



Pymble Ladies' College

ANNUAL REPORT

2019



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THEME 1: A message from key school bodies

MESSAGE FROM THE CHAIR OF COLLEGE COUNCIL

2019 was an exciting year of achievements for our girls and transition for the College.

The College Council was delighted by the results of our 2018 HSC graduates, of whom 21 achieved an ATAR of 99 or greater, three scored the highest possible ATAR of 99.95 and five students placed First in Course in New South Wales. You can read the full summary on pages 9-12 of this report, and I'm sure you will agree these are remarkable results for students from a non-selective school.

In addition to academic excellence, our girls demonstrated that our single-sex environment, combined with the myriad of opportunities we offer at *Pymble*, is a powerful motivator for participation and success in a broad range of learning areas.

Some of the extraordinary Co-curricular highlights of 2019 included:

- Winning the annual Independent Girls' Schools Sporting Association (IGSSA) Athletics, Swimming and Diving, and Head of the River Championships;
- 19 students represented Australia in either Athletics, Diving, Gymnastics, Snow Sports, Netball, Fencing, Football or Sailing;
- Chloe Hoang, from Year 9, placing second in the national final for 'UN Youth Voice';
- More than 600 of our talented dancers featured in our annual Dance showcase, which ran over four days;
- One of our Year 12 students, Melissa Li, was awarded Young Citizen of the Year by Ku-ring-gai Council;
- Seven current students (and two 2018 graduates) received the Gold Duke of Edinburgh's award; and
- Our robotics team competed in two Australia Regional FIRST Robotics competitions, the Southern Cross Regionals and the South Pacific Regionals. They reached the semi-finals in the South Pacific Regionals.

We continued to develop our extensive network of partnerships with businesses, institution and organisations to deliver diverse, flexible and authentic 'real world' learning experiences for our girls as 21st-century learners and global citizens. This was facilitated by the appointment of a full-time Director of Partnerships, who commenced work on a formal *Pymble* Partnership Program.



Mr James Hunter, Chair of College Council

Businesses or organisations we partnered with in 2019 included:

- The NSW Rural Doctors Network, to deliver the inaugural Rural Health Careers Forum and promote the benefits and rewards of a rural health career to high school students from schools across Sydney;
- IBM, to provide students with the opportunity to enrich and enhance their coding knowledge using real-world examples; and
- Venture Café, to allow staff the opportunity to engage with a wide range of thought leaders, innovators and entrepreneurs in a weekly forum setting.

We also continued our important partnership with the Australian Indigenous Education Foundation (AIEF), with whom we have worked for nine of the 12 years we have been running our Indigenous Scholarship Program. In 2019 we had 14 AIEF scholars boarding at the College and our Deputy Principal, Mrs Julie Shaw, received an AIEF award for her outstanding commitment to supporting AIEF students and programs at *Pymble*.

Our commitment to our rural Boarding community continued in 2019, with the commencement of two additional Boarding Scholarships for daughters

MESSAGE FROM THE CHAIR OF COLLEGE COUNCIL

of primary producers in rural Australia. In total, our College community, supported by the work of our Boarding Parent Group, raised \$60,000 to contribute towards an additional scholarship to help drought-affected Australian families.

2019 was also a year of significant beginnings and endings that will define a new era for our College. To begin with, it was the final year of implementation of our Towards 2020 Strategic Plan, which focussed on the four pillars of Personalised Education, People and Culture, Community and Sustainability, led by our Principal of 12 years, Mrs Vicki Waters. Having served with distinction from 2007 until 2019, Mrs Waters farewelled our community at the end of Term 2 to pursue her own business interests and we wish her every success.

Our new Principal – the ninth in 104 years – was selected after a comprehensive international search, and it was with great pleasure that we welcomed Dr Kate Hadwen to the College in Term 3 2019.

Dr Hadwen has more than 25 years' experience in educational leadership across the breadth of schooling from Kindergarten to Year 12 and has held roles including Principal, Head of Senior School, Head of Boarding and Primary Teacher in schools in Queensland, Victoria and Western Australia. She has also worked in research and as a university lecturer at Edith Cowan University, where she remains an Adjunct Research Fellow.

Dr Hadwen's Doctorate was on transitioning challenges faced by boarding students. She is currently a Non-Executive Director with the Australian Youth Orchestra, an Honorary Fellow of the Telethon Kids' Institute and the Child Health Promotion Research Centre and an Ambassador for Australia's Biggest Mental Health Check-in.

A strong advocate for collaborative leadership, evidence-based and data-driven education, and academic excellence, 'Dr H' (as the girls call her) champions student voice and leads with her personal philosophy, which centres on the girls' development and success. For all these reasons combined, she is perfectly placed to lead our College and our refreshed Strategic Plan, *Beyond 2020*, to ensure our girls are future ready, for whatever the future holds.

The year also saw some important changes to College Council, notably in relation to Strategic Planning and Master Planning that will commence in 2020. To assist with the development of new and revamped learning spaces at *Pymble*, our Asset Management Committee (AMC), led by David Myers, with Melinda Graham, Chris Fydler and Anne Empson, created a new Master Plan Advisory Group, represented by Braith Williams, Roger Parker and Geoff McWilliam, all of whom are previous *Pymble* AMC Chairs and bring invaluable knowledge to the group.

Council also formed an Education Committee, led by Professor Gin Malhi, with Dr Kate Highfield and Fiona Roughley supporting the clear pedagogical directions being developed by Dr Hadwen and her academic leadership team for our *Beyond 2020* Strategic Plan. Fiona Roughley (2001) is a *Pymble* ex-student and our newest Council member, whose immediate impact and insightful contributions have been greatly appreciated. Sadly, this year we said farewell to Glenda Butler, who has served diligently as our Council Secretary for 11 years. We are grateful for Glenda's contribution to the College and wish her the very best for the future.

In 2019, we completed a *Pymble* Council succession planning review, with some exceptional candidates identified for staged transition on to our Council in the years through to 2023. This is to ensure our Council continues to be guided by skilled leaders, and identified successors, who share the same vision, mission, values and passion for creating a world-class educational experience for our girls at *Pymble*.

Transitioning leadership are complex processes, which always bring inherent risk and opportunity. As we emerge from 2019 our Council is absolutely delighted with the incredible impact Dr Hadwen has brought to every facet of *Pymble* life; to our girls, our staff and wider community, and we enter 2020 with great optimism, anticipation and excitement of another very successful decade ahead at *Pymble*.

All' Ultimo Lavoro

Mr James Hunter

CHAIR OF COLLEGE COUNCIL





On Friday 30 August 2019, Dr Kate Hadwen was officially commissioned as the ninth Principal of Pymble Ladies' College

MESSAGE FROM THE PRINCIPAL

Stepping into the role as Principal of Pymble Ladies' College is a true privilege.

With this privilege comes great responsibility to uphold the standards, values and traditions that have been established by those who have come before me, while continuing to guide the school forward to meet the needs of future generations of students in an ever-changing world. I would like to take this opportunity to acknowledge the extraordinary contributions of my predecessor, Mrs Vicki Waters, who farewelled the school at the end of Term 2 after 12 years of service, and Mrs Gillian Moore, who led the school from 1989

to 2007. I am humbly conscious of "standing on the shoulders of giants" and committed to building on the work of our former leaders and staff, as well as my exceptional current colleagues, to ensure our College remains an educational centre of excellence for girls and a place where we all rise by lifting each other up.

On that note, I am ever-grateful for the support of the College's academic, administrative and operational staff who have been instrumental in helping me transition into the day-to-day running of the school, in particular our Deputy Principal, Mrs Julie Shaw, for her unwavering energy, efficiency and knowledge of all things *Pymble*.

MESSAGE FROM THE PRINCIPAL

Our Chair of College Council, Mr James Hunter, our Deputy Chair, Mrs Meredith Scott and all our Council members volunteer their time and professional expertise to guide and support critical decisions we make on behalf of our girls. It is clear to me that the governance and strategic direction of the College have been areas of excellence for many years and I look forward to working with our wonderful 'brains trust' to continue this tradition of excellence.

Pymble's College Council, Senior Executive, Executive, Boarding, teaching, administration and operational staff all share a vision for our girls' future; their desire to see our students succeed has no boundaries and knows no limits. I thank them all sincerely for all they have done and all they continue to do for our girls and the College community.

My first priority upon arriving at *Pymble* in Term 3 was getting to know the girls and staff, followed closely by gathering data that will allow us to continue to refine and further develop our academic, co-curricular and pastoral care programs. In August, the College commenced a cycle of research with students, parents and staff using surveys facilitated by MMG Education, the independent research organisation specialising in helping schools implement evidence-based improvement. More than 70 per cent of our community responded, resulting in over 400 pages of feedback. These findings are contributing to the development of the College's new Strategic Plan, our next phase of Master Planning and changes to the leadership structure of our Wellbeing program, which I look forward to sharing with you in next year's report.

Work has also begun on developing our *Pymble* Care Continuum, which will focus on skills to help our girls flourish both at school and in their adult life after graduating from *Pymble*.

The College has had an exceptional year of student and staff achievements worth celebrating. For this report, however, I am going to share a few of the many achievements that demonstrate the ongoing commitment of our girls, staff and families to striving for the highest in relation to the College values of Care, Courage, Integrity, Respect and Responsibility. These include:

- Supporting the Royal Flying Doctor Service of Australia, through various fundraising events including a Colour Run, Foundation Day service and our annual Garden Party.
- Raising \$40,000 for the Country Women's Association Disaster Relief Fund, through our annual Boarding Charity Event.
- Hosting our ninth annual four-day Sony Camp for children with special needs, on campus at *Pymble*, in partnership with the Shore School.
- Hosting students and staff from the East Meru Community School (EMCS), Tanzania, in their first reciprocal visit since we began working with them five years ago to help build their classrooms and contribute to their equipment and resources.
- Hosting our third annual Indigenous Round of Sport, attended by students at *Pymble* as well as Abbotsleigh School, Loreto Normanhurst and Monte Sant' Angelo Mercy College, to celebrate and acknowledge the significant contribution made by our Indigenous students and the important role sport plays in a young person's education and development.
- Launching and hosting the *Pymble* Economics Students' Conference, attended by 400 economics students from other local schools.
- Supporting The Exodus Foundation, Hornsby Kuring-gai Women's Shelter, School of St Jude, Jeans for Genes, CanTeen, White Ribbon, The Children's Hospital at Westmead and Royal Far West School, through various sub-school events, and through our monthly 'Casual for a Cause' donation program for staff.
- Launching our inaugural Chair of College Council's Alumni and Mentoring program for *Pymble* graduates, aged 18-30 years, to connect our younger graduates with senior leaders from our community as mentors.

These initiatives add an essential layer of learning for us all, highlighting who we are as a community and adding to the pride I feel to be leading *Pymble* Ladies' College both now and into the future.

Dr Kate Hadwen
PRINCIPAL



PPA Icebreaker Cocktail Party 2019

MESSAGE FROM THE PYMBLE PARENT ASSOCIATION (PPA)

Pymble Ladies' College has a strong, supportive and active parent community. The Pymble Parent Association is the umbrella Parent Support Group that engages our parents in several social, fundraising and parent/daughter events to foster a sense of community spirit and friendship among key stakeholders at the College.

We believe that a student's journey through the College is a three-way partnership between the school, parents and girls. As the key parent body, the PPA adopts an inclusive approach, engaging all parents on this journey – across year groups, schools and cultural backgrounds.

2019 was another exciting year for the *Pymble* parent community.

- Our first event was the annual PPA Icebreaker Cocktail Party, attended by more than 600 parents and staff.
- The New Parents' Lunch was a wonderful afternoon of connecting and mingling for new parents to the College.

MESSAGE FROM THE PYMBLE PARENT ASSOCIATION (PPA)

- The PPA's major fundraising event was a 'Movie and TV Show' Trivia Night, which was attended by approximately 260 parents. While attendance was reduced compared to the previous year's fundraiser, this was once again a fabulous night of trivia, music, laughter and fun which raised more than \$7,000 for the PPA.
- The *Pymble* Staff Barbeque for World Teachers' Day was a wonderful opportunity for the parent community to give back to our amazing staff and was well supported by parent volunteers. More than 180 staff members received a scrumptious lunch on Marden Lawn as a thank you for all their hard work during the year.
- Despite a change of date and time due to wet weather, *Pymble's* annual Garden Party featured 30 parent-led stalls and attracted more than 200 parent volunteers. Thousands attended the day, which overall was considered a tremendous success.
- The PPA held many and varied meetings to provide valuable information to parents in various interest groups across the entire school.
- The PPA was also pleased to initiate and fund The Vicki Waters Courage Award to recognise students who have demonstrated exceptional courage or bravery in a situation of personal challenge. This is awarded to three students in Years 6, 8 and 10 at the Junior School Speech Day and Secondary School Speech Night.

