

# Annual Report 2020



Ravenswood



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# Message from Key School Bodies

## CHAIR OF COUNCIL

As my time on School Council, including my tenure as Chair, comes to an end, I offer my thanks to all parents and students for their overwhelming support this year, and acknowledge the way our community has responded to the challenges of 2020 with unified determination, and positive Ravenswood spirit.

On behalf of the School Council, I would also like to acknowledge the exceptional leadership of our Principal Mrs Anne Johnstone, and the extraordinary way she and her School Leadership Team safely and successfully navigated our School through one of the most disruptive years in education that our generation has ever experienced.

Thank you and congratulations to our whole Ravenswood staff team for their unwavering dedication to our girls, and for delivering the highest quality of education and wellbeing support throughout the year.

For the third year in a row, Ravenswood has been named one of Australia's most innovative schools for its ground-breaking work in science, technology, engineering, mathematics, educational neuroscience, teacher practice and positive education. This is another great credit to our School and one of many reasons why we have bursting waiting lists here at Ravenswood.

The School Council was extremely pleased and proud that this year our Principal Mrs Anne Johnstone, was appointed Chair of the Positive Education Schools Association (PESA), Australia's national Positive Education peak body, having been a founding board member since 2014. Mrs Johnstone has also recently been appointed to the Board of the International Positive Education Network (IPEN). These impressive appointments are testament to the important contribution Mrs Johnstone is making nationally and globally to the advancement of the wellbeing and support of young people everywhere.

We should also be immensely proud of our Year 12 students who overcame the difficulties of 2020 with remarkable strength and resilience. Rather than regret, I hope they reflect on their final year with gratitude, for the opportunities that were presented.

If Ravenswood and Mrs Johnstone have taught us anything, it is that character, resilience and dare I say it — grit, are the defining attributes of success. The Class of 2020 has excelled academically, achieving outstanding HSC and IB results with a combined median ATAR of 90, 25% of these students achieving an ATAR of 95 or above, and 50% achieving an ATAR of 90 or above. But these girls have achieved so much more than their ATAR score, and leave Ravenswood equipped with important life skills and a deeper understanding of the significance of wellbeing and how to build it within themselves and others.

I will be very sad to leave this School Council, a place where I have formed many lasting friendships. I am delighted to announce that replacing me as Chair in 2021, will be the extraordinary Gail Kelly. Gail is not only the former Group Chief Executive Officer and Manager of two Australian banks, Westpac and St George Bank, but a former parent of the School. An inspirational person, a brilliant role model, and a passionate girls' education advocate. I rest very easy, knowing that the School will remain in very good hands.

I had intended to step off the Council a few years ago. My reason for staying was of course our wonderful Principal Mrs Anne Johnstone. She inspires all around her, lifts up a room when she enters it and makes people better for having known her.

I thank Mrs Johnstone and you all, for my journey at Ravenswood and wish you all the best of luck, as you continue on your path towards better things.

**Mr Guy Fowler**

*Chair of Council*

## PRINCIPAL'S REPORT

None of us could have imagined the gruelling challenges 2020 would bring. Our country has endured devastating drought, bushfires, floods and, our world, a global pandemic.

This has been an academic year that saw the greatest disruption to education in a century.

Our year commenced quite ordinarily with all the hallmarks of normalcy – engaging teaching and learning experiences in the classroom and beyond, the forging of high quality connections and friendships over vibrant lunchtime gatherings in the playground, great endeavour on the sports field – and on stage, culminating in a spectacular House Performing Arts Festival. On Love RA VO Day, on 19 February, we were gathered together briefly one lunchtime on the oval, literally shoulder-to-shoulder from Kindy to Year 12, and with all staff together too, united in the formation of a heart around the word HOPE. It was a day designed by our Captains and Prefects to reach beyond ourselves and share messages of hope, as well as raise funds for those so terribly affected by bushfires and drought – and also for the environment through supporting reforestation efforts, planting our very own 650 tree strong RAVO forest.

Who would have known that this demonstration of our RAVO connection would in fact be the last time this year we could gather in this way as a school?

Who would have known that this concept of HOPE would become so important in our community and our world, as we navigated what was to come?

And, who would have known that within a few short weeks of this day of hope and celebration, with the virulent outbreak of COVID-19 globally, the world as we knew it would be changed dramatically?

Back on 24 March, I personally addressed each Year Group, explaining that, following government directives, our campus was closing, and that we were moving into lockdown. As we farewelled the girls at our School gates, it was with a surreal sense of poignancy and regret, after all, what Principal and staff have ever had to ask their School students to leave campus indefinitely?

Indeed, there was so much ahead of us – navigating together through the uncharted waters of online learning but our RAVO spirit and sisterhood prevailed.

The extraordinary skill, creativity and collaborative abilities of our marvelous teaching and non-teaching staff saw an almost seamless transition to online learning.

The glorious early return of our girls to campus – the first girls' school in Sydney to invite students back – started from 6 May.

## Whole School Review 2020

Congratulations to each and every student on their resplendent efforts and achievements throughout this extraordinary year.

Our HSC and IB results were outstanding this year which are a testament to the girls'

fortitude and immense efforts in a challenging and unprecedented academic year. The School achieved two perfect IB scores of 45, which equates to an ATAR of 99.95. Fifty percent of our HSC and IB students achieved an ATAR of 90 or more and 25% achieved an ATAR of 95 or more. A remarkable 21 HSC students were nominated

for Showcases in Music, Visual Arts, Drama, Design and Technology and Textiles and Design.

Some of the highlights of 2020 include:

- For the third year in a row, Ravenswood was named one of Australia's most innovative schools for our groundbreaking work in the area of Mind Brain Education Science. The Award also recognised Ravenswood's proactivity in the area of student wellbeing.
- For the first time in history, a Ravenswood student was named Senior Cadet Under Officer (SUO) of the largest Army Cadet Unit in the Southern Hemisphere – the Knox Grammar School Cadet Unit.
- In the sports arena, 15 new School Records were established across Junior and Secondary School Athletics and Swimming. This is an unprecedented accomplishment in the School's history. We also had students compete in the NSW State Athletic Championships, one student Captain the Independent Girls' School Sporting Association (IGSSA) Softball 17U and one student awarded NSW U16 Shot Put Champion.

Our girls have done exceedingly well in Science, Technology, Engineering and Maths this year. Some of the highlights have included: first place in the 2020

Microsoft AI for Good competition by devising an app that customises clothing for people with disabilities; Finalist Honours in the International Astronomy and Astrophysics competition (IAAC); and High Distinctions in the Australian Mathematics Competition.

Our Community Problem Solving team won the National Future Problem Solving (FPS) Competition, and came second in the world at the 2020 FPS International Conference.

Another student won the United Nations World Wildlife Day 2020 International Youth Art Contest.

Two sisters won first prize in the Golden Classical Music Awards International Competition, a clarinetist won first prize in the Great Composers Global Online Competition, a violinist came second in the International Great Composers Competition, and a student was selected to perform with the Philadelphia Orchestra.

