

Annual Report 2018



Ravenswood



Contents

2	Theme 1: A Message from Key School Bodies
9	Theme 2: Contextual Information about the School and Characteristics of the Student Body
10	Theme 3: Student Outcomes in Standardised National Literacy and Numeracy Testing
15	Theme 4: Senior Secondary Outcomes (Student Achievement)
18	Theme 5: Teacher Professional Learning, Accreditation and Qualifications
20	Theme 6: Workforce Composition
21	Theme 7: Student Attendance and Retention Rates and Post School Destinations in Secondary Schools
23	Theme 8: Enrolment Policies
26	Theme 9: Other School Policies
27	Theme 10: School Determined Priority Areas for Improvement
28	Theme 11: Initiatives Promoting Respect and Responsibility
30	Theme 12: Parent, Student and Teacher Satisfaction
31	Theme 13: Summary Financial Information
32	Theme 14: Publication

Message from Key School Bodies

CHAIR OF COUNCIL

The catalogue of achievements at Ravenswood by students and staff in 2018 is quite extraordinary and a huge tribute to the enthusiastic striving for excellence by staff and students under the inspiring leadership of Mrs Johnstone as Principal of Ravenswood. Ravenswood's commitment to helping students achieve their academic potential was reflected across Year Groups, particularly in the results of the outgoing Class of 2018. The school achieved a perfect International Baccalaureate Diploma Programme (IBDP) score of 45, which converts to an ATAR of 99.95. Forty-four percent of both Higher School Certificate (HSC) and IBDP students achieved an ATAR above 90 and 28% achieved 95 or above. These are results of which we can be very proud.

Council has also been delighted by the way Positive Education practices have been further embedded in the school from Kindergarten to Year 12 so as to help students flourish. The evidence is everywhere, from the red hearts on Mabel's café windows to the words of the Ravenswood School Captains, outgoing and incoming, at the Presentation Ceremony and most of all, in the buoyant mood of girls and staff at the inaugural Love RAVO Day.

Ravenswood Council was primarily focused in 2018 on the development of the new school master plan and the design of the new student learning centre, on reviewing and improving the management of risk of all kinds, and on overseeing realisation of the Ravenswood Strategic Plan, particularly in the areas of staff development, social justice and the financial resourcing of the school's future. I am grateful that we have had strong continuity of membership on Council in 2018 and I thank all for their high level of engagement with every aspect of the school and for the expertise and robust discussions that have ensured a high standard of governance. I thank all members of Council for their contribution and especially commend members of the Property Committee who have given so freely of their particular experience and training in building design, construction and project management.

Council continued, in company with other Uniting Church schools in NSW, to dialogue with Synod representatives of the Uniting Church on the options for incorporation of our schools. This is to ensure they operate within a legal framework which satisfies the demands of the complex environment in which schools like ours now operate. This has provided a great opportunity to explore how we can more comprehensively live up to the Uniting Church mission while ensuring that Ravenswood is governed by a Council whose members have a high level of expertise and understand our school and its community, and that the property and facilities that this community has acquired over the years is protected for the long-term benefit of Ravenswood.

Another of the strategic goals which Council keenly pursued in 2018 is to further develop the already strong ties between Ravenswood and its brother school, Knox Grammar School. The benefits of the partnership between the two schools, seen for example in the Cadets program, joint overseas immersion projects and the shared performance of The Sound of Music, were made more evident as existing assumptions, prejudices, barriers and discriminations experienced by women in our society became headline news without the ensuing debate doing a great deal to address or heal fundamental societal strains in the relationships between men and women. Ravenswood girls are strong, open-minded individuals, well able to stand up for themselves. Participating with boys on an equal footing in collaborative undertakings will further equip them to navigate the complex scene of inter-gender relationships that they will encounter at university and in the workplace.

In 2019, Ravenswood Council will commission an external and independent survey of parents, as is done every few years in the interests of transparency and good governance. I hope that all parents will take this opportunity to provide feedback to Council about their own and their daughter's experience of this great school. Such feedback is essential to our shared commitment to the Ravenswood motto: *semper ad meliora* – always towards better things.

Mrs Jo Karaolis AM

Chair, School Council

PRINCIPAL'S REPORT

It gives me great pleasure to present the Ravenswood Annual Report for 2018.

Our mission at Ravenswood is to help ignite potential and inspire a sense of passion and purpose in our inspirational students. This is not a one-off task. To kindle a flame requires continual effort so the flame can grow ever brighter, continuing to light our way forward, and light the path for others too.

Our own motto in many ways is about becoming – a process of advancing towards better things, improving – and not giving up. *Semper ad meliora* speaks to a process of continually developing and evolving, becoming the best version of ourselves.

Academic Success

We began the year celebrating the academic success of our Class of 2017 achieving a median ATAR of 90 – a tremendous score for a proudly non-selective and inclusive school; as well as the outstanding achievement of a perfect score of 45/45 in the International Baccalaureate.

Equally as significantly, we saw the majority of these students achieve entry for their first preference for university, as well as a significant uplift in the expected achievement levels of the majority of these students, demonstrating an important 'value-add' in our education.

In the Junior School, we have concluded the year having completed the successful journey to our candidacy for the Primary Years Programme of the International Baccalaureate.

We celebrated many outstanding academic achievements, as well as achievements across the curriculum and beyond the classroom.

We have seen our girls represent Ravenswood at regional, state, national and international levels.

Our girls achieved at the highest levels at the World Individual Debating and Public Speaking Championships in Cape Town, South Africa this year. At the Australian Individual Debating and Public Speaking Championships, five of our students qualified for the Australian team to compete in Canada at the 2019 World Individual Debating and Public Speaking Championships.

Our students' academic endeavours have been crowned with great success such as winning a United Nations Award for an app created to help those in poverty as part of the search for the Next Tech Girl Superhero; being awarded the top Australian female student in Year 9 in the Australian Mathematics Competition; competing as finalists in the Classical Association of NSW Latin and Greek Reading Competition; achieving outstanding results in the NSW Young Scientist Awards; and winning the Tournament of Minds Engineering Mathematics Challenge for Senior students.

Four girls were selected for inclusion in ARTEXPRESS 2019.

Two students were nominated for Shape (for an outstanding work in Design and Technology), and Textstyle (for a work of excellence in Textiles and Design), respectively.

A History student achieved second place in the state in the History Teachers' Association of NSW Extension History Essay Prize Competition.

Sporting Achievements

We have seen our students display immense talent, grit and determination across a range of sporting disciplines with unprecedented levels of participation, from the field to the pool.

I would like to congratulate and acknowledge Tiffany Thomas Kane of Year 11 for her success at representing Australia at the 2018 Commonwealth Games.

Ravenswood Rhythmic Gymnastics was crowned the National Club Champion, NSW Club of the Year and claimed a third successive Independent Girls' Schools Sporting Association (IGSSA) Championship. In combination with Artistic Gymnastics, Ravenswood placed outright second in the overall IGSSA Gymnastics Championship.

Snowsports produced another exceptional winter season with our Secondary School named Sydney Regional Champions.

Performances at the IGSSA Championships highlighted that Ravenswood Sport is a major competitor within the 31-school association. Our swimmers were courageous in spirit and produced a fourth-place finish. Cross Country reflected that same commitment to excellence, also claiming fourth position. And this year, Athletics finished in an impressive fifth place, up eight placings from only five years ago.

Knox Grammar School Army Cadet Unit

Ravenswood's involvement in the Knox Grammar School Army Cadet Unit continues to build year-on-year, with twice as many Ravenswood Year 11 girls as last year qualifying for the demanding Cadet Under Officer's course in Singleton, and an all-time record number of Ravenswood participants in the program.

Performing Arts

This year, we've seen students perform in many magnificent productions such as the Music of Carole King; the unforgettable *The Sound of Music*; the K-12 Music Showcase at the Sydney Town Hall; and most recently, at the Choral and Dance House Event where we watched spectacular singing, superb dancing and a sense of togetherness.

Our Dance companies performed spectacularly this year, placing at all Eisteddfods in which they entered.

The inaugural Son et Lumiere, was a striking light-and-sound performance that showcased the skills and talents of our technical production team, Girls in Black.

Social Justice Initiatives

This year has also seen a significant increase in student-led social justice initiatives including fundraising projects for Days for Girls. This has resulted in Ravenswood serving as a provider/host school with a spectacular inaugural High Tea to launch this new level of commitment, fundraising for children in Nepal, students in Cambodia and Fiji, young women in Papua New Guinea, the Red Shield Appeal, and Backpack Challenge.

We launched the new annual Gail Kelly Making a Difference Leadership Award in partnership with one of Australia's most influential women, former Ravenswood parent, Gail Kelly.

The Class of 2018 introduced the Meliora Prize – a student-nominated prize that honours girls who exhibit Ravenswood spirit: integrity of character, strength and grit, humility and other-person centredness. This has been a strong statement expressing what it means to be a Ravenswood girl and belonging to this community!

This is also the Year 12 Year group that helped usher in a new era with restrictions around student mobile phone use at Ravenswood. Our Prefects chose to communicate this message through a dramatic musical item in Assembly in which one student representing the mobile-phone owner, broke up with her mobile phone to the song *Breaking Up is Hard to Do*. Meanwhile, another student dressed as a mobile phone, was dramatically carried out of Assembly and indeed henceforth, out of our day-to-day lives at Ravenswood, to the music from the movie *Titanic: My Heart Will Go On*. There was tremendous student leadership in taking a stand as Prefects and as a Year Group in supporting this initiative and I'm so grateful and proud of them for this. This support for placing boundaries around mobile-phone use at school was further galvanised by students from Years 7-11, who took the initiative and answered an open invitation to provide feedback on the proposed protocols.

What we heard at this session was a determination to make Ravenswood the best environment it could be, and the result was Year 11 students offering to advocate for this in Assembly, and ultimately all of these girls working to bring our campus back to a real environment for thriving, buzzing with conversation and engagement. As one Year 4 girl noted with surprise when these protocols were enacted, "the Secondary School is so much louder now their phones are in their lockers!"