In addition to PPA events, the multiple Parent Support Groups across the different schools, sports and music groups held more than 60 events in 2019. These ranged from social events for the girls and their parents, to fundraising, information sharing and Windows into Learning sessions. This inclusive parent community and school engagement group, involving many dedicated parents and teachers, is one of the strengths of *Pymble Ladies' College*.

On behalf of the *Pymble* parent community, I would like to thank Mrs Vicki Waters for her service as College Principal and the tremendous support that she has shown to the parent community during her time at *Pymble*. Mrs Waters has all our best wishes for her future endeavours.

I would also like to warmly welcome our new College Principal, Dr Kate Hadwen, to the "*Pymble* family" and thank her for the effort and support she has given the parent community since the start of her time at *Pymble*. Thank you also to all the *Pymble* staff and parents as well as the broader *Pymble* parent community for their support, involvement and engagement at the College during the year.

It has been an absolute pleasure to serve as the PPA President in 2019. This has been an extremely rewarding experience and I wish the ongoing and new members of the committee for 2020, and the College, all the best for the year ahead.

Mrs Priscilla Macpherson

PRESIDENT – PYMBLE PARENT ASSOCIATION



Garden Party 2019



Sophie Mok and Onyinye Nwamadi

MESSAGE FROM THE HEAD AND DEPUTY HEAD PREFECTS

A Pymble girl is defined by her sense of independence, courageous spirit and love for her community. In true Pymble girl spirit, every student embraced the opportunities of 2019 and continued to “strive for the highest” in areas ranging from academic learning to music, debating, touch football and community service.

Our Prefects’ theme for 2019 placed an emphasis on striving for “OUR highest”. While the theme could be read as ‘2019 1 dream’, it could also be interpreted as ‘2019 I dream’, which encouraged students to imagine what “extraordinary” looked like for them, individually. In a society where there is pressure to be the person who is the best or smartest or fastest, we wanted to remind students of the importance of recognising outstanding personal achievement. Throughout the year, the Prefect body celebrated the unique achievements of students and helped to reinforce the importance of having a strong sense of self-worth and pride. From Boarders sporting their pink jerseys during Boarders’ Week, to Indigenous scholars dancing at our Indigenous Round of Sport, to our da Vinci Decathlon girls competing and winning the national title, *Pymble* girls were there cheering and supporting each other.

Our theme banner was made by a small group of talented Year 12 students. It featured the Jacaranda tree as a symbol of the essence, motto and values of

Pymble. The lion represented the *Pymble* girl growing through her life at the College. Together, the tree and the lion represented ‘2019 1 dream’. The banner was much more than a beautiful drawing. It was a reflection of *Pymble*’s past, present and future; a vision that lived in everyone and connected us to strive for the dream together.

We would like to thank the people whose commitment, contribution and passion made 2019 an incredible year.

- To Mrs Waters, thank you for your visionary leadership as Principal of the College for the last 12 years and for inspiring us with your endless dedication and passion for education.
- To our Deputy Principal, Mrs Shaw, Dean of Students, Ms Rockwell, Head of Senior School, Mrs Wyse, Deputy Head of Senior School – Year 12, Mrs Pryor, and previous Year Co-ordinators, thank you for your humour, support and guidance.
- To Reverend Rodriguez Torres and Reverend Bent, thank you for the constant joy which you spread throughout the school.
- To all staff, both teaching and operational, thank you for making an incredible school environment for us.

Finally, to our new Principal, Dr Hadwen, thank you for taking *Pymble* under your wing with an open heart and, in particular, for treating the Senior School with such kindness. In the short time we have had together, you have inspired us with your enthusiastic, genuine and personal approach to leadership. We know that *Pymble* is in safe hands.

It has been a privilege to be a part of the *Pymble* community. Our memories of *Pymble* will always be centred around the wonderful people we have connected with and their endless love and spirit. To the graduating class of 2019, we are so proud of all we have achieved during our time together and thank you for all your energy and enthusiasm. Keep flying, keep dreaming.

For the last time, this is Onyi and Sophie signing off.

Onyinye Nwamadi
HEAD PREFECT

Sophie Mok
DEPUTY HEAD PREFECT



Lara Richards, Samira Bagga and Nini Fan, Year 12



THEME 2: Contextual information about the school and characteristics of the student body

Pymble offers exceptional opportunities for girls and young women. They enjoy extensive curricular and co-curricular educational programs, advanced learning technology, outstanding facilities and extensive choices in the performing and visual arts, sporting and cultural arenas.

A strong academic record and focus on each student as an individual creates a caring, safe and stimulating environment that inspires a balanced educational experience. The College is deeply committed to academic, sporting and cultural excellence, and we are equally committed to service, contribution and giving back to the community.

Our vision is to provide an education universally acknowledged for its outstanding quality and exceptional opportunities.

Our mission is to foster in each student a passion for learning and scholarship, a quiet but unshakeable self-confidence, and the values and skills to make a worthwhile contribution to her community.

Five core values – Care, Courage, Integrity, Respect and Responsibility – underpin everything that we do and affirm our commitment to the Christian heritage of the College, providing a strong foundation for dynamic learning.

The College motto of *All' Ultimo Lavoro – Strive for the highest* inspires our students and staff to go beyond and to be the best that they can be.

The College is divided into five separate schools on the one campus, providing more leadership opportunities and more age-specific academic and personal care for each student. Each of the five schools has its own distinct precinct. There is a Preparatory School (Kindergarten to Year 2), a Junior School (Years 3 to 6), a Middle School (Years 7 and 8), an Upper School (Years 9 and 10) and a Senior School (Years 11 and 12). Each of the Schools has its own Head of School and its own Deputy Head of School.

Please visit the MySchool website for further information about the College: www.myschool.edu.au/school/43846



THEME 3: Student outcomes in standardised National Assessment Program – Literacy and Numeracy testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a series of tests focused on basic skills that are administered annually to Australian students.

NAPLAN 2019

Literacy and numeracy assessments were undertaken in Years 3, 5, 7 and 9. Please visit the MySchool website for a full breakdown of Pymble Ladies' College NAPLAN results for 2019. The results can be found in graphs, number and bands.

www.myschool.edu.au/school/43846/naplan



THEME 4: Senior Secondary outcomes

2019 HIGHER SCHOOL CERTIFICATE (HSC) OVERVIEW

Pymble proudly offers a comprehensive and balanced educational experience and nurtures students to make the most of their individual potential. As a result, our students consistently achieve top academic results in the Higher School Certificate.

In 2019, 277 students from Pymble Ladies' College sat for the NSW Higher School Certificate in 46 courses. On average, 79% of *Pymble* candidates across all 2-unit courses offered at the College achieved results in Band 5 and 6, compared with 47% of students across the state in the same subjects. In the 1-unit Extension courses, on average, 94% were placed in Band E3 or E4, compared with 87% across the state.

When compared to the state average, results in Bands 5 and 6 (2-unit courses) and Bands E3 and E4 (Extension courses) have remained consistently high, with student achievement above state level

2019 HIGHER SCHOOL CERTIFICATE (HSC) OVERVIEW

in all courses offered at the College. In 2019, the combined Band 5 and 6 results were 30% or more above the state percentages in the following subjects: Agriculture, Ancient History, Biology, Business Studies, Chemistry, Dance, Drama, Economics, English EAL/D, Food Technology, Geography, German Continuers, Investigating Science, Japanese Continuers, Legal Studies, Mathematics Standard 2, Modern History, PDHPE, Physics, Visual Arts and Hospitality.

The new Science Extension course was examined for the first time in 2019. With 11 students, *Pymble* had one of the largest candidatures in the state. These students sat for the inaugural online HSC examination. Throughout the examination, they were also able to access their individual projects to help answer some of the questions.

The following HSC courses with revised syllabuses were examined for the first time in 2019: English (Advanced), English (Standard) English EAL/D, English Extension 1, English Extension 2, Mathematics Standard 2, Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics, Ancient History, Modern History and History Extension. The significant changes to these syllabuses meant that teachers had to develop completely new teaching and learning programs and associated resources. Teachers could not rely on past HSC papers for direction with regard to how these subjects might be examined. *Pymble* teachers worked tirelessly to assist students in navigating the demands of these revised syllabuses and should be very proud of the students' results, which are well above the state average.

In the period from 2018 – 2019, the following are examples of percentage improvement in Band 5/6 results or Band E3/E4 results: Ancient History 4%, Chemistry 11%, Dance 14%, Earth and Environmental Science 22%, Economics 17%, English EAL/D 17%, Food Technology 2, German Continuers 50% and Mathematics Extension 1 5%.

BEST IN SUBJECT

Two students achieved first place in the state in the following courses:

- Indonesian in Context (studied at the NSW School of Languages)
- Japanese in Context (studied at the Saturday School of Community Languages Chatswood HS Centre).

In addition, 11 students earned a place in the Top Achievers in Course List across a variety of courses:

- 10th in Ancient History
- 2nd in Investigating Science
- 5th in Music Extension
- 9th in Food Technology
- 7th in Personal Development, Health and Physical Education (PDHPE)

- 15th in Modern History
- 7th in History Extension
- 5th in Japanese Continuers
- 4th in Latin Continuers
- 5th in Classical Greek Continuers
- 4th in Classical Greek Extension
- 20th in PDHPE
- 3rd in Food Technology.

ALL-ROUND ACHIEVERS

28 *Pymble* students were named in the NSW Education Standards Authority (NESA) All-round Achievers list. This list acknowledges the results of students who achieved Band 6 results (90 or better) in 2-unit courses or a Band E4 result (45 or better) in an Extension course in 10 or more units.

DISTINGUISHED ACHIEVERS LIST

The NESA Distinguished Achievers List acknowledges students who earn a Band 6 result (90 or better) in a 2-unit course or a Band E4 result (45 or better) in an Extension course in one or more subjects. In 2019, *Pymble* students earned 518 mentions, achieved by 184 individual students.

HSC SHOWCASES AND EXHIBITIONS

Pymble students earned nominations in the following HSC showcases and exhibitions:

- ARTEXPRESS – one student had her Body of Work selected for exhibition and two students were nominated.
- Encore – one student was selected to perform and a further four students were nominated.
- Callback – three students were nominated.
- OnSTAGE – one student was selected to perform her Individual Performance and another student's major project was selected for exhibition. Three students were nominated for their individual performances and nine students were nominated for their group performances.
- Textstyle – one student's major project was included.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2019, the formal Record of School Achievement was awarded by NESA to two students who left *Pymble* to continue their education overseas.

VOCATIONAL EDUCATION AND TRAINING (VET)

Pymble offers one VET course: Hospitality. In 2019, 13 students (approximately 5% of the cohort) completed this course and achieved Certificate II in Kitchen Operations and Cookery. All students also sat for the HSC examination in the course.

