



# Wenona Annual Report

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2022

# Message from key bodies

In a quote that sounds like it could have been written yesterday, Epictetus, 2000 years ago, reminds us:

***“There is only one way to happiness and that is to cease worrying about things which are beyond the power or our will.”***

2022 was a year where we recalibrated after the upheaval of the pandemic. We reclaimed our school day, focusing on connection, and building community. We focused on what we could control. As a result, our young women, in the face of many predictions to the contrary, are thriving. Not just academically but socially and emotionally. And they do so, not because life is smooth sailing, or that everything goes their way, but because they have learnt, and are learning, how to adjust their sails when the winds change.

We have learnt many things over the COVID years, but the ability to recognise what we can control, and what we can't, is probably one of our greatest lessons. We cannot control the wind. We can adjust our sails.

Trying to manipulate others, or events, in order to feel successful; trying to control everything, is a fool's game. It cannot be done. All we can control is ourselves, and the decisions we make.

Epictetus also states:

***“The chief task in life is simply this: to identify and separate matters so that I can say clearly to myself which are externals not under my control, and which have to do with the choices I actually control. Where then do I look for good and evil? Not to uncontrollable externals, but within myself to the choices that are my own...”***  
— *Epictetus, Discourses, 2.5.4–5*

We are responsible for the choices we make. We make decisions a thousand times a day, over how to react, what words we speak, what messages we send. We decide whether to be offended or to extend grace. In 2022, we have focused on adjusting our sails, and taking control over those things we can control. Ourselves.

There is an old saying: “Nobody trips over mountains. It is the small pebble that causes you to stumble. Pass all the pebbles in your path and you will find you have crossed the mountain”. I love this. We don't waste swinging punches at things over which we have no control. We, slowly and systematically, focus on what we can control, step by step, till we crossed the mountain.

I have two certainties about the years ahead for Wenona.

The first remains forever true: we will never apologise for raising a generation of women who will stand up and speak out for causes and issues that matter to them, and who have the courage to be a voice for those who cannot speak. This is a generation educated and equipped to grow, to lead, to make a positive difference in the lives of others, committed to public service and strong citizenship.

Secondly, there is wisdom in recognising that while we can't control other people, we can control ourselves. It is none of our concern what other people think of us, nor is the poor behaviour of others, our excuse to despair or disengage.

In the words of F Scott Fitzgerald, “... it is never too late ... to be whoever you want to be.”

Dream on, my young friends, (and old ones) hold your head high, stare down the critics, sidestep judgement, do what you love ... and do not let any pebbles stop you from crossing that mountain.

## Dr Briony Scott

Principal

It is inherently human to want to have an impact, to want to leave a legacy, to want to do something of note, so that we are remembered, so that we are seen, so that we matter in the big scheme of things.

It is inherently human to feel frustration with the status quo and want to change it, to be disheartened, disenfranchised because you feel that you can't make a difference in our world. We didn't start the fire. However, this overwhelming powerlessness is intensified for us today among constant media exposure and a unique existential challenge of climate change.

However, despite the overwhelming negative, we cannot forget that there

is so much good. The world is not binary, there will always be both.

The Brazilian president, Bolsonaro, who for years drove to destroy the Amazon rainforest, has been voted out. The newly elected Lula Da Silva has vowed to undo the environmental destruction, working towards zero deforestation.

In Ukraine, a team of young women have trained themselves in bomb detonation and are painstakingly removing all explosive devices planted by the enemy, slowly debugging the country, one field at a time.

In China, protestors line the streets holding posters to their faces in a peaceful moment

of powerful protest. This mass movement has seen the government back away from harsh COVID-19 rules, proving collective motivation is our most powerful scythe.

All these stories attest to the fact that so many more people care than you would assume.

Your small endeavours of passion and empathy all add up. While it would be great to have the big answers, and the power to do something mighty, each of us, in our way, can make a small difference, that collectively becomes a big one.

We know that doing nothing isn't an option, that we have the privilege of

education, and with that privilege comes the responsibility of action. Let's not be daunted, but all do what we can. Each of us in our own way has something to give, some service to render our community.

So, I insist - Don't let your fire and drive be dulled by a constant stream of negative. Continue your campaigns for the better. Dream on.

We can't tackle every problem, we can't take down evil, but we can do something. We can exist, love, fight and serve to our greatest capacity.