Year 12 students also brought together the entire school for an unforgettable Nutbush City Limits dance-off, taking a stand against the stigma of mental health and in support of promoting wellbeing and flourishing.

Community

In November, we celebrated our inaugural Love RAVO Day, and the unveiling of the iconic new Ravo sculpture. This vibrant sculpture was designed to capture some of the heart and spirit of our beloved school through the signature term of endearment, Ravo, used by generations of girls, families and staff.

The Ravenswood Australian Women's Art Prize, the richest art prize for women in Australia, continues to grow. Now in its second year, this prize reached more than 1.9 million people across Australia and received more than 820 entries, with 96 finalists represented from every state and territory.

We began 2018 hosting a state Positive Education Schools Association (PESA) conference, and worked throughout to continue to support disadvantaged schools in the Upper Hunter in Positive Education. Ravenswood leaders and staff spoke at a wide array of local, national and international conferences on Positive Education and we ended the year with visits from educators in schools from as far and wide as Ohio in the US, Finland and Hong Kong, to learn more about, and experience our approach in, Positive Education.

We began the year with the opening of the newly-transformed Old Girls' Courtyard which has become a vibrant hub for students thanks to the generous work of the Property and Building Committee and Foundation Committee. We ended the year in preparation for the commencement of the building of a magnificent, state-of-the-art teaching and learning precinct for students.

Acknowledgements

I would like to take this opportunity to offer my gratitude first to the School Council members who have contributed so much of their time, skills and expertise.

This year, we welcomed our new Chair, Jo Karaolis. Previously, Jo served on our School Council for a number of years, including as Chair of the Property and Building Committee. Jo is a distinguished educational leader, and we thank her for her significant contribution in the leadership of governance this year.

To Georgina Blix, Vicki Brady, Elizabeth Carson, Anne Epsom, Guy Fowler, Ian Leijer, Peter Roach, Suzanne Stanton, Mark Steinert, and George Wahby, I offer my warmest thanks for your excellent contribution through School Council.

I wish to thank our Ravenswood Foundation Committee for all its support this year. Thank you to the Chair of our Foundation, Mark Steinert, and his fellow Committee members.

I would like to especially thank our Ravenswood Parents' Association (RPA), led this year by President, Danielle Corcoran, and now by newly appointed President, Don Tritton. Also, the Executive Committee, including the

President of the K-6 RPA, Amanda Vince, and Committee members, class parents and volunteers – you have made such a positive contribution.

Our Alumni and Ravenswood Old Girls' Union are also to be warmly thanked for their continued and valuable involvement and contribution to their old school.

I would also like to thank our brilliant, talented and dedicated Senior Leadership Team; a team whose leadership continues to take our school to new heights and strives to offer our girls the very best education. It is a privilege working with such an amazing team.

I offer my heartfelt thanks to Mrs Kim Bence, Mrs Cheryl Bailey, Ms Lucy Cumming, Ms Lucy Collett (and now Mr Peter Hatzidimitriou), Mrs Carolyn Gavel, Ms Deanne O'Shea, Mr Roger Shewell, Mrs Amanda Smith, Mr Gilbert van der Jagt and our School Chaplain, the Rev Jon Humphries.

As the 2018 academic year drew to a close, it was time to say goodbye to our dear Head of Junior School, Cheryl Bailey, upon her retirement, who, for the last ten years, has led the Junior School with wisdom, grace and a passion for both learning and wellbeing and all things Ravenswood.

Cheryl's significant contribution has included the introduction of the Primary Years Programme (PYP) of the International Baccalaureate (IB), and Positive Education

and Visible Wellbeing, including mindfulness programs in the Junior School. Importantly, Cheryl has helped generations of Junior School students and staff thrive through the commitment, care and boundless energy with which she has approached this leadership role.

I would like to pay tribute to our Ravenswood staff, both teaching and non-teaching, who are incredibly skilled and talented themselves. They consistently go above and beyond in supporting the education of our students, helping them to flourish and to fulfil their potential.

To our parents, I would like to warmly thank you for your contribution through your support, love and care of your daughters and also your partnership with Ravenswood.

I would like to celebrate the outstanding work of the student leaders, Captains and Prefects and the contributions they have made.

Congratulations to the entire student body on their resplendent efforts and achievements over the course of this year. You have developed as fine young women of character and supported each other in your learning journey. I look forward to continuing to work with our Ravenswood community and lead our great school into its bright future.

Mrs Anne Johnstone

Principal



THE RAVENSWOOD FOUNDATION

"I have found that among its other benefits, giving liberates the soul of the giver" - Maya Angelou

The Ravenswood Foundation was launched in March 1991 by past parent, the Hon John Howard OM AC, with the objective of supporting, advancing and encouraging the educational purposes of Ravenswood School for Girls. The primary goal is to provide a sound financial base for the future and to further this goal. The Ravenswood Foundation integrated with the school in 2018 as a subcommittee of the School Council. The objective of the Foundation Committee remains the support and advancement of the school with funds raised dedicated for this purpose and retained in three principle funds: the Scholarships, Library and Building Funds. Importantly, donations to these funds are tax deductible and may be made via multiple year commitments.

During 2018, the Foundation Committee focused on: future fundraising for the school's new Masterplan; major gifts and donations; the Foundation Gala Ball; bequest development and Fidler Fellow activities; the Ravenswood Commemorative Paver Program; and fundraising dinners.

The Ravenswood Australian Women's Art Prize, now in its second year, was a major focus of the Foundation and continues to be the largest art prize in Australia for women. It plays a significant role in raising the profile of female artists in Australia and strengthening the legitimacy of careers in art for current and future generations of female artists. The art prize gives female artists across Australia a greater platform for their creative expression and a greater opportunity to showcase their works - to be seen and heard, not only in Australia but around the world. The Opening Night and Exhibition of Finalists attracted more than 1650 visitors from the community; 1075 female artists registered for the 2018 Art Prize with more than 820 entries received. Finalists were represented from across Australia with artists elected from every state and territory. The Exhibition of Finalists showcased 98 artworks.

The Ravenswood Commemorative Paver Program is another initiative of the Foundation. Students, in particular graduates of the Class of 2018, were given the opportunity to make a donation to the school to receive a personalised paver as a legacy of their time at Ravenswood. The personalised pavers are incorporated into the landscaping of the refurbished Old Girls' Courtyard.

The Fidler Fellows, being those who have made allowance for a bequest to the school, are a very important part of our Ravenswood community. This year, the Foundation invited Fidler Fellows to several events in recognition of the importance they play in our community and the contributions they have made in helping to secure the future of Ravenswood. The Fidler Fellows continued the tradition of supporting the school through the provision of Bibles gifted to the Year 12 leavers at their Valedictory Dinner.

Annual giving continues to provide tremendous support to our school. All members of the Ravenswood community have the opportunity to contribute to annual giving and support the school to the best of their ability. Annual giving has an immediate and profound impact on our girls by providing financial assistance to students in need via scholarships, enhancing library resources and contributing to the Building Fund.

The Foundation is extremely grateful to the Ravenswood community for its generous support in 2018, with our collective giving to the school making exceptional futures possible and all gifts - both large and small - helping create a better educational and life experience for our girls and future generations. We look forward to another outstanding year in 2019 with a primary focus on raising funds for our new Student Learning Centre.

Mark Steinert

Chair, Ravenswood Foundation Committee

RAVENSWOOD ALUMNI

I was elected President of Ravenswood Alumni in late 2018, following the appointment of our previous President, Sarah Beresford, to a senior role on staff at Ravenswood. Sarah is Head of Development and Alumni at Ravenswood, so will continue to be closely involved with alumni initiatives.

It is a privilege to serve in this role and I'd particularly like to thank and acknowledge the significant contribution of Anne Nielsen, who served as President for more than 5 years until early 2018.

Over summer 2017-2018, we undertook a comprehensive survey whereby 77% of respondents agreed to contemporising how we are known. We are now Ravenswood Alumni instead of Ravenswood Old Girls' Union - a more inclusive name which reflects the diversity of our community. To support this change, we have developed a new visual identity.

Former President, Anne Nielsen (Hunger, 1972), stood with Mrs Anne Johnstone, Mark Steinert (Chair, Ravenswood Foundation Committee), Charlie Albone (celebrity landscape designer and twice winner at London's Chelsea Flower Show), to launch the spectacular refurbished Ravenswood Old Girls' Courtyard. The Welcome to 2018 Cocktail Party provided the perfect opportunity and more than 400 parents enjoyed their evening in this new outdoor space.

To celebrate 100 years of Tildesley Tennis, Ravenswood alumni who were members of the Tildesley Tennis team before 1975 or finalists from 1975-2017, were invited to a special morning tea at Pennant Hills Park in March.

Also in March, Joan Wilson (1951) was one of Ravenswood's guests of honour at the ANZAC Service attended by the whole of Secondary School. A wreath was laid by Joan and Sarah Beresford on behalf of Ravenswood alumni who serve or have served in the Australian Defence Force.

The 2016 Leavers' Reunion for the girls who finished Year 12 in 2016 was held in March in the courtyard at Gordon Uniting Church.

A highlight was our Generations Breakfast in May in the beautiful light-filled Centenary Centre. In addressing guests, Sarah Beresford spoke of the special bond between Ravo girls and their alumni grandmothers and mothers, and the overwhelming sense of belonging we have for our school. In 2018, we had 101 daughters of alumni at Ravenswood, including 19 girls of alumni grandmothers.

Also in May was the ever-growing Careersearch evening

for Years 10 -12 girls, with 52 early-career to senior alumni revealing the possibilities of careers in myriad sectors and organisations. From Engineering and IT to Journalism; from Art and Fashion Design to Law; and from Robotics to Medicine, and many others in between, we held conversations and shone a light on vocational pathways, volunteering, and the professions.

At the Ravenswood Australian Women's Art Prize, there were four alumni finalists. Patron of the Art Prize is well-known artist and alumni, Jennifer Turpin (1975), who was joined by Kathryn Hendy-Ekers (1984) in judging the artworks. Katrina Collins (1975) (winner of the 2017 Emerging Artist Prize) gave an enthralling Artist Talk at the Alumni Afternoon Tea, sharing childhood artefacts that inspired her love of colour and grid form, including Derwent pencils, tubes of brightly coloured paints, Crayola crayons, and Cuisenaire Rods. The audience smiled as they reminisced about their early days of learning Art at Ravenswood.