2019 HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE

Performance Band achievement by percentage (rounded)

Course	Students	School Median	Band 6 School %	Band 6 State %	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %
Agriculture	20	88	40	10	80	31	20	51
Ancient History	17	82	24	9	88	35	12	48
Biology	120	86	28	7	76	31	24	53
Business Studies	63	87	37	9	83	33	17	50
Chemistry	85	85	28	16	80	46	19	42
Dance	5	88	40	13	100	54	0	42
Drama	18	89	44	15	100	44	0	54
Earth and Environmental Science	17	80	18	6	59	31	35	55
Economics	23	88	48	15	83	52	17	40
English (Standard)	17	72	0	1	18	12	76	75
English (Advanced)	257	85	25	13	81	62	19	37
English (EAL/D)	2	81	100	4	100	23	0	62
Food Technology	28	90	57	8	86	33	14	56
Geography	58	85	17	10	78	43	21	44
Investigating Science	13	81	8	2	54	23	46	54
Legal Studies	82	86	32	13	88	41	12	42
Mathematics Standard 2	97	83	24	5	61	24	39	59
Mathematics	114	88	40	24	69	49	30	43
Modern History	69	87	28	10	80	39	20	46
Music 1	12	88	42	22	83	66	17	32
Music 2	10	90	50	41	100	91	0	9
Personal Development, Health & Physical Education	26	87	27	6	65	31	35	57
Physics	31	85	19	12	68	37	29	49
Studies of Religion	5	84	0	11	60	46	40	49
Textiles and Design	24	88	42	16	75	53	21	40
Visual Arts	63	89	46	16	94	63	6	35
Chinese Continuers	7	89	29	40	100	79	0	19
Classical Greek Cont.	3	91	67	63	100	95	0	5
French Continuers	9	81	44	31	67	65	33	32
German Continuers	2	88	50	22	100	56	0	43
Italian Beginners	21	74	14	14	24	33	76	56
Japanese Continuers	6	95	67	28	100	60	0	36
Latin Continuers	8	92	88	51	100	89	0	11
Hospitality	13	89	46	4	77	29	23	49

2019 EXTENSION COURSES

Performance Band achievement by percentage (rounded)

Course	Students	School Median /50	Band E4 School %	Band E4 State%	Bands E3-4 School %	Bands E3-4 State %
English Extension 1	24	46	67	34	87	94
English Extension 2	10	45	80	26	80	80
Mathematics Extension 1	74	90/100	51	39	96	80
Mathematics Extension 2	25	87/100	36	36	92	86
History Extension	17	43	41	28	100	78
Music Extension	7	48	71	66	100	98
Chinese Extension	1	45	100	70	100	97
Classical Greek Extension	3	47	67	69	100	92
French Extension	2	41	0	29	100	88
Japanese Extension	4	47	75	46	100	89
Latin Extension	8	48	88	77	100	100
Science Extension	11	39	9	7	73	68





THEME 5: Teacher qualifications and professional learning

2019 LEARNING AND TEACHING OVERVIEW

Pymble invests in its teachers to encourage them to flourish in their professional lives as educators of the highest calibre.

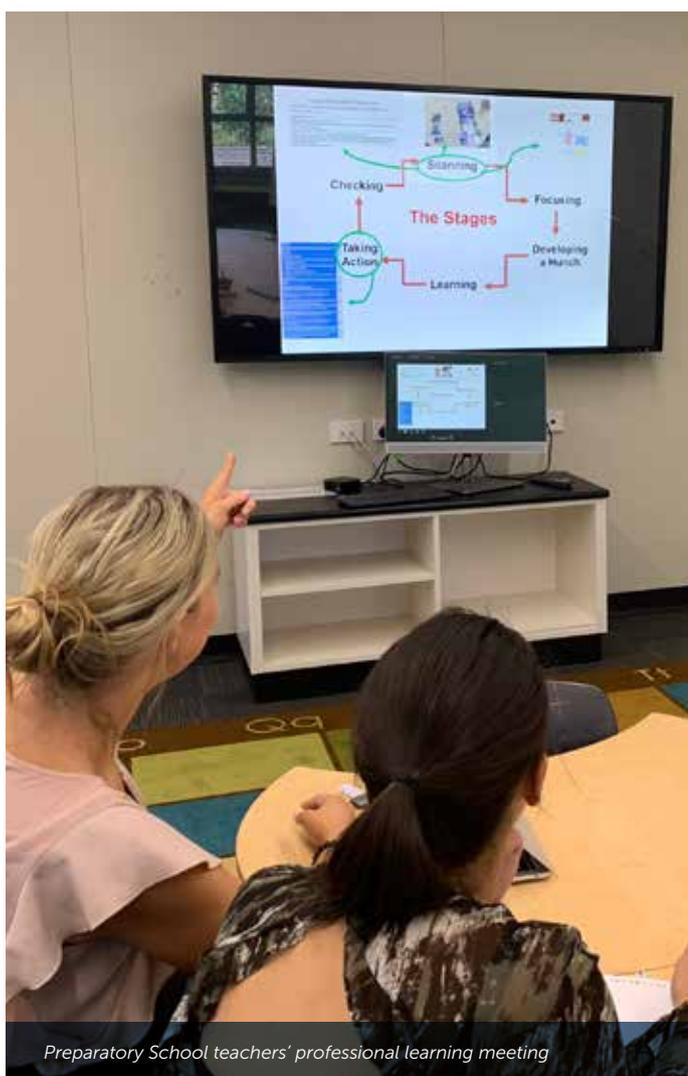
The professional learning culture at *Pymble* is well-established and focuses on developing confidence and capacity in areas which have an immediate and positive impact on student learning. The College harnesses our teachers' passions, skills and talents as leaders and facilitators of professional learning to build capacity in educational leadership and specific skill areas.

2019 LEARNING AND TEACHING OVERVIEW

Professional learning priorities in 2019 were shaped by College Strategic Intents and included:

- Leadership and management skills
- Wellbeing curriculum development for K-12
- Partnership with Knox Grammar School
- Master planning
- Research culture and skills
- Accreditation and registration.

While some of these College focus areas were reflected in professional learning areas, the emphasis was on teaching and learning that impacts classroom practice (e.g. creativity, critical thinking and questioning). The focus of delivery was working collegially within the College and bringing experts into the College community to deepen our understanding. Professional learning communities were used extensively across the entire College to facilitate relevant and contextualised learning. Individual teachers set personalised goals to improve their practice in targeted areas and worked with similarly interested colleagues on a range of collaborative and independent projects.



Preparatory School teachers' professional learning meeting

The professional learning landscape at *Pymble* is organised into three categories:

A. Internal opportunities: A suite of elective workshops is available through the College's Professional Learning Catalogue. These range from single interactive sessions of 60 minutes to whole-day sessions. The Reflect-Review-Renew-Professional-Learning teams (RRRPL) meet fortnightly or monthly throughout the year. Executive, Heads of School and Heads of Learning Areas aim to ensure all teachers can embed their professional learning within their practice and that practice is informed by research and innovation. (NESA Endorsed and Teacher Identified).

B. Collaborative planning: Teams from Departments (Secondary) and Schools (Preparatory and Junior) form as needed in response to syllabus change and stage curriculum planning. With support from the Deputy Heads of School (Learning) (Secondary) and Heads and Deputy Heads of School (Preparatory and Junior), teams focus on improving practice and responding to new curriculum requirements at a very specific level. (NESA Endorsed and Teacher Identified).

C. External Opportunities: Going beyond the College to gather with colleagues from other schools, sectors and fields beyond education exposes our teachers to fresh thinking, novel ideas, emerging research and expertise beyond the school. The College also invites leaders in their fields into the College to work with our staff. (NESA Endorsed preferred).

SECTION A: INTERNAL OPPORTUNITIES

Most internal opportunities are collated at the start of the year and advertised through the College's Professional Learning Catalogue. Other opportunities develop in response to individual and group learning needs. In 2019, the College defined its suite of internal professional learning opportunities in the following areas:

- Teaching and Learning
- Research and Innovation
- Coaching Culture
- Leadership
- Compliance.

The table on the next page outlines key focus areas delivered internally by *Pymble* staff for *Pymble* staff, as well as the number of participants at these sessions:

2019 LEARNING AND TEACHING OVERVIEW

Focus areas delivered by <i>Pymble</i> staff for <i>Pymble</i> staff	Number of participants
Teaching and learning	
Assessment FOR, AS and OF Learning	7
CANVAS Connecting the Digital Dots	64
Differentiation: Strategies that Work	26 (2 sessions)
Teaching@ <i>Pymble</i> (New staff)	22 (3 Sessions)
Dipping Your Toes into Research	16
PLT Extension and Challenge for High Potential Learners	6 (Semester 1) 15 (Semester 2)
NCCD Essentials	31
Research Innovation Methodology	8
Supporting High Needs Learners in Stage 6	3
Supporting High Needs Learners in Stage 6 (2 hours)	5
Teaching and learning staff total: 203	
Accreditation	
Proficient Teacher (initial)	6
Maintenance at Proficient	31
Experienced Teacher	4
Reflect Review Renew	
All teachers used the Australia Professional Standards for Teachers to reflect on and measure specific goals	179
Educational leadership	
9	
Coaching culture	
Executive staff furthered their skills in coaching to assist colleagues to advance these goals.	14
Compliance	
Professional learning in this strand included:	
– emergency procedures	212
– first aid	212
– child protection	212
– warden training	212
Total: All internal professional learning opportunities offered by the College	
Instances of participation: 1,294	

The following table outlines key focus areas delivered internally by external experts who were engaged to support leadership in designing, implementing and delivering professional learning within these focus areas:

External experts working with <i>Pymble</i> staff teams on key focus areas	Overview
<p>Spiral of Inquiry Research Project The Association of Independent Schools of NSW (AIS NSW) Research to Practice Initiative gives teachers the opportunity to use high-impact techniques in classroom practice with the new NSW syllabus for the Australian curriculum: Science and Technology K-6. Following participation in previous years, one project was held within the Junior School team with three lead teachers.</p>	<ul style="list-style-type: none"> • Head of Teaching and Learning, Dr Kelly Borg (AIS NSW consultant) • One Spiral of Inquiry team • Sessions occurred three times in Terms 1 and 3, and twice in Terms 2 and 4.

2019 LEARNING AND TEACHING OVERVIEW

External experts working with <i>Pymble</i> staff teams on key focus areas	Overview
<p>Designing and Evaluating Innovative Mobile Pedagogies (DEIMP)</p> <p>This Erasmus+ project (funded by the EU) was made possible via a connection with University of Technology Sydney (UTS) which had a partnership with the University of Hull in the UK and universities and schools in Cyprus, The Netherlands, Belgium and Ireland.</p>	<ul style="list-style-type: none"> • Associate Professor Matthew Kearney and Professor Sandy Schuck (UTS Education) • A team of six teachers (K-12), including the Digital Learning Leaders, worked on a Massive Open Online Course (MOOC) to re-design units of work with innovative technology front of mind • The team was led by <i>Pymble</i>'s Stage 4 English Co-ordinator, Sree Raniga and our Director of Research and Development, Dr Sarah Loch • Sessions included: 1 face-to-face full day workshop (UTS); 3 online briefings; and 5 College meetings (1 hour each).
AIS Research Symposium	<ul style="list-style-type: none"> • Junior School Presentation (2 staff) • Science and Technology Spiral of Inquiry Project.
<i>Pymble</i> Research Conference	<ul style="list-style-type: none"> • 30 attendees from <i>Pymble</i> and other independent schools and universities • Dr Kimberley Pressick-Kilborn and Dr Sandris Zievots (UTS Education) gave the keynote address: <i>Should all teachers be researchers?</i>
Growth Coaching International: Christian Van Nieuwerburgh, Jason Pascoe	<ul style="list-style-type: none"> • Executive staff (3 x 3-hour sessions).
The Sleep Connection	<ul style="list-style-type: none"> • Founder of The Sleep Connection, Lisa Maltman • 1 workshop for all Junior School staff.
Elevate – High Potential Learners, curriculum design	<ul style="list-style-type: none"> • AIS NSW • The final workshop was held for the team with AIS leaders and the broader group of AIS schools in Semester 1.
Deep Learning – Schoolwide reform	<ul style="list-style-type: none"> • Teaching and Learning Consultants, Jorga Marram and Billie Trkulja (AIS NSW) • The initial meeting and workshop were held with a small group of College staff in Term 4 2019.

SECTION B: COLLABORATIVE PLANNING

Faculties had the option of working collaboratively on specific areas of development during RRRPL time. The following snapshots provide insights into the ways Learning Areas in the Secondary School utilised collaborative planning time:

- The **Science Learning Area** used the time to streamline summative and formative assessment in their Years 7 to 10 programs and to enhance teaching and learning in Science from Years 7 to 12. Through the RRRPL approach, Science staff developed differentiated learning opportunities, trialed a variety of feedback methods and designed new problem solving and critical thinking learning opportunities. Teachers also used the regular fortnightly professional learning sessions throughout the year to develop learning opportunities for the new Stage 6 courses. They used HSC exams, markers' reports and results to direct adjustments.

RRRPL time also allowed the Science and Art, Design and Applied Technologies (ADAT) Learning Areas to collaboratively work towards refining the Year 7 STEM project.

