



## Message from key bodies

A fronte praecipitium, a tergo lupi; alis volat propriis - **'A cliff in front, wolves behind; she flies with her own wings'**

In 2021, the pandemic brought the second year in a row of online learning and virtual community celebrations. What we hoped would be a sprint became a marathon, and we learned that the only thing we can control is our attitude. Of course, it has always ever been thus.

In the words of Viktor Frankl, "When we are no longer able to change a situation, we are challenged to change ourselves."

And this is where our hard work begins! How we get through difficult times sits squarely in our own laps.

Our challenge today is that the adult narrative around young people is not necessarily healthy, nor is it matched by what I see. I will never apologise for providing a narrative that recognises the inherent strength and dignity of every Wenonian. Here is a counter-narrative to the messages out there: she flies with her own wings.

These women are not victims. They are strong. They are intelligent – able to understand complex issues and make up their own minds about what they believe. No adult will tell them who they will be; they are their own person – breathtakingly, magnificently unique. She flies with her own wings.

These women are learning; they will make mistakes, hurt themselves, hurt each other. But we will show them, to the best of our ability, that the test of character is not perfection but the ability to arc towards grace, integrity, and humility. She flies with her own wings.

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Courage, Strength, Grace, Wisdom and Kindness are values we strive for at Wenona. As young women, we grow up aspiring to use them to fly with our own wings.

When we are little, our world is influenced by our parents, teachers, friends and the characters in stories and on our screens.

When I was five, my hero was Rapunzel from the movie Tangled, who believed there must be something more for her outside her tower. More recently, we have loved Moana, whose bravery and self-belief encourage us to explore our own identities and see "how far we'll go".

By the time we are eight, our fledgling wings are learning to navigate school life.

By 15, our wings are developed, held up by the lessons our heroes taught us. We begin to find our own interests, ones that fill us with happiness and curiosity. Some of us look up to women such as Taylor Swift who are

These women are relational – they are learning to love dearly and dearly love in return. Even when they are lonely, and feeling unseen, as they will feel from time to time, they are discovering their true sense of self. They are growing confident in solitude, waiting patiently for their tribe to form. She flies with her own wings.

These women are travelling well. Whatever happens in life, we teach them to be like a giant oak, with roots that go deep and branches that bend but do not break. She flies with her own wings.

And they are kind. Not all the time. But they are learning to walk in the shoes of other people, to withhold judgement, to pause before they react. They are learning to speak out when things go wrong or to own up when they have done wrong to others. She flies with her own wings.

This narrative – this is the true one. Do not believe all you hear about young people but know that they have dreams, and in the words of William Butler Yates:

*I have spread my dreams under your feet;  
Tread softly because you tread on my dreams.*

Tough times happen, and tough times pass. These young women were born to fly and fly they will. And they will fly alone, without us flapping their wings for them. They fly with their own wings.

### Dr Briony Scott, Principal

strong and courageous. Others look up to sportspeople such as Sam Kerr or Emma McKeon, who encourage us to do it our own way.

Then somehow, we are 17, almost capable of flying on our own but still in need of support from our friends, parents, teachers and mentors. We start to recognise the people who have helped us get to where we are. I am inspired by people such as Ted Lasso and Ash Barty, whose kindness, optimism, grace and humility are qualities I strive to use in my everyday life.

As we launch, wings outstretched, I am reminded of a line from William Ernest Henley's poem Invictus, "I am the master of my fate, I am the captain of my soul". As Wenonians, we can each find a hero with the core values we need to fly with our own wings

### Emily Moulder, School Captain 2021/2022

## Wenona

### Contextual information about the school

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 close to 1,300 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, 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 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.

