

Wenona Annual Report 2019

Message from key bodies

In 2019, we have continued our focus on empowering and educating our young women to grow in courage, grace, strength and wisdom.

It has been a year of construction, both literally and metaphorically. The Junior School staff have been working on the International Baccalaureate Primary Years Programme, passing the first round of the accreditation process with flying colours.

The whole school has also been registered and accredited with the NSW Educational Standards Authority, and likewise passed with the best possible outcome.

Apart from accreditation, 2019 has been a year where we've worked hard behind the scenes, designing different academic and pastoral structures, and drawing plans and erecting scaffolds for building works. We are now in the final stages of completion for the new building on Miller Street, the top floor of Hooke House is undergoing an upgrade and we're adding new classrooms on the land south of the school hall on Walker Street, which will allow us to reduce class sizes across the board.

The focus is, and must remain, on ensuring that every student learns how to work hard, understands delayed gratification, persists in the face of failure, and is

Today I want to visit the wisdom of youth and the importance of our voice. I am 17, and just like the young women in this auditorium, I believe that we must never underestimate young people. The youthful voice may conjure up images of joy, happiness, naivety, and innocence. However, it is also a powerful voice and we must all, both adults and young people, listen to its wisdom.

I think it is important to reflect that every child deserves to be heard; their voice is important, and it is shaped by their hearts and their intricate minds. The child sees life through a different lens, but it is a critical one that must always be considered.

courageous in their decision making. There is great courage needed to walk your own path.

We educate for a purpose, not for a mark. We raise active citizens, who engage in complexity with wisdom. They rise.

Teaching our young women about their responsibility as a citizen, in a democracy, and about the power they have to influence outcomes, both in their own world and on the national and international stage doesn't happen by magic. We play a long game. We sow seeds in our young women's lives that may not emerge for years. And we willingly do this because we know the power of investing in the lives of young women – and the cost of not doing so.

We need to encourage our young women to speak up, to remind them of who they are, and of who they are called to be. And we will educate them as Plato once educated his students in the olive groves of Athens – to receive a strong education, to grow in wisdom, to rise up, to speak out, and to take their place as contributing citizens of this planet. And no matter what comes against them, they have been taught well. Mark my words: still they rise!

Dr Briony Scott
Principal

Wenona is full of young women who are brave and daring, their passions drive their voice and their actions, and they too have been responsible for creating change.

These youthful voices, whether operating on a global or on a local scale, are just a small representation of the incredible minds that we walk alongside every day. We cannot be complacent. We need to challenge, we need to push back, we need to drive change.

Society needs us.

Amelia Pegum
Head Prefect 2019/2020

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 1,200 students, including 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. 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 2019

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.

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

YEAR 3															
BAND	NUMERACY			GRAMMAR & PUNCTUATION			READING			WRITING			SPELLING		
1	-	0.4	2.8	-	0.7	3.5	-	0.4	2.2	-	0.2	1.2	-	1.0	4.6
2	2.2	2.8	9.5	-	1.7	6.8	2.2	2.0	9.0	-	0.8	4.0	4.4	2.3	6.6
3	2.2	8.6	18.6	4.4	5.8	12.9	2.2	5.4	13.1	-	4.7	11.3	2.2	8.0	14.3
4	11.1	20.7	25.9	6.7	9.8	16.4	13.3	13.9	19.9	11.1	18.8	25.5	11.1	17.2	20.2
5	28.9	28.4	23.4	22.2	20.7	21.8	17.8	25.6	24.5	35.6	42.7	38.6	22.2	25.8	24.8
6	33.3	28.6	15.3	6.7	41.4	27.9	20.0	36.4	22.7	53.3	32.8	19.4	22.2	34.9	23.2
7	15.6	7.0	3.1	35.6	9.1	5.7	28.9	8.8	5.3	-	-	-	33.3	8.1	4.9
8	6.7	2.4	1.0	8.9	6.6	3.0	6.7	4.0	2.0	-	-	-	4.4	1.3	0.9
9	-	0.7	0.2	11.1	3.0	1.4	6.7	2.6	0.9	-	-	-	-	1.3	0.5
10	-	0.5	0.1	4.4	1.2	0.5	2.2	1.0	0.4	-	-	-	-	-	-

YEAR 5															
BAND	NUMERACY			GRAMMAR & PUNCTUATION			READING			WRITING			SPELLING		
1	-	-	-	-	-	0.1	-	-	0.1	-	-	0.1	0.3	-	-
2	-	-	0.2	1.1	-	1.0	-	-	0.4	-	0.1	0.8	1.1	-	1.0
3	2.2	0.4	2.7	2.2	0.8	5.7	1.1	0.5	3.8	-	0.8	4.4	-	0.7	3.5
4	-	2.5	11.0	2.2	3.4	10.9	2.2	2.4	9.1	1.1	3.8	10.9	1.1	2.2	7.5
5	8.7	12.3	25.3	5.4	11.8	20.1	6.5	8.8	18.4	8.7	21.3	31.9	7.6	12.5	20.8
6	25.0	27.2	28.5	12.0	18.9	21.5	16.3	23.3	28.2	34.8	39.4	32.2	17.4	26.0	27.0
7	40.2	30.1	19.3	37.0	30.4	22.0	34.8	29.0	22.8	34.8	22.7	13.4	42.4	32.7	25.2
8	15.2	22.0	10.5	17.4	25.9	13.9	20.7	31.2	15.0	14.1	10.7	5.6	23.9	22.4	13.1
9	5.4	4.4	1.9	12.0	5.4	3.0	15.2	4.2	1.9	4.3	1.0	0.4	5.4	2.5	1.5
10	3.3	1.1	0.6	10.9	3.3	1.8	3.3	0.7	0.3	2.2	0.2	0.1	1.1	0.8	0.5

