CONTENTS

REPORTING AREA 1: A Message from Key School Bodies ......................................................... 4
  Message from the Chair of College Council ......................................................................... 4
  Message from the Principal ................................................................................................. 6
  Message from the Head Prefect .......................................................................................... 7
  Message from the Pymble Parents Association (PPA) ......................................................... 8

REPORTING AREA 2: Contextual information about the School ............................................. 10

REPORTING AREA 3: Student Performance in National and State-wide Tests and Examinations ...
  2013 Higher School Certificate .......................................................................................... 11
  Overview ............................................................................................................................... 11
  Best in Subject ...................................................................................................................... 11
  All-round Achievers ............................................................................................................ 12
  Honour Roll ......................................................................................................................... 12
  HSC Showcases and Exhibitions ......................................................................................... 12
  2013 Higher School Certificate Results by course ............................................................... 13
  Performance Band Achievement by Percentage (rounded) .................................................. 13
  2013 Extension Courses ..................................................................................................... 14
  Performance Band Achievement by Percentage (rounded) .................................................. 14
  2013 Stage 5 ........................................................................................................................ 15
  Grade Achievement by Percentage (rounded) .................................................................... 15
  2013 Preliminary Courses .................................................................................................. 16
  Grade Achievement by Percentage (rounded) .................................................................... 16
  NAPLAN 2013 ..................................................................................................................... 18
  Literacy and Numeracy Assessments in Years 3, 5, 7 and 9 .............................................. 18

REPORTING AREA 4: Senior Secondary Outcomes .............................................................. 19

REPORTING AREA 5: Professional Learning and Teacher Standards .................................... 20
  Learning and teaching - overview .................................................................................... 20
REPORTING AREA 6: Workforce Composition, including Indigenous

REPORTING AREA 7: Student Attendance and Management of Non-Attendance, Secondary Retention

Attendance Summary Calculation Assumptions

Secondary School

Preparatory and Junior Schools

Retention Rates

Attendance Policy

Attendance Procedure

REPORTING AREA 8: Post School Destinations

REPORTING AREA 9: Enrolment Policy and Characteristics of Student Body

Scope

Definitions

Policy

Procedure

Applications for Enrolment

Final Enrolment Offer

Enrolment Confirmation

Enrolment Cancellation

Conditions of Attendance

Revocation of an Enrolment

Student Population

REPORTING AREA 10: School Policies

REPORTING AREA 11: School Determined Improvement Targets

Priorities/Intents Identified for 2013

Priorities/Intents Identified for 2014

REPORTING AREA 12: Initiatives Promoting Respect and Responsibility

Preparatory School - Key Actions and Events

Junior School - Key Actions and/or Events
Middle School......................................................................................................................................... 64
Upper School - Social responsibility .................................................................................................... 65
Senior School......................................................................................................................................... 66
REPORTING AREA 13: Parent, Student and Teacher Satisfaction......................................................... 67
REPORTING AREA 14: Summary Financial Information.......................................................................... 69
REPORTING AREA 1: A Message from Key School Bodies

Message from the Chair of College Council

In 2013 Pymble Ladies’ College commenced implementation of its strategic vision Towards 2020 – Striving for the highest. Under the four signposts of Personalised Education, People and Culture, Community and Sustainability, Pymble has embarked on its eight-year journey to continue to provide an outstanding educational experience for students and young women and to be recognised globally for its progressive educational learning culture.

A review of the student Pastoral Care Program and the adoption of new student management and reporting systems have enabled the College to strengthen our commitment to personalised education. We have continued to invest in the professional learning and development of our staff and maintain a culture of reflective practice and continual improvement. Launching the teaching and learning framework has provided a positive step towards a consistent approach to teachers’ professional practice. The College has strengthened its ties with local and global communities and continues to adopt sustainable initiatives to reduce the College’s carbon footprint.

The College continues to support Indigenous students and young women through the Indigenous Scholarship Program. In 2013, 13 Indigenous students followed their dreams, challenged and extended their learning experiences and enjoyed the opportunities provided by a Pymble education.

Pymble students consistently achieve remarkable results in the Higher School Certificate and 2013 was no exception with the Year 12 cohort’s results well above State averages. Two students achieved a perfect Australian Tertiary Admission Rank (ATAR) of 99.95. An impressive 12% of students achieved an ATAR of 99+, 39% of students achieved an ATAR of 95+ and 59% of students ranked 90+ in their ATARs. An amazing 97% of the 2013 HSC cohort was offered a place at university. Pymble students topped the State in three subjects and 185 students earned 619 places on the Sydney Morning Herald Honour Roll, which acknowledges students who earn 90 or above in one or more subjects. Forty-four students (17%) were named in the All-round Achievers List for achieving Band 6 results (90 or better) or a Band E4 result (45 or better) in an Extension course in 10 or more units.

In 2013, Pymble students continued to support our local and global communities through community service projects and service learning programs. The Year 10 Service Learning Program saw students supporting and assisting communities across the State, nationally and internationally. Students worked at a school in Gapuwiyak in North East Arnhem Land and at the School of St Jude’s in Tanzania in central Africa. Pymble students also worked with students at Enngonia Public School in north-west New South Wales to help stimulate their educational experiences and provide memorable experiences to motivate them to keep attending school.

These service learning programs are not about simply visiting communities; the students spent months planning the project in consultation with the community, defining their objectives and implementing their plans once they arrive in the community. Such an approach enables the students to immerse themselves in the community and make a meaningful difference. It then becomes a mutually rewarding experience.