# 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.

	Numeracy		Grammar & Punctuation		Reading		Writing		Spelling		
	Band	School	State	School	State	School	State	School	State	School	State
Summary Year 3	1	2.3%	2.7%	2.3%	4.4%	-	2.6%	-	1.9%	-	4.6%
	2	-	<b>9.8%</b>	-	<b>6.4%</b>	<b>2.3%</b>	<b>7.8%</b>	-	<b>4.3%</b>	<b>2.3%</b>	<b>6.5%</b>
	3	2.3%	18.5%	2.3%	10.4%	-	12.8%	-	9.0%	-	13.0%
	4	20.5%	27.4%	11.4%	19.4%	4.5%	19.0%	2.3%	23.0%	11.4%	20.2%
	5	27.3%	22.1%	9.1%	24.1%	15.9%	22.0%	34.9%	37.0%	13.6%	23.4%
	6	25.0%	13.6%	22.7%	22.3%	20.5%	21.5%	51.2%	20.2%	38.6%	23.1%
	7	13.6%	4.0%	18.2%	6.5%	25.0%	8.3%	9.3%	3.9%	15.9%	7.2%
	8	9.1%	1.3%	29.5%	5.1%	22.7%	4.0%	2.3%	0.6%	13.6%	1.6%
	9	-	0.3%	2.3%	1.0%	2.3%	1.3%	-	-	4.5%	0.6%
	10	-	0.2%	2.3%	0.5%	6.8%	0.7%	-	-	-	-

	Numeracy		Grammar & Punctuation		Reading		Writing		Spelling		
	Band	School	State	School	State	School	State	School	State	School	State
Summary Year 5	1	-	-	-	0.1%	-	0.1%	-	0.7%	-	-
	2	-	0.2%	-	0.8%	-	0.4%	-	1.2%	-	0.9%
	3	1.1%	3.1%	-	4.5%	-	3.3%	-	3.2%	-	3.8%
	4	<b>1.1%</b>	<b>10.0%</b>	-	<b>9.2%</b>	-	<b>7.5%</b>	<b>1.1%</b>	<b>9.7%</b>	<b>3.2%</b>	<b>8.2%</b>
	5	12.6%	23.6%	11.6%	19.7%	6.3%	18.3%	13.7%	26.9%	6.3%	17.2%
	6	37.9%	28.8%	23.2%	27.1%	20.0%	27.2%	32.6%	32.6%	20.0%	24.4%
	7	25.3%	20.9%	34.7%	20.6%	32.6%	24.7%	30.5%	17.0%	38.9%	27.5%
	8	16.8%	10.2%	18.9%	12.9%	30.5%	15.4%	16.8%	7.5%	23.2%	15.1%
	9	4.2%	2.4%	6.3%	3.4%	8.4%	2.7%	4.2%	1.1%	6.3%	2.5%
	10	1.1%	0.7%	5.3%	1.7%	2.1%	0.4%	1.1%	0.2%	2.1%	0.5%

	Numeracy		Grammar & Punctuation		Reading		Writing		Spelling		
	Band	School	State	School	State	School	State	School	State	School	State
Summary Year 7	1	-	-	-	0.1%	-	-	-	0.7%	-	-
	2	-	0.1%	-	0.5%	-	-	-	0.6%	-	0.3%
	3	-	0.5%	-	1.9%	-	0.6%	-	1.5%	-	1.0%
	4	-	4.5%	-	6.1%	-	4.6%	-	4.3%	-	3.8%
	5	<b>1.2%</b>	<b>10.8%</b>	<b>4.1%</b>	<b>12.0%</b>	<b>0.6%</b>	<b>11.7%</b>	<b>3.5%</b>	<b>14.5%</b>	<b>1.2%</b>	<b>8.8%</b>
	6	8.8%	20.8%	10.6%	25.9%	8.2%	24.5%	11.1%	27.4%	9.4%	18.3%
	7	17.5%	25.9%	18.8%	21.7%	27.6%	26.9%	23.4%	24.9%	32.9%	31.8%
	8	37.4%	19.4%	32.4%	17.5%	31.2%	20.6%	38.0%	19.2%	36.5%	23.4%
	9	22.8%	14.2%	17.1%	10.7%	24.7%	9.6%	15.8%	5.0%	13.5%	11.6%
	10	12.3%	3.7%	17.1%	3.6%	7.6%	1.5%	8.2%	1.7%	6.5%	1.2%