## Jemima Carmody

Head Prefect 2022/2023

## About Wenona

Celebrating excellence in girls' education since 1886, Wenona is an independent day and boarding school for girls from Kindergarten to Year 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 over 1,300 students, including 40 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, an Allied Health 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 water polo and Learn to Swim pools, cardio and fitness facilities, state of the art STEM laboratories 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.*

See also Wenona's profile on the *My School* website at <https://www.myschool.edu.au/school/43868/profile/2022>.

## Student outcomes in NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) was completed online by students in Years 3, 5, 7 and 9.

NAPLAN results indicate that Wenona students are performing well above the national standard in all areas of literacy and numeracy.

Key National Minimum Standards

### Year 3

Band	Numeracy		Grammar & Punctuation		Reading		Writing		Spelling	
	School	State	School	State	School	State	School	State	School	State
01	-	3.3%	-	4.0%	-	2.7%	-	1.7%	-	6.0%
02	-	10.5%	-	6.9%	-	8.4%	-	4.8%	-	6.9%
03	8.3%	20.2%	2.1%	13.1%	-	11.6%	-	10.1%	2.1%	13.0%
04	16.7%	26.2%	10.4%	19.8%	8.3%	19.4%	8.3%	23.8%	18.8%	19.7%
05	39.6%	20.4%	20.8%	20.1%	16.7%	21.0%	41.7%	35.0%	18.8%	22.9%
06	16.7%	11.4%	33.3%	16.8%	22.9%	17.5%	33.3%	19.5%	31.3%	17.9%
07	10.4%	5.4%	14.6%	10.2%	20.8%	11.2%	10.4%	4.3%	18.8%	9.2%
08	8.3%	1.8%	8.3%	5.1%	12.5%	5.4%	6.3%	0.7%	6.3%	3.4%
09	-	0.5%	6.3%	2.6%	12.5%	2.1%	-	0.0%	4.2%	1.0%
10	-	0.4%	4.2%	1.5%	6.3%	0.7%	-	0.0%	-	-

### Year 7

Band	Numeracy		Grammar & Punctuation		Reading		Writing		Spelling	
	School	State	School	State	School	State	School	State	School	State
01	-	0.1%	-	0.1%	-	0.1%	-	0.6%	-	-
02	-	0.1%	-	0.3%	-	0.1%	-	0.5%	-	0.2%
03	-	0.9%	-	1.7%	-	0.7%	-	1.2%	-	1.5%
04	-	5.0%	-	4.8%	-	4.0%	0.6%	3.7%	0.6%	3.5%
05	1.7%	11.1%	1.7%	12.3%	1.7%	10.2%	0.6%	13.0%	1.2%	9.2%
06	5.2%	20.4%	12.1%	25.4%	6.9%	24.5%	7.5%	25.0%	12.7%	19.2%
07	20.8%	25.4%	33.5%	26.3%	33.5%	29.5%	22.0%	26.2%	27.2%	26.5%
08	39.9%	19.3%	27.2%	17.5%	34.1%	19.7%	42.8%	21.0%	38.2%	26.6%
09	20.8%	10.8%	17.9%	7.5%	19.7%	8.8%	21.4%	6.5%	16.2%	10.4%
10	11.6%	6.9%	7.5%	4.1%	4.0%	2.4%	5.2%	2.3%	4.0%	2.8%

### Year 5

Band	Numeracy		Grammar & Punctuation		Reading		Writing		Spelling	
	School	State	School	State	School	State	School	State	School	State
01	-	0.0%	-	0.1%	-	0.1%	-	0.7%	-	-
02	-	0.2%	-	0.5%	-	0.7%	-	1.3%	-	1.3%
03	-	3.0%	1.1%	3.0%	-	3.4%	-	3.4%	-	2.9%
04	5.3%	11.5%	2.1%	10.1%	1.1%	7.2%	2.1%	9.7%	1.1%	8.0%
05	17.9%	26.3%	10.5%	23.2%	7.4%	17.4%	8.4%	24.5%	10.5%	17.9%
06	38.9%	27.9%	24.2%	26.5%	30.5%	27.2%	38.9%	30.5%	35.8%	26.8%
07	20.0%	18.9%	38.9%	20.1%	31.6%	26.9%	29.5%	18.7%	29.5%	24.9%
08	16.8%	8.4%	14.7%	10.4%	21.1%	12.8%	18.9%	9.2%	15.8%	14.0%
09	-	3.0%	4.2%	4.0%	6.3%	3.7%	2.1%	1.6%	6.3%	3.4%
10	1.1%	1.0%	4.2%	2.1%	2.1%	0.6%	-	0.4%	1.1%	0.8%