In 2013 the College continued to place a strong emphasis on the professional development of our staff. The programs and collaborative learning processes that are being implemented for our
teaching staff are designed to align with the personalised learning culture and to be at the forefront of and lead 21st century learning.

In recognition of our commitment to student and staff wellbeing, the College Council has supported the appointment of a new position of Head of Wellbeing as a key initiative within the *Towards 2020* vision.

In 2013 the College finalised the planning of a new capital works program. Known as the Centenary Precinct, it will establish our new Aquatic and Fitness Centre, redevelop the Mollie Dive Field and provide extensive underground parking. Aligned with our *Towards 2020* vision, these new facilities will enable us to expand and enhance the quality and delivery of our fitness and wellbeing programs for decades to come. The Centenary Precinct will be opened in 2016 in line with the College’s centenary celebrations.

The College continues to be lead and well managed by our Principal, Mrs Vicki Waters and her team provides a dynamic learning experience and the opportunity for students from Kindergarten to Year 12 to ‘strive for their highest’ in curricular and co-curricular activities.

Mr Braith Williams BBus, FAIBF, FFin

*Chair of College Council*
Message from the Principal

2013 was a year of achievements at Pymble Ladies’ College culminating in outstanding results in the Higher School Certificate (HSC).

In 2013 two HSC students achieved a perfect Australian Tertiary Admission Rank (ATAR) of 99.95, 12% of students achieved an ATAR of 99+ and 59% of students ranked 90+ in their ATAR. Pymble students topped the State in three subjects and six students were placed in the first ten places in English Extension 1, including first in the subject.

After launching our strategic vision, Towards 2020 – Striving for the highest in 2012 we continued our journey of providing a nurturing learning environment that is universally acknowledged for its exceptional quality and opportunities. The four signposts - Personalised Education, People and Culture, Community and Sustainability guide our vision to provide best practice education founded on worldwide research.

At Pymble we encourage students to engage with the realities of the world. In 2013 students from Kindergarten to Year 12 supported community service programs, including our Year 10 students who participated in Service Learning projects locally, nationally and internationally. The program encompassed 19 different opportunities and aspects of community care, from animal rescue to helping marginalised groups, refugees, ecological and environmental initiatives to working with the Gapuwiyak Indigenous community in north-east Arnhem Land and across the globe to Tanzania to assist students and staff at the School of St. Jude.

The College continued its commitment to providing outstanding educational opportunities for Indigenous students, with 13 Indigenous scholars enrolled at the College in 2013.

In sport, our students excelled with Pymble claiming the title of the most successful school in the IGSSA competition. In 2013 Pymble was declared the champion school for athletics, diving, gymnastics and rowing. Open premierships were won by Pymble students in netball, soccer, softball and tennis and Pymble took out the Head of the River as overall pointscore champion.

Pymble students shone in their delivery of dramatic, musical and dance performances in 2013. Secondary School students captivated audiences over four nights with their brilliant song and dance performances in Chicago – A Musical Vaudeville. Other productions included The Importance of Being Earnest – a trivial play for serious people, The Witches, A Murder is Announced and Embers. The musical brilliance of our piano scholars was showcased at the annual Joan Hammond Piano Recital and film students portrayed their talents at the College’s Billboard film festival.

Our community of parents celebrated the spirit of Pymble at more than 120 events held throughout the year and we welcomed members of our Pymble community to College functions in Hong Kong, Dubbo, Griffith, Tamworth, Moree and Quirindi.

In 2013 we welcomed a new Head of Preparatory School and a new Head of Junior School and celebrated the extraordinary achievements of our staff.

2013 was an outstanding year at the College and I look forward to the challenges and excitement of 2014.

Mrs Vicki L. Waters MSchM, BEd, DipT, MACE, MACEL, MAICD
Principal
Message from the Head Prefect

Those who are superstitious may consider the number ‘13’ inherently unlucky. However, the 2013 College Prefects wanted to dispel this myth, and thus adopted the theme ‘Lucky 13’ for the year. Our adage was ‘luck is in direct proportion to effort’ and we drew inspiration from Thomas Jefferson’s statement: ‘I’m a great believer in luck, and I find the harder I work the more I have of it’.

We wished to encourage every student at Pymble to believe in their ability to ‘make their own luck’. We acknowledged that to do so can be challenging, but the rewards gained by setting those challenges and striving for ‘personal bests’ – whether it be in the classroom, on the sporting field, on the stage, or in the wider community – are boundless.

Pymble students are very fortunate. We are provided with abundant opportunities to ‘make our own luck’, supported by our dedicated academic staff and progressive Executive and Council, not to mention the outstanding College facilities and amenities. Pymble students achieved at the highest level during the year, in sport, dance, debating, music, drama, the visual arts, hospitality, academic competitions and community service. The performance of the musical Chicago in March showcased the enthusiasm, talent and energy of our students in song, dance and comedy. Our Chorale and Chamber Strings’ European Tour was also highly successful. Outstanding results were achieved in gymnastics, athletics, tennis, hockey, soccer, rowing and dance. We congratulated prize-winning filmmakers and artists, and recipients of overseas academic scholarships.

However, it was the number of students who chose to participate in an incredibly broad range of co-curricular pursuits that we sought to encourage and congratulate. Even if you weren’t on the ‘winning team’, students experienced the joy of involvement, the opportunity to develop self-confidence, improve technique and enhance performance skills.

