



APPOINTMENT OF THE PRINCIPAL

# WENONA

MARCH 2024



ODGERS BERNDTSON



# Invitation from the Chair of the Board of Governors



With Dr Briony Scott's decision to pass on the baton to the next Principal of Wenona at the end of this year, after 14 years of inspiring leadership, the Board of Governors seeks to appoint her successor.

Since its foundation in 1886, Wenona has been at the forefront of advocating for and educating young women, empowering them to serve and shape their world. We are deeply proud of this history and of the girls' academic outcomes and broader achievements. The Board is committed to Wenona continuing to have a bold and forward-looking agenda and offering an exceptional education.

Wenona is a non-selective independent girls' school with a holistic approach and a wellbeing focus, guided by our values of *courage, strength, grace, wisdom, and kindness*. Wenona girls and young women are supported in finding their voice, exploring their leadership, learning holistically through a rich breadth and diversity of opportunity, and challenging themselves to achieve their personal best in all endeavours. Our desire is for them to flourish throughout their lives and to give back, reflecting our motto *Ut Prosim* – that I may serve. The strength of our community derives from this shared sense of purpose.

On receiving the baton, our next Principal will inherit a vibrant school that is in robust health. We have a record of being innovative, of students with a thirst for learning, of outstanding and dedicated staff, of strong enrolments, and of having a wonderful community and inclusive, respectful culture.

As we look to the next era for Wenona and to the changes that are taking place around us, the Board is excited by the opportunity to work with our incoming Principal, building upon the tremendous success of the School, ensuring that we continue to challenge and extend ourselves, and providing the best possible contemporary and relevant opportunities for our students, families and staff.

I warmly encourage you to give serious consideration to joining our remarkable School.

**Ms Catherine West**

Chair of the Board of Governors



# Contents

Invitation from the Chair of the Board of Governors	3
About Wenona	5
Governance	7
Our Vision and Values	8
Learning	9
Wellbeing	12
Beyond the Classroom	14
Boarding	18
Campus and Facilities	19
Our Community	20
Our People	21
The Role	23
Selection Criteria	24
How to Apply	25

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## About Wenona



In 1886, young visionary Miss Edith Hooke, aged 20, opened Wenona's precursor, Woodstock, in a cottage on West Street, North Sydney. An alternative to "dame schools", which simply prepared girls for marriage, Woodstock offered a full complement of subjects: Languages, Science, and Sport. Its students were imbued with the importance of serving others, in line with the School's motto, *Ut Prosim*, that I may serve.

Taking in day girls and boarders, Woodstock flourished and outgrew a number of its premises. In 1913, Miss Hooke reopened Woodstock as Wenona, a primary school for day girls. In 1920, former Head Girl Miss Edith Ralston purchased the School, and a year later, relocated it to 176 Walker Street – the site it sits on today. Over the next 43 years as Headmistress, she oversaw expansion and set the foundation for what we know as Wenona.

For more than 130 years, Wenona has been led by visionary female leaders who recognised the value of women's education. Their legacy, like that of Miss Barbara Jackson who helmed the School for almost three decades, continues to this day. Since current Principal Dr Briony Scott, an alumna under Miss Jackson, arrived in 2011, she has carried out her vision to educate "Renaissance women".

Today, with over 1,400 girls and young women, Wenona may not be the same little School on West Street, but what remains from Miss Hooke's Woodstock is a strength in relationships, a culture of service and a vision to empower women to revel in the challenges ahead of them now and into the future.

An important event in the Wenona calendar is the annual Foundation Day which celebrates the history of the School.

## We Are Different

### **Beyond Stereotypes**

From poetry to Applied STEM, from diverse playing fields to the stage, and from Science laboratories to the lectern, Wenona women are encouraged to be brave and adventurous and to excel in all areas of the curriculum and beyond.

### **A Growth Mindset**

We celebrate a growth mindset, seeking personal best rather than perfection. We know that learning is about reaching beyond our comfort zone, with a sense of humour and adventure.

“Our mission is to provide an outstanding, global education for the girls in our care, by developing a contemporary, innovative and engaged learning community, marked by a commitment to the inherent value and potential of every child.”

## We Discover

### **Wenona Women Create**

At Wenona, through curiosity and creativity, we celebrate an even deeper appreciation of humanity, the arts, culture, and philosophy.