- The **Art, Design and Applied Technologies (ADAT)** Learning Area worked towards implementing new and emerging technologies to support future-ready learning. This included adapting the learning management system (Canvas) for the Learning Area's specific needs (including video use in a flipped classroom format) and using a data-driven improvement process when looking at the HSC data to identify areas of weakness. Consideration of how practical projects are valued by external markers was a feature of discussions around the data.
- The **Visual Arts** team used RRRPL time to work collaboratively on common goals required to support 21st century learning and students with significant needs. All professional development

2019 LEARNING AND TEACHING OVERVIEW

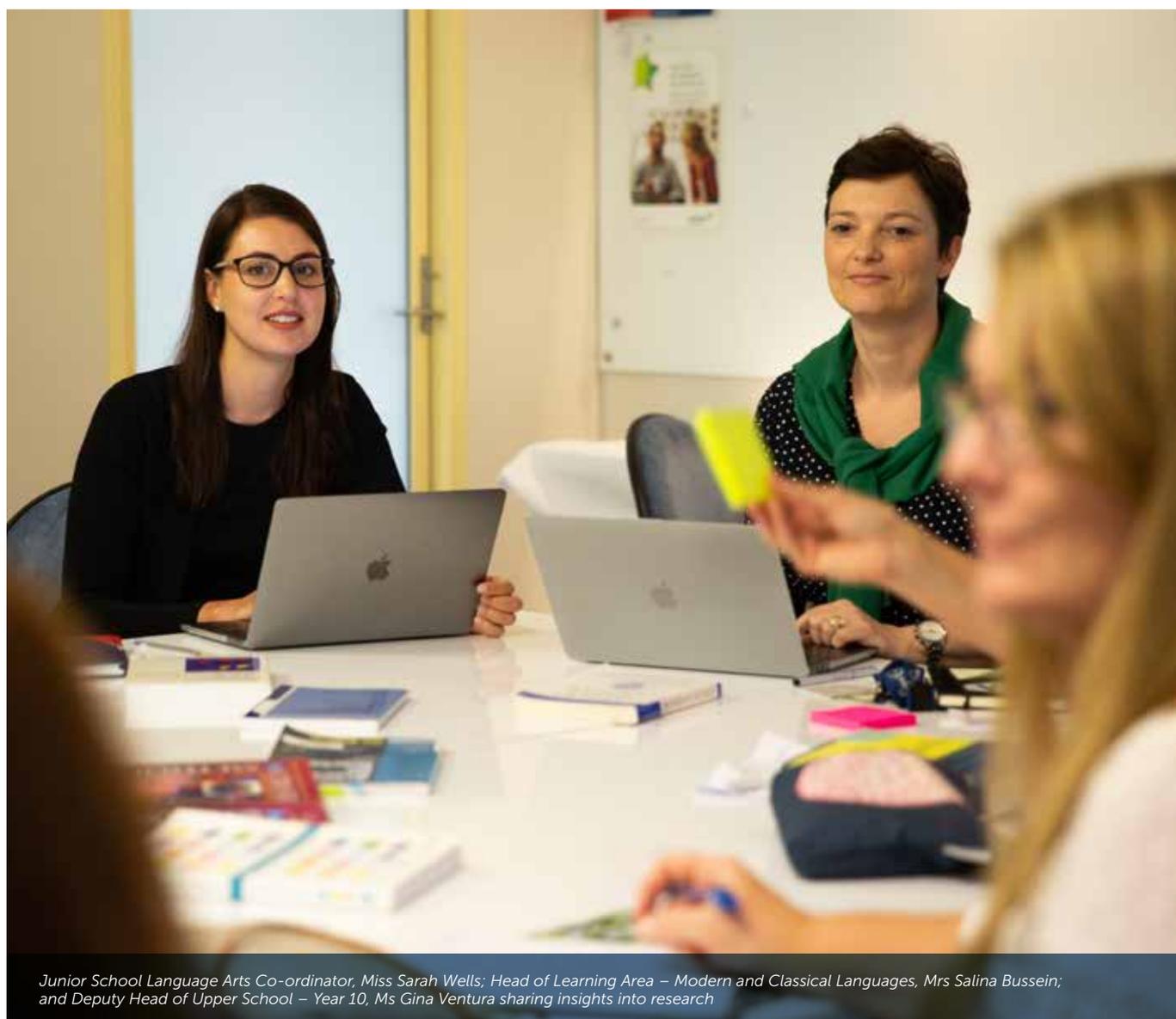
in this team aligned with faculty goals addressing differentiation and the implementation of emerging technologies (e.g. 3D and laser printing technologies, as well as Canvas Learning Management System). The regular collaborative opportunities for programming and project development enabled staff to work with their Stage Co-ordinator to develop and implement new units of work for students.

- The **Languages** faculty worked on developing rubrics for assessment tasks that matched new Languages syllabi and NESA requirements. New Scope and Sequences and programs were written for Years 8 and 10 (Modern Languages). Teachers trialled the technology tool, Immerseme, and worked with students to experience practising their speaking skills using this virtual reality app.

SECTION C: EXTERNAL OPPORTUNITIES

External opportunities for professional learning continue to be significant for *Pymble* staff as they encourage engagement with discipline-specific knowledge and networking with educators and leaders. Teaching staff accessed external professional learning through attendance at conferences and workshops, online webinars, extensive courses and professional teach-meets and meetings. The table below indicates the total number of external courses in which *Pymble* teachers participated in 2019.

Number of professional learning opportunities offered externally to the College	Number of participants in all professional learning opportunities
246	419



Junior School Language Arts Co-ordinator, Miss Sarah Wells; Head of Learning Area – Modern and Classical Languages, Mrs Salina Bussein; and Deputy Head of Upper School – Year 10, Ms Gina Ventura sharing insights into research

THEME 6: Workforce composition

College staff	Total
Teaching staff	221
Aboriginal/Torres Strait Islander teaching staff	3
Full-time Equivalent (FTE) teaching staff	206.40
Non-teaching staff	150
Aboriginal/Torres Strait Islander non-teaching staff	0
FTE non-teaching staff	125.30
Total staff	374

Teacher standards	Total
Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AE1-NOOSR) guidelines	224
Teachers who have a Bachelor degree from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognised (AEI-NOOSR) guidelines but lack formal education qualifications	0
Total	224

Operational staff consisted of the following:

- Administration
- Chaplains
- I.T.
- Facilities
- Human Resources
- Finance
- Risk and Compliance
- Development
- Marketing, Communications and Enrolments
- Co-curricular Sports and Activities
- Student Support Services
- Boarding
- Health Care
- Out of School Hours Care (OSHC)
- Theatre staff
- Technician (Library, Science, TAS and Visual Arts)
- College Shop.

Positions held by Indigenous staff:

- PDHPE teacher – Secondary School (employed full-time since November 2006)
- PDHPE teacher – Preparatory School (employed part-time since January 2017)
- K-6 classroom teacher – Junior School (employed full-time since April 2019).

THEME 7: Student attendance, retention rates and post-school destinations in secondary schools

ANNUAL ATTENDANCE REPORT 2019

Class	Percentage
Preparatory School	
Kindergarten	95
Year 1	95
Year 2	95
Junior School	
Year 3	95
Year 4	94
Year 5	95
Year 6	95
Middle School	
Year 7	94
Year 8	93
Upper School	
Year 9	92
Year 10	91
Senior School	
Year 11	93
Year 12	91

ATTENDANCE SUMMARY CALCULATION ASSUMPTIONS

Secondary School

- Partial attendance is calculated as a percentage based on number of periods attended.
- Students are calculated as present if they have notified their absence to the school.
- Students are calculated as present if they are on school-related leave.
- Year 12 students' attendance is calculated only for Term 1, Term 2 and Term 3.
- Attendance is calculated only for school days.

Preparatory and Junior Schools

- Students are calculated as present even if they are present for a single period in a day.
- Students are calculated as present if they have notified their absence to the school.
- Attendance is calculated only for school days.

Please follow the link to the My School website for further information on student attendance:

www.myschool.edu.au/school/43846

STUDENT RETENTION RATE: YEAR 10 TO YEAR 12

98.1% of the 2017 Year 10 cohort completed Year 12 in 2019. The retention rate is marginally lower (1%) than 2018.

POST-SCHOOL DESTINATIONS

In 2019, 278 students over the age of 17 years left the College.

All but one of these students matriculated as the Year 12 Class of 2019. 93% of the cohort received an offer of a place at a university that is managed by the Universities Admissions Centre (UAC).

The student over the age of 17 years who left the College before matriculation was on an Indigenous Scholarship and transferred to a different school for family reasons.

This information shows that very few students leave the College before matriculation to pursue employment or vocational training.

MANAGEMENT OF STUDENT NON-ATTENDANCE

Student Absence Procedures

- Each School has an absentee line and parents/ carers are required to use the absentee line before 9.00am to notify the College if their daughter is to be absent.
- The relevant Administrative Assistants enter this information and the reason for the absence into the system using the appropriate code.
- In the event of an absence or late arrival of a student in the Secondary School, the parent/carer of the student will be notified via an automated SMS to their mobile telephone contact and provided with the reason given by the student.

ANNUAL ATTENDANCE REPORT 2019

- Partial absences or anomalies in attendance will be followed up on the day or the following day if it occurs late in the day, by the:
 - Academic Administrative Coordinator or the Administrative Assistant in the Secondary School
 - Administrative Assistant or Head of School in the Junior or Preparatory Schools.
- The College requests parents/carers to make appointments such as medical or dental outside of normal College hours.
- The Deputy Heads of Schools will be notified of extended or unexplained absences of more than three days. The College will endeavour to make contact with the parent/carer or emergency contact to ascertain the reason.
- If contact cannot be made with the parent/carer or emergency contact, the Dean of Students is notified to determine the appropriate course of action.
- Parents/carers are requested to seek leave of absence in writing, using the appropriate form, from the Head of School prior to any known leave, including sports commitments, appointments, holidays, funerals etc. If the student is a Boarder, the Head of School will consult with the Director of Boarding before final approval is granted.
- Upon approval, a Certificate of Exemption will be provided by the Principal.
- The School Administrative Assistant will enter this information and record the leave as an absence.
- All records of the application and the Certificate of Exemption should be scanned and saved in the student's file.
- The College requests that parents/carers avoid taking extended leave outside of scheduled College holidays. However, it recognises that at times circumstances are such that this is not possible. Parents/carers should consult with the Heads of School as early as possible on these occasions to seek a Certificate of Exemption from the Principal.

Absence for College-Related Reasons Not Organised by the College

- Students requesting leave from the College, for events such as elite sporting competitions, must go through the Head of School to seek a Certificate of Exemption from the Principal. Once approved, the Head of School is responsible for checking that the Administrative Assistant has entered the absence into the system and recorded it as "College-related leave".
- If a Secondary School student is at school but absent from class because she is seeing another member of staff, her absence from her timetabled lesson should be entered on the electronic roll by the staff member she is with e.g. Counsellor, Health Care Centre Nurse, Student Co-ordinator, Tertiary Advisor etc.

Responsibilities

- The Deputy Head of School, Academic Administrative Co-ordinator (Secondary School), Administrative Assistants and class teachers (Preparatory and Junior Schools) are responsible for tracking attendance and should:
 - check the roll daily and discuss any discrepancies with the appropriate Head of School
 - advise of any patterns of attendance which are of concern. For example, a pattern of absence on certain days or lessons, absences of more than three (3) days for which there is no personal communication from the parent/carer
 - collect completed late slips from the students and indicate the details of the lateness on the rolls
 - having received an absent note, record the absence. If this is not possible, the note should be passed on to the Head of School as appropriate
 - keep a record of unacceptable late arrivals.
- The Administrative Assistants are responsible for:
 - telephoning the parent/carer of any student who is absent without notification, as soon as possible after Period 1 or by the end of the day
 - following up concerns about student absences
 - discussing with the Deputy Head of School and following up with the parent/carer any situations where they suspect absences may not be legitimate, for instance if friends are absent together and the College has not been notified.
- The Heads of Learning Area (Secondary School) and the Administrative Assistant (Preparatory and Junior Schools) are responsible for:
 - following up teachers who have not marked rolls
 - advising the Deputy Principal or Heads of School of those staff who regularly neglect to mark rolls.
- The Heads of School are responsible for:
 - reporting students with over 30 days absence to the Deputy Principal
 - referring a request for under 100 days of attendance in a year or a request from the parents/carers for a student of compulsory school age to leave school to undertake an apprenticeship or traineeship, to the Deputy Principal.
- The Deputy Principal is responsible for:
 - overseeing the process and implementing corrective action as required
 - advising the Principal of the name of any student who has been absent for more than 30 days so that the Mandatory Reporters Guide can be accessed to determine whether a report is required to Community Services
 - co-ordinating applications for an exemption from school attendance of compulsory school aged students in line with the guidelines from the NSW Department of Education and Communities and making recommendations to the Principal.