In the areas of debating and public speaking, one of our girls was named the 2020 Australian Speakfest Champion, and two girls made the finals of the Australian Individual Debating and Public Speaking Championships (AIDPSC) and will represent Australia next year.

In the 2020 Education Perfect Languages World Championships, our girls attained results in the top one and two percent of the global contest.

In the 2020 Future Leaders Writing Prize, one student was selected for Honourable Mention together with only three other Australian students.

Finally, in the area of Gymnastics and Dance, Ravenswood was named NSW Club of the Year for the fourth consecutive year in Rhythmic Gymnastics and our Blue Company Jazz was named National Champion at the Dancelife Unite Australia online schools' competition for their performance of Thriller.

### Social Justice and Service

- Ravenswood has a long, proud history of charitable contribution – and this year, students and staff contributed to more than 15 charitable organisations, including, the Uniting Church Moderator's Bushfire Appeal, WOODiWiLD, Days for Girls, Wrapped with Love, the Salvation Army, the Taldumande Youth Service appeal and serving in the Ku-ring-gai Neighbourhood Centre Volunteer Civilian Army, to help those most disadvantaged and isolated during lockdown.

### Community

- Despite postponed or cancelled school social events and social distancing restrictions this year, the endearing Ravenswood spirit and powerful sense of connection within our community remained strong.
- Zoom meetings replaced physical gatherings for our RPA meetings, Class Parent events and our popular Trivia Night.
- We thank the RPA for its generous contribution to funding the new Centenary Centre Foyer Acoustic Project, which is already proving to be a wonderful enhancement to the Centenary Centre Foyer.
- The Ravenswood Australian Women's Art Prize, now in its fourth year, has set a new record for entries from artists across Australia, including remote and very remote regions.

This year, we were proud to introduce the Indigenous Emerging Artist Prize for women, generously sponsored by the Tritton family.

### Acknowledgements

None of these great achievements could have occurred without the significant contribution of many people.

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

I would like to thank and acknowledge Mr Guy Fowler for nine years of exemplary and devoted service to Ravenswood on Council and more recently, as Interim Chair of Council. I thank Guy, on behalf of our whole school community, for his tremendous support, wisdom and leadership. Guy offered outstanding strategic insights, contributed immense commercial acumen, and real possibility thinking in this important governance role. We will truly miss his presence and leadership of Council but look forward to his continuing to be a valued member of our Ravenswood community.

To all our School Council members: Simon Benson, Georgina Blix (2003), Vicki Brady, Elizabeth Carson (Martin, 1991) (Chair of Finance Committee), Charles Cho, Anne Empson, John Mclean, Peter Roach (Chair of Property and Building Committee), Suzanne Stanton, Mark Steinert (Chair of Foundation), I offer my warmest thanks for their excellent contributions.

Thank you to Suzanne Stanton and Anne Empson who also conclude their tenure on Council after years of outstanding service.

I also wish to acknowledge our Ravenswood Foundation Committee, led by our dynamic Chair Mark Steinert.

Thank you to our brilliant, talented and dedicated School Leadership Team – a team whose work in steering us through this most unprecedented year, began on Australia Day, this in a boardroom as we considered how to protect the health and safety of our girls and staff in light of a new virus erupting abroad and what that might mean for our School.

I would like to pay tribute to our Ravenswood staff. I thank each and every one of our teaching and non-teaching staff members. They go and continue to go above and beyond to deliver the highest levels of education, safety and wellbeing support to all of our girls – most especially in the context of the global pandemic. Their efforts, professionalism and dedication continue to take our School to new heights and to offer all our girls the very best education. It is a privilege to work with such an amazing team.

To our parents, I would like to thank them for their overwhelming support and contributions this year, as Australian schools were forced to move classroom learning to new online learning platforms in their homes, then back again.

I would like to extend our appreciation to the Ravenswood Parents' Association, led this year by President Don Tritton, and the Executive Committee including the President of the K-6 RPA, Rachel Fife and Committee members, Class Parents and volunteers; you have made such an invaluable contribution.

Excitedly, as we look towards our 120th anniversary next year, we have much to look forward to. Indeed, in an historic development, I am thrilled to announce that the Ravenswood journey of education will begin before Kindergarten, at just 4-years-old – for our inaugural Ravenswood Prep Class students who will merrily occupy Annesley House. This new class will offer our littlest RA VO girls an introduction to our sisterhood and will provide early work in the International Baccalaureate Primary Years Programme, with a blend of the Reggio Emilia approach and some wonderful elements of Positive Education.

Next year, I am delighted to announce that we are investing further in a new psychologist and a gorgeous little therapy dog Daisy, who we are sure will bring great joy to many of our girls.

We are also investing in a new Deputy for the School, who will be fully focused on Teaching and Learning, alongside a new Head of Curriculum and Head of Learning and Teaching.

With the conclusion of a most extraordinary and challenging year, I pay particular tribute to all our students, staff and community, but especially to the Class of 2020 as we continue to strive – *semper ad meliora* – always towards better things!

**Mrs Anne Johnstone**

*Principal*



## THE RAVENSWOOD FOUNDATION

The social restrictions and economic environment produced by the global pandemic, resulted in a quieter year for the Ravenswood Foundation Committee. The result was a focus on existing projects, such as the extremely successful Ravenswood Australian Women's Art Prize.

The Prize is a Foundation initiative that has grown from strength-to-strength since its inception in 2017. This year, it attracted 1388 entries from 105 artists, from every state and territory.

Postponed in May due to COVID-19 NSW Health restrictions, the Opening Night and Exhibition were held on 26 November. They proved a welcome celebration for artists and the community, following months of uncertainty.

Audiences across the country watched the announcement of 2020 winners via livestream. Vicki Cullinan from Iwantja Arts in South Australia, won the Professional Artist Prize of \$35,000, for her work Munga Ilkari (The Night Sky). The Judges praised it for taking the viewer, 'out, way beyond the frame, to consider the cosmos and our tiny human role within it.' Danielle Guyot from the NSW Central Coast won the \$5000 Emerging Artist Prize, for her sculpture Watagan Balga - Relic from a Forgotten World. New in 2020 was the Indigenous Emerging Artist Prize of \$5000. Donated by the Tritton family, it was awarded to Lynette Lewis from Ernabella Arts in the Central Desert Region, for her acrylic on canvas artwork Tali Womikata.

The special guest at the Exhibition was the Federal Minister for Communications, Cyber Safety and the Arts, the Hon Paul Fletcher MP. Mr Fletcher spoke of the significance of Indigenous art and the distinctive perspective women artists bring, while commending Ravenswood for conducting the Art Prize. A virtual tour of the Exhibition and an online art sales platform, generated interest from far and wide.

Ravenswood benefits from the life experiences of all who pass through it and the Foundation Committee looks forward to the resumption of its regular events to support the Alumni, Fidler Fellows and other members of the school community. Preparations have also begun for the return of fundraising efforts such as the Gala Ball and the Commemorative Paver Program, as we continue to provide opportunities for Ravenswood students today and in the future.