On a more personal note, I wish to acknowledge the maturity and commitment demonstrated by my fellow Year 12 students in 2013. They showed impressive leadership qualities and endeavoured to demonstrate the College’s core values in all they did, consequently acting as admirable role models for the younger students.

I was also very privileged and proud to lead an exemplary Prefect Body and an enthusiastic Student Representative Council. Some of the initiatives carried out in the year included the ‘Paper Pyramid’, organised by our Sustainability Captains to visually represent how much paper we had saved, and the creation of a t-shirt, organised by our Community Service Captains, designed to promote our whole-school charity, ‘The Student Effect’. Interaction between the Preparatory, Junior and Secondary Schools was strengthened by the attentiveness of our School Liaison Officers and Liaison Co-ordinator, and the addition of a weekly poll to the online school Portal, introduced by the SRC, allowed students to comment on various aspects of school life and thus bring about improvement.

I would like to thank all the students of Pymble Ladies’ College, from Kindergarten to Year 12, for embracing the theme ‘Lucky 13’, and proving through their involvement, determination and enthusiasm that luck is certainly in direct proportion to effort. The wise words of Winnie-the-Pooh encapsulate how I feel about having been a part of the Pymble Ladies’ College community: ‘how lucky am I to have something that makes saying goodbye so hard’.

Miss Samantha Bear
Head Prefect 2013
Message from the *Pymble* Parents Association (PPA)

The PPA represents the Pymble Ladies’ College parent community. The purpose of the PPA is to support and promote the well-being of the College and its students, by representing parents in the life of the College. Members of the PPA are indemnified against any liability they may incur in respect of any act, matter or thing done in good faith and in conformity with the purpose of the PPA and its constitution.

The role of the PPA is to represent its members in the life of the College and to act as the coordinating group for the various Parent Support Groups that exist within the College. The PPA is the peak parent support group. It helps co-ordinate the social and fund-raising activities of all other Parent Support Groups and is ultimately responsible for ensuring all support groups:

- Comply with College Policies and Procedures
- Adopt and operate according to the Charter for College Support Groups

The PPA reports directly to the Principal and the College Council. The key staff liaison between the College and the PPA is the College’s Community Relations and Events Co-ordinator.

The affairs of the PPA are managed by the Executive Committee subject to and consistent with the Constitution. The Executive Committee positions are President, Vice-President, Treasurer and Secretary. The Executive Committee is assisted by co-ordinators in the roles of Events, Publicity and Care and Support. Additional co-ordinator roles may be determined as required.

The PPA has no powers or responsibilities in relation to the policy, control or governance of the College, or in relation to any function or duty of the Council, the Principal or any teacher, officer or employee of the College. The PPA observes all prohibitions or restrictions laid down by the Uniting Church in Australia, in regard to the manner in which funds may be raised for the schools and Colleges controlled by the Church. The PPA both raises and donates funds for specific purposes providing these purposes are consistent with the aims of the College and comply with all relevant policies and procedures of the College in force at the time of the activity. Before the PPA approves or proceeds with any public activity at which it is proposed to raise funds for, or on behalf of the PPA or the College, it obtains the approval of the College Council.

The College is fortunate to have a caring and active group of parents contributing to the Pymble experience. The Pymble Parent Association actively co-ordinates the social and community activities of students’ parents at the College.

All Pymble parents are free to join as many or few support groups as they wish. Each year at the Annual General Meetings (AGM), parents are invited to take on a more active role on elected committees of the Parent Support Groups, as listed below.

A great variety of support groups operate under the auspices of the Pymble Parent Association and include:

- Senior School Parent Group (SSPG)
- Upper School Parent Group (USPG)
- Middle School Parent Group (MSPG)
- Junior School Parent Group (JSPG)
- Preparatory School Parent Group (PSPG)
- Boarding Parent Group (BPG)
- Music Support Group (MSG)
- Rowing Support Group (RSG)
- Snow Sports Support Group (SSSG)
- Equestrian Support Group (ESG)
- Artistic Gymnastics Support Group (AGSG)

The College welcomed the contribution from the existing 65 parents engaged in key roles within the School Parent Groups and the Parent Support Groups throughout 2013. The success of 100 events across the College on the 2013 calendar depended on this volunteer parent participation.

Significant PPA events across 2013/2014 included the Icebreaker cocktail evening with a record 680 guests including parents and staff attending, the Pymble Staff BBQ for World Teacher’s Day, New Mothers lunch attended by 180 new college parents, the Garden Party hosting 25 parent-led stalls, 150 volunteers and many thousands attending and wrapped up the year by providing the Christmas lunch for the Sony Camp Firefly special needs campers.

The PPA once again presented the opportunity for teachers at the College to apply for the PPA $5,000 Professional Development Grant.

The PPA continues to represent and serve the needs of the Pymble parent community.

Mrs Kylie MacDonald
President – Pymble Parents Association
REPORTING AREA 2:  Contextual information about the School

Pymble Ladies’ College is a leading independent school of the Uniting Church, set on 20 hectares of park-like grounds on Sydney’s North Shore, for students from Kindergarten to Year 12, with boarding from Year 7.  Pymble offers extensive opportunities for students and young women to explore and excel.  They enjoy advanced learning technology, outstanding facilities and extensive choices in the performing arts, sporting and cultural arenas.

A strong academic record and focus on each student as an individual creates a stimulating environment which inspires a balanced educational experience.  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 - affirm our commitment to the Christian heritage of the College and provide 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.

