacy and numeracy.

LEGEND		
State (%)	SSSG (%)	Wenona (%)
National minimum standard		

YEAR 3															
BAND	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
10	0.1	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.7	6.3	0.0	0.0	0.0
9	0.3	0.8	2.1	0.0	0.0	0.0	0.1	0.5	2.1	0.6	1.7	14.6	0.1	0.3	0.0
8	1.0	2.5	12.5	0.3	1.3	2.1	0.4	0.7	6.3	1.0	2.5	14.6	0.2	1.0	4.2
7	2.2	4.7	22.9	1.8	5.6	14.6	1.6	3.2	12.5	2.3	4.0	14.6	1.0	2.7	16.7
6	27.7	51.6	29.2	10.9	24.9	35.4	25.8	44.3	31.3	30.9	53.5	25.0	17.8	40.1	31.3
5	24.7	22.9	25.0	36.0	45.7	35.4	25.0	26.9	18.8	16.8	16.0	12.5	25.7	31.9	27.1
4	20.2	11.0	8.3	24.3	15.4	6.3	21.0	16.1	25.0	23.2	14.5	12.5	26.5	17.3	16.7
3	12.8	4.2	0.0	18.4	6.0	6.3	13.7	5.9	4.2	12.5	4.7	0.0	16.6	5.2	2.1
2	7.2	1.5	0.0	5.4	1.0	0.0	8.0	1.9	0.0	8.2	1.9	0.0	10.1	1.3	2.1
1	3.8	0.5	0.0	2.8	0.3	0.0	4.5	0.5	0.0	4.2	0.5	0.0	2.1	0.2	0.0

YEAR 5															
BAND	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
10	0.5	2.5	5.2	0.0	0.0	0.0	0.2	0.9	1.3	0.6	3.1	2.6	0.1	1.0	0.0
9	1.2	4.2	13.0	0.5	1.7	0.0	0.4	1.3	1.3	1.4	4.1	9.1	0.7	3.0	2.6
8	17.4	38.1	24.7	4.6	12.9	11.7	14.6	29.2	16.9	18.1	36.3	23.4	12.5	31.9	10.4
7	20.9	26.9	27.3	11.5	23.6	18.2	22.7	30.4	33.8	18.1	23.2	33.8	19.7	29.7	32.5
6	23.8	18.4	20.8	27.2	33.9	42.9	31.1	26.0	29.9	29.1	22.3	19.5	25.9	22.4	35.1
5	19.6	7.3	5.2	35.9	23.1	20.8	17.7	9.4	15.6	16.2	7.7	6.5	26.3	10.3	16.9
4	11.2	2.0	2.6	11.5	3.6	5.2	9.3	2.3	0.0	11.0	2.7	5.2	12.1	1.5	1.3
3	4.5	0.6	1.3	7.0	0.9	1.3	3.6	0.4	1.3	4.9	0.5	0.0	2.6	0.2	1.3
2	0.7	0.0	0.0	1.1	0.0	0.0	0.4	0.0	0.0	0.5	0.0	0.0	0.1	0.0	0.0
1	0.2	0.0	0.0	0.7	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0

YEAR 7															
BAND	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
10	0.6	3.4	11.3	1.0	2.6	0.0	0.6	2.4	4.9	1.0	3.9	12.0	0.8	4.6	7.0
9	11.8	29.1	21.8	3.7	9.2	14.1	12.7	23.8	23.9	14.8	30.5	28.9	13.5	31.9	27.5
8	18.9	29.7	27.5	14.9	28.1	31.7	23.0	32.1	40.1	15.4	24.0	21.8	17.7	28.8	27.5
7	27.2	24.6	27.5	20.7	27.3	28.2	25.9	25.3	22.5	26.5	25.2	22.5	28.7	24.7	32.4
6	24.6	10.7	10.6	27.2	23.0	18.3	22.2	12.6	7.7	22.1	12.1	11.3	25.3	8.6	5.6
5	12.0	2.2	1.4	22.9	8.8	*5.6	9.5	2.7	0.0	14.0	3.7	3.5	11.7	1.3	0.0
4	4.6	0.3	0.0	6.3	0.9	2.1	5.7	1.0	0.7	5.9	0.5	0.0	2.2	0.1	0.0
3	0.2	0.0	0.0	2.3	0.2	0.0	0.3	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.5	0.0	0.0	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

\* This figure is incorrect. Three students' written responses were submitted blank as a result of a technical disruption. An investigation took place at NESA and reports were re-issued with an 'absent/no score' result recorded.