### **Mr Mark Steinert**

*Chair, Ravenswood Foundation Committee*

## RAVENSWOOD ALUMNI

This year, we wasted no time building upon our connection and shared history with a sense of determination and resilience, as only Ravenswood women can. Together with Committee Members, and alongside Sarah Beresford (1984), Head of Development and Alumni, our focus was on purposeful and caring communications with many of our almost 14,000 alumni.

Fortunately, the International Women's Day Breakfast proceeded in February with guest speaker Alison Drury (1995). However, Reunions, the Generations Breakfast, the Year 12 Final Assembly with alumni mothers, the Alumni Afternoon Tea and Artists' Talk at the Ravenswood Australian Women's Art Prize, and Golden Girls' Luncheon could not proceed due to COVID-19 restrictions. So, we rallied and moved to a brave online world.

Instead of CareerSearch, many alumni speakers shared wisdom on careers, staying strong and focused via Zoom, and by November, did so in person and were applauded by staff and girls across the Secondary School.

In March, Sarah and I sent a special message about connectedness and our capacity for self-belief, with a link to a video by Mrs Anne Johnstone, Principal and Alumni Patron, on the School's approach and achievements in addressing COVID-19.

At Easter, Reverend Jon Humphries' beautiful Chapel Service was shared via YouTube with alumni.

At the virtual ANZAC Service, guest speaker Fiona Jane Ellingsen (Szeloczky, 1973) spoke from Norway, and alumni were enthralled by a digital album featuring alumni serving with the Australian Defence Force. Some watched the ANZAC Service broadcast, including a wreath honouring alumni laid by Sarah, during a ceremony on the Peace Lawn.

In September, alumni of 1962 and earlier became pen pals, responding to creatively decorated letters of support from Years 5, 6, 8 and 9, asking alumni for reflections upon their time as pupils, with close to 100 responses.

In lieu of hosting the Golden Girls' Luncheon, Year 4 sent a beautiful Christmas card, with artwork by Francesca Raffles, encouraging attendance at a bumper 2021 luncheon.

Ahead, we are all anticipating face-to-face alumni events and celebrations for Ravenswood's 120th Anniversary. Thank you to each Alumni Committee Member, Mrs Anne Johnstone, staff, and students for their warm support of Ravenswood women.

### **Lisa Boyce (1990)**

*President, Ravenswood Alumni*

## STUDENT REPRESENTATIVE COUNCIL (SRC)

The 2020 SRC was an incredibly strong and flexible group of girls, readily adapting initiatives and staying positive in the face of uncertainty. Representing all Secondary School Year Groups, the SRC proved to be an important reflection of the student voice, particularly during the period of online learning. Our bi-weekly meetings switched to online, and it was a wonderful opportunity to maintain relationships and catch-up with one another.

We were over the moon to return to campus in Term 3, however, as not all students were able to return, the SRC created a video full of well-wishes for those still learning online, with a focus on maintaining the RAVO Connection and ensuring all students felt supported.

Unfortunately, many of the SRC initiatives, including Legends in our Lunchtime, could not go ahead; however, we have hope that they can be reinstated in the future. The SRC successfully cooperated with a passionate Year 11 group to hold R U OK? Day, with a week in Term 3 devoted to raising awareness for mental health and suicide prevention. Our theme was Every Day is R U OK? Day, encouraging girls to actively participate in positive conversations and listen to those around them. The School was lit up with yellow ribbons, crazy socks and yellow hearts, as students across the School wrote messages of hope. We truly hope that this initiative becomes part of a larger conversation at Ravenswood, teaching girls to reach out when in need and the significance of simply asking someone, 'Are you OK?'

### **Danielle Fenech and Madeleine Rudan**

*SRC Chairs 2020*

## RAVENSWOOD PARENTS' ASSOCIATION

Although 2020 had most of the country in various stages of lockdown, the Ravo spirit shone through. I had the chance to speak to so many parents throughout the year and was enlightened by how positive people were. Many families faced an altered daily life from COVID-19, but the strong support network of our community, kept us going through the year.

The Ravenswood Parents' Association (RPA) were restricted with their face to face events for most of the year due to COVID-19 NSW Health regulations. However the community swiftly embraced digital solutions with the Mothers' Day, Fathers' Day, and Christmas stalls, all hosted successfully online, in addition to Class Parent gatherings and meetings held via Zoom. In some cases technology increased engagement due to the convenience of being able to dial in.

The RPA were able to support our chosen charities including an online Trivia Night for Ride with Richter skilfully hosted by Rachel Fife and Amanda Vince, Shine a light on Breast Cancer torch sales and the annual series of Little Puppy Cupcake Days merged into one event, Little Guide Dog Day for Guide Dogs NSW/ACT. In addition to raising funds for these worthy causes, the RPA donated the acoustic treatment in the Centenary Centre Foyer costing \$90,533.30. The Centenary Centre Foyer is a multi-use space for our daughters and the community, now with wonderful acoustic benefits for future events such as the Welcome Cocktails and the Ravenswood Australian Women's Art Prize.

Ravenswood will celebrate its 120 Year anniversary in 2021 and the RPA committee will be working hard to coordinate the Fair in November - a wonderful community event. We are looking forward to a fantastic, yet busy year continuing to build our strength of community and friendships.

I would like to take this opportunity to thank the RPA Executive Committee, Shaun Pitcher, Secretary, Tony Ritchie, Treasurer and Cassandra Gordon, who retires as Vice President. Cassandra has supported the RPA in so many different volunteer roles during the time her daughter has been at Ravenswood and we are truly grateful. Cassandra has agreed to return in 2021 to assist with the Fair. I would also like to thank Cindy Larson for all her work steering the Connect Group and Penny Walsh who has coordinated Meals Made with Love. Thank you to the Junior School RPA Committee, led by President, Rachel Fife, and supported by Amanda Vince, Vice President, Katie Brown, Treasurer and Mark Brady, Secretary.

Finally, as always we are immensely appreciative of the time and commitment Principal Mrs Anne Johnstone has given to support us in this difficult year and we look forward achieving our goals in 2021.

### **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 Prep -12 with Boarding from Year 7.

We are guided by our Christian ethos and the Guiding Principles of Excellence, Respect, Optimism, Courage and Compassion which 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 and is 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.

## ONE OF AUSTRALIA'S MOST INNOVATIVE SCHOOLS

In 2020, for the third year in a row, Ravenswood was awarded the title of one Australia's most innovative schools, particularly in the areas of STEM and Positive Education, by senior education professionals' magazine, *The Educator*.

## CHARACTERISTICS OF THE STUDENT BODY

The student population comprised of 1255 students 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 2019 student population reflected the increasing diversity of the area, with 17.45% 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 Ravenswood is located on the School website [www.ravenswood.nsw.edu.au](http://www.ravenswood.nsw.edu.au)

# Student Outcomes in Standardised National Literacy and Numeracy Testing

In 2020, NAP annual assessments, including NAPLAN, were cancelled due to the COVID-19 pandemic. Previous years NAPLAN data can be found on the My School website: <https://www.myschool.edu.au/school/43939/naplan/results>.