THEME 8: Enrolment policies

Pymble Ladies' College (the College) is a school of the Uniting Church in Australia. The College aims to provide the best possible educational outcomes for all students regardless of their religious or cultural backgrounds. The purpose of this policy is to establish a framework for the College to meet its statutory and regulatory obligations.

SCOPE

This policy applies to all prospective and current students of the College, their parent/guardian(s) and to all staff involved in the enrolment process.

This policy should be read in conjunction with the Enrolment Procedure (opposite).

DEFINITIONS

Nil.

ENROLMENT POLICIES

POLICY

The College is a non-selective, independent, single-gender school catering to female students from Kindergarten to Year 12.

Applications for enrolment may be made at any time by the parent/guardian(s) of students to commence at the College.

Students enrolling at the College for the first time will be five (5) years of age on or before 31 July.

The College will base any decision about offering a place to a student on:

- Family relationship with the College
 - sibling of a current or an ex-student
 - mother or grandmother attended the school
 - attitudes, values and priorities that are compatible with the College ethos.
- The student
 - the contribution that the student may make to the College, including co-curricular activities
 - the student's reports from previous schools or prior to school service e.g. the NSW Department of Education's Transition to School Statement
 - students for whom English is an additional language/dialect will be required to demonstrate their proficiency in English and meet determined proficiency levels.
- The College
 - ability to meet the special needs or abilities of the student.
- Other considerations
 - order of receipt when the application to enrol is received by the College
 - daughter of Uniting Church clergy members
 - daughter of staff
 - daughter of families on international or interstate transfer from similar schools
 - re-entering students.

The College will meet with the parent/guardian(s) of the student before offering a place.

The College has the absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.

Continued enrolment at the College is dependent upon the student making satisfactory progress, attending consistently, and the student and the parent/guardian(s) observing all behavioural codes of conduct and other requirements of the College, which are applicable from time to time.

BOARDING

Full-time Boarding is available to girls from Years 7 to 12. Boarders must observe all rules and codes of behaviour applicable to Boarders and all requirements relating to leave.

Boarding status can only be changed with the approval of the Principal. The Principal has the absolute discretion to change the status of a Boarder to a day student or day student to Boarder.

If a student is being withdrawn from the College or wishes to become a day student, not less than one term's notice must be given. If the required notice is not given, one term's Boarding fees will be charged.

OVERSEAS STUDENTS

The school is registered to accept students who normally reside overseas (Overseas Students) on Subclass 500 Student Visas and will offer a limited number of places for such students.

If an Overseas Student is offered enrolment, all government regulations relating to visa conditions, guardianship, private health insurance and other welfare arrangements must be met.

The College must approve any proposed arrangements for the student's living arrangements while in Australia. These arrangements may only be changed with the approval of the College.

The College must be able to conduct home inspections to ensure that the student's living conditions meet government guidelines.

The College is compliant with Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) regulations.

This policy is not intended to extend the responsibilities of the College beyond the law.

The College reserves the right to change or modify this policy at any time by notice on the College website.

PROCEDURE

This procedure should be read in conjunction with the Enrolment Policy (opposite).

Before applying for enrolment, parent/carer(s) should read our:

- *Prospectus*
- *Enrolment Policy*
- *current Fees Schedule, and*
- *Conditions of Enrolment.*

All documents are available on the College website or can be posted to your address upon request.

ENROLMENT POLICIES

All applications for enrolment must be:

- on the official *Application for Enrolment* form
- signed by the parent/carer(s)
- lodged with the non-refundable application fee.

When the application is received, the Enrolment Manager at the College will consider it based on the College enrolment policy criteria and advise the parent/carer(s) that:

- The College will make a provisional offer of enrolment and will progress the application not more than two years prior to the enrolment. The Head of School or nominated representative and other key personnel as required will conduct an interview with the parent/carer(s), at which the parent/carer(s) expectations and the student's needs will be discussed. Following this meeting, the College will advise whether it will or will not offer a confirmed place, or:
 - the student's name placed on a waiting list, or
 - it declines to offer a provisional or confirmed offer of enrolment.

If the College offers a provisional place, the parent/carer(s) must sign the acceptance form and pay a non-refundable acceptance fee.

If the College offers a confirmed place, the parent/carer(s) must sign the acceptance form and pay a non-refundable entry fee.

If an offer of enrolment is made and accepted, not less than four months' notice must be given if the parent/carer(s) decide not to proceed with the enrolment to give the College time to fill that position. If the required notice is not given, one term's fees may be charged.

The College must be informed of any change of address or contact details after receipt of an application.

Any questions concerning enrolment should be referred to the Enrolment Manager at enrol@pymblelc.nsw.edu.au or by telephoning +61 2 9855 7628





THEME 9: Other school policies

The Pymble Ladies' College philosophy is underpinned by the core values of Care, Courage, Integrity, Respect and Responsibility.

ANTI-BULLYING POLICY SUMMARY

The College is committed to taking reasonable steps to:

- provide a safe, secure and caring environment
- raise awareness and understanding of bullying, violence and harassment
- provide support and counselling services for those involved in bullying behaviours.

Bullying is a repeated form of harassment, physical or psychological, that is a deliberate attempt to cause discomfort, embarrassment or pain. It is unwanted, unwelcome, unsolicited and persistent and can be an abuse of power, position and/or privilege by an individual or group. It is done to intimidate, coerce, engender fear or control and aims to upset or create a risk to another person's health and safety, their property or their social acceptance.

Bullying is not mutual conflict, where there is an argument or disagreement between persons but NOT an imbalance of power. It is not social rejection or dislike such as refusing to play with a particular child or not inviting them to a party. It is not single acts of nastiness or meanness, random acts of aggression

OTHER SCHOOL POLICIES

or intimidation. Restorative justice helps students learn from their mistakes, reconcile and resolve problems with others. It encourages individuals to;

- look at the impact of their behaviour on others
- recognise that their behaviour can cause harm, hurt or damage to relationships
- take responsibility for their actions
- accept and acknowledge that they have violated the accepted norms
- develop empathy and concern for others
- work with the person/s affected by their actions to repair the damage they have caused, change their behaviour and move forward positively.

Allegations of bullying can be made by the student or parent to the teacher, Connect teacher, Deputy Head or Head of School. Allegations will be investigated

using the principles of natural justice. Students found to have committed bullying will be involved in a restorative justice process and may be subject to disciplinary procedures which will vary according to the seriousness of the behaviour. Consequences for proven allegations may vary according to the student's behaviour, prior record, age and maturity and may range from admonition to suspension or termination of enrolment.

The full policy can be viewed on the internal College portal or College website www.pybblelc.nsw.edu.au.

POLICIES FOR STUDENT WELFARE

The following table summarises College policies in relation to Student Health and Wellbeing, Anti-bullying, Student Behaviour Management and Complaints (student and parents).

Policy summary	Changes in 2019	Access to full text
STUDENT WELLBEING		
Wellbeing Policy		
<ul style="list-style-type: none"> • is committed to the holistic development or growth of students, intellectually, physically, socially, emotionally and spiritually • takes reasonable steps to provide a safe, caring, supportive environment and opportunities for students to become independent thinkers and learners, caring compassionate, confident young women with a strong sense of social responsibility • has implemented organisational structures, curriculum, programs and positive behaviour management for student health and wellbeing. 	<p><i>The Student Health and Wellbeing Policy</i> was reviewed in 2019 and is scheduled to be published early in 2020. It provides a concise overview of the structures and wellbeing systems within the College and is implemented in conjunction with the <i>Student Health and Wellbeing Framework 2020</i>, <i>Student Code of Behaviour</i> and the <i>Student Behaviour Management Policy</i>.</p>	<p>The full text can be accessed on the internal College Portal, <i>MyPybble</i> Portal for parents, or on request from the Principal.</p>
Anti-bullying Policy (students)		
<p>The policy includes processes based on the principles of procedural fairness and restorative justice for responding to and managing allegations of bullying.</p>	<p>The policy and procedure were reviewed in 2019 and are scheduled to be published early in 2020.</p>	<p>The full text can be accessed on the internal College Portal, <i>MyPybble</i> Portal for parents, or on request from the Principal.</p>
Student Behaviour Management Policy		
<p>The College prohibits the use of 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 College the principles of procedural fairness and restorative justice for responding to and managing allegations of bullying.</p>	<p>The policy and guideline were reviewed in 2019 and are scheduled to be published early in 2020.</p>	<p>The full text can be accessed on the internal College Portal, <i>MyPybble</i> Portal for parents, or on request from the Principal.</p>
Complaints Policy		
<p>The <i>Complaints Policy</i> recognises the importance of feedback and provides a framework for a process based on procedural fairness that allows people to voice their concerns and have them managed in a supportive and co-operative manner, quickly, fairly and with confidentiality and sensitivity. It provides a concise framework of how complaints can be raised and how they will be managed.</p>	<p>The policy and procedure were reviewed and updated in 2019.</p>	<p>The full text can be accessed on the internal College Portal, <i>MyPybble</i> Portal for parents, or on request from the Principal.</p>

THEME 10: School-determined priority areas for improvement

INTENTS AND ACHIEVEMENTS FOR 2019

Signpost	Intents for 2019	Achievements 2019
1. Leadership and Management	Strengthen the capability of our leaders to effectively develop, lead and manage high-performing teams.	<ul style="list-style-type: none"> New Principal appointed. The College continued to develop the coaching skills of the Executive and academic teams. In addition, a significant amount of work was undertaken in the professional development of academic teams. As an investment in commitment to leadership development and engagement, a People and Culture Team was formed, and a Director of Staff was appointed. During the second half of the year, a number of significant organisation structure changes were completed within Sport, Co-Curricular and Wellbeing across the five sub-schools.
2. Wellbeing curriculum K-12	Review the Wellbeing curriculum to enhance a progressive development across the five sub-schools to reflect current, evidence-based research.	<ul style="list-style-type: none"> Echo Research was contracted in Term 4 to review pastoral care structures and programs within the College. This review was combined with data collected through focus groups with the Principal and by MMG to inform the structure moving forward. Significant structural changes were made to the pastoral care model in late 2019; girls are now in House-based Connect groups with Connect staff and the Head of Year now moves with girls from Years 7 to 12. Boarding: Our 'Live it, Love it, Learn it' program was implemented to enhance the Boarding experience of students. Work began on a Care Continuum and is expected to be in final draft by the end of Term 2 2020. External wellbeing experts were engaged to work with the staff to develop programs. Professor Donna Cross (Faculty of Medicine, Dentistry and Health Sciences, University of Western Australia, and the Telethon Kids Institute) was engaged as a key external expert to work with the staff on our overall model.
3. Pymble/Knox Partnership	Establish a framework and foster a partnership between Pymble and Knox Grammar School that extends and enhances learning opportunities in both school communities.	<ul style="list-style-type: none"> Informal connections were established between the Principals, to assist with leadership of common issues as we share the same community (e.g. White Island disaster). Potential partnership was tested through shared experiences (e.g. Nyngan Super Camp, Duke of Edinburgh trip to Borneo, Year 9 dance and social events with our Boarding students). In March, leaders from Knox and Pymble contributed to an audit of future opportunities for partnering. This was documented and shared with both Principals. The proposed Pymble/Knox Partnership Framework was completed and distributed on March 11.
4. Master Planning	Investigate and frame the masterplan for 2019 to 2030, in alignment with current and future educational trends and College needs.	<ul style="list-style-type: none"> The program of work was agreed by the outgoing Principal, senior leadership, Asset Management Council and College Council, along with a commitment to providing College Council with a presentation of the summary of priorities and the preferred build program. Internal staff teams were formed with representation from across the College to define the priorities. The internal team process focused on future needs, including forecasted student size cap, school structures, general and specialist learning space requirements and Co-curricular needs. In support of future site requirements, external assessments were undertaken to enable the priorities identified, including architect design. External specialists were engaged to inform the build process, including traffic assessment, civils, development application plan and Quantity Surveyors to enable forecasting of financial commitments. Identified priorities were shared in a presentation to College Council. The change of College leadership provided an opportunity to re-assess and re-align to future requirements leading out from 2020 to 2030.