Just prior to the Golden Girls' Luncheon in November, we began a new tradition with the inaugural 70-Year Reunion morning tea with the Principal. At the Golden Girls' Luncheon, ladies shared stories over a memorabilia display by our Archivist, Robyn Robertson (Pyle, 1974).

At the Year 12 Final Assembly, we welcomed representative alumni mothers to hand each girl their Panama Pin - a symbol of membership of Ravenswood Alumni. With the joy felt by alumni mothers of Year 12 girls at the Assembly, we shall start another new tradition: from 2019, all alumni mothers with girls in Year 12 will be invited to hand a membership pin to their own daughter and then to other Year 12 girls. It is fitting that we recognise and celebrate our touching generational connection at this special event.

Ravenswood Alumni honoured its commitment to provide a partial scholarship for the daughter or granddaughter of an alumni, as well as prizes and medallions at Junior School and Secondary School Presentation Days.

Ravenswood students also benefited from hearing from, and engaging with, alumni including an outstanding and entrepreneurial panel entitled 'Powerful Women', comprising of Pip Edwards (1997), Sarah Wheeler (2008), Kate Pike (2008) and Sally Kunkler-Warren (2008) as part of the Year 10 '4 the Future Program'. An inspiring keynote presentation from alumni, Dr Julia Baird (1987), was given at the 2018 Presentation Day.

The Ravenswood Alumni Committee is considering how we can continue to enhance connections and the value

of Ravenswood alumni and is exploring some initiatives. If you have any thoughts or feedback, please email alumni@ravenswood.nsw.edu.au

I have been inspired by our alumni and their incredible achievements throughout 2018. Thank you to each Committee Member for their hard work and commitment, and on behalf of our Patron, Mrs Anne Johnstone, and the Committee, I welcome our newest alumni.

Lisa Boyce (1990)

President, Ravenswood Alumni

STUDENT REPRESENTATIVE COUNCIL

It was a productive and eventful year for the Student Representative Council (SRC). Inspired by our vision to be part of a school community where every girl is confident in herself, and driven by a desire to contribute to the wider community, we conducted a number of meaningful school initiatives which were both exciting and a lot of hard work.

Our first success in late 2017 was the staff talent show, Legends in Our Lunchtime. With the theme Embrace Your Inner Diva, this event saw our teachers dressed up in school dresses to support the organisation One Girl. Our SRC team decided to work with this charity as it raises invaluable funds to support the education of young women in Uganda and Sierra Leone.

With 2018 in sight, we continued to pursue our overarching goal. With the guidance of our newly-elected representatives, we expanded on our vision, placing a new-found emphasis on the self-esteem of young women, to inspire girls to pursue and achieve their goals with confidence.

To support our purpose, we arranged for the inspirational speaker Cam Greenwood to speak to our school community in Assembly in Term 2. In addition to this, our SRC team dedicated many hours to preparing videos and other activities around the school to reinforce this message.

We are so proud of how far we have come as an SRC and are so grateful for the support of the Senior Leadership Team, in particular, Deputy Principal Mrs Bence and Principal Mrs Johnstone, who were both sources of encouragement along the way.

Tess Webster and Lucy Kellaway

SRC Chairs 2017-2018

RAVENSWOOD PARENTS' ASSOCIATION

The Ravenswood Parents' Association (RPA) has had a wonderful year, successfully focusing on our 'friendraising' at the many events and activities, strengthening our sense of community. We enjoyed a number of brilliant events and are grateful to our parent volunteers who enthusiastically supported these in various roles including the Mother's and Father's Day stalls, Junior School Discos, Little Puppy Cupcake Days, Trivia Night, Year Group social events, the RPA Chantry Golf Day, Carols on the Lawn and the RPA Christmas Lunch.

Thank you to Danielle Corcoran who held the position of RPA President in Term 1, for her invaluable contribution and drive of the RPA during her time in the role. Also, to Cassandra Gordon, who returned from overseas to Ravenswood in Term 4 and graciously agreed to take up the previously vacant role as Vice President. Thanks to Treasurer Tony Ritchie, and Secretary Megan Tranter, who steps down; and with much appreciation to Shaun Pitcher who will take up the role of Secretary next year. Many thanks to the Committee members Christine Hughes, Natalie Ward, Melanie Janoyan, Tara Hannon, Vicki Fenech and Cindy Larson, Cindy also ran the Ravo Connect Group, and Katie Hislop, Trybooking Coordinator. The Junior School RPA was led by K-6 RPA President Amanda Vince, K-6 Secretary Mark Brady, K-6 Vice President Rachel Fife, and K-6 Treasurer Vicki Shaw - all of whom worked tirelessly to make 2018 an outstanding year. We are so appreciative of the commitment from Principal Mrs Anne Johnstone, to work together with the RPA, enabling us to take our community from strength-to-strength.

Mr Don Tritton

President, Ravenswood Parents' Association

Contextual Information about the School and Characteristics of the Student Body

MISSION AND PHILOSOPHY

Ravenswood is a Uniting Church School for K-12 with Boarding from Year 7.

We are guided by our Christian ethos and the Guiding Principles of Excellence, Respect, Optimism, Courage and Compassion define our strengths and support us.

Ravenswood is dedicated to excellence in education for girls and the realisation of each student's potential, providing a balanced curriculum encompassing spiritual, academic, cultural, physical and practical areas of learning. Ravenswood is academically non-selective.

The Ravenswood family is a Christian community in which members are able to contribute in an atmosphere of mutual care, respect and encouragement. A willingness to accept responsibility is fostered, and both leadership and participation skills are developed through active involvement in all aspects of school life. Girls are provided with the foundation for lifelong learning.

The School Motto – *semper ad meliora – always towards better things*, affirms the school's philosophy for all members of the school community.

WORLD-CLASS FACILITIES

We are located in Sydney's picturesque and leafy upper north shore and our girls enjoy beautiful, idyllic grounds and world-class award-winning facilities. Ravenswood is located 15 kilometres from Sydney's city centre, within five minutes' walk of the main train line.

A LEADING POSITIVE EDUCATION AND VISIBLE WELLBEING SCHOOL

We are recognised as one of the world-leading girls' schools in Positive Education and Ravenswood is the first school in New South Wales to adopt a Visible Wellbeing approach.

CHARACTERISTICS OF THE STUDENT BODY

The student population comprised of 1181 girls from Kindergarten to Year 12. Ravenswood Day Girls were mostly drawn from Northern Sydney, particularly the Kuring-gai municipality. Boarders came from Metropolitan Sydney, NSW country regions and overseas. Overseas students came from a range of countries, including those in the Asia/Pacific region. Ravenswood also accommodated current senior years' students as short stay Boarders to assist parents who needed to travel interstate or overseas. The student population reflects the increasing diversity of the area, with 14.48% of students coming from a language background other than English.

Ravenswood operates within the policies of the NSW Education Standards Authority (NESA) and offers both the Higher School Certificate and the International Baccalaureate Diploma Programme.

More information about the school is located on the school website www.ravenswood.nsw.edu.au.

Student Outcomes in Standardised National Literacy and Numeracy Testing

In 2018, schools across Australia began to transition to NAPLAN Online on an opt-in basis. It is important to note that Ravenswood for 2018, participated in **pen and paper examinations only**.

As a result of the transition to an online testing platform, the reporting tool traditionally used to analyse and view schools' NAPLAN results (SMART) has been replaced by a new platform developed by the NSW Department of Education known as SCOUT.

The reporting functions and outputs from SCOUT are different to those previously available from SMART. One of the more notable differences is the ability to analyse and compare school performance against not only the state average, but also against a statistically similar schools group (SSSG). The school comparison with the SSSG allows a like-for-like assessment of the school's performance in NAPLAN with schools of similar socio-educational advantage and disadvantage (Index of Community Socio-Educational Advantage - ICSEA).

YEAR 3

In 2018, 58 students in Year 3 sat the NAPLAN test at Ravenswood. Prior to the introduction of NAPLAN Online, students in this year group were assessed across six bands of achievement (Band 1 being the lowest attainable score and Band 6 the highest). With

the introduction of NAPLAN Online, Ravenswood students can be assessed across higher bands in the domain of Writing but not any other domain.

The assessment bands applicable to NAPLAN 2018 for each domain are listed in the table below:

Domain	Pen and Paper School Band Range	NAPLAN Online Band Range	Ravenswood Top 2 Bands
Reading	1 to 6	1 to 10	5+6
Writing	1 to 10	1 to 10	5+6+7+8+9+10
Spelling	1 to 6	1 to 10	5+6
Grammar and Punctuation	1 to 6	1 to 10	5+6
Numeracy	1 to 6	1 to 10	5+6

All Ravenswood students in Year 3 were at or above the National Minimum Standard (Band 2 or higher) across all domains, with exception of one student in Writing.