# 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 (HSC). At the end of Year 10, 2020, 33 students took the decision to pursue the International Baccalaureate (IB) Diploma as their senior pathway in Year 11 and are eligible to receive their RoSA. The School did not have any other students who required the award of a RoSA, as they remained in the NESA 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-old students. The program provides an internationally accepted qualification for entry into higher education and is recognised by many universities worldwide.

In 2020, 30 students attained an IB Diploma. Two students 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 98.05) is recognised as the high achiever mark for students; the maximum score possible is 45. In 2020, seven (23.5%) of Ravenswood Year 12 IB students were recognised as IB Diploma High Achievers. More than half (50%) of IB Diploma students achieved an ATAR equivalent of 95 or above.

## THE HIGHER SCHOOL CERTIFICATE EXAMINATIONS

In 2020, 88 Year 12 students sat the Higher School Certificate (HSC), completing at least 10 units of study, across 37 internal and four outside provider NSW HSC courses. All students received an ATAR and 12.5% undertook a vocational training course as part of their HSC.

*Note:*

11 students completed the 1 Unit Studies of Religion accelerated HSC course in Year 11, 2019.

## ALL-ROUND ACHIEVERS LIST

In 2020, 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). In 2020, a Ravenswood student was identified as a top achiever for German Extension.

## 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 NSW Education Standards Authority (NESA) identified 60% (53 students) of Ravenswood HSC 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 129 mentions on the Distinguished Achievers list.

## ARTEXPRESS, DESIGNTECH AND ENCORE

Nine students were nominated and four selected for ARTEXPRESS. Three Drama students were nominated for OnSTAGE 2020. One Textiles and Design student was nominated for Textstyle (Studied through Sydney Distance Education High School). Two Music students were nominated for ENCORE. Two Design and Technology students were nominated for Shape.

## 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: <http://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* (32 courses)	Band 6		Band 5		Band 4		Band 3		Band 2		Band 1	
	Ravo %	NSW %	Ravo %	NSW %	Ravo %	NSW %						
<b>Ancient History</b>	<b>0</b>	8.86	<b>100</b>	24.51	<b>0</b>	29.51	<b>0</b>	21.51	<b>0</b>	10.3	<b>0</b>	5.3
<b>Biology</b>	<b>16.67</b>	6.5	<b>52.78</b>	24.23	<b>19.44</b>	31.94	<b>11.11</b>	24.27	<b>0</b>	10.67	<b>0</b>	2.38
<b>Business Studies</b>	<b>33.33</b>	9.4	<b>30</b>	25.92	<b>33.33</b>	27.08	<b>3.33</b>	20.6	<b>0</b>	10.85	<b>0</b>	6.15
<b>Chemistry</b>	<b>3.57</b>	13.37	<b>42.86</b>	29.74	<b>42.86</b>	26.44	<b>10.71</b>	21.04	<b>0</b>	7.99	<b>0</b>	1.42
<b>Aboriginal Studies (External)</b>	<b>0</b>	13.17	<b>100</b>	15.65	<b>0</b>	28.02	<b>0</b>	21.29	<b>0</b>	12.56	<b>0</b>	9.34
<b>Chinese and Literature (External)</b>	<b>33.33</b>	16.92	<b>66.67</b>	51.63	<b>0</b>	24.08	<b>0</b>	3.9	<b>0</b>	1.95	<b>0</b>	1.52
<b>Community and Family Studies</b>	<b>30</b>	5.04	<b>40</b>	28.95	<b>30</b>	35.73	<b>0</b>	21.4	<b>0</b>	8.25	<b>0</b>	0.63
<b>Design and Technology</b>	<b>50</b>	15.73	<b>33.33</b>	31.54	<b>16.67</b>	35.96	<b>0</b>	14.64	<b>0</b>	1.92	<b>0</b>	0.2
<b>Drama</b>	<b>28.57</b>	19.22	<b>57.14</b>	28.19	<b>14.29</b>	42.88	<b>0</b>	7.69	<b>0</b>	1.46	<b>0</b>	0.56
<b>Economics</b>	<b>0</b>	13.45	<b>50</b>	38.04	<b>50</b>	26.09	<b>0</b>	13.73	<b>0</b>	6.15	<b>0</b>	2.53
<b>English Advanced</b>	<b>18.67</b>	14.21	<b>68</b>	49.19	<b>13.33</b>	31.36	<b>0</b>	4.65	<b>0</b>	0.57	<b>0</b>	0.02
<b>English EAL/D</b>	<b>20</b>	3.36	<b>40</b>	22.75	<b>40</b>	31.11	<b>0</b>	27.25	<b>0</b>	11.08	<b>0</b>	4.45
<b>English Standard</b>	<b>0</b>	0.54	<b>0</b>	11.02	<b>87.5</b>	46.08	<b>12.5</b>	31.56	<b>0</b>	10.27	<b>0</b>	0.52
<b>Food Technology</b>	<b>22.22</b>	8.89	<b>66.67</b>	21.33	<b>11.11</b>	29.59	<b>0</b>	24.5	<b>0</b>	13.36	<b>0</b>	2.34
<b>French Continuers</b>	<b>0</b>	30.52	<b>100</b>	33.05	<b>0</b>	21.75	<b>0</b>	11.47	<b>0</b>	2.87	<b>0</b>	0.34
<b>Geography</b>	<b>0</b>	12.51	<b>50</b>	29.32	<b>33.33</b>	29.07	<b>16.67</b>	16.31	<b>0</b>	8.46	<b>0</b>	4.32
<b>German Continuers</b>	<b>50</b>	25	<b>50</b>	39.62	<b>0</b>	21.7	<b>0</b>	8.49	<b>0</b>	4.72	<b>0</b>	0.47
<b>Hospitality Examination (Food and Beverage)</b>	<b>40</b>	2.68	<b>40</b>	21.81	<b>20</b>	36.07	<b>0</b>	30.8	<b>0</b>	7.6	<b>0</b>	1.04
<b>Japanese Continuers</b>	<b>66.67</b>	28.91	<b>33.33</b>	27.42	<b>0</b>	22.65	<b>0</b>	15.8	<b>0</b>	3.87	<b>0</b>	1.34
<b>Korean Beginners (External)</b>	<b>0</b>	18.11	<b>100</b>	35.43	<b>0</b>	34.65	<b>0</b>	6.3	<b>0</b>	3.94	<b>0</b>	1.57
<b>Legal Studies</b>	<b>81.82</b>	15.21	<b>9.09</b>	24.71	<b>9.09</b>	28.27	<b>0</b>	21.06	<b>0</b>	8.27	<b>0</b>	2.48
<b>Mathematics Advanced</b>	<b>27.27</b>	23.14	<b>48.48</b>	29.46	<b>21.21</b>	28.43	<b>3.03</b>	14.77	<b>0</b>	2.71	<b>0</b>	1.48
<b>Mathematics Standard 2</b>	<b>22.92</b>	5.35	<b>35.42</b>	19.37	<b>16.67</b>	25.63	<b>20.83</b>	25.19	<b>4.17</b>	17.33	<b>0</b>	7.12
<b>Modern History</b>	<b>13.04</b>	10.24	<b>56.52</b>	27.2	<b>26.09</b>	28.74	<b>4.35</b>	18.29	<b>0</b>	9	<b>0</b>	6.54
<b>Music 2</b>	<b>66.67</b>	38.37	<b>33.33</b>	49.42	<b>0</b>	11.92	<b>0</b>	0.29	<b>0</b>	0	<b>0</b>	0
<b>PDHPE</b>	<b>13.64</b>	9.21	<b>59.09</b>	25.26	<b>22.73</b>	26.98	<b>4.55</b>	24.15	<b>0</b>	10.26	<b>0</b>	4.13
<b>Physics</b>	<b>0</b>	12.64	<b>0</b>	28	<b>100</b>	26.54	<b>0</b>	18.88	<b>0</b>	9.83	<b>0</b>	4.1
<b>Society and Culture</b>	<b>21.43</b>	11.04	<b>57.14</b>	32.87	<b>14.29</b>	36.25	<b>7.14</b>	13.99	<b>0</b>	4.62	<b>0</b>	1.23
<b>Studies of Religion 1 (completed 2019)</b>	<b>45.45</b>	10.95	<b>45.45</b>	35.38	<b>9.09</b>	32.96	<b>0</b>	16.68	<b>0</b>	3.43	<b>0</b>	0.6
<b>Studies of Religion 2</b>	<b>0</b>	6.55	<b>60</b>	37.29	<b>40</b>	30.44	<b>0</b>	17.89	<b>0</b>	5.74	<b>0</b>	2.09
<b>Textiles and Design (External)</b>	<b>0</b>	17.46	<b>100</b>	39.38	<b>0</b>	28.19	<b>0</b>	11.19	<b>0</b>	3.33	<b>0</b>	0.45
<b>Visual Arts</b>	<b>59.09</b>	16.91	<b>40.91</b>	48.11	<b>0</b>	25.09	<b>0</b>	8.09	<b>0</b>	1.5	<b>0</b>	0.29