### **Creative Minds Play**

From Kindergarten to Year 12, with hands, minds, voices, and technology, and across the disciplines, girls are set free to imagine new solutions, realise their unique potential and dream of the contributions they will bring to their chosen fields.

### **Wenona Women Perform**

With a host of choirs, music ensembles, dance, drama, stage management and other opportunities, Wenona's vibrant Performing Arts program excites and challenges girls of all ages. The Wenona community is privileged to own the world-class Independent Theatre, where standing up and speaking out becomes second nature.

## We Are Active

### **Brave, Strong, Active**

At Wenona, sport builds friendships, fitness for life, mental acuity, determination, character, and a healthy mindset for young women. Extra-curricular sport is not compulsory, yet most of Wenona's students enjoy a number of different summer and winter sporting competitions. Girls discover the value of training, commitment, and teamwork. Spirited House competition ensures girls experience the thrill of belonging and the excitement of winning with grace.

### **Finding Greatness Within**

We are glad that so many of our girls enjoy sport. They are encouraged to take their quest for personal best as far as possible, with a number of current and former students representing Australia in diverse competitions.

## We Are Adventurous

### **Learning Beyond The Classroom**

Wenona embraces outdoor education. Away from their usual comforts and technology, girls discover more about themselves and each other. Moving beyond their comfort zones, they experience the exhilaration of unexpected accomplishments.

### **Bravery, Resilience**

Taking on safe risks such as giant swings, high ropes, camping, navigating, bushwalking and nights under the stars, girls find they have greater resilience and self-sufficiency than they thought. They develop confidence, maturity, independence, and a deeper appreciation of the environment.

### **The World At Our Feet**

Many senior students embrace further challenges to achieve Bronze, Silver, and Gold Awards on the Duke of Edinburgh program. Additional skills are honed as they take responsibility for preparing, leading, and navigating their journey. Many students take part in local and international Service Learning tours, experiencing and learning much about their world.

## We Serve Our Community

### **Ut Prosim, That I May Serve**

Wenona's motto guides Service Learning throughout the School. In groups and as individuals, girls of all ages consider and act on the needs of others.

### **Global Opportunities**

Wenona's global Service Learning adventures are inspiring. Young women from Years 9 to 12 may contribute to communities in remote Australia, Asia, South America, Africa, and Europe.

# Governance



Wenona is owned and operated by Wenona School Limited, a company limited by guarantee. Wenona School Limited is controlled by a Board of Governors who are the directors of the company. Board members bring to their role expertise from a range of professional backgrounds. Some have strong family ties with Wenona, some are Alumnae and some are parents of current students, ensuring an all-round understanding of the Wenona community.

Wenona's Board of Governors is committed to flexibility and innovation in education and to providing the resources and environment to achieve this, while holding to Wenona's strong traditions.



The current Board Members are:

- Associate Professor Antoinette Anazodo OAM
- Ms Kate Burleigh (Chair of Compliance and Governance sub-committee)
- Ms Wallis Graham
- Ms Anne Hemmings (Chair of Physical Resources sub-committee)
- Mr Geoff Joyce (Chair of Finance sub-committee)
- Ms Jillian Masselos (Deputy Chair)
- Mr Manny Petros
- Mr Chris Pope
- Mr John Ralston OAM.

# Our Vision and Values



COURAGE



STRENGTH



GRACE



WISDOM



KINDNESS

## Our Vision

To educate and empower young women, in a global learning community, to serve and shape their world.

## Our Mission

To provide a preeminent global education for the girls in our care by developing a contemporary, innovative, and engaged learning community, committed to the inherent value and potential of each child.

## Our Purpose

To deliver world class, contemporary, relevant education for girls, with a culture based on positive, respectful relationships, a focus on leadership and service.

## Our Motto

*Ut Prosim, that I may serve.*

## Values

Courage, strength, grace, wisdom, and kindness.





# Learning



As a Kindergarten to Year 12 school, all education is underpinned by a learning framework that aims to provide a common language and understanding, which all teachers and students can work towards and meet within their classroom and across the School. For girls with additional requirements, the Learning Enrichment Team covers learning support and gifted and talented programs.