### Year 9

Band	Numeracy		Grammar & Punctuation		Reading		Writing		Spelling	
	School	State	School	State	School	State	School	State	School	State
01	-	-	-	0.1%	-	0.1%	-	0.9%	-	-
02	-	-	-	0.2%	-	0.0%	-	0.4%	-	-
03	-	0.1%	-	0.9%	-	0.3%	-	0.7%	-	1.0%
04	-	0.1%	-	2.8%	-	2.4%	-	2.0%	0.6%	1.1%
05	-	2.3%	-	6.8%	-	6.1%	0.6%	7.4%	0.6%	4.4%
06	1.8%	14.1%	2.9%	14.3%	1.2%	12.7%	3.5%	17.4%	2.3%	11.3%
07	17.6%	29.9%	15.8%	24.4%	16.3%	24.6%	14.6%	24.6%	21.6%	27.8%
08	38.2%	28.1%	28.7%	23.9%	30.2%	28.3%	35.1%	27.5%	41.5%	32.3%
09	28.8%	16.1%	27.5%	15.6%	36.0%	18.2%	29.2%	12.5%	22.8%	17.3%
10	13.5%	9.3%	25.1%	11.1%	16.3%	7.3%	17.0%	6.5%	10.5%	4.9%

## Distinguished achievers

Students who achieved a mark of 90 or above in one or more subject



## ATAR

Students above 90



Students above 95

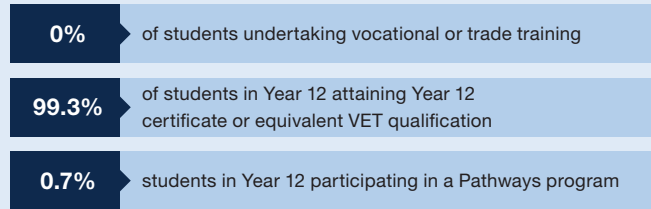


## Results in comparison to state:

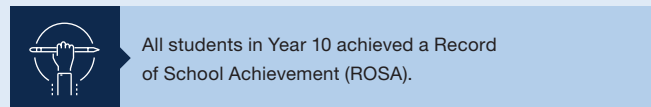
Combined Band 5 and 6 HSC

Subject	Wenona	State
Ancient History	100	33.9
Biology	50	26.84
Business Studies	78.85	34.87
Chemistry	57.15	33.17
Chinese Continuers	40	75.36
Chinese Extension	100	98.36
Design and Technology	100	47.11
Drama	100	58.56
Economics	83.34	49.44
Engineering Studies	100	29.97
EAL/D	100	18.83
English Advanced	84.85	67.17
English Extension 1	94.87	92.56
English Extension 2	100	85.03
Food Technology	80	30.26
French Continuers	85.71	57.78
Geography	82.93	42.31
German Continuers	66.67	56.64
Japanese Continuers	66.67	57.58
Legal Studies	91.43	40.97
Mathematics Standard 2	76.59	29.06
Mathematics Advanced	52.54	49.01
Mathematics Extension 1	84.37	73.57
Mathematics Extension 2	100	85.11
Modern History	78.78	34.44
History Extension	91.67	83.68
Music 1	100	69.62
Music 2	100	86.11
Music Extension	100	97.45
PDHPE	81.82	26.14
Physics	50	41.45
Science Extension	90	78.73
Spanish Continuers	0	58.1
Studies of Religion 1	100	40.86
Textiles and Design	100	54.28
Visual Arts	100	65.84