\* 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* (9 courses)	Band E4		Band E3		Band E2		Band E1	
	Ravo %	NSW %	Ravo %	NSW %	Ravo %	NSW %	Ravo %	NSW %
English Extension 1	<b>52.94</b>	38.78	<b>47.06</b>	53.9	<b>0</b>	6.65	<b>0</b>	0.68
English Extension 2	<b>0</b>	25.87	<b>75</b>	56.59	<b>25</b>	16.81	<b>0</b>	0.72
German Extension	<b>100</b>	52.73	<b>0</b>	47.27	<b>0</b>	0	<b>0</b>	0
History Extension	<b>30</b>	20.56	<b>70</b>	55.56	<b>0</b>	22.11	<b>0</b>	1.78
Japanese Extension	<b>33.33</b>	44.17	<b>66.67</b>	44.79	<b>0</b>	10.43	<b>0</b>	0.61
Mathematics Extension 1	<b>21.43</b>	37.95	<b>71.43</b>	36.55	<b>7.14</b>	20	<b>0</b>	5.5
Mathematics Extension 2	<b>66.67</b>	36.36	<b>33.33</b>	47.66	<b>0</b>	13.17	<b>0</b>	2.82
Music Extension	<b>100</b>	68.5	<b>0</b>	28.75	<b>0</b>	2	<b>0</b>	0.75
Science Extension	<b>0</b>	6.91	<b>100</b>	66.94	<b>0</b>	24.84	<b>0</b>	1.32

\* 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

	2016	2017	2018	2019	2020
Number of IB Diploma candidates	24	28	31	24	30
Number of HSC candidates	106	101	101	101	88
Total number of HSC courses	34	39	39	46	44
Number of mentions in the HSC Distinguished Achievers List	162	172	53	163	129
Number of NSW Premier's Awards (All-round Achievers List)	8	9	3	5	3
Number of top places in NSW HSC	1	4	1	1	1
Top ATAR	99.85	99.95	99.95	99.95	99.95
Number of IB Diploma high achievers	8	8	10	13	7
IB Diploma average subject grade /7 and world comparison	5.7 vs 4.6	5.7 vs 4.6	5.6 vs 4.6	6 vs 4.54	5.8 vs 4.7
IB Diploma average total score /45 and world comparison	36.0 vs 28.9	36.0 vs 28.6	36.0 vs 28.6	38.0 vs 28.51	37.0 vs 29.8
% of students (whole cohort) with ATARs 90 and above	45	49	44	46	50
% of students (whole cohort) with ATARs 80 and above	73	79	75	82	77

## RAVENSWOOD SCHOOL FOR GIRLS IB SUBJECT RESULTS COMPARED WITH WORLDWIDE AVERAGE

Subject	Average Grade School	Average Grade Worldwide
CHINESE A: Literature self tau SL	5.5	5.16
ENGLISH A: Literature HL	6	5.46
ENGLISH A: Literature SL	5.9	5.1
CHINESE B - MANDARIN HL	6	6.65
CHINESE B - MANDARIN SL	6.33	6.72
ENGLISH B HL	7	5.23
FRENCH B HL	6	5.15
FRENCH B SL	6.5	5.53
GERMAN B SL	7	5.24
JAPANESE B SL	5.5	5.73
LATIN SL	5.75	5.94
MANDARIN AB. SL	7	6.07
SPANISH AB. SL	5.92	5.57
ECONOMICS HL in ENGLISH	5.67	5.28
GLOBAL POLITICS HL in ENGLISH	6.46	5.46
GLOBAL POLITICS SL in ENGLISH	7	5.19
HISTORY EUROPE HL in ENGLISH	5.86	5.05
PSYCHOLOGY HL in ENGLISH	6.19	5.37
PSYCHOLOGY SL in ENGLISH	6	5.1
BIOLOGY HL in ENGLISH	5	4.65
BIOLOGY SL in ENGLISH	5.6	3.89
CHEMISTRY HL in ENGLISH	5.33	5.42
CHEMISTRY SL in ENGLISH	5.6	4.02
PHYSICS SL in ENGLISH	7	3.89
SPORTS EX SCI HL in ENGLISH	6	5.58
MATH.STUDIES SL in ENGLISH	6.17	3.88
MATHEMATICS HL in ENGLISH	3.5	5.04
MATHEMATICS SL in ENGLISH	5.23	4.06
MUSIC HL in ENGLISH	7	5.56
MUSIC SO.PERF SL in ENGLISH	6	5.1
VISUAL ARTS HL in ENGLISH	4.83	4.67

# Teacher Professional, Accreditation and Qualifications

In 2020, Ravenswood employed 160 teachers who were 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	159
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.	1

The number of teachers at the various levels of teacher accreditation by the end of 2020 was:

Teacher Accreditation	Number of teachers
Provisional	8
Conditional	9
Proficient	143

Ravenswood teaching staff are committed professionals who undertake high-quality professional learning experiences to support continuous growth as educators with a specific focus on the School's strategic goals across 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 world-class lighthouse school of excellence.