		Band 1 %	Band 2 %	Band 3 %	Band 4 %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	Top 2 Bands%
Reading	Ravenswood	0.0	1.7	1.7	6.9	24.1	65.5	n/a	n/a	n/a	n/a	89.7
	SSSG	0.4	1.5	4.4	10.8	22.8	52.9	4.0	2.1	0.8	0.2	82.8
	State All %	3.8	7.2	12.8	20.2	24.7	27.7	2.2	1.0	0.3	0.1	56.0
Writing	Ravenswood	1.7	0.0	1.7	17.2	46.6	25.9	5.2	1.7	0.0	0.0	79.3
	SSSG	0.3	0.7	5.7	14.9	46.4	25.0	5.8	1.2	0.0	0.0	78.4
	State All %	2.8	5.4	18.4	24.3	36.0	10.9	1.8	0.3	0.0	0.0	49.0
Spelling	Ravenswood	0.0	0.0	5.2	20.7	22.4	51.7	n/a	n/a	n/a	n/a	74.1
	SSSG	0.5	1.8	5.9	15.4	26.5	46.3	2.6	0.7	0.4	0.0	76.4
	State All %	4.5	8.0	13.7	21.0	25.0	25.8	1.6	0.4	0.1	0.0	52.9
Grammar & Punctuation	Ravenswood	0.0	0.0	5.2	17.2	17.2	60.3	n/a	n/a	n/a	n/a	77.6
	SSSG	0.5	2.0	4.4	14.4	16.5	54.5	3.2	2.1	1.5	0.7	78.6
	State All %	4.2	8.2	12.5	23.2	16.8	30.9	2.3	1.0	0.6	0.2	51.9
Numeracy	Ravenswood	0.0	1.7	1.7	8.6	44.8	43.1	n/a	n/a	n/a	n/a	87.9
	SSSG	0.2	1.3	5.0	18.0	32.1	40.2	2.2	0.7	0.2	0.0	75.5
	State All %	2.1	10.1	16.6	26.5	25.7	17.8	1.0	0.2	0.1	0.0	44.7

Summary:

- 89.7% of Year 3 Ravenswood students scored in the top two bands for Reading (compared to 56.0% in the state).
- 79.3% of Year 3 Ravenswood students scored in the top two bands for Writing (compared to 49.0% in the state).
- 74.1% of Year 3 Ravenswood students scored in the top two bands for Spelling (compared with 52.9% in the state).
- 77.6% of Year 3 students at Ravenswood scored in the top two bands for Grammar and Punctuation (compared with 51.9% in the state).
- 87.9% of students scored in the top two bands for Numeracy (compared with 44.7% in the state).



YEAR 5

In 2018, 86 students in Year 5 sat the NAPLAN test at Ravenswood. Prior to the introduction of NAPLAN Online, students in this year group were assessed across six bands of achievement (Band 3 being the lowest attainable score and Band 8

the highest). With the introduction of NAPLAN Online, Ravenswood students can now be assessed across all 10 bands in the domain of Writing.

The assessment bands applicable to NAPLAN 2018 for each domain are listed in the table below:

Domain	Pen and Paper School Band Range	NAPLAN Online Band Range	Ravenswood Top 2 Bands
Reading	3 to 8	1 to 10	7+8
Writing	1 to 10	1 to 10	7+8+9+10
Spelling	3 to 8	1 to 10	7+8
Grammar and Punctuation	3 to 8	1 to 10	7+8
Numeracy	3 to 8	1 to 10	7+8

All Ravenswood students were at or above the National Minimum Standard (Band 4 or higher) in all domains, with the exception of two students achieving below the National Minimum Standard in Grammar and Punctuation.

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	Top 2 Bands%
		%	%	%	%	%	%	%	%	%	%	%
Reading	Ravenswood	n/a	n/a	0.0	4.7	5.8	18.6	31.4	39.5	n/a	n/a	70.9
	SSSG	0.0	0.0	0.6	2.1	7.4	18.4	26.8	39.4	3.4	1.9	71.4
	State All %	0.2	0.7	4.5	11.1	19.5	23.8	20.9	17.4	1.2	0.5	40.1
Writing	Ravenswood	0.0	0.0	0.0	2.3	19.8	36.0	24.4	15.1	2.3	0.0	41.9
	SSSG	0.1	0.1	0.9	3.6	23.0	34.4	23.6	12.5	1.9	0.0	37.9
	State All %	0.7	1.1	7.0	11.5	35.9	27.2	11.5	4.6	0.5	0.0	16.6
Spelling	Ravenswood	n/a	n/a	0.0	2.3	11.6	29.1	24.4	32.6	n/a	n/a	57.0
	SSSG	0.0	0.0	0.4	2.3	9.3	26.0	29.7	30.6	0.9	0.6	61.9
	State All %	0.1	0.4	3.6	9.4	17.7	31.1	22.7	14.6	0.4	0.2	37.8
Grammar & Punctuation	Ravenswood	n/a	n/a	2.3	1.2	4.7	19.8	24.4	47.7	n/a	n/a	72.1
	SSSG	0.0	0.0	0.6	2.6	7.3	22.8	23.7	37.1	3.5	2.4	66.7
	State All %	0.1	0.5	4.9	11.0	16.2	29.1	18.1	18.1	1.4	0.6	38.3
Numeracy	Ravenswood	n/a	n/a	0.0	3.5	17.4	15.1	40.7	23.3	n/a	n/a	64.0
	SSSG	0.0	0.0	0.2	1.7	11.1	22.3	28.9	32.9	2.2	0.7	64.7
	State All %	0.0	0.1	2.6	12.1	26.3	25.9	19.7	12.5	0.7	0.1	33.0

Summary:

- 70.9% of Year 5 Ravenswood students scored in the top two bands for Reading (compared to 40.1% in the state).
- 41.9% of Year 5 Ravenswood students scored in the top two bands for Writing (compared to 16.6% in the state).
- 57.0% of Year 5 Ravenswood students scored in the top two bands for Spelling (compared with 37.8% in the state).
- 72.1% of Year 5 students at Ravenswood scored in the top two bands for Grammar and Punctuation (compared with 38.3% in the state).
- 64.0% of Ravenswood students achieved in the top two bands for Numeracy (compared with 33.0% of the state).

YEAR 7

In 2018, 155 students in Year 7 sat the NAPLAN test at Ravenswood. Prior to the introduction of NAPLAN Online, students in this year group were assessed across six bands of achievement (Band 4 being the lowest attainable score and Band 9

the highest). With the introduction of NAPLAN Online, Ravenswood students can now be assessed across all 10 bands in the domain of Writing.

The assessment bands applicable to NAPLAN 2018 for each domain are listed in the table below:

Domain	Pen and Paper School Band Range	NAPLAN Online Band Range	Ravenswood Top 2 Bands
Reading	4 to 9	1 to 10	8+9
Writing	1 to 10	1 to 10	8+9+10
Spelling	4 to 9	1 to 10	8+9
Grammar and Punctuation	4 to 9	1 to 10	8+9
Numeracy	4 to 9	1 to 10	8+9

All Ravenswood students were at or above the National Minimum Standard (Band 4 or higher) in all domains, with the exception of two students achieving below the National Minimum Standard in Grammar and Punctuation.

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	Top 2 Bands%
		%	%	%	%	%	%	%	%	%	%	%
Reading	Ravenswood	n/a	n/a	n/a	0.0	0.6	11.0	26.6	37.0	24.7	n/a	61.7
	SSSG	0.0	0.0	0.0	0.3	2.2	10.4	24.6	29.6	29.5	3.4	62.5
	State All %	0.0	0.0	0.2	4.6	12.0	24.6	27.2	18.9	11.8	0.6	31.4
Writing	Ravenswood	0.0	0.0	0.0	0.0	4.5	14.2	41.3	29.0	7.1	3.9	40.0
	SSSG	0.0	0.0	0.2	1.0	8.6	22.7	27.0	28.6	9.4	2.6	40.5
	State All %	0.7	0.5	2.3	6.3	22.9	27.2	20.7	14.9	3.7	1.0	19.5
Spelling	Ravenswood	n/a	n/a	n/a	0.0	3.2	11.6	26.5	38.7	20.0	n/a	58.7
	SSSG	0.0	0.0	0.0	1.0	2.6	12.5	25.0	32.2	24.2	2.4	58.9
	State All %	0.0	0.2	0.3	5.7	9.5	22.2	25.9	23.0	12.7	0.6	36.2
Grammar & Punctuation	Ravenswood	n/a	n/a	n/a	0.0	1.9	17.4	21.9	27.1	31.6	n/a	58.7
	SSSG	0.0	0.0	0.0	0.6	3.6	11.8	25.4	24.0	30.6	4.0	58.6
	State All %	0.0	0.1	0.3	5.9	14.0	22.1	26.5	15.4	14.8	1.0	31.1
Numeracy	Ravenswood	n/a	n/a	n/a	0.0	0.7	10.5	35.3	24.2	29.4	n/a	53.6
	SSSG	0.0	0.0	0.0	0.1	1.2	8.3	24.7	29.0	32.1	4.6	65.6
	State All %	0.0	0.0	0.0	2.2	11.7	25.3	28.7	17.7	13.5	0.8	32.1

Summary:

- 61.7% of Year 7 Ravenswood students scored in the top two bands for Reading (compared to 31.4% in the state).
- 40.0% of Year 7 Ravenswood students scored in the top two bands for Writing (compared with 19.5% in the state).
- 58.7% of Year 7 Ravenswood students scored in the top two bands for Spelling (compared with 36.2% in the state).
- 58.7% of Year 7 students at Ravenswood scored in the top two bands for Grammar and Punctuation (compared with 31.1% in the state).
- 53.6% of students scored in the top two bands for Numeracy (compared with 32.1% in the state).

YEAR 9

In 2018, 151 students in Year 9 sat the NAPLAN test at Ravenswood. Although traditionally there were six bands of achievement applicable to this year group (Band 5 the lowest and Band 10 the highest), with the

introduction of NAPLAN Online, Ravenswood students can now be assessed across all 10 bands in Writing only.

The assessment bands applicable to NAPLAN 2018 for each domain are listed in the table below:

Domain	Pen and Paper School Band Range	NAPLAN Online Band Range	Ravenswood Top 2 Bands
Reading	5 to 10	1 to 10	9+10
Writing	1 to 10	1 to 10	9+10
Spelling	5 to 10	1 to 10	9+10
Grammar and Punctuation	5 to 10	1 to 10	9+10
Numeracy	5 to 10	1 to 10	9+10

All Ravenswood students are achieving at or above the National Minimum Standard (Band 6 or higher), with the exception of two students in Grammar and Punctuation, one in Numeracy, one in Reading, two in Spelling and four in Writing.