## Record of School Achievement

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

YEAR 9															
BAND	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
10	8.2	20.3	19.1	5.6	13.1	19.9	8.2	16.4	16.2	9.0	21.6	29.4	13.0	33.4	25.0
9	16.6	30.0	43.4	9.8	18.9	24.3	18.8	30.0	40.4	17.9	27.2	28.7	17.4	30.4	41.2
8	30.1	33.5	25.0	24.8	34.7	36.8	29.2	32.5	29.4	29.3	30.1	26.5	26.2	25.0	24.3
7	25.6	13.3	11.8	21.5	20.3	14.0	24.7	15.9	12.5	19.5	14.8	12.5	27.5	9.3	8.1
6	14.2	2.6	0.7	19.5	9.9	2.9	10.7	3.9	0.7	17.4	5.7	2.9	13.3	1.7	0.7
5	5.2	0.3	0.0	14.0	2.8	2.2	7.9	1.2	0.7	6.5	0.6	0.0	2.5	0.1	0.0
4	0.1	0.0	0.0	2.3	0.2	0.0	0.3	0.1	0.0	0.4	0.0	0.0	0.1	0.0	0.7
3	0.0	0.0	0.0	1.2	0.1	0.0	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	1.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

## School promotion of respect and responsibility

Policies for student management include the Student Code of Behaviour which is reinforced through Pastoral Care Groups and School Assemblies, to support and nurture students toward respect for self and others, personal integrity and responsibility, compassion and appropriate conduct.

## Results in HSC 2018

Combined Band 5 and 6 HSC results in comparison to the state.

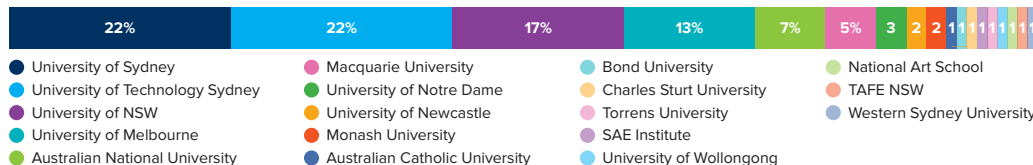
SUBJECT	STATE	WENONA
Ancient History	36.1	69.2
Biology	36.9	80.0
Business Studies	37.0	85.7
Chemistry	42.1	84.6
Design & Tech	46.7	100.0
Drama	42.4	92.9
E & E Science	37.7	87.5
Economics	46.4	95.4
Engineering Studies	35.7	100.0
English Advanced	62.6	85.8
English Ext 1	95.4	100.0
English Ext 2	64.2	100.0
French Continuers	64.2	62.5
French Extension	82.1	33.3
Geography	43.2	90.0
Japanese Cont	61.0	50.0
Japanese Extension	90.3	50.0
Legal Studies	44.0	84.0
General Maths	26.6	68.1
Mathematics	51.8	77.3
Maths Ext 1	79.6	96.5
Maths Ext 2	85.4	100.0
Modern History	41.8	94.3
History Extension	78.7	94.1
Music 1	64.5	100.0
Music 2	91.4	100.0
Music Extension	96.0	100.0
PDHPE	33.1	85.7
Physics	33.8	60.0
Textiles & Design	46.4	100.0
Visual Arts	53.3	100.0
ESL	25.4	80.0
Spanish Beginners	44.9	57.1

## Distinguished achievers

71% of students achieved a mark of 90 or above in one or more subjects.

**ATAR 60%** - Percentage of students above 90  
**38%** - Percentage of students above 95

## Post school destinations



## Qualification attainment

1% of students undertook vocational or trade training.  
**100%** of students in Year 12 attained Year 12 certificate or equivalent VET qualification.

## Retention

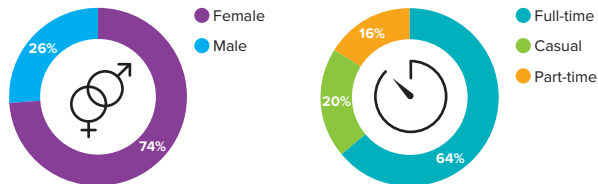
**96%** of Year 10 students in 2016 were retained through to Year 12 in 2018.