INTENTS AND ACHIEVEMENTS FOR 2019

Signpost	Intents for 2019	Achievements 2019
5. Research Centre	Contribute to global educational research to promote and celebrate the work of the College in the educational and wider community.	<ul style="list-style-type: none"> The College's Science department and Director of Research and Development worked on longitudinal research on subject selection and completed research with the 2019 Science graduates of the College. Partnership with Dr Tara Speranza (Faculty of Medicine and Health, USyd) for Dairy Intake study. Project with Associate Professor Matthew Kearney (School of Education, UTS, Designing and Evaluating Innovative Mobile Pedagogies), Professor Sandy Schuck (Faculty of Arts and Social Sciences, UTS) and seven staff members from K to 12. Students in Years 5 to 8 participated in social media usage research with Ms Annie Agnew (UTS) with reciprocal planning and presentations planned. Edition 2 of <i>Illuminate</i> (Professional Learning Journal) published May 2019. Inaugural <i>Pymble</i> Research Conference held October 2019.
6. Accreditation and Registration	Leverage the NSW Education Standards Authority (NESA) Registration and Accreditation process as a catalyst to optimise practices and programs.	<ul style="list-style-type: none"> <i>Pymble</i> successfully completed NESA's Registration and Accreditation process. NESA feedback on the teaching and learning programs submitted was positive. No concerns were identified, and further investigation was not required. NESA feedback regarding policies and procedures was largely positive. The Boarding School successfully completed the Registration process and received positive feedback within most parameters. NESA approved the College's provision of education for overseas students (CRICOS). NESA approved the College's policy and procedures for Teacher Accreditation.

INTENTS FOR 2020

Priorities	Intents for 2020
Strategic Planning	<ul style="list-style-type: none"> Develop 3-year priorities Commence Stage 1 of strategic plan branding.
Master Planning	<ul style="list-style-type: none"> Complete the College Master Plan in practice. Complete design plans for the first building approved within the Master Plan. Appoint a Project Manager to support the building works. Complete additional classrooms for increase in Junior School enrolment.
Wellbeing	<ul style="list-style-type: none"> Develop a Care Continuum framework ready for 2021 implementation. Develop digital citizenship strategy and secure partner for 2021 activation. Establish a Health Care Advisory Group. Review and transform the College's community service initiative, <i>Pymble Gives Back</i>. Launch and promote <i>PymConnect</i> mentoring platform for ex-students.
Education Outdoors and Experiential Learning	<ul style="list-style-type: none"> Articulate the benefits of Outdoor Education with a particular focus on incoming Year 7 students. Design and finalise a staffing model for Outdoor Education and Experiential Learning to lead and have oversight of all <i>Pymble</i> programs from K to 12. Map program offering for K to 12 Experiential Learning/Outdoor Education experiences.
<i>Pymble</i> Institute (PI)	<ul style="list-style-type: none"> Undertake a branding exercise for PI. Design a framework for a research continuum. Pilot elements of the PI framework.
College Foundation	<ul style="list-style-type: none"> Finalise structure with Council Appoint one full-time staff member ready to develop plans in 2021.
Academic Learning	<ul style="list-style-type: none"> <i>Pymble Online</i> fully functional and rollout smooth and very successful. All <i>Pymble</i> staff trained and effectively utilising Teams to deliver curriculum during off-campus learning due to COVID-19. <i>Pymble Passport</i> pilot complete. Restructured curriculum team fully functional. Development of timeline for curriculum changes to accommodate Vision Valley long-stay program.



THEME 11: Initiatives promoting Respect and Responsibility

PREPARATORY SCHOOL

Throughout 2019, the values of Respect and Responsibility were highlighted within the Preparatory School through the development of understanding related to the core College values of Care, Courage, Integrity, Respect and Responsibility. These values were promoted in behaviours towards others and a deliberate intention to inspire students to look inwardly to develop self-respect and personal responsibility for safety, wellbeing and growing independence.

Students were encouraged to be courageous in their learning journey, to see failure as a learning opportunity for growth and to display grit as they worked towards both shared and individual goals. Curiosity and inquiry were celebrated, and students were known for their interests and passions as unique individuals.

Through the creation of Class Charters as a component of the RULER approach (Recognising, Understanding, Labelling, Expressing and Regulating emotions), students were provided opportunity to collaboratively define how each person has the right to feel when at school. Discussion enabled understanding of the language of emotions to be developed.

Promotion of responsible and respectful relationships and actions was made visible through informal and planned learning opportunities for our students. During formal assemblies, Value Awards were presented to individuals who had demonstrated the College value of the week with demonstrated behaviours articulated.

Specific initiatives promoting respect and responsibility included:

- All students set termly personal goals which were both visible and transparent. Specific strategies of growth were identified in collaboration with Connect teachers and progress was both recognised and celebrated.
 - As a component of the embedding of the RULER approach, Class Charters were developed to highlight how each member of the *Pymble* community could expect to feel in our environment.
 - Using the 'Mood Meter', students were empowered to identify their emotional quadrant at points in time and use language to describe their feelings and emotional state.
 - Students' understanding of their own capacity and responsibility in changing their emotional state was explored through activities relating to taking a 'Meta-moment', being your 'Best Self', and 'Blueprints' when conflict or frustrations occurred.
 - Students from Year 2 participated in a Peer Support Program led by Year 6 students in vertical groupings across Years 2 to 6.
 - Year 2 students acted as Buddies to Kindergarten students throughout the year, developing leadership skills and the capacity to respond to the needs of our younger girls.
- Stage 4 and 5 students undertaking elective Mandarin mentored Kindergarten students from non-English speaking backgrounds in the Big Sister Language program. This program involved exploring language in different environments, fostering relationships and developing understanding through dialogue and contextual situations.
 - The theme for our Easter Hat Parade was Sustainability, with the girls' hats made from sustainable materials. Our Easter Raffle raised funds for the Preparatory School charity, Bear Cottage.
 - College values, including Respect and Responsibility, were articulated through acknowledgement of observed behaviours of individual students in weekly assemblies.
 - Students participated in Jeans for Genes Day and Cancer Council Australia's Biggest Morning Tea.
 - Weekly Preparatory School assemblies were conducted by nominated classes with students provided opportunity to run the program to a parent audience.
 - Opportunities for across stage and sub-school interactions were implemented during designated lunchtime activities. This commenced in 2019 with Year 11 students interacting with Preparatory School girls during lunch times throughout Terms 3 and 4.





JUNIOR SCHOOL

In Junior School, our College values of Care, Courage, Integrity, Respect and Responsibility are integral to all we do. Our aim is the development of our students' understanding of the values and to encourage them to reflect upon how they can exhibit them in their interactions with others.

In 2019, all students within the Junior School were encouraged to assume responsibility for their learning journey. Explicit teaching of the power of a growth mindset enabled students to embrace challenge and accept mistakes. Adopting an open mindset empowered them to demonstrate greater responsibility and respect within relationships and in their own learning opportunities.

During weekly Junior School assemblies, Value Awards were presented to students who exhibited their focus on College values with demonstrated behaviours articulated and celebrated within the school community. Shine Awards were also awarded to recognise students who embraced the College motto of *All' Ultimo Lavoro – Strive for the highest*.

Our Wellbeing program emphasised the importance of being responsible for self-care. The students were encouraged to respect themselves by adopting mindfulness practices and embracing the space and mindset to be still and calm within the busyness of their days. Practices such as maintaining a gratitude

journal fostered a sense of respect for others. Engaging with the online MindTime program as a trial for Year 5 built a climate of personal reflection and acceptance of diversity and self and this program will be embedded across the Junior School in 2020. Other year groups practised the skill of journaling as a way to promote self-respect and self-care.

Our celebrations of International Women's Day, Harmony Day, B Kinder Day, Pyjama Day, Jeans for Genes Day were all means to ensure the students focused their attention on care and built their understanding of their social responsibility towards others. At the end of 2019, we held our inaugural Service Day in which the girls participated by choice in a range of social justice activities to build their sense of community responsibility, respect and equality.

The RULER approach (Recognising, Understanding, Labelling, Expressing and Regulating emotions) provided students with the opportunity to articulate how they wanted each student to feel whilst at school and in their class. Working collaboratively, students created Class Charters to define their shared expectations and responsibilities towards each other.

Students in all year groups were provided with opportunities to exhibit and develop leadership skills through the Student Representative Council, the Class Captain system, as tour guides during our Pymble Mornings and through the Peer Support program.

JUNIOR SCHOOL

Responsibility was celebrated and encouraged in the Peer Support program, through which Year 6 student leaders mentored younger students from Years 2 to 4.

Students in Year 5 undertook leadership training through the Enlighten Education program as preparation for their transition into Year 6 and a step up into leadership of the Junior School. Year 5 participated in a range of workshops as practical demonstrations of leadership qualities and to heighten their sense of respect and responsibility towards younger students. All Year 6 students assumed a position of leadership through a formal induction service held within the Chapel where badges were issued and the students pledged their commitment to their roles as leaders. Year 6 portfolios of leadership included Chapel, Sport, Co-curricular, Library and Sustainability.

Our Outdoor Education Program encouraged and fostered responsibility and leadership in all our girls as they faced opportunities to step outside their comfort zone. As girls progress through each year group within the Junior School, the challenge of each activity increased, culminating in a five-day camp for Year 6 students at Jindabyne and Canberra which promoted respect for others, self and the environment.

The Junior School Religious Education program and weekly Chapel service built the students' awareness of the College's Christian values and encouraged them to embrace the diversity within our community and show respect for all faiths and religions. Harmony Day, Pyjama Day, Silent Morning Tea for St Lucy's School and International Women's Day celebrations helped to deepen the students' understanding of our College values and our Uniting Church emphasis on "Unity in Diversity".

MIDDLE SCHOOL

Our College values of Care, Courage, Integrity, Respect and Responsibility were integral to Middle School in 2019. Our aim was to develop well rounded and resilient young women and, as such, the team worked to ensure the girls had a holistic experience that stretched them academically and also embedded a culture of community in which everyone had a place. We acknowledged the importance of empowering students to demonstrate a growth mindset in their approach to their learning opportunities as well as within their relationships. Our focus on personalised education ensured that students were known, guided and challenged across the day. Our engaging Connect



MIDDLE SCHOOL

programs for Stage 4 provided our girls with abundant opportunities to explore relevant issues and in turn develop strategies to build better connections as they found their place within the Secondary School context. Our extensive transition program was committed to empowering each student and providing them with an appropriate toolkit to navigate new situations.

Our Middle School family gatherings, such as combined Years 7 to 8 afternoon teas and House activities, such as the Middle School Performing Arts Festival (PAF) ensured that the girls had opportunities to build their social networks and work in respectful collaboration. In 2019, the theme for PAF was 'Stronger Together' which was designed to foster an awareness of responsibility and respect for others, build harmony and celebrate individual talents. This culminated in a student led eight-minute House performance incorporating Dance, Drama, Choir, musical accompaniment, poetry and Art.

Our Wellbeing programs emphasised the importance of balance through reference to our 5 Ways to Wellbeing framework: Connect, Take Notice, Keep Learning, Be Active and Give. The girls were encouraged to take responsibility for ensuring their routines reflected this balance. Years 7 to 8 had the opportunity to enjoy a Wellbeing Day either outside the College or on campus to further consolidate these priorities. Our 5 Ways were also actioned regularly within the weekly Connect schedule, where the focus was on establishing and maintaining respectful relationships. The girls benefited from interactions with Brainstorm Productions, a visiting drama company whose performance explored pertinent scenarios that reflected real-life interactions and presented strategies to navigate relationship challenges.

Recognition and celebration of individual talents across Middle School in 2019 built a climate of diversity and acceptance. Through various awards, such as the Values Award and the Jacaranda Award, students were acknowledged and encouraged to embrace the College motto of *Strive for the highest*. Informally, the team worked to assist the girls to recognise our responsibility as global citizens and foster the need to give back. Our celebrations of Harmony Day, International Day of Happiness, National Day of Action Against Bullying and International Women's Day provided colourful and dynamic visual displays through student murals and installations that marked our commitment to inclusivity. During 2019, Middle School embraced a new initiative – the NICU Heart to Heart project – in which the girls crafted felt hearts for babies in Westmead Hospital's Neonatal Intensive Care Unit (NICU). This was a proactive and positive way for the girls to reach out to the wider community.