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	Top 2 Bands%
Reading	Ravenswood	n/a	n/a	n/a	n/a	0.7	3.3	15.3	42.0	23.3	15.3	38.7
	SSSG	0.0	0.0	0.0	0.0	0.3	2.7	13.1	32.7	30.6	20.6	51.2
	State All %	0.0	0.0	0.0	0.1	5.1	14.2	25.6	30.1	16.6	8.2	24.8
Writing	Ravenswood	0.0	0.0	0.7	0.0	2.0	9.3	23.8	41.1	13.9	9.3	23.2
	SSSG	0.1	0.0	0.0	0.2	2.7	9.9	19.7	34.8	19.0	13.6	32.6
	State All %	0.9	0.3	1.2	2.3	14.0	19.6	21.5	24.9	9.8	5.6	15.4
Spelling	Ravenswood	n/a	n/a	n/a	n/a	1.3	4.0	18.5	35.1	25.8	15.2	41.1
	SSSG	0.0	0.0	0.0	0.1	1.3	3.9	15.7	32.2	30.3	16.6	46.9
	State All %	0.0	0.0	0.2	0.3	7.9	10.7	24.7	29.2	18.8	8.2	27.0
Grammar & Punctuation	Ravenswood	n/a	n/a	n/a	n/a	1.3	2.6	11.9	40.4	25.8	17.9	43.7
	SSSG	0.0	0.0	0.0	0.0	0.7	5.7	14.5	29.6	27.3	22.2	49.5
	State All %	0.0	0.0	0.1	0.4	6.4	17.5	19.5	29.3	17.9	9.0	26.8
Numeracy	Ravenswood	n/a	n/a	n/a	n/a	0.7	3.4	6.0	30.9	32.9	26.2	59.1
	SSSG	0.0	0.0	0.0	0.1	0.1	1.6	9.5	24.6	30.7	33.5	64.2
	State All %	0.0	0.0	0.0	0.1	2.4	13.3	27.5	26.2	17.4	13.0	30.4

Summary:

- 38.7% of Year 9 Ravenswood students scored in the top two bands for Reading (compared to 24.8% in the state).
- 23.2% of Year 9 Ravenswood students scored in the top two bands for Writing (compared to 15.4% in the state).
- 41.1% of Year 9 Ravenswood students scored in the top three bands for Spelling (compared with 27.0% in the state).
- 43.7% of Year 9 students at Ravenswood scored in the top two bands for Grammar and Punctuation (compared with 26.8% in the state).
- 59.1% of students scored in the top two bands for Numeracy (compared with 30.4% in the state).

Senior Secondary Outcomes (Student Achievement)

The Record of School Achievement (RoSA) is a cumulative credential for Years 10-12 and can be awarded to students leaving school prior to the Higher School Certificate. At the end of Year 10, 31 students took the decision to pursue the International Baccalaureate (IB) Diploma as their choice of exit credential and are eligible to receive their RoSA. The school did not have any other students that required the award of a RoSA, as they did not leave the NSW schooling system.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IB) is a two-year educational program primarily aimed at 16 to 18 year olds. The program provides an internationally accepted qualification for entry into higher education and is recognised by many universities worldwide.

In 2018, 31 students attained an IB Diploma. One student from the school achieved a perfect IB Diploma score of 45, which converts to an ATAR of 99.95 and places them in the top 1% of students in the world.

IB DIPLOMA HIGH ACHIEVERS

The IB Diploma score of 40+ (ATAR equivalent of 98.25) is recognised as the 'high achiever' mark for students - the maximum score possible is 45. In 2018, 10 Ravenswood students were recognised as IB Diploma High Achievers. A third of IB Diploma students achieved an ATAR equivalent of 98.25 or above.

THE HIGHER SCHOOL CERTIFICATE EXAMINATIONS

In 2018, 99 Year 12 students and 2 Year 11 students studying 2 unit Dance as an accelerant from Ravenswood, presented for assessment in 39 NSW HSC courses. The HSC was obtained by 99 students, with 99% receiving an ATAR and 13% undertaking vocational training as part of their HSC.

ALL-ROUND ACHIEVERS LIST

In 2018, three students received the Premier's Award as All-round Achievers. The All-round Achievers list recognises the students who achieved a result in the highest band possible (Band 6 or Band E4) in 10 or more units of courses in their current pattern of study.

TOP ACHIEVERS LIST

Top Achievers in Course lists the student(s) who achieved one of the highest places in an HSC course or Vocational Education and Training (VET) exam and also achieved a result in the highest band possible (Band 6 or Band E4). Ravenswood student, Tiana Hall, achieved fourth in the state in Textiles and Design.

DISTINGUISHED ACHIEVERS

Distinguished Achievers lists the students who achieved a result in the highest band possible (Band 6 or Band E4) for one or more courses. Where a student has studied one or more courses at a different school, the school reported is the main school.

The New South Wales Education Standards Authority (NESA) identified 53 Ravenswood students as Distinguished Achievers. These students achieved a mark of 90 or more out of 100 in a 2-unit course, or a mark of 45 or more out of 50 in an Extension course. There were 134 mentions on the Distinguished Achievers list.

ARTEXPRESS, DESIGNTECH AND ENCORE

Nine students were nominated for ARTEXPRESS, of whom five were chosen for ARTEXPRESS exhibitions across NSW. Two students were nominated for Shape 2018 and one selected for Texstyle. Two Dance students were nominated for Callback (studied through Bradfield College).

SENIOR SECONDARY OUTCOMES

For a full list of Year 12 Academic Results, please refer to the dedicated booklet to be found at this link on the school's website: www.ravenswood.nsw.edu.au/why/academic-results.

Ravenswood School for Girls HSC Result Percentages Compared with NSW Average Result Percentages

Band 6 represents the highest mark (90 or above), Band 5 (80 or above), Band 4 (70 or above)

Subject*	Band 6		Band 5		Band 4		Band 3		Band 2		Band 1	
	Ravo %	NSW %										
Ancient History	25.00	9.61	75.00	26.86	0.00	26.78	0.00	21.68	0.00	10.54	0.00	4.54
Biology	9.68	8.74	38.71	28.33	51.61	33.15	0.00	19.66	0.00	6.44	0.00	3.68
Business Studies	20.41	8.45	65.31	28.95	14.29	27.69	0.00	22.55	0.00	10.19	0.00	2.17
Chemistry	8.33	9.22	29.17	33.02	54.17	27.71	8.33	18.98	0.00	9.14	0.00	1.93
Chinese and Literature	33.33	12.70	66.67	58.36	0.00	25.88	0.00	2.73	0.00	0.32	0.00	0.00
Chinese Continuers	100.00	45.09	0.00	42.20	0.00	10.98	0.00	1.73	0.00	0.00	0.00	0.00
Community and Family Studies	12.50	4.00	50.00	25.43	37.50	33.36	0.00	23.87	0.00	10.72	0.00	2.62
Design and Technology	0.00	11.83	80.00	35.01	20.00	36.73	0.00	13.13	0.00	2.66	0.00	0.64
Drama	25.00	13.82	25.00	28.65	50.00	39.72	0.00	15.51	0.00	2.09	0.00	0.21
Economics	7.14	13.18	28.57	33.38	35.71	25.81	28.57	19.98	0.00	6.13	0.00	1.52
English (Advanced)	20.27	13.78	68.92	48.95	9.46	27.79	1.35	8.09	0.00	1.19	0.00	0.21
English (Standard)	0.00	0.86	5.88	14.30	76.47	35.40	17.65	34.37	0.00	11.93	0.00	3.13
English as a Second Language	0.00	3.12	87.50	22.46	12.50	31.33	0.00	27.82	0.00	11.42	0.00	3.85
Food Technology	14.29	10.21	57.14	22.68	28.57	29.87	0.00	23.44	0.00	11.23	0.00	2.58
French Continuers	20.00	28.98	40.00	35.28	20.00	24.72	20.00	7.72	0.00	2.68	0.00	0.63
Geography	60.00	8.36	0.00	35.35	40.00	30.38	0.00	14.21	0.00	7.54	0.00	4.16
German Continuers	0.00	27.87	100.00	29.51	0.00	31.69	0.00	9.84	0.00	1.09	0.00	0.00
Hospitality	0.00	2.32	38.46	21.60	61.54	37.85	0.00	22.73	0.00	15.17	0.00	0.33
Information Processes and Technology	33.33	6.93	66.67	30.61	0.00	30.45	0.00	19.35	0.00	8.49	0.00	4.17
Latin Continuers	0.00	50.00	100.00	36.54	0.00	10.90	0.00	1.92	0.00	0.64	0.00	0.00
Legal Studies	47.83	12.32	43.48	32.20	4.35	28.44	4.35	12.82	0.00	10.31	0.00	3.91
Mathematics	17.65	22.51	32.35	29.40	32.35	26.00	14.71	14.65	2.94	5.40	0.00	2.04
Mathematics General 2	25.58	6.60	37.21	20.29	32.65	26.24	4.65	26.73	0.00	14.74	0.00	5.40
Modern History	58.33	10.54	41.67	31.39	0.00	29.34	0.00	13.67	0.00	8.54	0.00	6.22
Music 1	100.00	21.11	0.00	43.75	0.00	25.44	0.00	8.14	0.00	1.28	0.00	0.29
Music 2	0.00	41.63	100.00	49.80	0.00	8.30	0.00	0.27	0.00	0.00	0.00	0.00
Personal Development	6.67	6.79	70.00	26.68	20.00	27.72	3.33	25.21	0.00	10.08	0.00	3.52
Physics	9.09	9.56	72.73	24.34	9.09	31.33	9.09	21.80	0.00	10.26	0.00	2.71
Society and Culture	33.33	12.72	55.56	34.71	11.11	30.22	0.00	15.49	0.00	4.98	0.00	1.88
Studies of Religion II	37.50	6.67	50.00	34.52	12.50	29.78	0.00	19.73	0.00	7.06	0.00	2.24
Textiles and Design	28.57	14.37	42.86	32.12	28.57	29.30	0.00	19.05	0.00	4.61	0.00	0.55
Visual Arts	75.00	12.38	25.00	41.05	0.00	38.42	0.00	7.56	0.00	0.49	0.00	0.10

* The data for subjects with small cohort numbers will not be reported to ensure the privacy of the students who completed that HSC subject.