Reflecting Wenona's commitment to a breadth of experience, more formal academic learning is complemented by a wide range of outdoor, service, and leadership opportunities. Girls are encouraged to step outside their comfort zones into their "challenge zones" through the Outdoor Education Program which offers a range of challenging and exhilarating experiences designed to foster friendships and develop a sense of adventure, resilience, responsibility, leadership, teamwork, and personal growth. Further opportunities include camps and sports such as Snowsports, Dressage and Diving. All senior students are encouraged to take on formal leadership roles and to lead by example in embodying a spirit of service. Overseas Service Learning trips to such locations as Tanzania, Peru, and Nepal provide memorable experiences for our senior students. Strong and sure Pastoral Care throughout their schooling helps the students flourish.

## The Renaissance Woman

A “Renaissance woman” is immersed in a holistic education that spans academic learning across a diverse curriculum, including STEM, ethics, philosophy, culture and humanities, creative and imaginative expression and physical development.

This woman cultivates emotional intelligence; explores a deeper understanding of her identity; finds purpose through a connection to community and gains confidence in the exercising of leadership.

We support students to graduate as Renaissance women: creative, resilient, articulate, well-educated, filled with a sense of humour and a capacity for adventure. This is achieved in two ways. The first is through the implicit modelling of these qualities throughout the School. They are woven into the curriculum and teaching style, as well as the expectations we place on the students. The second is explicit, through our Renaissance Studies courses. Inspired by the Socratic method of teaching, they are based on cooperative dialogue and debate, encouraging critical thinking; there are no right answers, the point is to consider, contemplate and question.

Renaissance Studies began with Year 12 students in 2013 and has since been extended to Years 5, 7, 8, 9, 10 and 11. Each year group has a stage-appropriate focus:

- **Year 5:** Ethical questioning arising from moral dilemmas
- **Year 7:** Adolescent psychology and social engagement
- **Year 10:** Sociology with a focus on gender and the place of women in society
- **Year 11:** Politics and religion with a focus on contemporary global issues
- **Year 12:** Life-matters; topics and information to prepare girls for life beyond school

## Junior School

At Wenona, the Junior School is split over two campuses, Woodstock for Kindergarten to Year 3 and Hooke House for Years 4 to 6.

Teaching and learning in the Junior School is built upon a philosophy of inquiry that celebrates curiosity, encourages students to be active participants in their learning, celebrates collaboration, questioning, global perspectives, personal challenge, and achievements. At Wenona, learning is a lifelong journey and not a destination.

The Junior School students cover the NES A curriculum which includes English, Mathematics, Science and Technology, History, Geography, French, Mandarin, Creative and Performing Arts and Personal Development Health and Physical Education. Where possible, their learning is transdisciplinary to encourage creative and critical thinking across disciplines.

Wenona is an authorised International Baccalaureate (IB) World School offering the Primary Years Programme (PYP) in Kindergarten to Year 6. Rich and dynamic learning experiences empower student voice, choice, and agency to reveal the innate capacity of even our youngest learners to be agents of change in their community.

Our Woodstock piazza space is purpose-built to provide for hands-on activities, inspired by the Reggio Emilia approach to experiential learning. All students enjoy the use of Wenona’s Visual Arts studios, gymnasiums, swimming pools, and our professional kitchen.

## Middle School

In Middle School, Years 7 and 8 girls explore a range of subjects and activities, developing a sense of adventure, compassion, and responsibility, while they build the skills and study methods that will set them up for success in Upper School. From Year 7, they can study French, Spanish, Chinese, Japanese, Italian or Latin.

Middle School students are split into small Connect groups, overseen by Connect teachers, Year Coordinators and the Head of Middle School. In these groups, the students form strong bonds with staff and peers. They learn resilience, cyber-safety, citizenship, and how to navigate relationships, as well as undertaking drug and alcohol education.

## Upper School

Upper School consists of students in Years 9 and 10. To reflect their growing self-confidence and maturity, students are given increased agency and choice to tailor a program of study that suits their preferences. It is an opportunity for students to pursue their passions and develop their intellectual curiosity and independence as they prepare for the academic challenges ahead.

We have the highest expectations and aspirations for our students, and in Upper School, we continue to stretch and challenge them well beyond the demands of the curriculum. To increase their engagement and build their capabilities, students receive opportunities to develop a portfolio of micro-credentials – skill-specific certifications that are industry-recognised and will enhance their future study and career goals.