Please visit MySchool website for further information about the College:

REPORTING AREA 3: Student Performance in National and State-wide Tests and Examinations

2013 Higher School Certificate

Overview

In 2013, 258 students sat for the NSW Higher School Certificate in 50 courses. On average, 96% of candidates across all 2 Unit courses offered at the College achieved results in Band 4 and above. In the 1 Unit Extension courses, on average, 90% were placed in Band E3 or E4.

When compared to the State average, results in Bands 5 and 6 have remained consistently high, with student achievement above State level in all courses offered at the College. In 2013, the Band 5 and 6 results were 40% or more above the State percentages in the following subjects: Agriculture, Biology, Business Studies, Drama, English as a Second Language, Food Technology, Geography, Legal Studies, Modern History, Physics, Senior Science, Textiles and Design, Visual Arts and Hospitality.

In the period from 2012 - 2013, the following are examples of percentage improvement in Band 5/6 results: Ancient History 6%, Biology 18%, Business Studies 6%, Chemistry 6%, Drama 33%, English (Advanced) 8%, English as a Second Language 23%, Food Technology 10%, Geography 24%, Legal Studies 8%, Physics 10%, Senior Science 7%, Studies of Religion 13% and Textiles and Design 9%. In the same period there was a drop of 16% in Earth and Environmental Science, 12% in Economics, 16% in General Mathematics, 11% in Mathematics, 17% in Music 1 and 35% in PDHPE.

Best in Subject

- **Pymble** students topped the state in three subjects:
  - English Extension 1
  - Hospitality Examination
  - Classical Greek Continuers

- **Pymble** students earned places in the Top Achievers in Course List in 12 different courses:
  - English Extension 1 (five mentions)
  - English Extension 2
  - English as a Second Language (three mentions)
  - History Extension (two mentions)
  - Italian Beginners (two mentions)
  - Food Technology
  - Drama
  - Music Extension
  - Geography
  - Chemistry
  - Classical Greek Continuers
  - Classical Greek Extension
All-round Achievers

17% (44 students) of Pymble students were named in the All-round Achievers lists. We acknowledge the outstanding achievement of the students who achieved Band 6 results (90 or better) or a Band E4 result (45 or better) in an Extension course in 10 or more units.

Honour Roll

The Honour Roll 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 2013, Pymble students earned 619 places on the Honour Roll. These places were achieved by 185 individual students.

HSC Showcases and Exhibitions

ARTEXPRESS

Six Visual Arts students are to be congratulated on having their Bodies of Work selected for exhibition at a number of different venues around the state as part of ARTEXPRESS 2013.

Callback

Four Dance students were nominated for inclusion in Callback 2013 and one student’s Core Composition was selected for inclusion.

ENCORE

One student has been selected for inclusion in the ENCORE 2013 concert. A further eight Music students are to be congratulated for their nomination for inclusion in ENCORE 2013 (performance) and one student was nominated for her composition.

OnSTAGE

Two students are to be congratulated on their inclusion in OnSTAGE 2013 for Costume Design and one student is to be congratulated for her nomination for inclusion for Performance.
### 2013 Higher School Certificate Results by course