HSC BAND E4 AND E3 SUMMARIES

Band E4 represents the highest mark (45-50/50), Band E3 (40-45/50)

Subject*	Band E4		Band E3		Band E2		Band E1	
	Ravo %	NSW %						
English Extension 1	57.89	37.93	42.11	57.76	0.00	4.13	0.00	0.17
English Extension 2	83.33	16.66	16.67	54.75	0.00	27.54	0.00	1.05
History Extension	0.00	23.70	100.00	55.17	0.00	19.68	0.00	1.45
Mathematics Extension 1	30.43	32.95	52.17	46.91	17.39	16.51	0.00	3.64
Mathematics Extension 2	0.00	33.25	100.00	52.31	0.00	12.39	0.00	2.05

* The data for subjects with small cohort numbers will not be reported to ensure the privacy of the students who completed that HSC subject.

HSC AND INTERNATIONAL BACCALAUREATE DIPLOMA SUMMARY

	2014	2015	2016	2017	2018
Number of IB Diploma candidates	22	22	24	28	31
Number of HSC candidates	97	122	106	101	101
Total number of HSC courses	33	37	34	39	39
Number of mentions in the HSC Honour Roll	132	207	162	172	53
Number of NSW Premier's Awards	6	11	8	9	3
Number of top places in NSW HSC	1	5	1	4	1
Top ATAR	99.95	99.85	99.85	99.95	99.95
Number of IB Diploma high achievers	5	6	8	8	10
IB Diploma average subject grade /7 and world comparison	5.8 vs 4.9	5.5 vs 5.2	5.7 vs 4.6	5.7 vs 4.6	5.6 vs 4.6
IB Diploma average total score /45 and world comparison	37.0 vs 31.2	35.0 vs 31.0	36.0 vs 28.9	36.0 vs 28.6	36.0 vs 28.6
% of students (whole cohort) with ATARs 90 and above	45	49	45	49	44
% of students (whole cohort) with ATARs 80 and above	72	75	73	79	75

Teacher Professional, Accreditation and Qualifications

In 2018, Ravenswood employed 154 teachers, involved in the delivery of the curriculum in the following categories:

Category	Number of Teachers
i) Having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines OR	152
ii) Having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	2

The number of teachers at the various levels of teacher accreditation by the end of 2018 was:

Teacher Accreditation	Number of teachers
Provisional	10
Conditional	5
Proficient	139

Ravenswood teaching staff are committed professionals who seek high-quality professional learning experiences to support their continuous growth as educators and to specifically address school strategic goals in the six domains:

Learning Achieve excellence and leadership in learning and teaching.

Wellbeing Embed wellbeing as a cornerstone to enable students to flourish.

Contribution Invigorate the social justice commitment at the heart of Ravenswood's Christian ethos.

Community Harness Ravenswood's strength of community and sense of belonging.

Sustainability and Development Invest in resources and practices that underpin future development of Ravenswood.

Leadership Continue to develop Ravenswood's identity as a leading school of choice and a lighthouse school of excellence.

Teaching staff participated in five designated professional learning days throughout 2018, incorporating guest speakers, workshops, training in compliance-related areas, department and wellbeing meetings, and planning time. Staff expertise was celebrated through providing them with opportunities to showcase their learning during in-school professional learning meetings. In addition, from July 2018, Ravenswood became a New South Wales Education Standards Authority-endorsed professional learning provider for the delivery of NESA Registered Professional Development courses for NSW teachers maintaining their accreditation. In-school professional learning sessions included a focus on collective efficacy and collaborative culture as well as teacher-

identified professional learning needs, centred on using Information and Communication Technology (ICT) software to enhance teaching practice.

Ravenswood staff hold leadership and committee positions across broad professional and subject organisations, aligned to: the Association of Heads of Independent Schools of Australia (AHISA); the Positive Education Schools Association (PESA); the

Association of Independent Schools of NSW (AISNSW); the International Baccalaureate Organization (IBO); and the New South Wales Education Standards Authority (NESA). Ravenswood staff presented at local, state, national and international conferences and had academic research and articles published. Further professional learning experiences of Ravenswood staff include examination committees and HSC marking.

DESCRIPTION OF THE PROFESSIONAL LEARNING ACTIVITY AND NUMBER OF STAFF PARTICIPATING

Category	Number of Teachers
Positive Education/Positive Psychology/Visible Wellbeing training for all staff and additional specialist training that assists teachers in wellbeing positions	182
Professional Learning around compliance – code of conduct, student health, child protection	154
Professional Learning on ICT software Learning Management Systems	154
Professional Learning on	2
Collective Efficacy and Collaborative Cultures	154
Middle Leadership – workshops, network meetings, conferences and experiences aimed at developing the leadership capacity of teachers and Middle Leaders	36
Data Analytics/Timetabling	6
STEM – workshops and conferences with a focus on STEM teacher enrichment, problem-solving and Robotics	10
Teacher Accreditation – workshops aimed at supporting teachers towards accreditation at Proficient, Experienced, Highly Accomplished and Lead Teacher	30
Specialised Professional Learning in disciplines linked to teacher subject expertise including PYP	250
Specialised Professional Learning in disciplines linked to new syllabuses	68



Workforce Composition

The composition of the Ravenswood workforce is as follows:

Categories of Staff	Number
Full-time teaching staff	117
Part-time teaching staff	38
Full-time non-teaching staff	40
Part-time non-teaching staff	39
Full-time equivalent teaching staff	140.94
Full-time equivalent non-teaching staff	71.2

Ravenswood did not employ any staff member in 2018 who indicated that they were of Aboriginal or Torres Strait Islander descent.

Please see the following link to view the School Profile on the My School website:

www.myschool.edu.au/school/43939

Student Attendance and Retention Rates and Post School Destinations in Secondary Schools

STUDENT ATTENDANCE AND PUNCTUALITY

- Students must attend school every day unless they are ill. This includes Sports days (Athletics, Cross Country and Swimming carnivals), special rehearsal days and the Presentation Ceremony. Designated evening functions, such as the Secondary School Choral and Dance Festival, are part of the school year and attendance is compulsory. Camps in Years 3 to 11 are part of the school program and all students are expected to attend. All of these events are outlined in the school calendar.
- A parent should ring the student absence line (9498 9820) before 8.20am if his/her daughter is absent for that day and each absence must be followed with an email (student.absences@ravenswood.nsw.edu.au) or written note, signed by the parent explaining the absence, brought on the day of returning to school to Student Reception. If a written explanation is not received within seven days of the absence, it will be recorded as unexplained. If a student is absent for three days or more, a medical certificate is required.
- A student arriving late to school must report to Student Reception before attending any class. A note or email explaining the lateness should be brought to Student Reception within seven days or an infringement will be issued.
- Year Coordinators and Head of Senior School follow up on extended absences. This may include meetings with the parents to resolve poor school attendance and the implementation of Attendance Improvement Plans.
- Secondary School students requesting permission to leave the school before the end of classes must bring a note to Student Reception before 8.20am or a parent can send an email to student.absences@ravenswood.nsw.edu.au before 8.20am. Junior School students requesting permission to leave

The rate of attendance for each Year Group is:

Year Group	Percentage
Kindergarten	95.41%
Year 1	95.72
Year 2	94.99
Year 3	97.14
Year 4	96.99
Year 5	96.02
Year 6	96.12
Year 7	95.29
Year 8	95.42
Year 9	93.88
Year 10	94.52
Year 11	94.49
Year 12	94.32

Student Retention Levels:

Year Group	Year Enrolled	Total Students Enrolled
Year 10	2016	121
Year 12	2018	131

The student retention levels from Year 10, 2016 to Year 12, 2018 was 108.3%.

the school before the end of classes must bring a note addressed to the Head of Junior School. The note must state clearly the reason for the students' early departure from school. For example, doctor appointment. Students are not permitted to leave school early to attend an appointment to obtain a Driver Licence, a driving lesson or for personal reasons, such as preparation for a social occasion or another school's formal.

- Permission to leave school during the day will be given for medical, dental, physiotherapy etc. appointments that could not be scheduled outside lesson times. Once permission to leave early has been obtained, students are to sign out at Student

Reception prior to leaving the school and to sign in upon returning.

- On Monday to Thursday, no Secondary School student is to leave the school before 3.25pm without signing out at Student Reception. On Friday, no Secondary School student is to leave before 2.55pm without signing out at Student Reception. Truancy from school or class is considered a serious offence.

The attendance rate is based on the Australian Department of Education, Employment and Workplace Relations (DEEWR) collection process for 2018 student attendance data and a school population of 1181 students.

POST-SCHOOL DESTINATIONS

In 2018, 125 students were made university offers. The University of Sydney and Macquarie University were the most-preferred university destinations, followed by the University of New South Wales and University of Technology Sydney.

University courses in Commerce, Science and Health dominated preferences, followed by various combinations of Arts degrees and combinations of Engineering and Law degrees.

UAC Main-Round Offers – Areas of study

Faculty Area	Number
Arts	14
Commerce	25
Communications	9
Design, Performing Arts	8
Education	2
Health	25
Combined Law	7
Engineering	8
Science/Science Combined	20
Architecture	5
Medicine	2
TOTAL	125

Universities Admissions Centre (UAC) Main Round Offers – Tertiary Institutions

Institution	Number of Students	Percentage of Students
University of Sydney	32	26
Macquarie University	23	18
University of New South Wales	21	17
University of Technology Sydney	15	12
Australian National University	8	6
Australian Catholic University	6	5
Charles Sturt University	3	2
International College of Management Sydney	3	2
University of Newcastle	3	2
University of Wollongong	2	2
University of Melbourne	2	2
International	2	2
Other	5	4
TOTAL	125	100%

Enrolment Policies

The Principal, through the Head of Enrolments, is responsible for the maintenance of Enrolment Lists for entry to Ravenswood.

Once an Application Form and Application Fee of \$300 has been received and processed, if a place is available within the specified Year Group, then the offer of a Reserved Place will be made. This will also apply to Overseas Students provided the following criteria are met and the \$500 Application Fee has been received and processed.

Students from a non-English speaking background must have their English language assessed through a registered company identified by Ravenswood and must reach prescribed standards of English use in reading, writing, listening and speaking to be accepted as a student at Ravenswood.