To complement their academic work, Upper School students are encouraged to make the most of the many co-curricular, Service Learning and leadership opportunities available to them, in the knowledge that success in one area often builds the confidence and competence to be successful in another. This includes opportunities to make a meaningful difference in local, national, and international communities.

## Senior College

Intellectual growth, independence, self-determination, and leadership are the hallmarks of the Senior College experience for students in Years 11 to 12. Wenona's Renaissance Studies program equips them to transition seamlessly into tertiary study and professional life as fully-rounded people at home in the world.

Years 11 and 12 students are strongly supported through the Higher School Certificate process and have access to a broad range of subjects.

## Careers

Wenona's comprehensive Careers Education Program is future-focused, equipping students from their Middle School years, with the chance to develop career-specific skills and insights into the world of work. Our Career Mentoring Program offers students an array of opportunities to network, interact and engage with members of the Wenona Alumnae across a range of professions and industries.

In Years 11 and 12, the Career Development Program becomes personalised, with students regularly meeting the Director of Student Opportunity and Careers Education to discuss their goals and aspirations. The annual Academic Tour takes Year 11 students to university campuses across the country to facilitate informed decisions about the course and university that best aligns with their future aims.

# Wellbeing

Care for our students, our boarders, our staff, our families, and the wider community underpins every aspect of life at Wenona. The Wellbeing team at Wenona includes specialist Year Coordinators, Heads of School, Allied Health Teams, including a Health Clinic and Counselling services.

Taking a holistic approach to education, we address the cognitive, social, emotional, physical, and psychological needs of girls as they navigate their way through childhood and adolescence. Central to this is an extensive, formal Wellbeing Program, complemented by a School-wide attention to our students' wellbeing and development from Kindergarten to Year 12.

## Social and Emotional Learning

We take a holistic view of our girls' development, nurturing each one and monitoring their progress from Kindergarten to Year 12 as they develop resilience, self-confidence, grace, compassion, kindness, a sense of humour and a capacity for adventure.

Formal social and emotional learning is delivered by Junior School classroom teachers and Middle School, Upper School, and Senior College Connect teachers, plus Year Coordinators and Heads of School. We encourage reflective practices and make time to share stories, mark achievements, express gratitude and celebrate.

Leadership opportunities, outdoor education, community connections, Service Learning initiatives and the vertical School House structure are designed to help each girl discover her best self and shape her sense of purpose so she can, in turn, help shape the world.

## Counselling Services

Wenona's commitment to the care and support of our students includes a comprehensive counselling service, which is available to all students from Kindergarten to Year 12. Our Student Wellbeing team includes clinical psychologists who provide support and practical help for students experiencing emotional, behavioural, or family issues, including grief, stress, social problems, or mental health concerns. Liaising with parents, teaching staff and external professional health providers, the Student Wellbeing Team ensures the needs of students are met while protecting the privacy and dignity of girls and their families.

## Inclusive Education

At Wenona, diversity is recognised, valued, encouraged, and catered for. Students arrive with a wide range of abilities and challenges and are welcomed into an environment where they feel valued and supported, to achieve to their best. Our staff are trained to cater to diverse learning needs, and we have the resources and expert support required to tailor learning to different styles and capabilities.

Our Wellbeing teams monitor each girl's development and can access further specialist help where required, to ensure students grow into confident, capable 'Renaissance women'.



# Beyond the Classroom

## Sport

From Year 3 onwards, the girls can compete in interschool competitions organised by the Independent Primary Schools Heads of Australia (IPSHA) or the Independent Girls' Schools Association (IGSA - Sport) on Saturday mornings and at the respective Swimming, Cross Country, Athletics and Gymnastics Carnivals as well as the Tildesley Shield Tennis Tournament for Senior School girls. Wenona also provides opportunities for girls to compete in local community-based competitions for select sports which are held of an evening mid-week or on Saturdays. We also offer competitive and fitness-based swimming squads throughout the year.

Wenona fosters the progression of students selected into representative teams along the school pathway from IPSHA and IGSA, to NSWOCIS and National All Schools level. We also support girls to pursue their sporting passion outside of School.