	Numeracy		Grammar & Punctuation		Reading		Writing		Spelling		
	Band	School	State	School	State	School	State	School	State	School	State
Summary Year 9	1	-	-	-	0.1%	-	-	-	1.3%	-	-
	2	-	-	-	0.2%	-	-	-	0.5%	-	-
	3	-	-	-	0.6%	-	0.3%	-	1.0%	-	0.6%
	4	0.7%	0.1%	-	1.9%	-	1.5%	-	2.4%	0.7%	1.1%
	5	-	2.9%	0.7%	7.5%	-	7.1%	0.7%	8.6%	-	5.5%
	6	<b>1.4%</b>	<b>13.6%</b>	<b>2.0%</b>	<b>14.9%</b>	<b>1.4%</b>	<b>14.8%</b>	<b>7.4%</b>	<b>19.7%</b>	<b>0.7%</b>	<b>13.4%</b>
	7	14.3%	28.2%	12.8%	24.1%	18.4%	24.9%	18.2%	24.8%	19.6%	23.4%
	8	34.0%	28.7%	33.8%	27.0%	32.0%	26.4%	35.8%	26.5%	35.8%	30.6%
	9	32.7%	15.4%	27.7%	14.7%	32.0%	17.5%	26.4%	10.3%	34.5%	18.9%
	10	17.0%	11.0%	23.0%	9.0%	16.3%	7.5%	11.5%	5.0%	8.8%	6.5%

Note- National minimum standard highlighted in blue

## Record of School

### Achievement

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

## 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 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.

# Results in HSC

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

Subject	Wenona (%)	State (%)
Ancient History	66.66	33.75
Biology	71.87	31.07
Business Studies	80.55	35.63
Chemistry	50	40.2
Dance	100	54.63
Design & Technology	100	54.47
Drama	100	45.47
Earth & Environmental Science	66.66	27.68
Economics	95.22	50.12
Engineering Studies	100	35.89
EAL/D	0	23.15
English Advanced	91.8	68.65
English Extension 1	100	93.63
English Extension 2	100	83.86
French Continuers	45.45	63.04
French Extension	100	79.54
Geography	94.11	44.07
History Extension	100	77.17
Japanese Continuers	0	57.9
Legal Studies	97.5	41.86
Mathematics Standard 2	43.75	24.5
Mathematics Advanced	55.87	50.1
Mathematics Extension 1	86.66	74.11
Mathematics Extension 2	100	86.48
Modern History	76.91	37.59
Music 1	100	64.24
Music 2	100	88.19
Music Extension	100	95.27
PDHPE	81.81	30.61
Physics	75	40.42
Science Extension	100	71.96
Spanish Continuers	75	48.08
Spanish Extension	100	98.04
Studies of Religion 1	75	41.78
Textiles & Design	95.45	56.63
Visual Arts	100	63.07

## Distinguished achievers

75% of students achieved a mark of 90 or above in one or more subject

**ATAR** 54% - Percentage of students above 90  
30% - Percentage of students above 95

# Post school destinations

Institution	Number of Students
The University of Technology, Sydney	34
The University of Sydney (USYD)	31
Australian National University (ANU)	19
Macquarie University	10
University of New South Wales (UNSW)	5
International (USA, UK)	4
University of Melbourne	4
TAFE NSW	3
The University of Newcastle	3
The University of Notre Dame Australia	2
Torrens University	2
University of New England (UNE)	2
Bond University	1
Royal Melbourne Institute of Technology	1
University of Adelaide	1
University of Wollongong	1

# Student attendance rates

Year Level	Average Days Absent	Average Attendance
0	4.33	97.75%
1	2.82	98.33%
2	5.73	96.79%
3	4.70	97.78%
4	5.62	97.23%
5	5.48	97.55%
6	6.45	96.58%
7	5.47	96.61%
8	8.88	94.42%
9	6.61	95.55%
10	9.09	93.87%
11	7.35	95.30%
12	6.77	95.57%

# Qualification attainment

0% of students undertaking vocational or trade training  
98.4% of students in Year 12 attaining Year 12 certificate or equivalent VET qualification  
1.6% of students in Year 12 participating in a Pathways program

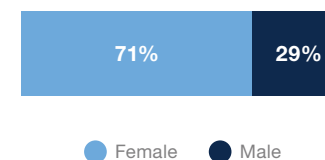
# Retention

91.1% of Year 10- students in 2019 were retained through to Year 12 in 2021.