Ravenswood is endorsed by the NSW Education Standards Authority (NESA) as a professional learning provider. Using this designation, the School has the capability to deliver NESA Registered Professional Development courses for NSW teachers maintaining their accreditation.

Teaching staff participated in six designated professional learning days and additional professional learning afternoons throughout 2020, incorporating guest speakers, workshops and training in compliance-related areas, department and wellbeing meetings, and planning time.

The Term 1 professional learning days focused on a partnership with Glenn Whitman, Centre of Transformative Teaching and Learning (CTTL), St Andrew's Episcopal School, Washington, USA on Mind, Brain, Education (MBE). All staff participated in a two-day workshop presented by Glenn Whitman and a group of 15 teachers continued to engage in professional learning opportunities with Glenn through online webinars and team professional learning seminars throughout the year. Research from the Ravenswood MBE team was presented at an end of year professional learning afternoon.

With the onset of the COVID-19 pandemic many external professional learning courses were cancelled, postponed, or moved to an online format. Department professional learning goals established for 2020 were modified to accommodate the significant upskilling required for the delivery of online learning, both with the initial COVID-19 closure of face-to-face classes and the ongoing online delivery for some students unable to return to school for face-to-face lessons. Staff professional learning included further development of the school Learning Management System and the use of Microsoft tools, in particular MS Teams, for lesson delivery. Term 2 and 3 professional learning days were department focused, reviewing results data, planning for units of work and the continuation of online lesson delivery.

Ravenswood staff also maintained leadership and committee positions across a broad range of professional and subject organisations including the Association of Heads of Independent Schools of Australia (AHISA), the Positive Education Schools Association (PESA) and the Association of Independent Schools of NSW (AISNSW). They engaged with International Baccalaureate Organisation (IBO) professional learning workshops and local International Baccalaureate (IB) network groups, as well as NESA-based subject area associations and network groups. Ravenswood staff presented at local, state, national and international conferences. Further professional learning experiences of Ravenswood staff included HSC examination committees, HSC marking and IB marking.

The following professional learning activities are a broad sample of those undertaken by Ravenswood staff throughout 2020:

## **DESCRIPTION OF THE PROFESSIONAL LEARNING ACTIVITY AND NUMBER OF STAFF PARTICIPATING**

<b>Description</b>	<b>Number of teaching staff</b>
Professional learning around compliance – code of conduct, student health, child protection, privacy.	160
Professional learning on neuroscience	160
First Aid Training	13
CPR Training	52
Demystifying Disability Training	160
Teacher accreditation – workshops aimed at supporting teachers towards accreditation at Proficient and Experienced Teacher.	12
Specialised professional learning in disciplines linked to teacher subject expertise.	136
Professional learning presentations on Visible Wellbeing, teaching strategies, formative assessment, STEM, growth mindset, ICT, differentiation, creativity, literacy, critical thinking and student feedback.	160



# Workforce Composition

The 2020 composition of the Ravenswood workforce was as follows:

Categories of Staff	Number
Full-time teaching staff	120
Part-time teaching staff	40
Full-time non-teaching staff	56
Part-time non-teaching staff	33
Full-time equivalent teaching staff	145.8
Full-time equivalent non-teaching staff	77.3

Ravenswood did not employ any staff member in 2020 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:

<http://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 -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 email Student Absences ([student.absences@ravenswood.nsw.edu.au](mailto:student.absences@ravenswood.nsw.edu.au)) or ([juniorschool@ravenswood.nsw.edu.au](mailto:juniorschool@ravenswood.nsw.edu.au)) or ring the student absence line (9498 9820) before 8.20am if his/her daughter is absent for that day. Any voicemails must be followed up with an email or written note within seven days of the absence, otherwise this absence will be recorded as unexplained. If a student is absent for four 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 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](mailto:student.absences@ravenswood.nsw.edu.au) before 8.20am. Junior School students requesting permission to leave School before the end of classes, must bring a note addressed to the Head

## The rate of attendance for each Year Group is:

Year Group	Percentage
Kindergarten	97.21
Year 1	95.01
Year 2	95.95
Year 3	95.48
Year 4	97.13
Year 5	97.06
Year 6	96.41
Year 7	96.76
Year 8	94.23
Year 9	94.86
Year 10	93.05
Year 11	95.30
Year 12	95.70
Whole School	95.41

## Student Retention Levels:

Year Group	Year Enrolled	Total Students Enrolled
Year 10	2018	120
Year 12	2020	118

The student retention level from Year 10, 2017 to Year 12, 2019 was 101.63%.

of Junior School. The note must state clearly the reason for the student's early departure from School; for example, a doctor's 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 School and to sign in, upon returning.

- On Monday to Thursday, no Secondary School student is to leave 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 2020 student attendance data and a School population of 1255 students.

## POST-SCHOOL DESTINATIONS

In 2020, 121 students were made university offers. Macquarie University and University of Sydney were the most-preferred university destinations, followed by The University of New South Wales and University of Technology Sydney.

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

University	
Macquarie University	28.1%
USYD	14.9%
UNSW	14.9%
UTS	10.7%
ANU	5.0%
University of Wollongong	4.1%
University of Melbourne	2.5%
University of Newcastle	2.5%
ACU	2.5%
CSU	1.7%
National Arts School	1.7%
TAFE	1.7%
US University	0.8%
ICMS	0.8%
Torrens University	0.8%
ACPE	0.8%
University of Queensland	0.8%
Monash University	0.8%
Notre Dame	0.8%
RMIT	0.8%
N/A	3.3%

Course Category	
Health/Medical Sciences	27.3%
Business/Commerce/Economics	11.6%
Fine Arts/Design/Fashion/Music	9.1%
Liberal Arts	7.4%
Education	6.6%
Law/Arts	6.6%
Science Arts	4.1%
Commerce/Law	4.1%
N/A	3.3%
Communications/Media	3.3%
Science	3.3%
Engineering	3.3%
Design/Architecture	3.3%
Science/Commerce	2.5%
Science/Law	2.5%
IT/Data Science	1.7%

# 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 \$330 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 \$550 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 \$770 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 an interview with a Deputy Principal or Head of Enrolments where a Deputy Principal is not available, a Confirmed Offer of Enrolment may be made. This offer is made on the basis that Ravenswood expects, that in usual circumstances, the student 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 student's 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 \$2500.

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 WHO HOLD A STUDENT VISA (SUBCLASS 500)

Ravenswood is registered to accept Overseas Students who hold a Student visa (subclass 500). 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-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)) who is over the age of 25 years.

A different fee structure applies for the Application Fee and Tuition Fees for an Overseas Student who holds a Student visa (subclass 500), as these enrolments do not attract government grants.