Wenona recognises the importance of sport, physical activity and play in a holistic education. We provide opportunities for students seeking more general recreational activities without the desire for competition. Activities range from Skipping, Basic Skills, Gymnastics and Tennis in the Junior School to Water Sports, Fitness, Pilates, and Fencing in the Senior School. Whether the girls are competing in regional, state, or national competitions or simply having fun in a social team, they are encouraged to do their best while learning the benefits of teamwork and building their physical coordination.

## Outdoor Education

Wenona's exhilarating outdoor education program helps develop our students' sense of adventure, resilience, leadership, responsibility, lateral thinking, and teamwork.

With a series of engaging camps and adventure trails, girls from Years 3 to 12 discover the power of self-reliance and motivation and deepen their bonds with each other and their teachers. Their confidence, courage, and self-esteem are boosted as they progressively step outside their comfort zones, participating in activities from hiking, and canoeing to horse riding, abseiling and rock climbing.

We also support the Duke of Edinburgh program with its 'Adventurous Journey' requirement in Years 9 to 12, as well as a range of specialist opportunities such as Drama and Debating camps.

## Wenona Swim Club

The Wenona Swim Club (WSC) is a community-based club with membership open to Wenona School students and selected members of the public. It is led by a committee and endorsed by the School. The Club caters for non-competitive swimmers right through to elite-level athletes in both able-bodied and multi-class categories. Active at Swimming NSW and Swimming Australia events, the Club is supported by a year-round squad-based program operating on the School premises in a new state-of-the-art 25 metre pool. Wenona has a long and proud history of aquatic programs. The Wenona Swim Club continues this tradition in support of students and the wider community.

## Cadets

In 2017, Wenona expanded its co-curricular program to include Cadets. Throughout the program, students develop their confidence, explore their full potential, and learn a range of new skills including leadership and team building.

The Cadet program seeks to support Wenona's Renaissance Woman Framework, which encourages students to become confident, resilient, and articulate women, whilst developing their sense of adventure, leadership, responsibility, lateral thinking, and teamwork skills.

Cadets is available to Wenona students in Years 9 to 12. They join members of the Shore Cadet Unit at Shore School every Monday, to undertake training for outdoor experiences, ceremonial activities, and the development of leadership skills.



## Creative Arts

Wenona has a long-standing tradition of excellence in Creative Arts. Starting in Kindergarten, students explore their creativity and develop an appreciation for art using our first-rate facilities and studios. In accordance with the NSW school syllabus, students get a hands-on feel for art and a grounding in art theory. They study Visual Arts and Technology and Applied Sciences (TAS) in Year 7 and 8, after which they can choose to delve further into specific strands.

Teachers, artists, and designers lead classes and workshops in ceramics, drawing, electronics, furniture design, graphic design, illustration, industrial design, jewellery design, painting, photography, printmaking, sculpture, textile design, timber and plastics technologies, and more.

Our students are regularly singled out for their achievement in HSC art and design subjects as well as in other significant exhibitions and awards. Students in all grades are enriched with regular excursions to galleries, and those in Years 10 to 11 have the opportunity to visit the world's art and design capitals as part of our biennial Creative Arts Tour, which takes in exciting cities as Berlin, Copenhagen, Amsterdam, Florence, Venice, Paris and New York.

A Creative Arts extra-curricular program is available after school and in the holidays for students from Years 3 to 12. Workshops focus on activities such as oil painting, watercolours, ceramics, fashion illustration, filmmaking, and design.



## Performing Arts

To foster their development as 'Renaissance women', Wenona girls take part in a rich Performing Arts program that includes Drama, Music and Dance.

Music is studied as an academic subject from Kindergarten through to the Higher School Certificate (HSC). Private extra-curricular tuition is also available.

As part of their Music studies, Kindergarten to Year 2 students sing in their classroom setting and perform at School events. From Year 3, students learn a string instrument as part of their academic program. From Year 4, the Instrumental Music program expands to include band instruments.

Years 3 to 12 are encouraged to join one of our nearly two dozen musical groups. These include six choirs, an orchestra, string, wind, brass and flute ensembles, a string quartet; a concert band and a rock band. They can also take part in School musicals, which alternate between Junior and Senior productions each year.

Academic Drama is studied as part of the English syllabus until Year 9, from which point it can be taken as an elective, through to HSC Drama. Extra-curricular Speech and Drama classes are also available. Our students have an outstanding history of achievement in HSC Drama, with a list of nominations, acknowledging their excellence.