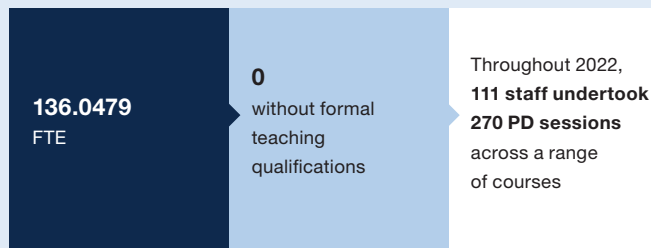
## Qualification attainment



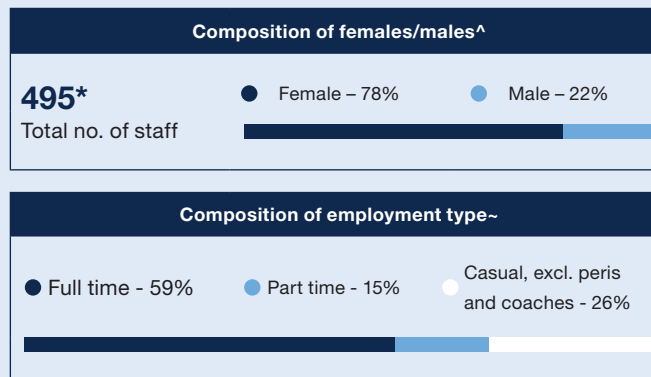
## Record of School Achievement



## Number of teaching staff



## Workforce composition



\*Workforce composition comprises all full-time, part-time and casual staff, including coaching and peripatetic staff (eg. music tutors and sports coaches).  
<sup>^</sup>Composition of females/males based on Professional Services and Teaching staff only, excluding coaching and peripatetic staff (eg. music tutors and sports coaches).  
<sup>-</sup>Composition of employment type based on full-time, part-time and casual staff, excluding music tutors and sports coaches.

## Student attendance and retention rates, and post-school destinations in secondary schools

### Retention



### Student attendance rates

Year Group	Average Days Absent	Average Attendance
K	13	92.83%
1	9	94.70%
2	6	96.55%
3	8	95.55%
4	10	94.42%
5	10	94.25%
6	9	94.99%
7	12	93.25%
8	14	92.36%
9	18	90.13%
10	14	92.55%
11	14	92.30%
12	13	92.75%

## Post School Destinations - Class of 2022

Institution	No. of students
University of Sydney (USYD)	34
University of Technology (UTS)	28
Australian National University (ANU)	12
Macquarie University (MU)	12
University of New South Wales (UNSW)	12
The University of Newcastle (NU)	11
The University of Melbourne (UOM)	4
University of Wollongong (UOW)	3
International (USA, UK)	3
Australian Catholic University (ACU)	2
NIDA	2
Royal Melbourne Institute of Technology (RMIT)	2
University of New England (UNE)	2
Notre Dame	1
Southern Cross University (SCU)	1
University of Adelaide (UOA)	1



## Enrolment policies

Wenona is a global learning community, educating and empowering young women to serve and shape their world. We offer a caring community and vibrant learning environment for Day Girls in Kindergarten to Year 12 and Boarders in Years 7 to 12.

### Rationale

The School operates within the policies of the NSW Education Standards Authority (NESA). The School's *Enrolment Policy* has been developed to provide guidelines for the enrolment of students to ensure that all enrolment applications are dealt with justly and consistently.

### Policy statement

The School's key intake years are Kindergarten, Years 3, 5 and 7. Opportunities for enrolment occasionally arise in other years groups.

#### The offer of a place at Wenona is at the discretion of the Principal with consideration given to the:

- » date of receipt of the Application for Enrolment form
- » availability of an appropriate day or boarding place for the student
- » student's ability to benefit from the School's programs
- » family connection at the School
- » outcome of an enrolment interview
- » ability of the School to meet the needs and ambitions of the student.

The Principal has discretionary authority in relation to the enrolment of any student at Wenona. This could extend to the enrolment of daughters of families transferring from interstate or overseas, or for other reasons requiring special consideration pending the availability of places at the School at the time of the requested enrolment.

Once enrolled, students are expected to act consistently with the School's ethos and comply with the School rules to maintain their enrolment. Parents are also expected to be supportive of the ethos of the School and abide by the Community Code of Conduct.

## Other 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 a text message.

A signed note is required on return to School to explain the 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.

#### In 2022, the following were updated:

- ✓ Anti-Bullying Policy
- ✓ The Guidelines for Employer on Grievance Procedures for Staff
- ✓ Privacy Policy

## School determined areas of priority for improvement



### Quality Teaching

Teacher Seeding Grants and fellowships promote professional learning opportunities for teaching staff to enhance teaching and learning.

International Baccalaureate Primary Years Programme embedded into K-6 curriculum delivery alongside NESA requirements.

Professional learning across the curriculum and wellbeing continues to grow.



### Meeting Student Needs

Increase in staff in the wellbeing space to improve processes to support student wellbeing.

Continued revision of curriculum offerings as student interests diversify.

Sporting and co-curricular opportunities continue to expand.



### Quality Learning

Enhancement of the learning spaces continues.

Renaissance Studies integrated from upper Junior School through Senior School.

Focus on writing and literacy through Writing Project.



### Empowering School Leaders

Continued focus on leadership with the Senior and Middle leaders of the School.