Goal setting facilitated individual reflection and promoted critical thinking. SMART goals (Specific, Measurable, Achievable, Relevant and Time-related) were set once a semester to provide a framework that promoted individual responsibility. The girls were asked

to set an academic goal alongside a community goal as a reflection of the value we place on both areas of College life.

Digital Nutrition was an important aspect of the Middle School program, promoted through various Connect activities in conjunction with recommendations from the eSafety Commissioner and guest presenters. Cyber safety expert, Susan McLean worked with the girls to initiate discussions that helped equip them to deal with the challenges associated with online activity. Police Liaison Officer, Lynda Hart also worked with the girls to facilitate a better understanding of the implications of dangerous online behaviour whilst promoting responsible digital citizenship.

Leadership was seen as something every Middle School girl should aspire towards whether through formal positions such as our Middle School Leaders, Connect Captains, Chapel Leaders, House Liaison Leaders and SRC representatives or via more informal opportunities such as our volunteer tour guides for *Pymble Mornings*. The concept that representation imbues responsibility was celebrated and encouraged through mentoring opportunities. The girls took great pride in representing the College and acting as role models for others.

Throughout the English and History syllabus, Middle School students explored new and different worlds across time, in turn building knowledge, perspective and empathy. Units on Identity, Our Moral Compass, Representation of Women in the Media and various case studies of cultures and historical periods aimed to build respect for those who have gone before and positively influence our own paths into the future.

Year 8 demonstrated a significant commitment to sustainability through their SEEDS project which fostered social and environmental responsibility. This opportunity was delivered via the Science and Connect programs, underscoring connections between care for our world and care for ourselves. Throughout this term-long project, students were challenged to collaborate in small groups, engage in individual research, innovate for change and deliver a solutions-focused lesson targeted to a Year 6 audience. The impressive array of topics engaged and provoked proactive discussion among students. Partnerships were forged with local councils and charities such as Oz Harvest as part of the students' advocacy for change.

Students in Years 7 to 8 took part in an Outdoor Education experience throughout the year which provided an opportunity for the girls to step out of their comfort zone and embrace a challenge by choice adventure. Year 7 engaged in a four-day Alpine experience with embedded links to the Visual Arts, Geography and Science curriculums. Year 8 benefited from the Southbound Adventures program located south of Sydney, in which girls had opportunities to engage in water- and land-based physical activities that encouraged resilience and achievement.



UPPER SCHOOL

Social Responsibility programs were an integral component of Upper School life in 2019. They provided powerful opportunities for connecting our students with the community in a meaningful manner whilst fostering within each student the belief that she can make a difference to social justice and equity issues in an increasingly diverse world.

Year 9 students participated in two days of community service initiatives with organisations including The Exodus Foundation, Easy Care Gardening, Uniting Northaven Turramurra aged care, TurraTots Child Care Centre and St Edmund's College athletics and swimming carnivals.

Student involvement in these endeavours allowed our girls to serve others, undertake individual reflection and develop a greater understanding of themes associated with respect and responsibility and the differences that exist within our community.

In Year 10, our students selected a Service Learning project they engaged with throughout the entirety of the year. Working in small groups, students met fortnightly with their school mentor to plan, develop, budget, resource, advocate, promote and deliver a project that met the needs of their partnering community and/or organisation. After the successful delivery of the project, the girls reunited for celebration and reflection. They shared their journey of service with the broader student body and the parent community at a showcase event.

Service Learning projects were undertaken in both local and rural communities addressing issues pertaining to:

- Indigenous communities
- environmental protection
- refugee assimilation
- ageing with dignity
- living with a disability
- rural or socioeconomic disadvantage.

The positive outcomes of these undertakings are unquestionable and truly enabled our girls to gain a greater understanding of the challenges faced by others and the role they can play in achieving social justice for all.

Our Upper School service programs empowered our students to:

- cultivate an understanding of the variety of human conditions and environmental issues which exist within our community whilst enforcing the ideals of respect and responsibility
- appreciate that, as individuals, they can undertake actions which will positively impact the lives of others and the world around them
- develop insightful and empathetic responses to address the needs of the people with whom they interact
- foster their sense of social responsibility and connectedness with our wider community
- advance their leadership capacity, interpersonal skills and organisational abilities.

In addition to our Social Responsibility programs, the Upper School also provided a variety of other opportunities to promote respect and responsibility amongst our girls.



These initiatives included:

- language and cultural exchange experiences
- the SPARK program facilitated by Burn Bright
- Year 9 Urban Challenge Camp
- peer support program of Year 10 students mentoring Year 7 students
- student membership of the Student Alliance Networking Group
- involvement in Paul Dillon's Drug and Alcohol Awareness presentation
- participation in the Positive Mental Health program run by Batyr
- consistent recognition of the College values at year assemblies and student-led Upper School assemblies
- leadership positions across Years 9 to 10 and the Houses
- participation in the Duke of Edinburgh's Award.

SENIOR SCHOOL

The Senior School at *Pymble* marks the final stage of schooling for girls at the College and, as such, the girls assumed many positions of formal and informal leadership and responsibility. In 2019, girls in Years 11 to 12 enjoyed their own discreet wellbeing programs and events, as well as other opportunities for connections across the two year groups. The Senior girls also committed to connecting and leading their younger peers from Kindergarten through to Year 10. This was achieved through a range of planned and more informal processes and actions, including mentoring in Curricular and Co-curricular Music and performance ensembles, sport and the Student Representative Council, organised play and service initiatives. Assuming these roles in this diverse range of activities enabled the Senior girls to develop self-efficacy, confidence and balance.

The Health and Wellbeing program of the Senior School drew its framework from a range of well-researched and respected programs including: the Beyond Blue program, SenseAbility; 5 Ways to Wellbeing; and Growth Coaching. During the two years in the Senior School, the key focus areas of belonging, purpose, self-worth, gratitude, perspective and humour, responsibility and planning for the future provided the basis for one-on-one and group discussions between the girls and their teachers in their allocated Wellbeing time (Connect time).

SENIOR SCHOOL

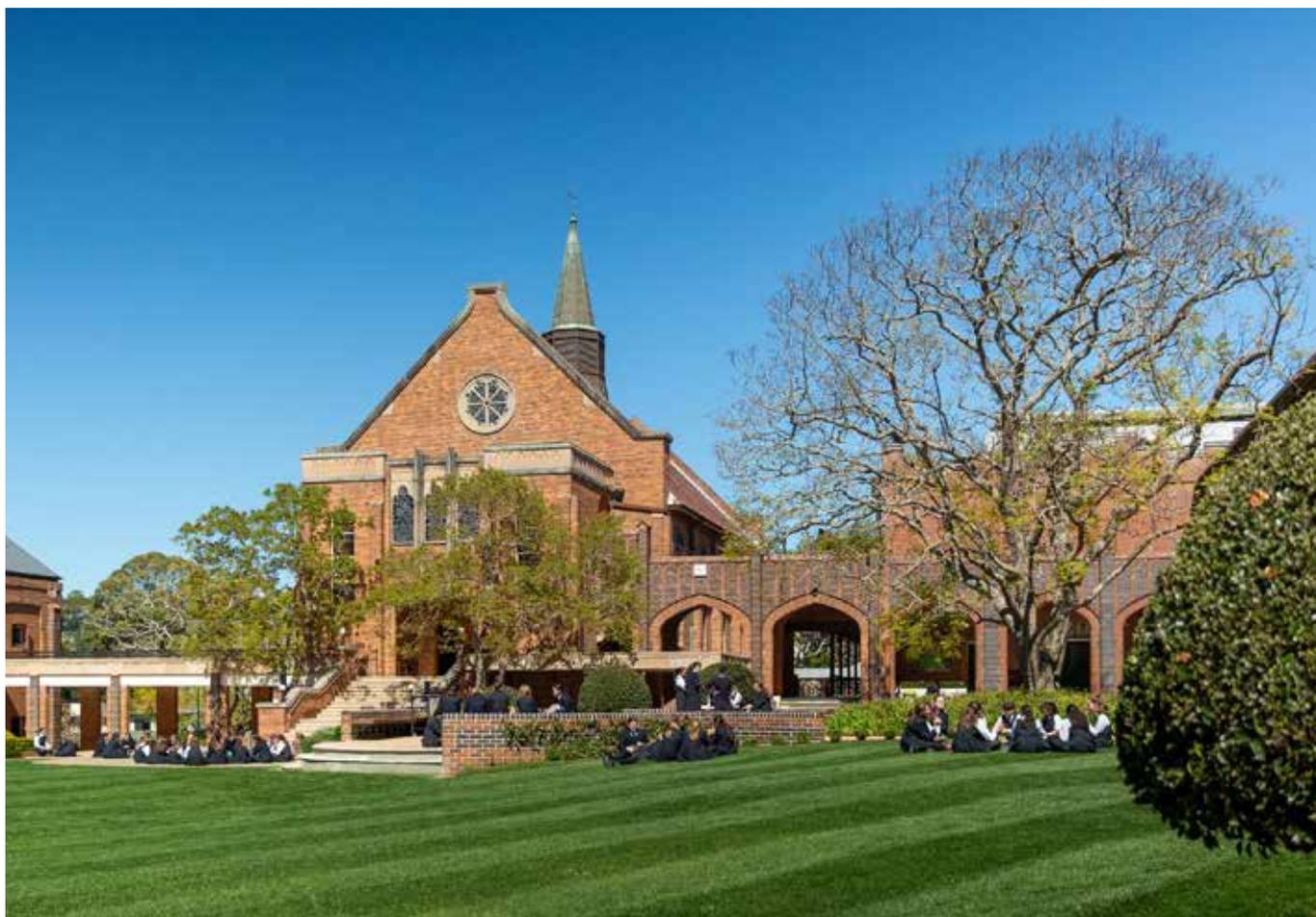
As they entered Year 11, girls were given the opportunity to have some choice around their Connect teacher, to encourage the development of stronger connections, student advocacy and responsibility. During their Wellbeing sessions, the girls participated in a range of presentations from guest experts including the National Drug and Alcohol Research Centre, Salvation Army, !NESS (Cyber etiquette and online safety), Enhanced Learning Educational Services, YLead and the Winning Edge. The various presenters covered topics such as personal safety, drug and alcohol education, online safety, community service, leadership and study skills. In addition, we invited recent College graduates back to the school to engage with the girls and offer advice and support in a number of forums, such as Food for Thought, Year 11 Camp and Careers Education, to facilitate connections beyond Year 12.

The Senior School students appreciated operating and learning in a purpose-built Senior School Centre. This flexible space encouraged collaboration and community for the girls and their teachers. This, in turn, facilitated an independence and decision making for the girls, which helped to build their self-respect and respect for others.

More flexible study sessions during the day and in the evening allowed the girls to assume greater accountability for managing their own study patterns and commitments. The girls in Years 11 to 12 demonstrated self-directed, responsible work habits, gaining more independence as they prepared to leave school for tertiary study, travel or the workplace.

Senior School girls were also invited to participate in a voluntary program of mentoring which allowed the girls to choose a senior staff member as a mentor to engage in one-on-one coaching and mentoring conversations. This program encouraged the girls to assume responsibility for challenges that they may face and to seize available opportunities.

The Senior School girls showed great commitment to serving their community through a range of events and activities across the year. The students initiated a number of programs and involved themselves in a range of activities including International Women's Day, the Senior School Knit-in for the Wrap with Love charity, NAIDOC Week, Anzac Day and Remembrance Day.





THEME 12: Parent, student and teacher feedback

In August, the College commenced a cycle of research with students, parents and staff. More than 70 per cent of our community responded, resulting in over 400 pages of feedback. These findings are contributing to the development of the College's new Strategic Plan, our next phase of Master Planning and the leadership structure of our Wellbeing program.

Term 3 2019 was a term of gathering data to consider what *Pymble* is doing well, along with areas for improvement. Surveys were conducted through consulting company MMG Education. In addition, 588 students, staff and parents met with the Principal in small groups and a pastoral care review was completed by consultants Echo Research. The College also reviewed our Aquatic Centre and Co-curricular structures through a series of surveys and focus groups for parents, students and staff.