Dance is provided as an academic subject from Year 9 onwards and as an extra-curricular offering from Kindergarten to Year 12, through a comprehensive program taught on campus.



## Debating

The Debating program at Wenona imparts lifelong skills. It helps students develop strong listening and teamwork abilities, prompts them to analyse opposing points of view, and enables them to present their ideas confidently and persuasively in any context.

From Year 2, students debate competitively within the School and in Year 6 they begin debating competitively outside of School in the Independent Schools' Debating Association Competition (ISDA) and the Schools Debating Network Competition. They are supported by coaches and a dedicated Debating Coordinator.

In the Senior School, formal auditions are held for our Debating teams. The girls work with university-level coaches and compete against schools across the state in the Independent Schools' Debating Association Competition (ISDA), the Archdale Competition for Independent Girls' Schools and the Schools Debating Network Competition.

## International Opportunities

Wenona offers a range of global experiences to broaden our students' horizons, including educational exchanges, Service Learning trips and cultural and sporting tours.

### Exchange and In-country Immersion

Students taking a language are eligible for a student cultural exchange run via a range of external organisations. At the end of Year 10, participating students travel overseas, live with a host family and attend school in the host country for a number of weeks. There, they gain language skills, increase their confidence and independence, and develop valuable traits such as spontaneity and adaptability. Wenona is also very happy to host visiting students in a reciprocal arrangement.

### Service Learning

From Year 9 onwards, students are encouraged to join our Service Learning trips, where they undertake community building and humanitarian work in countries such as Tanzania, Cambodia, Laos, Borneo, Thailand, Fiji, Peru, and remote communities in Australia. They can engage in specialist tours such as the working with animals in environmentally challenging areas or helping scientists working on the Great Barrier Reef. Through such experiences, students develop empathy, practise intercultural communication and learn to value the perspectives of other people and cultures.

### Overseas Cultural and Sporting Tours

Students interested in creative arts can join the biennial Creative Arts Tour and visit art capitals of the world – Venice, Florence, Paris, Berlin, and New York. Students in Years 9 to 12 can elect to join the Music Tour, which also runs every two years to destinations such as North America and Europe. In addition, Wenona provides overseas sporting tours for team competitions, display games, coaching and team building. We also support opportunities for graduating students to undertake post-school exchange programs or international study.



# Boarding



For generations, Wenona boarders have formed life-long friendships and built independence, flexibility, and tolerance in the Boarding House. Our boarding community consists of up to 50 girls from Years 7 to 12 who come from around Australia and overseas. The girls live safely in the heart of the School in newly refurbished heritage accommodation. They are supported academically, socially, and emotionally by dedicated and experienced staff under the watchful leadership of our Head of Boarding.

Boarders can take advantage of the many extra-curricular activities offered on campus by Wenona. During the week, a dedicated prep supervisor is on hand to guide Middle and Upper School boarders with their homework, and the Evening Study Centre, staffed by teachers from all curriculum areas, caters for Senior College students. Public transport, shops and parks are all within reach, enabling the girls to experience the best of Sydney in their free time.

# Campus and Facilities



Wenona is located on the crest of the hill in North Sydney, adjacent to St Leonard's Park and close to Victoria Cross Metro Station which will open later this year. We have a mix of heritage buildings that reflect the School's origins and contemporary purpose-built facilities, which have been woven together to create a delightful and pleasing campus. We have our own theatre, The Independent Theatre, which has a long history in Sydney's performing arts.

In recent years, Wenona has invested significantly in new learning spaces. Our beautiful new Athenaeum Building is a world-class, sustainable, university-style building, designed by architects Tonkin Zulaikha Greer. It incorporates state-of-the-art Science, Technology, Engineering and Mathematics (STEM) learning areas, laboratories and food technology kitchens, flexible learning and study areas, a sports science hub and an Aquatic Centre complete with a water polo-ready 25m swimming pool and a learn-to-swim pool.

Going forward, Wenona intends to continue to enhance and expand its built environment and facilities to ensure they meet the future needs of students and staff.

# Our Community

## Wenona Alumnae

Wenona is very proud of its Alumnae network and the inspirational women who share a special bond with our School and with each other. We celebrate the ongoing achievements of these Wenonians and the contributions they have made in various fields. Their stories inspire our current students who are following in their footsteps.

