

# Wenona Annual Report 2016

## Message from key bodies

I am very proud of our young women at Wenona. Our women are learning to lead in the way of the ancient philosophers who focused on character, honour, courage, integrity and respect.

We are committed to academics and the maxim that 'all ships rise on a rising tide': in 2016, Wenona's HSC results were outstanding and we were ranked 15th in NSW.

We are committed to the creative and the performing arts, to outdoor education, adventure, a global mindset, a love of aesthetics and beauty. In 2016, we had our first Kokoda Track expedition and our first STEM tour.

We are committed to service; in 2016, our young women raised over \$100,000 for causes, including world famine, cancer research, and education for girls in third world countries.

We are committed to developing our Diversity and Scholarship program and challenging gender stereotypes.

We are committed to Renaissance education; to our young women being imbued with a strong sense of social justice and a relentless desire to contribute to the world and make it a better place.

I commend Wenona and our young Renaissance women to you.

**Dr Briony Scott**  
Principal

We need to use the education we have received here at Wenona to take action and stand up for those girls being born into difficult circumstances, and who fall victim to inequalities beyond their control. At Wenona, I see a group of girls whose education has given them a voice, and I see the future leaders of our world, who will take action and who will stand up.

Leaders are role models, exemplars of kindness and empathy, working selflessly. Over the past year, Wenona girls have clearly shown their ability to translate small-scale compassion into support of larger social issues.

As Wenona girls, we won't be content with a world of empty platitudes and averages, because Wenona girls are anything but average.

**Lily Towers**  
Head Prefect (2016/2017)

## 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. With close to 1,100 students, including 50 boarders, Wenona offers a rich array of academic and co-curricular opportunities within a creative and caring community.

The School's vibrant learning environment includes a blend of heritage and new spaces, including 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 2016

Wenona students are performing well above the state average across all areas of literacy and numeracy.

From this data, areas for improvement have been identified and strategies put in place to develop student learning outcomes in these areas.

## LEGEND

State result (%)    **Wenona result (%)**

YEAR 3										
BAND	READING		WRITING		SPELLING		GRAMMAR AND PUNCTUATION		NUMERACY	
6	28.1	<b>45.8</b>	16.6	<b>27.1</b>	27.4	<b>31.3</b>	34.6	<b>50.0</b>	19.7	<b>25.0</b>
5	23.7	<b>33.3</b>	37.5	<b>39.6</b>	27.0	<b>29.2</b>	18.3	<b>20.8</b>	19.0	<b>29.2</b>
4	19.0	<b>6.3</b>	26.7	<b>25.0</b>	21.7	<b>25.0</b>	19.0	<b>20.8</b>	22.3	<b>16.7</b>
3	17.1	<b>8.3</b>	13.1	<b>8.3</b>	11.5	<b>10.4</b>	20.2	<b>6.3</b>	24.5	<b>16.7</b>
2	8.9	<b>2.1</b>	4.8	<b>0.0</b>	9.2	<b>4.2</b>	4.8	<b>0.0</b>	11.4	<b>8.3</b>
1	3.1	<b>4.2</b>	1.2	<b>0.0</b>	3.1	<b>0.0</b>	3.0	<b>2.1</b>	3.1	<b>4.2</b>

YEAR 5										
BAND	READING		WRITING		SPELLING		GRAMMAR AND PUNCTUATION		NUMERACY	
8	15.4	<b>32.9</b>	5.2	<b>15.8</b>	15.5	<b>25.0</b>	20.9	<b>44.7</b>	15.5	<b>30.3</b>
7	23.2	<b>39.5</b>	13.5	<b>35.5</b>	17.7	<b>35.5</b>	19.9	<b>31.6</b>	15.0	<b>30.3</b>
6	23.7	<b>14.5</b>	31.3	<b>31.6</b>	30.4	<b>30.3</b>	23.4	<b>10.5</b>	26.6	<b>19.7</b>
5	18.8	<b>7.9</b>	33.7	<b>14.5</b>	21.8	<b>5.3</b>	20.4	<b>9.2</b>	25.8	<b>18.4</b>
4	12.9	<b>5.3</b>	11.1	<b>2.6</b>	9.2	<b>3.9</b>	11.4	<b>2.6</b>	12.9	<b>1.3</b>
3	6.0	<b>0.0</b>	5.3	<b>0.0</b>	5.4	<b>0.0</b>	4.0	<b>1.3</b>	4.3	<b>0.0</b>