YEAR 7															
BAND	NUMERACY			GRAMMAR & PUNCTUATION			READING			WRITING			SPELLING		
1	-	-	-	-	-	-	-	-	-	-	0.1	0.4	-	-	-
2	-	-	-	-	-	0.1	-	-	-	-	-	0.4	-	-	-
3	-	-	0.3	-	0.1	0.8	-	-	0.3	-	0.2	1.2	-	0.1	1.2
4	0.7	0.4	3.5	-	1.1	6.2	-	0.5	4.0	1.4	1.5	6.2	-	0.6	3.7
5	0.7	1.9	10.9	1.4	4.3	14.5	-	2.8	11.3	5.4	8.3	18.4	1.4	3.5	8.9
6	5.4	8.8	21.3	8.8	12.3	19.1	8.2	10.6	22.3	24.5	26.1	31.0	8.8	14.3	21.6
7	24.5	23.6	26.2	23.8	28.9	26.6	29.9	29.3	29.9	36.7	30.2	23.4	27.2	30.4	29.4
8	31.3	29.5	19.7	30.6	25.0	17.1	34.0	32.4	20.4	29.9	25.1	14.7	38.1	30.1	21.6
9	23.8	26.7	14.6	23.1	23.7	13.6	19.7	20.2	10.2	0.7	7.7	3.9	15.6	18.0	12.1
10	13.6	9.1	3.4	12.2	4.5	2.0	8.2	4.3	1.5	1.4	1.0	0.5	8.8	3.0	1.5

YEAR 9															
BAND	NUMERACY			GRAMMAR & PUNCTUATION			READING			WRITING			SPELLING		
1	-	-	-	-	-	-	-	-	-	-	0.1	0.5	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	0.2	-	-	-
3	-	-	-	-	0.1	0.2	-	-	0.1	-	0.1	0.6	-	0.1	0.5
4	-	-	-	-	0.3	1.2	-	0.2	0.8	-	0.3	1.3	-	0.2	0.9
5	-	1.2	1.3	-	1.0	7.1	-	0.9	5.7	-	3.2	12.3	-	0.9	4.5
6	0.8	2.6	14.0	3.1	7.7	17.3	1.5	3.7	12.7	9.2	12.1	21.3	0.8	3.9	10.6
7	10.9	14.4	28.6	18.6	23.0	27.4	12.3	15.8	25.9	16.9	24.2	25.3	12.4	20.3	27.6
8	36.7	30.2	27.2	29.5	29.0	24.6	35.4	34.2	29.4	33.1	35.2	24.7	31.8	34.0	30.2
9	37.5	29.2	17.2	31.8	24.4	14.6	34.6	30.3	18.4	28.5	16.0	9.4	41.9	28.0	17.9
10	14.1	23.4	11.5	17.1	14.6	7.5	16.2	14.9	7.1	12.3	8.8	4.4	13.2	12.5	7.8

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 Pastoral Care Groups and School Assemblies, to support and nurture students toward respect for self and other, personal integrity and responsibility, compassion and appropriate conduct, as well as reinforcing our student values: grace, wisdom, strength and courage.

Results in HSC 2019

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

SUBJECT	WENONA (%)	STATE (%)
Ancient History	66.7	35.5
Biology	89.3	31.3
Business Studies	91.3	33.0
Chemistry	94.4	45.9
Design & Tech	100.0	46.5
Drama	100.0	43.7
E & E Science	100.0	31.1
Economics	94.1	51.7
Engineering Studies	100.0	31.7
English Standard	41.7	11.8
English Advanced	99.0	61.8
English Ext 1	100.0	93.9
English Ext 2	100.0	79.8
French Continuers	66.7	64.6
French Extension	100.0	88.1
Geography	96.3	43.2
German Cont	50.0	56.0
German Extension	100.0	100.0
Legal Studies	100.0	41.0
General Maths	77.3	24.1
Mathematics	68.7	49.2
Maths Ext 1	92.1	80.1
Maths Ext 2	71.4	85.9
Modern History	80.0	39.3
History Extension	92.9	76.6
Music 1	0.0	66.0
Music 2	100.0	91.0
Music Extension	100.0	97.8
PDHPE	75.0	31.3
Physics	46.2	36.9
Textiles & Design	100.0	53.3
Visual Arts	100.0	62.5
English as a Second Language	66.7	23.5
Spanish Beginners	80.0	36.2

Distinguished achievers

77% of students achieved a mark of 90 or above in one or more subjects.