#### Performance Band Achievement by Percentage (rounded)

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>School Median</th>
<th>Bands 5-6 School %</th>
<th>Bands 5-6 State %</th>
<th>Bands 3-4 School %</th>
<th>Bands 3-4 State %</th>
<th>Bands 1-2 School %</th>
<th>Bands 1-2 State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>9</td>
<td>93</td>
<td>100</td>
<td>27</td>
<td>0</td>
<td>53</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Ancient History</td>
<td>48</td>
<td>85</td>
<td>73</td>
<td>34</td>
<td>25</td>
<td>49</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Biology</td>
<td>90</td>
<td>86</td>
<td>79</td>
<td>33</td>
<td>21</td>
<td>58</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Business Studies</td>
<td>64</td>
<td>88</td>
<td>87</td>
<td>35</td>
<td>12</td>
<td>53</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Chemistry</td>
<td>83</td>
<td>84</td>
<td>69</td>
<td>42</td>
<td>29</td>
<td>50</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Dance</td>
<td>7</td>
<td>83</td>
<td>71</td>
<td>38</td>
<td>29</td>
<td>55</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Drama</td>
<td>18</td>
<td>92</td>
<td>100</td>
<td>44</td>
<td>0</td>
<td>54</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>15</td>
<td>84</td>
<td>67</td>
<td>37</td>
<td>33</td>
<td>55</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Economics</td>
<td>40</td>
<td>83</td>
<td>60</td>
<td>43</td>
<td>30</td>
<td>43</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>8</td>
<td>76</td>
<td>25</td>
<td>7</td>
<td>75</td>
<td>72</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>240</td>
<td>89</td>
<td>89</td>
<td>53</td>
<td>11</td>
<td>45</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>10</td>
<td>88</td>
<td>80</td>
<td>23</td>
<td>20</td>
<td>60</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Food Technology</td>
<td>22</td>
<td>89</td>
<td>100</td>
<td>28</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Geography</td>
<td>50</td>
<td>87</td>
<td>86</td>
<td>40</td>
<td>14</td>
<td>44</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>37</td>
<td>88</td>
<td>92</td>
<td>43</td>
<td>8</td>
<td>46</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>90</td>
<td>81</td>
<td>58</td>
<td>21</td>
<td>42</td>
<td>54</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Mathematics</td>
<td>99</td>
<td>87</td>
<td>80</td>
<td>49</td>
<td>19</td>
<td>43</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Modern History</td>
<td>75</td>
<td>88</td>
<td>93</td>
<td>47</td>
<td>7</td>
<td>43</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Music 1</td>
<td>8</td>
<td>88</td>
<td>75</td>
<td>59</td>
<td>25</td>
<td>39</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Music 2</td>
<td>11</td>
<td>96</td>
<td>100</td>
<td>85</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>19</td>
<td>81</td>
<td>53</td>
<td>28</td>
<td>47</td>
<td>54</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Physics</td>
<td>21</td>
<td>84</td>
<td>76</td>
<td>33</td>
<td>24</td>
<td>55</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Senior Science</td>
<td>24</td>
<td>89</td>
<td>96</td>
<td>39</td>
<td>4</td>
<td>48</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Studies of Religion 1 unit</td>
<td>8</td>
<td>42/50</td>
<td>63</td>
<td>49</td>
<td>38</td>
<td>45</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>15</td>
<td>88</td>
<td>87</td>
<td>34</td>
<td>13</td>
<td>56</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Course</td>
<td>Students</td>
<td>School Median</td>
<td>Bands E3-4 School %</td>
<td>Bands E3-4 State %</td>
<td>Bands E1-2 School %</td>
<td>Bands E1-2 State %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------</td>
<td>---------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Extension 1</td>
<td>67</td>
<td>45</td>
<td>99</td>
<td>88</td>
<td>1</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Extension 2</td>
<td>16</td>
<td>43</td>
<td>100</td>
<td>78</td>
<td>0</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>78</td>
<td>45</td>
<td>95</td>
<td>84</td>
<td>5</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>29</td>
<td>86/100</td>
<td>100</td>
<td>87</td>
<td>0</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History Extension</td>
<td>37</td>
<td>45</td>
<td>100</td>
<td>74</td>
<td>0</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Extension</td>
<td>10</td>
<td>50</td>
<td>100</td>
<td>98</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classical Greek Extension</td>
<td>5</td>
<td>48</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Extension</td>
<td>5</td>
<td>48</td>
<td>100</td>
<td>97</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German Extension</td>
<td>1</td>
<td>34</td>
<td>0</td>
<td>90</td>
<td>100</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese Extension</td>
<td>4</td>
<td>46</td>
<td>100</td>
<td>91</td>
<td>0</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin Extension</td>
<td>16</td>
<td>45</td>
<td>94</td>
<td>97</td>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2013 Stage 5

For the Record of School Achievement (RoSA), the Board of Studies requires schools to submit grades for all students who complete Stage 5 courses. Grades are awarded according to the Course Performance Descriptors which describe a typical student’s performance at each of five grade levels (A-E) in each course.

This year, the results for two new courses introduced into the Pymble curriculum, Physical Activity and Sports Studies and Photographic and Digital Media, are included in the table below. Both courses have proven to be popular and the results achieved are most pleasing.

The Grading Pattern below shows that, on average, approximately 89% of students earned Grade A or Grade B, which represents a 1% improvement on the results in 2012.

Grade Achievement by Percentage (rounded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>No of students in School</th>
<th>A-B</th>
<th>C</th>
<th>D-E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td></td>
<td>State</td>
</tr>
<tr>
<td>English</td>
<td>239</td>
<td>79</td>
<td>39</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>240</td>
<td>72</td>
<td>38</td>
<td>22</td>
</tr>
<tr>
<td>Science</td>
<td>239</td>
<td>79</td>
<td>37</td>
<td>21</td>
</tr>
<tr>
<td>Australian Geography*</td>
<td>270</td>
<td>79</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td>Australian History*</td>
<td>270</td>
<td>89</td>
<td>38</td>
<td>11</td>
</tr>
<tr>
<td>Commerce</td>
<td>69</td>
<td>93</td>
<td>59</td>
<td>7</td>
</tr>
<tr>
<td>Geography Elective</td>
<td>127</td>
<td>83</td>
<td>58</td>
<td>17</td>
</tr>
<tr>
<td>History Elective</td>
<td>171</td>
<td>89</td>
<td>60</td>
<td>11</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>14</td>
<td>86</td>
<td>77</td>
<td>14</td>
</tr>
<tr>
<td>French</td>
<td>71</td>
<td>86</td>
<td>67</td>
<td>14</td>
</tr>
<tr>
<td>German</td>
<td>11</td>
<td>100</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>Japanese</td>
<td>12</td>
<td>83</td>
<td>60</td>
<td>17</td>
</tr>
<tr>
<td>Latin</td>
<td>28</td>
<td>93</td>
<td>79</td>
<td>4</td>
</tr>
<tr>
<td>Agricultural Technology</td>
<td>22</td>
<td>100</td>
<td>41</td>
<td>0</td>
</tr>
<tr>
<td>Food Technology</td>
<td>73</td>
<td>92</td>
<td>45</td>
<td>8</td>
</tr>
<tr>
<td>Textiles Technology</td>
<td>36</td>
<td>89</td>
<td>56</td>
<td>11</td>
</tr>
<tr>
<td>Dance</td>
<td>14</td>
<td>100</td>
<td>44</td>
<td>0</td>
</tr>
<tr>
<td>Drama</td>
<td>26</td>
<td>100</td>
<td>60</td>
<td>0</td>
</tr>
</tbody>
</table>
At Pymble, all Year 9 students and students new to the College in Year 10 complete the mandatory Australian Geography and History courses. The above results include all students who completed the Australian History and Australian Geography courses in 2013.