In order for the application of an International Student to be accepted at Ravenswood, the following levels of English proficiency need to be reached:

- Years 10-12 - Advanced Level above 80%
- Years 7-9 - Pre-Advanced Level above 71%
- Years 4-6 - Intermediate Level above 46%

If a place is not available or English Proficiency is pending, the student will be placed on a Waiting List for the appropriate Year Group and no Acceptance Fee is required until a Reserved Place is offered. This does not guarantee a place.

If an offer of a Reserved Place is made, the applicant must accept the offer of a Reserved Place and pay the Acceptance Fee of \$700 within one month from the date of offer to ensure the place is allocated on the Reserved Place Enrolment List.

If an offer of a Reserved Place or Waiting List place is not accepted within the one month period noted above, then it will lapse. Once lapsed the application for a place is cancelled, and further applications for the same student at a later date will incur the Application Fee.

Prospective students and their parents and/or guardian are required to complete a Pre-Enrolment Form and provide recent school reports and NAPLAN results (if applicable) and attend an interview two years prior to

entry at which time the expectations of the parents/guardian and any special requirements the student may have will be discussed.

All students whose parents reside outside of suburban Sydney or overseas must have an approved nominated relative or guardian, even whilst in the Ravenswood Residential College. The appointed relative or guardian must be available to care for the student at any time, reside in suburban Sydney, speak English and be at least 25 years of age.

Following a satisfactory interview, a Confirmed Offer of Enrolment may be made. This offer is made on the basis that Ravenswood expects, that in usual circumstances, the child will remain at the school until she completes Year 12.

The school offers two exit credentials for Year 12. Both the International Baccalaureate Diploma and the NSW Higher School Certificate are valid credentials for a broad range of post-school opportunities. In Year 10, or prior to entry, students and their parents are presented with information in order to make an informed decision about which credential is most suited to them.

Access to both exit credentials is dependent upon the students' interests and the availability of subjects in the respective programs that align with those interests.

Acceptance of this Confirmed Offer should be returned to the school within one month from the date of offer, accompanied by a payment of the Enrolment Fee. This payment is a non-refundable Enrolment Fee of \$2000.

For all students residing in the Ravenswood Residential College, a Boarding Bond equivalent to one term's Boarding Fee is payable. The prepaid Bond will be credited towards the final term's fees.

The school acknowledges that amendments to a student's enrolment may be required from time-to-time and two amendments will be provided by the school free of charge should a place in the requested Year Group be available. Any additional amendments will incur a fee payable at the time of amendment.

ADDITIONAL INFORMATION FOR OVERSEAS STUDENTS 500 VISA ENROLMENT

Ravenswood is registered to accept Overseas Students on a 500 Visa. All government regulations in regard to visas, guardianship and Overseas Student private health insurance must be met.

For Overseas Students enrolled in Years 7-12, it is the preference of Ravenswood, for these students to reside in the Residential College. For Overseas Students enrolled in K-Year 6, it is a requirement for these students to live with a parent or immediate family relative (as defined by the Australian Government Department of Immigration and Border Protection (DIBP)) over the age of 25 years.

A different fee structure applies for the Application Fee and Tuition Fees for an Overseas Student on a 500 Visa, as these enrolments do not attract government grants.

Overseas Students seeking to study at Ravenswood on a 500 Student Visa are required to pay a Tuition Bond equivalent to one term's tuition fee and pre-pay one term of Tuition Fees over and above the Enrolment Fee and Enrolment Bond.

Students residing in the Ravenswood Residential College with parents overseas are required to pay a Boarding Bond equivalent to one term's Boarding fee.

These pre-payments are credited towards the final semester's fees except for the Enrolment Fee.

For Overseas Students, a Confirmation of Enrolment (CoE) will be issued. This form is required by the Australian Government Department of Education and the Australian Government DIBP as evidence of enrolment in a course registered on the Commonwealth Register of Institution and Course for Overseas Students (CRICOS). As required, students residing in the Residential College will also be issued with a Confirmation of Appropriate Accommodation/Welfare Arrangements (CAAW).

The NSW Board of Studies levies an administrative charge on Overseas Students on a 500 Visa who are candidates for the Higher School Certificate.

Ravenswood does not offer course credit. Entry into any course is subject to the assessment of the school. This also applies to on-shore school transfers, either within NSW or ACT, or from interstate.

Enrolment Criteria

Factors to be considered:

- Available places in the Year Group requested.
- Day or Boarding request.
- Student's ability to benefit from the curriculum and school offering.
- Availability of appropriate subject choices for more senior students.

DOCUMENTATION REQUIRED FOR ENROLMENT

- Application Form signed by both parents*
- copy of Passport
- AEAS results if student has been studying in a country where English is not the first language

** Where only one parent/guardian has signed the form they must satisfy the school that they are the sole parent or guardian and will be responsible for all fees and charges. School and student information will be communicated to both parents unless there is an Order of the Court or an agreement that the school will provide school and student information to the address or addresses notified by the parents. Parents are required to provide the school Orders of the Family Court or any other Court, or an agreement which is relevant to the education and welfare of the student.*

ADDITIONAL DOCUMENTATION REQUIRED FOR OVERSEAS STUDENT 500 ENROLMENT

- English Assessment (currently through AEAS) results
- Notice of Official Guardian Form
- Visa details for parent, relative or guardian if not an Australia citizen
- The nominated guardian and all permanent residents of the guardian's home over the age of 18 years will be required to provide evidence of suitability for working with children by completing the NSW Government's Office of Children's Guardian 'Working with Children Check'
- An initial home inspection is also required to ensure the student's living conditions meet the guidelines of the Department of Education International Student Centre. An inspection will follow every six months for the duration of the student's education at Ravenswood

Prerequisites for Continued Enrolment

- attendance
- behaviour
- satisfactory academic progress
- adherence to school rules
- payment of school fees.

Other School Policies

Policy Themes	Relevant Policies	Changes in 2018	How this Policy is Publicly Disclosed
<p>Student Welfare</p> <p>The school seeks to provide a safe and supportive environment to support the wellbeing of students.</p> <p>Our policies that relate to student welfare are listed to the right.</p>	<p>Student BYOD Technology Policy</p> <p>Technology Policy – School Owned Devices</p> <p>Collection and Use of Student Photographs and/ or Film in the School Policy</p> <p>Mobile Learning Device Policy</p> <p>Student Internet Acceptable Use Policy</p>	<p>There were no significant changes made to the policy</p> <p>There were no significant changes made to the policy</p> <p>There were no significant changes made to the policy</p> <p>The Mobile Learning Device Policy was replaced by the Ravenswood Use of Mobile Phone and Electronic Devices at School Protocols</p> <p>There were no significant changes made to the policy</p>	<p>The full text of all school policies can be accessed from the school website.</p>
<p>Anti-Bullying Policy</p> <p>The Student Anti-Bullying Policy promotes a positive culture where bullying is unacceptable. It ensures the school is a community where right of respect from others, the right to learn or teach, and a right to feel safe and secure in the school environment is provided.</p>	<p>Student Anti-Bullying Policy</p>	<p>There were no significant changes made to the policy</p>	<p>The full text of the school's Anti-Bullying Policy can be accessed from the school website, intranet, student diary and parent information portal.</p>
<p>Discipline</p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</p>	<p>Discipline Policy</p> <p>Attendance and Absenteeism Policy</p> <p>Student Code of Conduct Policy</p>	<p>There were no significant changes made to the policy</p> <p>There were no significant changes made to the policy</p> <p>There were no significant changes made to the policy</p>	<p>The full text of these policies can be accessed from the school website.</p>
<p>Complaints and Grievances</p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and includes processes for raising and responding to matters of concern identified by parents.</p> <p>These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<p>Parental Complaint Procedure</p> <p>Privacy Concerns Procedure</p>	<p>There were no significant changes made to the procedure.</p> <p>There were no significant changes made to the procedure.</p>	<p>The full text of these procedures can be accessed from the school website.</p>

School Determined Priority Areas for Improvement

FOUR KEY PRIORITY AREAS AND ACHIEVEMENTS IN 2018

1. Achieve excellence and leadership in learning and teaching.

- a. Trans-disciplinary Design Thinking curriculum designed and implemented (Yr 9).
- b. Professional Learning sessions for staff.
- c. Authorisation achieved as an IB Diploma Primary Years Program School.
- d. Design Thinking Program implemented for Stage 3.
- e. Year 6 PYP Unit of Inquiry Student Expo established.
- f. Expanded involvement in International Future Problem Solving Championships.
- g. Enhanced induction program for new staff.
- h. Introduction of Professional Learning Cycle and Professional Learning Plans for academic staff.
- i. Collective Efficacy retreat for Senior Leadership Team and Heads of Faculty.
- j. NESA endorsement of Ravenswood Institute achieved.
- k. Expanded offering of Ravenswood Fellowships.
- l. Developing links between RAW Art Prize and Visual Arts curriculum.

2. Embed wellbeing as a cornerstone to enable students to flourish.

- a. Significant expansion of collection, collation, and analysis of wellbeing data.
- b. Staff Professional Learning Plans incorporating Individual Wellbeing goals.
- c. School to Tertiary/Life Beyond the School Gates Transition Panels introduced.
- d. Increased staffing in School Wellbeing and Psychological Services.
- e. Inauguration of 'Strategies for Success' panel for Year 12 students.
- f. Introduction of Love Ravo Day event.

3. Harness Ravenswood's strength of community and sense of belonging.

- a. Increased engagement of alumni at events.
- b. Increased numbers of parent and community attendance at school events and parent education forums.
- c. Launched a personalised fortnightly digital newsletter and weekly news digest for parents.
- d. Increased alumni and parent involvement in CareerSearch Evening (for Years 10-12).
- e. Many sold-out community events such as International Women's Day Breakfast.

4. Invest in resources and practices that underpin future development of Ravenswood.

- a. First phase commenced Masterplan review.
- b. Student Learning Centre development and planning.
- c. Growth in Boarding numbers (30-50 in 2017-2018).
- d. Expanded and upgraded Ravenswood bus routes.
- e. Significant increase in registrations for Discovery tours.
- f. Increased commercial sponsorship of Ravenswood Australian Women's Art Prize.