Piloting Clinical Supervision with Senior Leadership Team

Establishment of a Department for Professional Practice and Research

## School promotion of respect and responsibility

The School promotes respect and responsibility through the Wenona student code of behaviour and through embedding the School Values of Courage, Strength, Wisdom, Grace, and Kindness. Staff interactions with students within and beyond the classrooms help to develop a respectful School culture. The Junior School and Years 7 to 12 Connect Group Social and Emotional Learning programs address personal responsibilities and reinforce School values. The School community service programs seek to build on the School Values, encouraging a heart of service and a spirit of compassion toward others.

## Parent, student and teacher satisfaction

### Teacher satisfaction

Wenona provides a variety of ways for teaching staff to discuss any concerns and to foster connections. Throughout 2022, teaching staff members met with the Deputy Principals, Heads of Department, or Heads of Teaching and Learning in both formal and informal ways, and were encouraged to raise matters of interest or concern at a variety of staff meetings (Academic, Wellbeing, Professional Development/PODS and full staff meetings) scheduled in a cycle every Wednesday of term.

The weekly Friday Morning Tea for all staff, as well as a social committee, fosters staff connection and engagement, and the Wenona Staff Induction program supports new staff with Wenona's policies and procedures.

### Parent and student satisfaction

Parents are represented on Wenona's Board of Governors and its sub-committees. The Principal and members of the School Executive present reports to the Wenona Parents' Association (WPA) meetings held once each term, to keep parents up to date with events and projects.

The Principal or Deputy Principals contribute editorial to the weekly e-newsletter distributed to the Wenona community, and critical matters are communicated by email and mail to parents. An SMS system is available for urgent matters. Parents and students have the opportunity to discuss issues with class, subject and Connect (wellbeing) teachers throughout the year at formal meetings and interviews. Students are also involved in the Student Representative Council and meet with the Senior Leadership Team to discuss issues and progress student-led initiatives.

From feedback gathered from parents through email messages and interactions, there is genuine satisfaction and an acknowledgement that the values of Courage, Strength, Grace, Wisdom, and Kindness are evident in the Wenona culture and that staff are committed to the wellbeing of students.

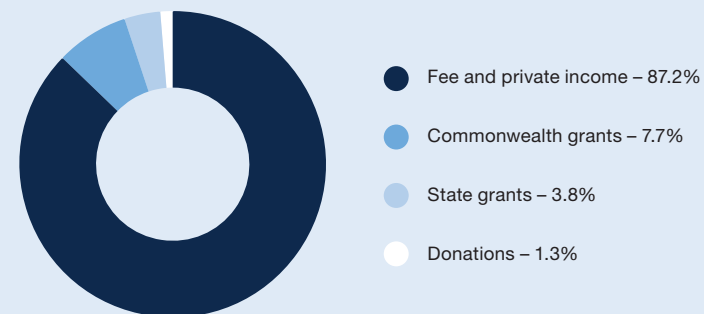
## Community Relations

The Wenona community is supported in a variety of ways, including the annual Cocktail Party for parents, and welcome events for parents in every year group. The WPA is encouraged and supported by the School to host a wide range of friend-raising activities throughout the year. In 2022, the WPA coordinated more than 20 events for the community, including the bi-annual Spring Fair and the annual second-hand uniform sale. The Wenona Alumnae Association contributed to the Wenona community via the Art Show, Mother-Daughter Breakfast, and more than 10 school reunion events.

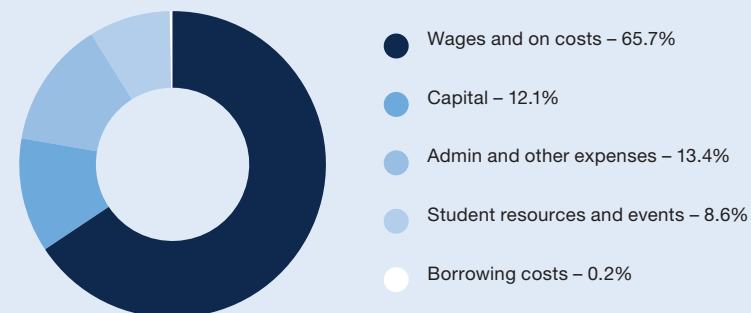
The Director of Enrolments and Community Relations is the liaison between the School, the WPA and the Wenona Alumnae Association, working with them on all major functions.

## Summary financial information

### Income



### Expenditure





## Publication requirements

Wenona's 2022 Annual Report is available for download on the Wenona website at [wenona.nsw.edu.au/wenona/publications](http://wenona.nsw.edu.au/wenona/publications), and has been provided in electronic form to NESAs.

## Wenona contacts

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