YEAR 7										
BAND	READING		WRITING		SPELLING		GRAMMAR AND PUNCTUATION		NUMERACY	
9	12.0	<b>30.0</b>	4.5	<b>22.1</b>	12.3	<b>27.1</b>	15.2	<b>41.4</b>	13.7	<b>30.7</b>
8	18.0	<b>35.0</b>	13.3	<b>31.4</b>	21.8	<b>33.6</b>	15.6	<b>28.6</b>	17.7	<b>34.3</b>
7	23.1	<b>20.7</b>	24.1	<b>27.1</b>	28.1	<b>30.7</b>	26.4	<b>20.0</b>	29.3	<b>27.1</b>
6	27.1	<b>11.4</b>	30.8	<b>16.4</b>	20.6	<b>7.9</b>	19.9	<b>7.9</b>	23.4	<b>5.7</b>
5	14.9	<b>2.9</b>	19.3	<b>2.9</b>	11.8	<b>0.7</b>	17.7	<b>1.4</b>	12.9	<b>2.1</b>
4	4.8	<b>0.0</b>	8.1	<b>0.0</b>	5.4	<b>0.0</b>	5.2	<b>0.7</b>	3.0	<b>0.0</b>

YEAR 9										
BAND	READING		WRITING		SPELLING		GRAMMAR AND PUNCTUATION		NUMERACY	
10	7.9	<b>19.3</b>	4.2	<b>10.9</b>	8.4	<b>10.9</b>	8.8	<b>16.8</b>	11.5	<b>18.8</b>
9	16.9	<b>39.5</b>	8.2	<b>20.2</b>	17.1	<b>29.4</b>	13.4	<b>32.8</b>	15.4	<b>32.5</b>
8	26.2	<b>22.7</b>	22.6	<b>37.0</b>	29.5	<b>42.9</b>	19.7	<b>25.2</b>	25.9	<b>35.9</b>
7	26.7	<b>15.1</b>	26.2	<b>22.7</b>	23.5	<b>12.6</b>	30.8	<b>19.3</b>	28.6	<b>12.0</b>
6	16.8	<b>3.4</b>	22.5	<b>9.2</b>	12.9	<b>4.2</b>	17.3	<b>5.0</b>	16.3	<b>0.9</b>
5	5.6	<b>0.0</b>	16.3	<b>0.0</b>	8.5	<b>0.0</b>	10.0	<b>0.8</b>	2.3	<b>0.0</b>

## Record of School Achievement

All students received a record of achievement.

## School promotion of respect and responsibility

Policies for student management include the Student Code of Behaviour which is framed within a pastoral system designed to support and nurture students toward respect for self and others, personal integrity and responsibility, compassion and appropriate conduct.

## Results in HSC

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

SUBJECT	STATE	WENONA
Ancient History	30.7	<b>68.0</b>
Biology	35.1	<b>81.8</b>
Business Studies	34.3	<b>91.4</b>
Chemistry	40.9	<b>76.0</b>
Chinese Continuers	82.6	<b>75.0</b>
Design & Tech	40.8	<b>100.0</b>
Drama	42.6	<b>100.0</b>
E & E Science	34.4	<b>58.3</b>
Economics	45.2	<b>69.0</b>
English Advanced	61.9	<b>92.9</b>
English Ext 1	94.9	<b>100.0</b>
English Ext 2	79.4	<b>100.0</b>
French Continuers	65.3	<b>71.4</b>
French Extension	88.8	<b>85.7</b>
Geography	40.9	<b>100.0</b>
German Cont	54.2	<b>83.3</b>
German Extension	95.9	<b>100.0</b>
Legal Studies	42.3	<b>84.4</b>
General Maths	25.6	<b>88.6</b>
Mathematics	52.5	<b>71.4</b>
Maths Ext 1	79.4	<b>80.0</b>
Maths Ext 2	85.3	<b>100.0</b>
Modern History	40.8	<b>84.4</b>
History Extension	80.6	<b>88.9</b>
Music 1	62.7	<b>100.0</b>
Music 2	89.5	<b>100.0</b>
PDHPE	34.4	<b>100.0</b>
Physics	29.9	<b>46.1</b>
Textiles & Design	46.6	<b>94.1</b>
Visual Arts	54.4	<b>100.0</b>

## Distinguished achievers

81% of students achieved a mark of 90 or above in one or more subjects.