Overseas Students seeking to study at Ravenswood on a Student visa (subclass 500) 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 Student visa (subclass 500) 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 onshore 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;
- Australian Education Assessment Services (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 with 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 enrolment of Overseas Students who hold a Student visa (subclass 500)**

- English assessment - tested through AEAS;
- Notice of Official Guardian Form;
- isa details for parent, relative or guardian, if not an Australian 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 the 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 Program; an inspection will follow every six months for the duration of the student's education at Ravenswood

**Prerequisites for continued enrolment**

- satisfactory attendance;
- satisfactory academic progress;
- adherence to School rules; and
- payment of School fees at Ravenswood.

The full text of the Ravenswood Enrolment Policy can be viewed on the Ravenswood website: [ravenswood.nsw.edu.au](https://ravenswood.nsw.edu.au)

# Other School Policies

Policy Themes	Relevant Policies	Changes in 2020	How this Policy is Publicly Disclosed
<b>Student Welfare</b>			
The School seeks to provide a safe and supportive environment to support the wellbeing of students.	Student Code of Conduct	There were no significant changes made to the policy.	The full text of all School policies and procedures can be accessed by contacting the Human Resources Department.
	Student Pastoral Care Policy	There were no significant changes made to the policy.	
	Attendance and Absenteeism Policy	There were no significant changes made to the policy.	
	Student 1:1 BYOD Technology Procedural Guidelines	There were no significant changes made to these guidelines.	
	Student 1:1 Technology Procedural Guidelines – School Owned Devices	There were no significant changes made to these guidelines.	
	Collection and Use of Student Photographs and/ or Film in the School Policy	There were no significant changes made to the policy.	
	Student Internet Acceptable Use Policy	There were no significant changes made to the policy.	
	Student Self Harming Behaviours Policy	There were no significant changes made to the policy.	
Student Eating Disorders Policy	There were no significant changes made to the policy.		
<b>Anti-Bullying Policy</b>			
The Student Bullying Prevention and Intervention Policy promotes a positive culture where bullying is unacceptable. It ensures the School is a community where the 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.	Student Bullying Prevention and Intervention Policy	There were no significant changes made to the policy.	The full text of the School's Student Bullying Prevention and Intervention Policy can be accessed from the School intranet, student diary and parent information portal or by contacting the Human Resources Department.

Policy Themes	Relevant Policies	Changes in 2020	How this Policy is Publicly Disclosed
<b>Discipline</b>			
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.	Student Discipline Policy	There were no significant changes made to the policy.	The full text of all School policies can be accessed by contacting the Human Resources Department.
All behaviour-management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and/or expulsion of a student. Disciplinary actions do not include exclusion.	Student Code of Conduct Policy	There were no significant changes made to the policy.	
<b>Reporting complaints and resolving grievances</b>			
These procedures use, as appropriate, procedural fairness in dealing with complaints and includes processes for raising and responding to matters of concern identified by parents.	Complaints Handling Procedure	There were no significant changes made to the policy.	The full text of the Complaints Handling Procedure and Child Protection Policy can be accessed from the School website. The full text of all other policies and procedures can be accessed by contacting the Human Resources Department.
These processes incorporate how parents raise complaints and grievances and how the School will respond.	Privacy Complaints Procedure	There were no significant changes made to the policy.	
	Child Protection Policy (for complaints about reportable conduct)	This Policy has been updated in line with the new Reportable Conduct Scheme for child protection in NSW, including the transfer of the Reportable Conduct Scheme from the NSW Ombudsman to the Office of the Children's Guardian (OCG) under the new Children's Guardian Act 2019 (NSW) (the Act).	
	Bullying Prevention and Intervention Policy (for complaints regarding incidents of bullying between students).	There were no significant changes made to the policy.	



# School Determined Priority Areas for Improvement

## FOUR KEY PRIORITY AREAS AND ACHIEVEMENTS IN 2020

### 1. Achieve excellence and leadership in learning and teaching.

- a. Glenn Whitman (Mind, Brain and Education Science) presentation in January expanded staff understanding of educational neuroscience and was regularly revisited throughout the year to embed new practices and develop skills.
- b. Planning and preparation completed for the launch of the Prep School initiative; a significant and historic expansion of the Ravenswood offering.
- c. New formats for Discover IB Day, Languages taster events, Subject Selection Evening, Discovery Tours, etc; all harnessing the best of online and remote learning and presentations.
- d. Discovering the benefits of switching to phone and Zoom format parent- student-teacher interviews and embedding this approach for future practice.

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

- a. Michele Chevalley Hedge staff wellbeing presentation (mid-February); in retrospect, well-timed to enhance staff skills to assist students ahead of the challenges of COVID-19.
- b. Prefect initiatives; student wellbeing activities during lockdown (T-Day challenge, Couch Choir, etc.)
- c. Initiatives to support students learning online overseas (video presentations for and from overseas students, modifying learning day timetable to account for time zones, regular check-ups).

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

- a. Love Ravo Day 2020 harnessing community spirit to support the Bushfire and Drought Relief Appeal.
- b. House Performing Arts Festival, Year Group Camps, Term 1 carnivals; all able to proceed before physical gathering sharply restricted by COVID-19.
- c. RAW Art Prize 2020 proceeding with a Virtual Tour of the Exhibition because of restrictions, but making the event accessible to a wider audience. A new record number of entries.

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

- a. Opening of the new Senior Learning Centre for Years 11 and 12 in May, coinciding with the return of students from lockdown.
- b. Completed review of the Master Plan to ensure optimum utilisation of our site now and into the future.
- c. Significant expansion of cleaning, and reorientation of classrooms, staffrooms, and the café, in order to manage the COVID-19 learning environment.
- d. Extensive staff upskilling in online skills (and IT infrastructure) to support a seamless pivot to online learning during lockdown.

# Initiatives Promoting Respect and Responsibility

Despite a challenging year for all, Social Justice at Ravenswood continued to thrive throughout 2020. Although a number of activities throughout the year had to be postponed or significantly adapted, our students and wider School community were still able to engage in a range of initiatives to promote respect for all, as well as social and environmental responsibility, both inside and outside of the classroom.

In 2020, this involvement included:

## JUNIOR SCHOOL (K-6) STUDENTS:

- In the early part of the year, 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 were involved in Positive Education sessions that encouraged them 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.
- Junior School students donated three cars' worth of toiletries which were given to Taldumande Youth Services supporting vulnerable children and young people.
- Junior School classes engaged in the URSTRONG friendology program, including celebrating Friendship Day, to learn about building healthy relationships and confidently negotiate friendships.
- Junior School students and parents held the annual 'Little Puppy Cupcake Day' to raise money for Guide Dogs NSW/ACT.
- Students from both Junior and Senior School contributed food, gifts and essential household items towards Salvation Army Christmas Hampers to be delivered to families in need.

## SECONDARY SCHOOL (YEARS 7-12) STUDENTS:

- Students throughout Secondary School implemented a fundraising campaign within the School and local community to support those affected by bushfires through the Uniting Church Bushfire Appeal. Over \$1,500 was raised in the first weeks of Term 1, 2020.
- In response to the COVID-19 lockdown, Cadets from Years 9-12 took part in the Civilian Army Project to deliver groceries, pack fruit and veggies and provide support to those in our community facing isolation and difficulty. Overall this project reached over 42,000 people across Sydney.
- Secondary Students in Religious Education classes and lunchtime groups wrote hundreds of letters to elderly people in aged care homes and stitched felt hearts to be given to those in our community needing support.
- The Ravenswood Amnesty International Group met fortnightly to discuss and promote awareness of human rights and encourage the School community to advocate for human rights and action on global issues.
- 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.
- Secondary Students met weekly to knit squares for woolen blankets as part of the 'Wrapped with Love' initiative; donating blankets to those experiencing homelessness.