Wenona Alumnae connects this community through special events, professional networking opportunities, fundraisers, seminars, mentoring programs, social gatherings, reunions and more. The Wenona Alumnae Committee hosts fundraising activities throughout the year to support ongoing scholarships.

*"Once a Wenonian, always a Wenonian"*

## Parents' Association

The special experience Wenona provides is made possible by the strong partnership between the School and its parent community. The Wenona Parents' Association (WPA) facilitates this partnership, acting as a conduit for information and feedback, and a source of support. Parents become WPA members when their daughter commences at Wenona. All are encouraged to get involved and contribute to the life of our wonderful School.

Throughout the year the WPA and Year Representatives arrange many events to enable opportunities to come together as year groups and as a whole School community. These range from picnics to family walks, parent dinners, and of course the WPA's two not-to-be-missed biennial events – a gala party and Spring Fair.

## Wenona Foundation Limited

The Wenona Foundation, established in 1999, is the vehicle for fostering philanthropy and administering the School's development programs. The Foundation is governed by a Board of Directors made up of parents, past parents, and Alumnae. Regular opportunities to contribute to Wenona include annual giving appeals, donations with tuition fees each term, and gifts in wills. Periodic capital appeals are conducted to raise funds for specific building or scholarship projects.

With the support of the Wenona community, the School continues to develop the most advanced facilities available for teaching and learning for young women, including most recently The Athenaeum.

# Our People



Every staff member contributes to Wenona being the School it is. We have a ‘one staff’ ethos that values everyone, be they professional services staff or teachers, and we strive to provide each with development opportunities that will enable them to flourish. We seek to be an employer of choice.

One of the highlights of the year for the Board of Governors and all staff is the Board of Governors’ Dinner to recognise and celebrate all staff. Annual Fellowships are awarded to staff to enhance their areas of practice. In addition, awards determined through a staff vote, are presented to celebrate the contributions of individuals who have excelled.

Wenona’s commitment to excellence in education is made possible by exceptional educators for whom teaching is a calling. Many are leaders in their fields, driving advances and innovation; all are deeply knowledgeable and dedicated to our students.

Wenona educators are also committed to life-long learning. Ours is a ‘parallel’ school, where the students’ education is matched by the ongoing professional development of our staff. With the support of the School and their peers, Wenona teachers continually extend themselves, gain new qualifications, and undertake new challenges. Read more about their journeys in our annual professional learning publication [Upon Reflection](#).



# The Role

The Principal is responsible to the Wenona Board of Governors for the educational leadership and effective management of the School.

Wenona is known for empowering young women, developing their confidence, encouraging their voices and providing them with a rounded and broad education that prepares them for their lives. As the expectations and challenges shift for each generation of women, we seek to adjust and refine what we offer, ensuring its continued relevance while staying true to our values. Our next Principal will be a strong advocate for women's empowerment and be a role model for the girls. They will also be attuned to the changes taking place in education and society and appreciate the consequent impact on the girls, their families and the School.

Wenona is non-denominational but informed by Christian traditions, exemplified by our commitment to service and our values of leading with courage, strength, grace, wisdom, and kindness. Wenona traditions include our annual carol service, leadership induction and graduation services at St Thomas' Anglican Church and readings and hymns on Foundation Day.

The Principal will be a visible and engaged leader who builds strong relationships across the community with students, families, alumnae and staff. Our boarders are at the heart of the School and our relationship with them and their families is particularly important. We have a one-school ethos, but within that we recognise the age-appropriate focus of each stage. Our sub-school structure ensures that every girl feels connected and known, retaining a small school feel. Meaningful student voice goes hand in hand with empowering our girls.

We are non-selective, and the focus is on each girl achieving her personal best. We value excellent academic outcomes within the context of a rounded education and encourage girls to apply themselves to a wide range of subjects, including our distinctive Renaissance Studies and STEM offerings, as well as immersing themselves in cocurricular and service activities. As part of our constant renewal, the Principal will ensure that we have a contemporary, research-informed approach to teaching and learning that is aligned with the girls' needs post-school, as well as at school, and that this flows into our professional learning programs for staff. We will continue our commitment to thoughtful and bold innovation, building partnerships, including with boys' schools, and looking to best practice globally.