2013 Preliminary Courses

Following the introduction of the Record of School Achievement (RoSA) in 2012, the Board of Studies requires schools to submit grades for all students who complete Stage 6 Preliminary courses. Grades are awarded according to the Common Grade Scale which describes a typical student's performance at each of five grade levels (A-E).

The Grading Pattern below shows that, on average, approximately 83% of Pymble students earned a Grade A or Grade B across all of the courses offered at the College.

Grade Achievement by Percentage (rounded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>No of students in School</th>
<th>A-B %</th>
<th>C %</th>
<th>D-E %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School State</td>
<td>School State</td>
<td>School State</td>
<td>School State</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>239</td>
<td>76</td>
<td>57</td>
<td>23</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>15</td>
<td>13</td>
<td>21</td>
<td>87</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>87</td>
<td>94</td>
<td>76</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>160</td>
<td>94</td>
<td>51</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>97</td>
<td>86</td>
<td>54</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>92</td>
<td>67</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>Biology</td>
<td>117</td>
<td>81</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>Chemistry</td>
<td>107</td>
<td>72</td>
<td>45</td>
<td>23</td>
</tr>
<tr>
<td>Course</td>
<td>U1</td>
<td>U2</td>
<td>U3</td>
<td>U4</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>20</td>
<td>95</td>
<td>39</td>
<td>5</td>
</tr>
<tr>
<td>Physics</td>
<td>35</td>
<td>80</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td>Ancient History</td>
<td>39</td>
<td>67</td>
<td>43</td>
<td>33</td>
</tr>
<tr>
<td>Business Studies</td>
<td>82</td>
<td>88</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>Economics</td>
<td>52</td>
<td>79</td>
<td>55</td>
<td>13</td>
</tr>
<tr>
<td>Geography</td>
<td>57</td>
<td>89</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>49</td>
<td>86</td>
<td>43</td>
<td>14</td>
</tr>
<tr>
<td>Modern History</td>
<td>84</td>
<td>82</td>
<td>48</td>
<td>18</td>
</tr>
<tr>
<td>Studies of Religion (1 unit)</td>
<td>23</td>
<td>78</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>4</td>
<td>100</td>
<td>96</td>
<td>0</td>
</tr>
<tr>
<td>French Continuers</td>
<td>16</td>
<td>81</td>
<td>71</td>
<td>19</td>
</tr>
<tr>
<td>German Continuers</td>
<td>4</td>
<td>100</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>Italian Beginners</td>
<td>35</td>
<td>86</td>
<td>51</td>
<td>14</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>12</td>
<td>75</td>
<td>67</td>
<td>17</td>
</tr>
<tr>
<td>Latin Continuers</td>
<td>15</td>
<td>100</td>
<td>88</td>
<td>0</td>
</tr>
<tr>
<td>Agriculture</td>
<td>8</td>
<td>88</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>Food Technology</td>
<td>25</td>
<td>76</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>18</td>
<td>89</td>
<td>49</td>
<td>11</td>
</tr>
<tr>
<td>Dance</td>
<td>13</td>
<td>85</td>
<td>59</td>
<td>15</td>
</tr>
<tr>
<td>Drama</td>
<td>25</td>
<td>80</td>
<td>57</td>
<td>20</td>
</tr>
<tr>
<td>Music 1</td>
<td>6</td>
<td>100</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>Music 2</td>
<td>9</td>
<td>89</td>
<td>83</td>
<td>11</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>64</td>
<td>95</td>
<td>49</td>
<td>5</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>56</td>
<td>77</td>
<td>40</td>
<td>18</td>
</tr>
</tbody>
</table>
NAPLAN 2013

Literacy and Numeracy Assessments in Years 3, 5, 7 and 9

Please visit MySchool website for a full break down of Pymble Ladies' College NAPLAN results for 2013. The results can be found in graphs, number and bands.

http://www.myschool.edu.au/ResultsInGraphs/Index/66604/PymbleLadiesCollege/43846/2013
REPORTING AREA 4: Senior Secondary Outcomes

In 2013, 100% of the Year 12 cohort sat for the HSC. In addition, 6% of the Year 12 cohort participated in vocational or trade training.

Secondary School outcomes are documented in MySchool website:

http://www.myschool.edu.au/ResultsInGraphs/Index/66604/PymbleLadiesCollege/43846/2013
REPORTING AREA 5: Professional Learning and Teacher Standards

Learning and teaching - overview

In 2013, Pymble continued to refine and expand the range of embedded professional learning opportunities for teachers. The College is committed to providing a range of access points to the professional learning program to cater to teachers at all stages of their careers. While there continued to be blended external opportunities through the Harvard Graduate School of Education’s Wide World online courses, the College sought to use the internal capacity developed through these courses to introduce new teachers to the Making Thinking Visible and Teaching for Understanding principles. 2013 saw over 200 staff members participating in different internal professional learning experiences.

The core of the professional learning experiences offered within the school continues to be the range of professional learning teams available. These groups are cross-divisional and consist of approximately 10 teachers. The focus areas of the groups range from introductory groups that collaboratively explore how teachers can build cultures of thinking in their classroom based on Project Zero’s Making Thinking Visible literature to action inquiry groups that see individual teachers using the action research cycle to explore a puzzle of practice. Other groups focus on building resources to personalise learning, programming using the Teaching for Understanding framework, implementing the Australian Curriculum, using the Looking at Student Thinking Protocol to refine teaching practice and Instructional Rounds groups.