An information evening was held in November to provide candid feedback to our community. An overview of the findings is presented below.

As the College enters 2020, we will reflect on achievements made through our *Towards 2020* strategic plan and look forward to presenting to our community what lies *Beyond 2020* for Pymble Ladies' College.

SENIOR SCHOOL

MMG EDUCATION FINDINGS

MMG Education conducted our independent, confidential 'experience' survey of all College parents (Kindergarten to Year 12), staff and students (Years 5 to 12) as part of our commitment to continually monitor and improve the quality of education we provide to our girls.

For the 2019 review, a total of 976 parents, 1,451 students and 320 staff completed the survey.

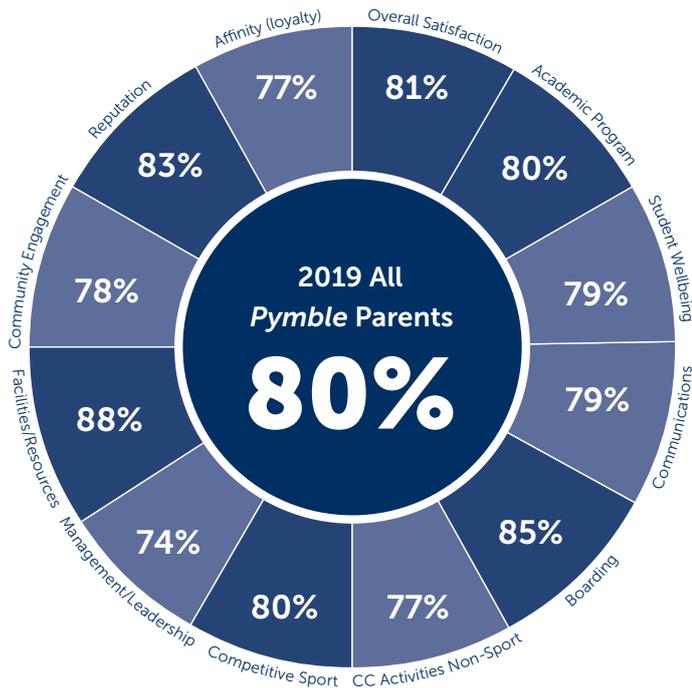
The surveys were extensive and covered in excess of 300 aspects in relation to education at the College.

While pleased with the results, we have identified areas where further attention will be given. These include assessment and reporting, student wellbeing related to the connect group structure and communications relating to the co-curricular non-sports program.

OVERVIEW OF AREAS

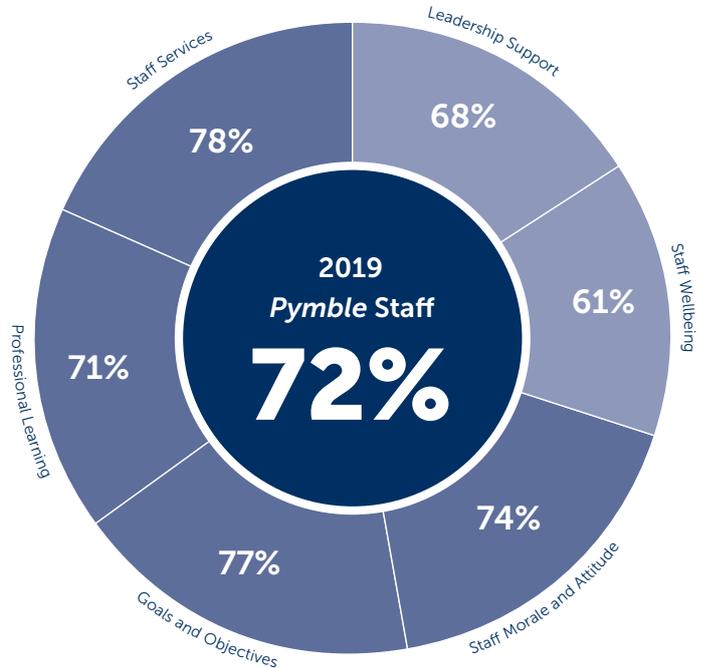
PARENTS

The wheel below reflects the average scores for all parents across key areas. Parents noted 'very high' scores for six of the 12 areas and a 'high' score for the remaining six areas. The overall score is 'very high' (80 per cent).



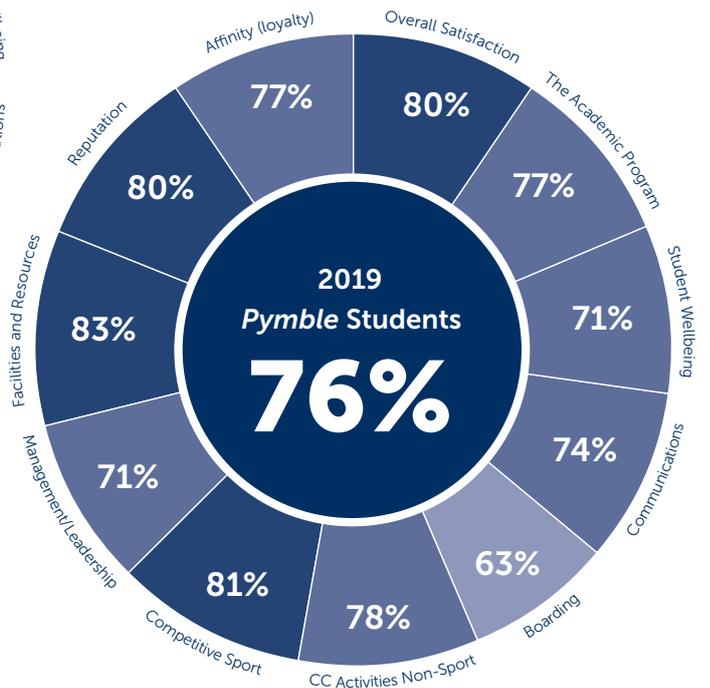
STAFF

The wheel below reflects the average scores for staff across key areas. Staff noted 'high' scores for four of the six areas and a 'moderate' score for the remaining two areas. The overall score is 'high' (72 per cent).



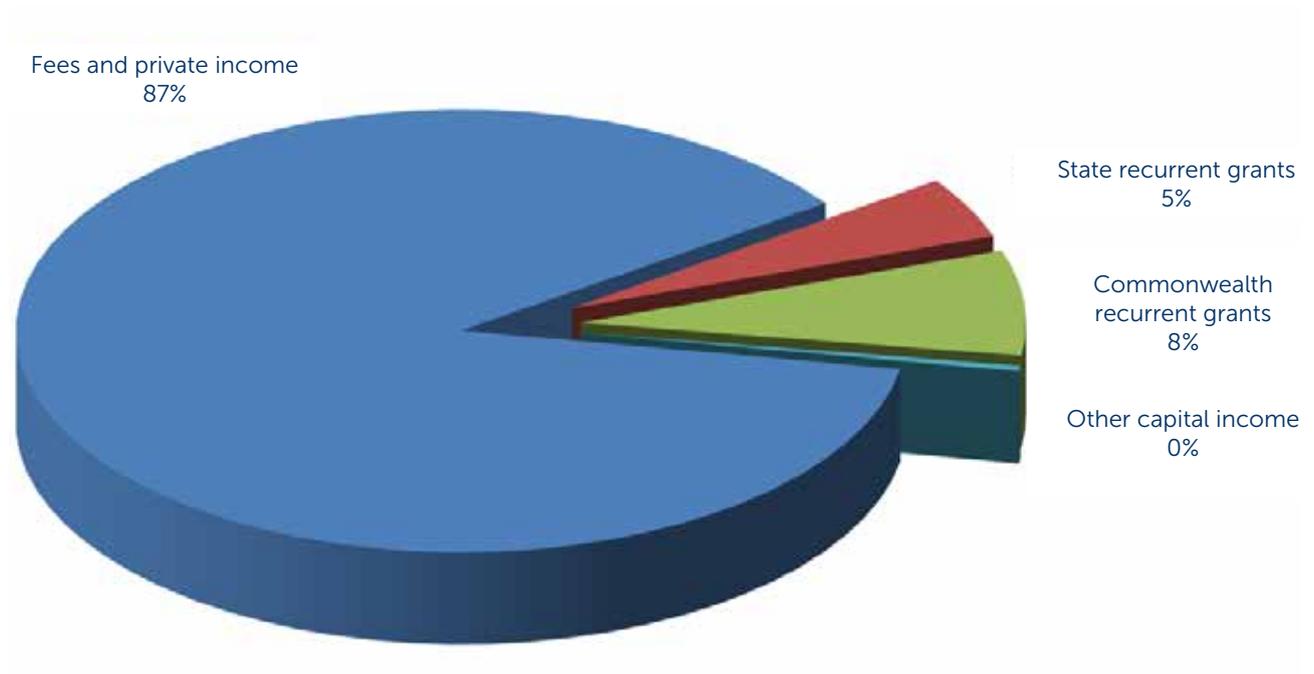
STUDENTS

The wheel below reflects the average scores for all students across key areas. Students noted 'very high' scores for four of the 11 areas, 'high' scores for six areas and a 'moderate' score for the remaining area. The overall score is 'high' (76%).

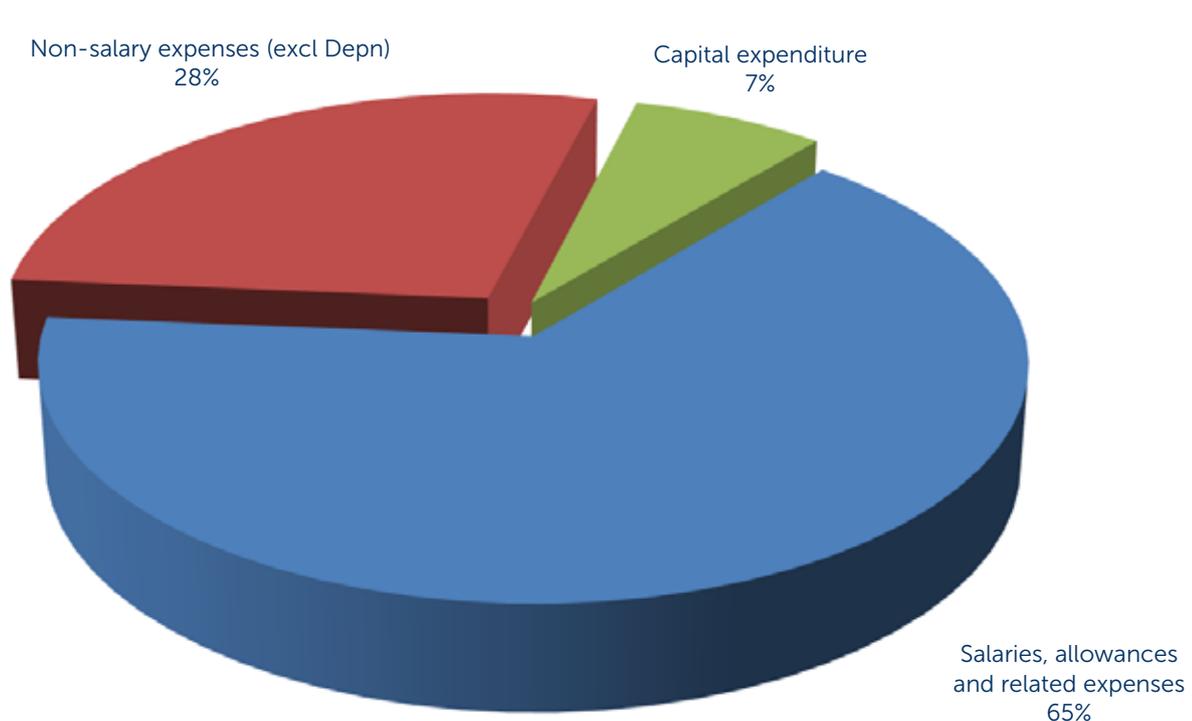


THEME 13: Summary financial information

PYMBLE LADIES' COLLEGE INCOME 2019



PYMBLE LADIES' COLLEGE EXPENDITURE 2019





Rindie Latta's
College
founded 1911



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A school of the Uniting Church in Australia for girls from Kindergarten to Year 12, with Boarding available from Year 7

CRICOS 03288K