ATAR 62% - Percentage of students above 90
26% - Percentage of students above 95

Post school destinations



- University of Sydney
- Australian National University
- University of Technology Sydney
- Macquarie University
- University of New South Wales
- The University of Melbourne
- The University of Notre Dame
- University of Tasmania
- Monash University
- University of Wollongong
- Australian Catholic University
- ICMS
- RMIT
- University of Newcastle
- BOND University
- Charles Sturt
- Deakin University
- Griffith University
- La Trobe University
- Torrens University
- University of Queensland
- University of the Sunshine Coast
- Western Sydney University

Qualification attainment

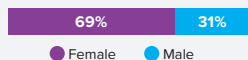
1% of students undertook vocational or trade training.
 100% of students in Year 12 attained Year 12 certificate or equivalent VET qualification.

Retention

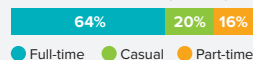
97% of Year 10 students in 2017 were retained through to Year 12 in 2019.

Workforce composition: total no. of staff = 390*

Composition of females/males[^]



Composition of employment type[^]



Staff who identified themselves as indigenous = 1.

* Including coaching and peripatetic staff (e.g. music tutors and sports coaches).

[^] Excluding coaching and peripatetic staff (e.g. 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



Throughout 2019, 133 staff attended 345 professional development sessions and conferences.

Details of teaching staff



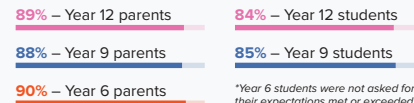
121.47 – Full-time equivalent (FTE) teachers with Australian or AEI-NOOSR teaching qualifications.



0 – FTE teachers without formal teaching qualification.

Satisfaction data

School satisfaction 2019 – overall



*Year 6 students were not asked for their expectations met or exceeded.

Expectations met or exceeded

Year 12 parents

99% Academic standards
 96% Balanced challenging education
 93% Quality of Wenona students

Year 12 students

98% Quality of Wenona students
 97% Quality of teaching
 96% Balanced challenging education

Year 9 parents

95% Quality of Wenona students
 92% Balanced challenging education
 90% School's leadership

Year 9 students

93% School's leadership
 92% Balanced challenging education
 82% Quality of Wenona students

Year 6 parents

98% School's leadership
 98% Quality of Wenona students
 96% Student pastoral care, providing a safe and caring environment

Snapshot of school improvement targets



Quality teaching

- Appointed a Coordinator of Teacher Accreditation K-12 to manage and develop teacher accreditation.
- Continued to refine and develop Professional Learning PODS, and ensure that endorsed NESAs Professional Learning continues to be offered onsite for all educators.
- Appointed key teaching and learning roles - PYP Coordinator/Head of Curriculum in the Junior School and a Head of Teaching and Learning in the Middle School.



Quality learning

- Expanded curriculum to include HSC Extension Science, a condensed/accelerated model for HSC Studies of Religion and Stage 5 Design and Technology – Food Design.
- Developed an accelerated and compacted Mathematics program for Stage 4, to be implemented in 2020.



Empowering school leaders

- Engaged the Australian Council of Educational Leaders to develop the leadership team and complete the first stage of their Executive Leadership Programme.
- Developed the expertise of all K-12 specialist and primary teachers on the International Baccalaureate – Primary Years Programme to lead the implementation of the PYP across the K-6 school.



Meeting student needs

- Appointed an International Student Development Coordinator to coordinate and work with our FFOS students.
- Developed and opened a Wenona Health Care Clinic supported by the employment of registered nurses by the School, that broadened our student wellbeing offering to include a more refined focus on physical health and wellbeing.



Providing detailed information to the community

- Streamlined communication to parents in response to parent feedback to ensure accurate, timely and cohesive weekly communication with the School.
- Integrated community relations and the School's Foundation, and developed a plan that focused on strengthening community relations into the future.

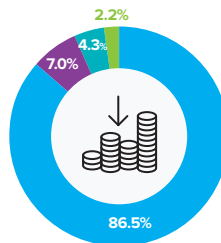
Student attendance rates

YEAR LEVEL	AVG. DAYS ABSENT	AVERAGE ATTENDANCE
0	5.06	97.0%
1	9.29	94.6%
2	8.09	95.6%
3	7.20	96.1%
4	9.66	94.8%
5	7.42	95.8%
6	9.30	94.9%
7	7.44	96.0%
8	10.40	94.0%
9	12.31	93.3%
10	14.88	91.7%
11	11.88	93.5%
12	8.72	95.3%

Summary financial information

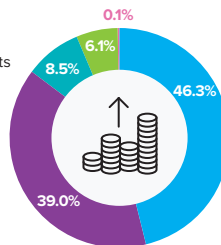
Income

- 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



School policies

Non-attendance



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

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

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 2019 include:

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

Updates to all Policies are in line with NESAs accreditation requirements.



Wenona

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