- Students participated in a very successful Readathon raising over \$1,200 for Room to Read supporting their work with girls' education in Asia and Africa.
- Students and teachers took part in September, raising over \$9,000, to go towards cerebral palsy research and support.
- Through Spirit Week, each of Ravenswood's four Houses supported a chosen charity; these included Doctors without Borders, Room to Read, The Lighthouse Foundation and Rural Aid. Activities during the week included raising awareness and funding for the charities.
- Students in Year 11 led a range of initiatives to celebrate and fundraise as part of NAIDOC Week, including History, Art and English lesson content, fundraising for Yallari and hosting a range of participatory learning activities throughout the week.
- Students in Year 9 took part in the Year 9 Social Justice Day where they learnt about the work of Common Grace, advocated for the rights of Aboriginal and Torres Strait Islander Australians and spent time creating sanitary kits for Days for Girls.
- The Creativity, Action and Service component of the International Baccalaureate Diploma Programme saw girls in Years 11 and 12 addressing the needs of others on a global scale; many doing service with overseas communities.
- Secondary School students were involved in Positive Education sessions that encouraged them 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.

# Parent, Student and Teacher Satisfaction

## PARENT SATISFACTION

Parent satisfaction is measured in a number of ways:

- All members of the Senior Leadership Team and the Principal are always prepared to meet with parents regarding matters of concern.
- 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

Student satisfaction in 2020 was measured in a number of ways:

- All members of the School Leadership Team and the Principal are always prepared to meet with students regarding matters of concern.
- Students are represented by the Student Representative Council and have an opportunity to present grievances to the Principal and Deputy Principals.
- 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.

- All Ravenswood Year 12 students are invited to complete an Exit Survey detailing their experience at Ravenswood upon completion of their final year of schooling.

All areas of the survey received positive results and indicated students had a positive schooling experience. The highest performing areas included: Teaching and Learning, Services and Resources, Co-curricular Activities and Facilities.

## STAFF SATISFACTION

Staff satisfaction in 2020 was measured in a number of ways:

- Exit interviews with the Director of Human Resources are offered to all teaching and support and operational staff who leave the School. This is an opportunity for these staff to share what they enjoyed about working at Ravenswood and also if they had any suggestions for improvements.
- Informal feedback is provided during staff meetings. Staff meetings are held regularly. Teaching staff meet weekly and all staff meet twice a term.
- Teachers new to the School meet with the Director of Human Resources after they commence at Ravenswood. They are asked for feedback on their experience of the School to date. This gives valuable insights into strengths, weaknesses and possible areas for improvement.
- Teachers have a number of avenues to raise matters with the Senior Leadership Team and the Principal. Teachers can raise matters in faculty meetings, wellbeing team meetings and may also request an individual meeting with a member of the Senior Leadership Team or if needed, the Principal. All members of the Senior Leadership Team and the Principal maintain an open-door approach and are always prepared to meet with staff.

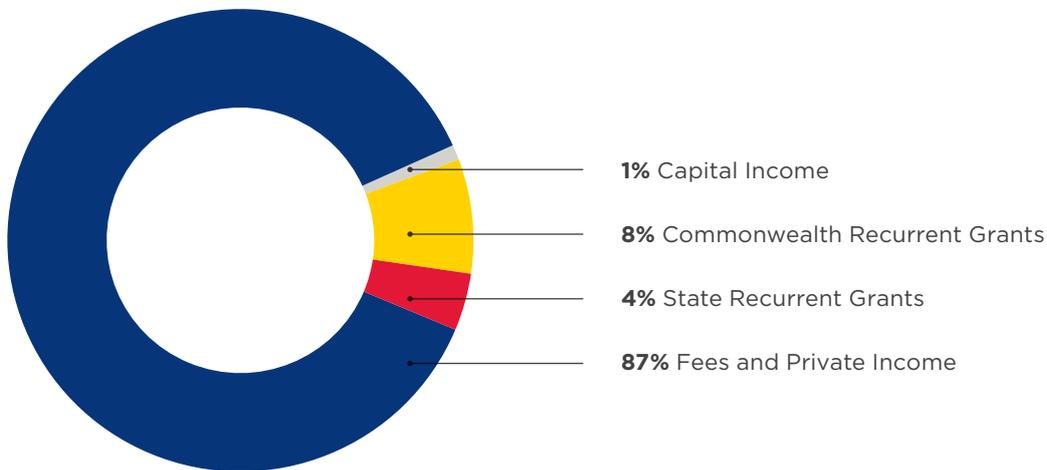
# Summary of Financial Information

Ravenswood delivered pleasing financial results for the year ended 31 December 2020, 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 categories are included in the

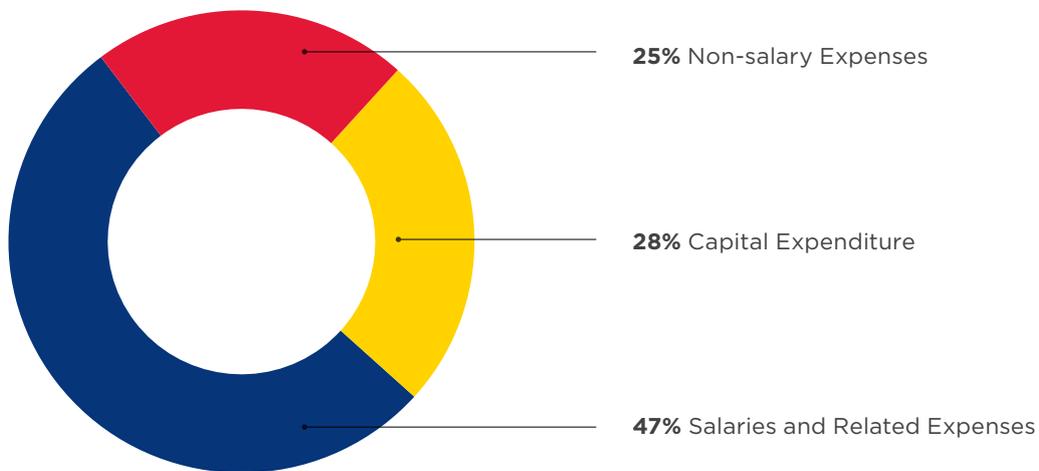
pie charts below to reflect how funds were derived and utilised.

Ravenswood continued to generate most of its income from fees and private income.

## 2020 Recurrent and Capital Income



## 2020 Recurrent and Capital Expenditure



# Publication

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The School's Annual Report is published on the NSW Education Standards Authority website and the School's website: [ravenswood.nsw.edu.au](https://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

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