Core aspects of Wenona's rounded education are our wellbeing and cocurricular programs. Exceptional care and support enable each girl to discover her own path. Our cocurricular programs complement our academic programs and girls are actively encouraged to extend themselves. And we cherish the sense of joy and fun that permeates the school.

As we seek for the girls to be empowered, we seek for our staff to be empowered and to have the satisfaction of working in high performing teams. All schools are facing challenges for future recruitment and our Principal will ensure that Wenona continues to attract and retain outstanding and committed staff, providing them with opportunities to enhance their own learning and development and to work in a rewarding environment, ensuring we are an employer of choice.

The Principal will be a powerful advocate for the School and an effective communicator. They will have the capacity to distil the complex into meaningful and actionable messages, clearly articulating the School's purpose and direction.

Good governance is essential for any school. The Board of Governors seeks to develop a collaborative relationship of trust with the Principal that supports excellent governance and the long-term health of the School. Our vision and values underpin the future direction of the School. The Principal will work with the Board in the development of the next iteration of our strategic plan, which will be derived from this vision, and the refinement of our masterplan. The Board is committed to the continued enhancement and development of our learning spaces.

As the leader of a substantial business, the Principal will ensure the School's continued sustainability and deliver value for families. In addition to the financial, risk, legal, compliance, facilities and people management aspects of the business, the Principal will ensure the effective marketing of the School and healthy enrolments.

# Selection Criteria



## Educational

- A visionary educational leader with a research-informed and evidence-based understanding of the contemporary needs of girls and young women and a commitment to a rounded education that values academics, wellbeing, cocurricular and service.
- Experience in overseeing the development of an innovative and progressive approach to teaching and learning that looks to the future needs of the girls and delivers optimal outcomes.
- Passionate about learning, confident in their own teaching practice and with the capacity to support and encourage staff and students to be the best they can be.

## Leadership and Strategy

- Having the ability to articulate a clear strategic direction and align operational delivery, empowering teams, engendering collaboration and ensuring a shared sense of purpose and direction.
- Able to build productive relationships across the community, communicating proactively, being inclusive and being deeply committed to empowering women.
- Having a record of leading and developing high performing teams, and of attracting and retaining excellent staff.

## Business and Operations

- Having the capacity to manage a large and complex business to ensure its long-term health and sustainability including marketing, enrolments, philanthropy, facilities, technology, risk, finance, health and safety, compliance and people management, with a commitment to good governance, including openness and transparency in their relationship with the board.

## Personal

- Being a role model for the values of the School and bringing integrity, empathy, warmth, resilience, respect, sound judgement and humour.



# How to Apply

For a confidential conversation please contact:

**Jane Harlen** on +61 2 8905 3711 | [Jane.Harlen@odgersberndtson.com](mailto:Jane.Harlen@odgersberndtson.com) or

**Andrea Ripani** on +61 3 8375 7445 | [Andrea.Ripani@odgersberndtson.com](mailto:Andrea.Ripani@odgersberndtson.com)

Applications for the role should include:

1. **Candidate Statement**

A brief statement of application (no more than three pages) outlining what you feel you would bring to this position, what you would expect to accomplish in the role, and reflecting on your past experience in the context of the selection criteria on page 24.

2. **Curriculum Vitae**

A maximum of five pages covering:

- > Full name, home address, confidential email address and mobile contact details
- > Confirmation of right to work in Australia
- > Positions held, dates, scope of responsibilities and key achievements
- > Details of education and qualifications
- > Any other relevant information, such as involvement in professional and community activities.

3. **Referees & Date of Commencement**

- > Full contact details of three referees whom the consultant may contact. Referees will be contacted only after consultation with the candidate.
- > An indication of when you would be available to start.

The preferred method of application is online at [www.odgersberndtson.com/91038](http://www.odgersberndtson.com/91038). All applications will receive an automated response.

Should you be unable to submit your application online, please email it to: **[Andrea.Ripani@odgersberndtson.com](mailto:Andrea.Ripani@odgersberndtson.com)**

**The closing date is Sunday 21 April 2024.**

*The successful applicant will be expected to meet the ongoing requirements of a Working with Children Check and adhere to the School's Child Protection Policy. They may also be asked to undertake leadership and psychometric assessments in the final stage of the process and undergo a national crime check.*

*Wenona reserves the right to appoint by invitation.*