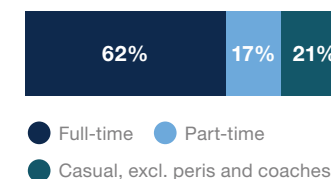
## Workforce composition

Total no. of staff = 426\*

### Composition of females/males



### Composition of employment type~



\*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 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 staff.

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

Throughout 2021, 87 staff members undertook 175 professional development sessions and courses. The COVID-19 pandemic impacted on professional learning across NSW in 2021 due to restrictions and safety protocols.

## Details of Teaching Staff



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



0 FTE teachers without formal teaching qualifications.

## Snapshot of school improvement targets

### Quality Teaching

- Implemented specific professional learning opportunities that refined teacher capacity in the delivery of online, remote teaching.
- Completed the journey toward full authorisation certification to offer the International Baccalaureate – Primary Years Programme in Years K-6.
- Introduction of Foundation Skills program for Year 7, designed to develop academic resilience and performance by explicitly teaching academic organisation, including digital device and file management and assessment planning.

### Meeting Student Needs

- Increased staffing ratios in the School Counselling team, recruiting a new member to the department to help address student mental health care needs and enhance overall student wellbeing.

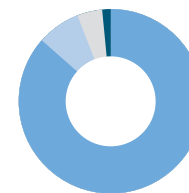
### Quality Learning

- Refined the Athenaeum Learning Pathway in response to remote learning in the ongoing response to the COVID-19 pandemic, including the delivery of HSC Trial Examinations and the Year 11 Examinations online using a lockdown browser and live supervision via Zoom.
- Utilised creative instructional approaches and delivery models for some small-cohort subjects in Year 11 changed to provide optimal subject choice for students and enable Year 10 students the opportunity to accelerate.
- Completed the introduction of Renaissance Studies in secondary school, now an integral component to the Wenona learning experience.

### Empowering School Leaders

- Continued work with Leading Teams to develop members of the Senior Leadership Team individually, and collectively.

## Summary financial information



### Income

Fee and private income	86.5%
Commonwealth grants	7.9%
State grants	4.1%
Donations	1.6%



### Expenditure

Wages and on costs	71.6%
Capital	8.3%
Admin and other expenses	12.8%
Student resources and events	6.7%
Borrowing costs	0.5%

## Satisfaction Data

### School satisfaction 2021 – overall

In August 2021, Wenona parents and students were asked to respond to short and regular pulse surveys to assess how Wenona was performing throughout the COVID-19 pandemic and associated remote learning.

The following data is a summary of key indicators, throughout the lockdown period, when Wenona implemented their remote learning program, called the Athenaeum Learning Pathway.

### Student data:

Overall experience (% favourable) n=705:

**86%** Use of CANVAS as a tool to support my learning

**81%** Quality of teaching and learning

**81%** Quality of the care you are receiving from your Class Teacher (K-6) or Wellbeing Teacher (7-12)

Student wellbeing (% favourable) n=596:

**73%** The 'check in' that my Class Teacher (K-6) or Wellbeing Teacher (7-12) does to ensure that I am ok

Summary teaching and learning (% favourable) n=620:

**81%** Teacher's ability to use all the features of CANVAS to offer a variety of learning experiences

**79%** Teacher responsiveness to questions that arise as part of the lesson

### Parent data:

Overall experience (% favourable) n=516:

**96%** Management of the COVID-19 pandemic in 2021 (move to the Athenaeum Learning Pathway)

**95%** The use of digital technologies to support your daughters learning (CANVAS and Zoom)

**94%** Communication throughout the COVID-19 pandemic

**90%** The care of your daughter(s) wellbeing

**87%** The quality of the teaching and learning throughout the COVID-19 pandemic

Student wellbeing (% favourable) n=489:

**81%** Personalised care of my daughter(s) by her Class Teacher (K-6) and Wellbeing Teacher (7-12)

Summary teaching and learning (% favourable) n=498:

**88%** The use of technology to deliver and support learning

**87%** Teacher's overall capacity to use digital technologies to support student learning

**83%** Responsiveness of teaching staff to you and your daughter's needs (including response to emails)

## School Policies

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

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

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

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

There were no changes to these policies in 2021.



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