Initiatives Promoting Respect and Responsibility

As a Uniting Church school community, Ravenswood continually seeks to reflect Christian values of compassion, respect and generosity both inside and outside of the classroom. Throughout 2018, our staff and students have been involved in a wide range of activities and initiatives which promote respect for all, engage with the local community and beyond, and build active responsibility and leadership skills.

In 2018, this involvement included:

JUNIOR SCHOOL (K-6) STUDENTS:

- Junior School students partnered with buddies from younger Year Groups to support them at school and develop their peer skills, building meaningful relationships across Year Groups.
- Junior School students have been involved in Positive Education sessions that encourage students to engage in mindfulness, identify strengths in themselves and others, develop areas where their strengths are less well developed, and build empathy, respect and engagement with the local and wider community.
- Through the leadership of House Community Captains, Junior School students raised funds and donated toys and food for The Salvation Army's The Giving Tree and the Wesley Mission's Food Drive.
- Junior School students donated school shoes to be sent to students in rural communities through the school Shoe-In drive.
- Junior School Bookswap provided funds and donations of books with a focus on supporting Indigenous students with reading.
- Little Puppy Cupcake days are held to raise funds to train Guide Dog Puppies who will then be given to sight-impaired persons.
- Junior School students were involved in Jump Rope for Heart, participating in fundraising, advocacy and skipping for the Heart Foundation.

SECONDARY SCHOOL (YEARS 7-12) STUDENTS:

- Senior School students have been involved in Positive Education sessions that encourage students to engage in mindfulness, identify strengths in themselves and others, develop areas where their strengths are less well developed, and build empathy, respect and engagement with the local and wider community.
- Senior School students continued Ravenswood's connection with, and support of, the Nimbong School in North India, learning about the progress of the school and donating through Chapel services towards the education of children in this remote area.
- Students in Year 9 participated in the Respect, Understanding, Acceptance school program, designed to foster respect and understanding across faith groups and cultures.
- Students in Years 9, 10 and 11 learnt about the work of Days for Girls and created re-usable sanitary kits for girls and women in underdeveloped communities during workshops and lunchtime meetings.
- Students from Years 9, 10 and 11 participated in the Student Alliance Networking Group, regularly meeting with students from schools across Sydney to discuss social justice, gender equality and advocacy.
- Students in Year 11 made regular visits to Sir Eric Woodward School for students with intellectual disabilities, meeting and interacting with students, assisting teachers and building meaningful relationships.
- The Years 9 and 10 Social Justice Team learnt about fair trade principles, development needs and charities that promote education and health, advocating and fundraising for these causes throughout the Senior School.

- Students in Year 10 took part in the 4 the Future program which included completing the Wesley Homeless Food Challenge to learn about the causes, impacts and challenges of homelessness; and participated in the Wisdom of the Elders sessions where they met with, and learned from, older women within the Uniting Church community.
- Students in Year 9 took part in the Year 9 Social Justice Day where they learnt about the plight of refugees across the world, the costs of fast fashion, and spent time creating sanitary kits for Days for Girls.
- Year 9 Community Problem Solving group, together with supporters from Years 10-12 who had participated previously, supported a school in Nepal in developing its resources.
- Senior School students led and participated in fundraising events to support a number of causes, including NSW Drought Relief, Legacy, and Variety.
- Year 11 Community Service Leaders attended the World Vision Youth Conference to learn about global injustice and advocacy. This group also led school-wide initiatives to support the World Vision 40 Hour Famine; Refugee Challenge, Legacy, Lifeline, the Cancer Council and The Salvation Army Red Shield Appeal.
- Year 12 Social Service Captains showed leadership in organising fundraising activities in partnership with UnitingWorld to support the building of a new school, the Nimbong School in India.
- The Creativity, Action and Service component of the International Baccalaureate Programme saw girls in Years 11 and 12 addressing the needs of others on a global scale; many doing service with overseas communities.
- Ravenswood Student Immersion trips are held annually (June to July) to support children living in poverty in Cambodia, and also Operation Bula in Fiji, which supports village school children with English learning and resources.



Parent, Student and Teacher Satisfaction

PARENT SATISFACTION IS MEASURED IN A NUMBER OF WAYS:

- An opportunity for parents to express opinions in relation to decisions of the Principal, management of students and school programs is given in the General Business Agenda Item of each Ravenswood Parents' Association meeting held every school term. In addition Parents are consulted on an ongoing basis, to better understand their expectations of the school through surveys and focus groups.
- The school has a Parental Concern Procedure (SSE02) for handling parental complaints, as well as complaints from other members of the public.
- If a parent decides to withdraw a student from the school, an Exit Interview is usually conducted to determine whether there are issues related to parent satisfaction.

STUDENT SATISFACTION IS MEASURED IN A NUMBER OF WAYS:

- Students are represented by the Student Representative Council and have an opportunity to present grievances to the Principal and Deputy Principal.
- Student surveys assist in determining the level of satisfaction of students with school programs. Students are typically surveyed at the end of Years 6, 9 and 12 on an annual basis.
- All Year 12 students meet with the Principal in small groups to give feedback on what they have valued about their experience of the school and what we can do better.

STAFF SATISFACTION IS MEASURED IN A NUMBER OF WAYS:

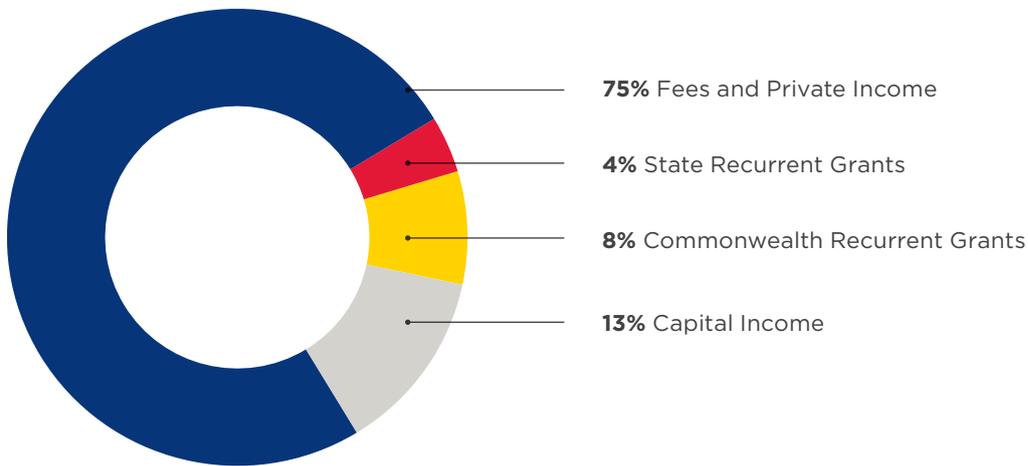
- Exit interviews are conducted with teachers and other staff who leave the school to determine whether there are areas of dissatisfaction for staff. Issues of concern may also be raised at staff meetings. Teacher meetings are generally held twice per term and support staff meetings once per term.
- Teachers new to the school are asked for feedback on their experience of the school after the first six months of their employment. This gives valuable insights into strengths, weaknesses and possible areas for improvement.
- Teachers have a number of avenues to raise issues with the Principal and Senior Leadership Team, including faculty meetings, Wellbeing team meetings and direct approach. The representative of the Independent Education Union brings matters of staff concern to the attention of the Principal through regular, scheduled meetings. All members of the Senior Leadership Team and the Principal maintain an open-door approach and are always prepared to meet with staff.
- Members of the Senior Leadership Team and the Principal are always prepared to meet with students and parents regarding matters of concern.

Summary of Financial Information

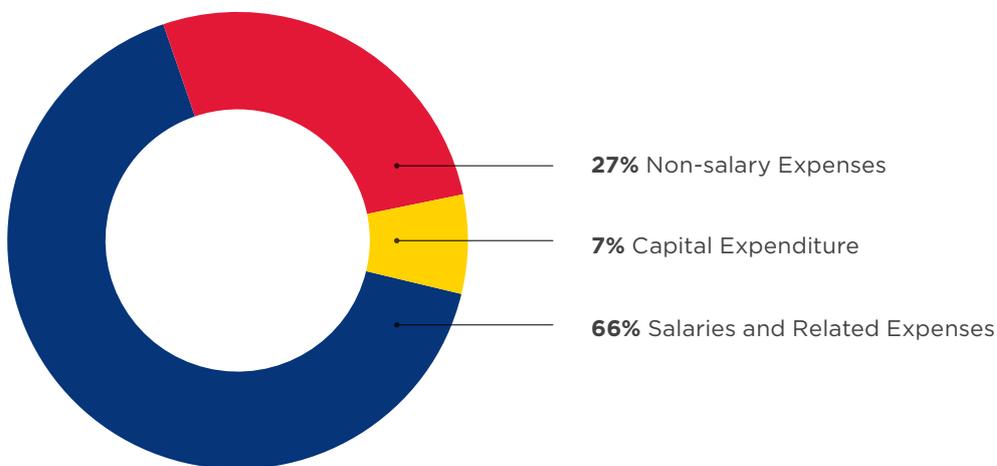
Ravenswood delivered pleasing financial results for the year ended 31 December 2018, continuing its focus of operating under sound financial practices and principles to ensure the ongoing financial security and viability of the school. A percentage breakdown of Ravenswood's

income and expenditure category is included in the pie charts below to reflect how funds are derived and utilised. Ravenswood continues to generate the majority of its income from fees and the relative income streams have little change to that reflected in the prior year.

2018 Recurrent and Capital Income



2018 Recurrent and Capital Expenditure



Publication

The School's Annual Report is published on the NESA website and the School's website: ravenswood.nsw.edu.au





Ravenswood

Always towards
better things

semper ad meliora

RAVENSWOOD SCHOOL FOR GIRLS

A Uniting Church School K-12,

Boarding from Year 7

HENRY STREET, GORDON NSW 2072

PH: +61 2 9498 9898 CRICOS 02306K

RAVENSWOOD.NSW.EDU.AU