The College continues to run the Innovative Project Days program. This initiative sees small teams from faculties across the College working in two-day blocks with the Director of Teaching and Learning and IT Curriculum Innovator to rewrite specific programs using the Teaching for Understanding approach and incorporating the Harvard thinking routines and different technologies. This approach allowed teachers to apply their learning in their classrooms and embed the learning in their programs to ensure its sustainability.

The Preparatory and Junior Schools embarked on a process of peer observation to examine the discourse of the classrooms. This program saw teams of three teachers working together to observe and debrief lessons.

The College received two Australian Government Quality Teaching Program grants to conduct action research on how service learning can enhance student wellbeing and how an investigative approach to Mathematics can be implemented in Stage 4. These grants afford teachers opportunities to collaborate on the planning, implementation and evaluation of particular initiatives that are shared more widely through the Association of Independent Schools.

The College provided scholarships for staff to research particular pedagogies and programs internationally. In 2013, our co-ordinator of the Pymble Elite Sportswoman Program travelled to the United States to investigate similar programs at American universities. On another school sponsored grant, a Drama teacher with an interest in film travelled to New York City to visit schools using film and media as a teaching tool and professional learning tool.

Finally, Pymble was fortunate to host a range of internationally renowned educational experts in 2013. Dr Ron Ritchhart from Harvard Graduate School of Education’s Project Zero visited the school for three two-week visits to work with staff. He ran sessions on the visible thinking routines and how to harness the cultural forces to promote an authentic thinking culture. The College also hosted Frank Crawford who worked with school leaders on strategic planning. The College hosted
Stephen Heppel from the United Kingdom. He spoke to staff about learning environments, innovation and use of technology in schools. The Secondary Science department continued to work with Dr Julia Atkin throughout the year to investigate how the Hermann Brain Dominance Instrument could be used to enhance learning in Science. Mathematics teachers across the school worked with Charles Lovitt in their endeavours to implement an investigative approach to the subject.

As in the past, the internal professional learning program continues to run parallel to the external professional learning opportunities also supported by the College.

<table>
<thead>
<tr>
<th>Types of Professional Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at conferences, workshops, forums, courses.</td>
<td>Teaching and operational staff</td>
</tr>
<tr>
<td>In-house training</td>
<td>Teaching and operational staff</td>
</tr>
<tr>
<td>Professional reading, observations, research, preparation of articles published in professional journals, and reflection activities</td>
<td>Teaching staff</td>
</tr>
<tr>
<td>Delivery of professional development sessions to colleagues</td>
<td>Teaching and operational staff</td>
</tr>
<tr>
<td>Post-graduate study</td>
<td>Teaching and operational staff</td>
</tr>
<tr>
<td>Supervision and mentoring of student teachers and New Scheme Teachers (NST)</td>
<td>Teaching staff</td>
</tr>
<tr>
<td>Participation in teacher accreditation programs through Independent Schools Teacher Accreditation Authority (ISTAA)</td>
<td>Teaching staff</td>
</tr>
<tr>
<td>Higher School Certificate and NAPLAN marking</td>
<td>Teaching staff</td>
</tr>
</tbody>
</table>
## Professional Learning Course

### Compliance Course

All staff training sessions are conducted using a variety of face-to-face and online training for:

- Cardio Pulmonary Resuscitation
- Chemical Safety in Schools Update
- Obligations in Identifying and Responding to Children and Young People at Risk
- Reportable Conduct and Duty of Care
- Emergency Response Awareness that included evacuation, lockdown, bomb threat, bushfire etc. and regular drills

In addition, specific training is conducted in:

- Emergency Response for Wardens, Reception staff and the Emergency Control Group
- Apply First Aid for those taking groups on camps, international tours or who volunteer

### Preparatory School

A major focus for Preparatory School teachers was developing links with professional networks through IPSHA Umbrella Groups. Through this affiliation, staff were provided with the opportunity to participate in professional development related to pedagogy and curriculum. A number of staff also attended North West Reggio Emilia network meetings and Twilight Evening.

Teachers also contributed to professional learning teams K-12 to facilitate greater understanding of Teaching for Understanding and Making Thinking Visible. Selected staff also attended AIS courses on Visible Thinking. Triads were formed across K-6 enabling peer observations and reflective discussions. These were facilitated by the Director of Teaching and Learning and Ron Ritchhardt during his time at the College. Many Preparatory staff also joined Strategic Intent working groups to support the vision of the College as we work towards achievement of our *Towards 2020* vision.

Year 1 teachers facilitated the implementation of a new approach to spelling using the Words Their Way program and shared with staff their experiences and evidence of student achievement as we look to full implementation in 2014.

Representatives of the Preparatory School worked in collaboration with members of the Junior School English Committee as we prepared to implement the Australian Curriculum English Syllabus in 2014.

Two staff members were involved in the Partnership Program: Professional Exchange and Mentoring Program travelling to Moree and Ballina to mentor beginning teachers. A reciprocal visit was also undertaken where embedded practice could be observed within the *Pymble* context.

Selected staff participated in the following courses:

- Planning and Implementing for the English Syllabus 2014
- Musical Intelligence K-2
- Becoming an Accomplished Teacher
A number of Junior School teachers undertook the Harvard Graduate School of Education’s courses including Making Thinking Visible and Teaching for Understanding, working in teams across the College. Many teachers also were part of professional learning teams which again were comprised of staff across the College and furthered professional development in visible thinking, teaching for understanding and the differentiated classroom. All Junior School staff took part in peer observations and debriefing sessions which were completed in triad groups facilitated by Ron Ritchhart during his time within the Junior School.