## ATAR

**57%** - Percentage of students above 90

## Post school destinations



- University of Technology
- University of Sydney
- University of NSW
- Australian National University
- University of Melbourne
- Macquarie University
- University of Notre Dame
- Australian Catholic University
- Charles Sturt University
- Monash University
- National Art School
- University of Newcastle
- RMIT
- Bond University
- Think Ed Group
- University of Wollongong

## Qualification attainment

0% of students undertook vocational or trade training.

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

## Retention

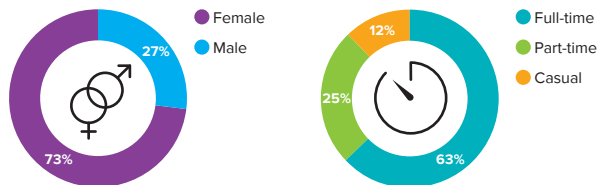
96% of Year 10 students in 2014 were retained through to Year 12 in 2016.

## Details of teaching staff

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

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

## Workforce composition: Total no. of staff = 295



Staff who identified themselves as indigenous = 1.

\*Composition of females/males based on Support and Teaching staff only, excludes casual, coaching and peripatetic staff.

\*\*Composition of employment type excludes 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 our staff. You can find it here: [www.wenona.nsw.edu.au/wenona/publications](http://www.wenona.nsw.edu.au/wenona/publications)



Throughout 2016, 92 staff attended 159 professional development sessions and conferences.

## Satisfaction data

### School satisfaction 2016 - overall



## Expectations met or exceeded

### Year 12 parents:

1. Quality of the student body (94%)
2. Balanced education (92%)
3. Student welfare (91%)

### Year 12 students:

1. Balanced education (99%)
2. STEM (97%)
3. Quality of teaching (94%)

## Snapshot of school improvement targets



### Quality teaching

Implemented a Wenona Professional Learning Coaching Program to support academic staff through on-site coaching

Successfully applied for NESA endorsement as a PD Provider to ensure that all on-site PD can be counted as endorsed PD hours for teachers K-12



### Quality learning

Trialled and implemented 'online reporting', for Years 5 to 8

Introduced Spanish and the Stage 5 STEM elective



### Empowering school leaders

Targeted professional learning for School Leadership Team around building team capacity and leading diverse teams

Broader School Executive engaged in 360-degree feedback and developed leadership capacity across the team



### Meeting student need

Implemented the Wenona Pastoral Care Framework K-12

Developed and implemented the Renaissance Studies Program to broaden student learning beyond the curriculum



### Providing detailed information to the community

Launched a new public website that utilises contemporary social media channels

Engaged the entire school community in 130 year celebrations of the School's founding

## Student attendance rates

YEAR LEVEL	AVG. DAYS ABSENT	AVERAGE ATTENDANCE
0	8.56	95.32%
1	9.29	94.92%
2	7.30	96.01%
3	8.62	95.29%
4	6.85	96.26%
5	9.20	94.97%
6	10.72	94.14%
7	8.55	95.33%
8	9.39	94.87%
9	10.52	94.25%
10	10.03	94.52%
11	8.48	95.36%
12	5.40	97.05%

## 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:

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

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

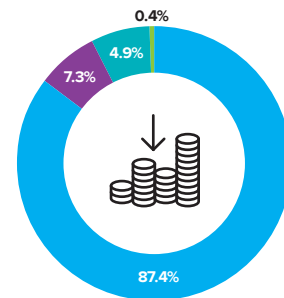
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## Summary financial information

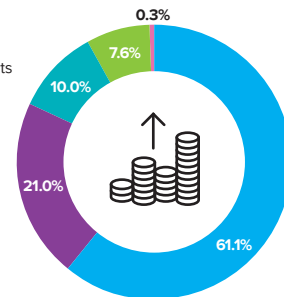
### Income

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



### Expenditure

- Wages and oncosts
- Non salary expenses
- Depreciation
- Capital
- Borrowing costs



# Wenona

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