## Details of teaching staff

**118.17** – Full-time equivalent (FTE) teachers with Australian or AEI-NOOSR teaching qualification from higher education.

**0** – FTE teachers without formal teaching qualification.

## Workforce composition: Total no. of staff = 376\*



Staff who identified themselves 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 undertaken by teachers

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 four staff. [wenona.nsw.edu.au/wenona/publications](http://wenona.nsw.edu.au/wenona/publications)



Throughout 2018, **146** staff attended **267** professional development sessions and conferences.

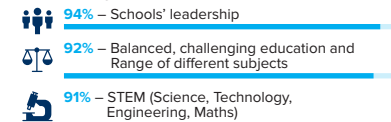
## Satisfaction data

### School satisfaction 2018 - overall

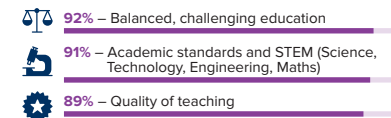


### Expectations met or exceeded

#### Senior College parents:



#### Year 7-11 students:



## Snapshot of school improvement targets



### Quality teaching

Developed the POD Program to continue to develop the professional learning communities across the school, this included semesterised and self-selected PODs in 2018.

Developed Teacher Accreditation policies and procedures for school-based processes to support teachers in achieving and maintaining Proficient Teacher accreditation.



### Quality learning

Engaged in an International Baccalaureate – Primary Years Programme feasibility study leading to the School becoming a candidate school in 2019.

Began the process of examining new pathways, assessment practices and curriculum in Stage 5.



### Empowering school leaders

Engaged with 'Education Changemakers' to facilitate professional learning for the broad leadership team on leading self, leading others and leading organisations.

Developed broad strategic themes for the 2019+ Strategic Plan.



### Meeting student needs

Developed Boarding policies and procedures to ensure the highest levels of compliance and best practice across the Boarding School.

Engaged Gallup Australia and Mission Australia to measure student wellbeing at Wenona and provide data to inform student wellbeing strategies into the future.



### Providing detailed information to the community

Engaged with new communities across Sydney to meet emerging enrolment areas due to the impact of the Sydney Metro Project.

Initiated a specific Chinese Engagement Strategy that led to further engagement with China at enrolment and alumni events.

## Student attendance rates

YEAR LEVEL	AVG. DAYS ABSENT	AVERAGE ATTENDANCE
K	11.93	93.48%
1	10.00	94.50%
2	6.61	95.51%
3	7.69	95.77%
4	7.28	96.02%
5	10.50	94.20%
6	7.70	95.79%
7	8.18	95.42%
8	12.67	92.73%
9	12.36	93.24%
10	13.77	92.44%
11	10.69	94.09%
12	11.56	93.68%

## School policies

### Non-attendance

In case of absence: parents/guardians notify school of absence by email or phone (reception).

Unexplained absences 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](http://wenona.nsw.edu.au/wenona/publications)

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

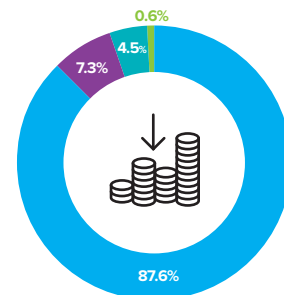
Full text by link:  
[wenona.nsw.edu.au/wenona/publications](http://wenona.nsw.edu.au/wenona/publications)

School policies are made accessible to current parents via the Wenona portal/intranet. Policies were not changed in 2018 but will be updated in 2019.

## Summary financial information

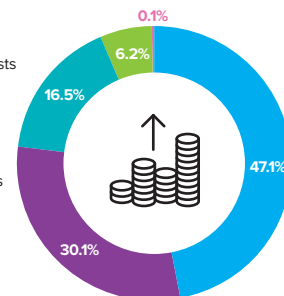
### Income

- Fee and private income
- Commonwealth grants
- State grants
- Donations



### Expenditure

- Wages and on costs
- Capital
- Admin and other expenses
- Student resources and events
- Borrowing costs



# Wenona

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