All staff attended professional learning sessions to prepare for the implementation of the Australian Curriculum English Syllabus in 2014. Selected staff attended the NSW English Syllabus Conference – Implementing the NSW Syllabus for the Australian Curriculum as well as Practical Activities for English in the Middle Years from 2014.

The Teacher Librarian attended the ASLA National Conference The Curriculum Experience: Connect Integrate Lead which highlighted the Teacher Librarian’s role in the implementation of the Australian Curriculum.

Representatives from Stages 2 and 3 and the English Co-ordinator completed training for the spelling program Words Their Way preparing for implementation of the program in 2014.

Selected staff completed professional learning in the following courses:

- 3P Love of Learning Conference which focused on personalised learning, nurturing a learning culture and enhancing communication.
- History Teachers’ Association of NSW Conference – History K-6 and the approach to taking on this new thinking towards the curriculum and how to implement it.
- Generation Next Mental Health Conference
- Powering Up Your Inquiry Units presented by Kath Murdoch
- Understanding Autism Spectrum Disorder
- Middle Leaders Course run by the AIS
- Assessment for Learning

Middle School

Middle School staff attended pastoral care conferences, workshops and school visits including but not limited to:

Conferences:

- 21st Century Fluency Conference - Digital Citizenship ACEL
- The Annual MYSA Middle Years’ Conference in Brisbane
- AIS Pastoral Conference 2013
• Positive Education Conference  Knox Grammar School
• Martin Seligman on Wellbeing at the Sydney Opera House
• Introduction to Mindfulness Conference

Workshops

• Regional MYSA meetings and workshops – three per year
• NSSI Workshop - Tali Israelstam, Clinical Psychologist
• Legal and Duty of Care obligations: What school leaders need to know about managing mental health and broader issues in relation to students – Dr Michael Gordon, Clinical Psychologist – Propsych

Schools’ Visits

• Staff visited several Queensland schools
• The main focus of the visit was to explore the early implementation of the Australian Curriculum in Science, Mathematics, History and English.
• Other areas that were explored with direct links to the *Pymble* 2020 vision were assessment practices, sustainability initiatives, pastoral care programs and school structures as well as innovative learning practices and spaces.

### Upper School

In addition to internally provided experience, members of the Upper School Student Co-ordinator team have participated in the following professional learning experiences in support of their role as leaders of Pastoral Care.

• Providing Feedback – Barker College
• Mental Health and School – AIS
• Flagship - AIS

### Senior School

The Senior School Pastoral Care team engaged in a range of professional learning experiences. The courses, seminars and workshops were undertaken to address directed Senior School goals, as well as individual professional goals. Student Co-ordinators, the Deputy Head of Senior School and Head of Senior School undertook a variety of professional learning experiences including:

• Mindmatters – Student empowerment
• Mindmatters – Promoting positive mental health and wellbeing in the school community
• Positive Psychology workshop conducted by Knox Grammar
• AIS annual Pastoral Care conference
• Warm Heart, Cool Head, Bright Future – Young Minds 2013
• AIS Foundation Leadership Program
• Legal and Duty of Care Obligations
• Working with psychiatrist from Macquarie University regarding anxiety
• Working with psychologist regarding self-harm
• Coaching in education workshops

As a result of the commitment to these professional learning experiences, the staff members
involved were able to enhance collective awareness of current trends in Pastoral Care and more effectively target specific concerns and Stage 6 specific issues for adolescent students.

## Curriculum

### Aboriginal Studies

Professional learning and development continues in the area of Aboriginal Studies with attendance at two key conferences in 2013: Educating Aboriginal and Torres Strait Islander Students in Independent Schools and Embedding Aboriginal Issues in Key Learning Areas. In addition, staff were regular attendees at the Teachers and Supporters of Indigenous Students group to plan events for students and to discuss different challenges for Indigenous students in independent schools.

### Classics

The Classics Department continues its strong involvement in the Classical Languages Teachers Association Inc, hosting the Year 9 Reading Competition and taking part in other activities with professional colleagues, such as the annual weekend camp in Year 8. Two members of the Classics Department attended the HSC Latin Study Seminar in June.

In 2013 the CLTA invited Ann Rogerson from the University of Sydney, the current Chief Examiner in Latin, to present her research on the best available texts for HSC study. *Pymble* teachers contributed to surveys held by the BOS on preferred Classical Greek and Latin texts, and the Head of Classics was invited by the BOS to be a member of a small committee to prescribe Greek texts early in 2013 and also a committee for Latin texts which met in November 2013 and is continuing to meet in 2014.

The Head of Department was asked to contribute a chapter to Language Teachers’ Narrative of Practice, edited by Lesley Harbon and Robyn Maloney, of Sydney and Macquarie Universities Faculties of Education respectively. The chapter was entitled “Audio, Video, Disco – Listening, Watching and Learning as a Classics Teacher in Australia”. The book was published in 2013 by Cambridge Scholars Publishing.

In addition the Head of Classics was invited to present a paper at the annual conference of the Association for Latin Teaching (UK) in July 2013: http://www.arlt.co.uk/2013.html. The paper was entitled “Creating School Partnerships through Classical Drama” and was delivered, as an experiment, using Skype. The talk can be seen through a link on the website cited above. It was well received and received a favourable mention in the journal of the Joint Association of Classics Teachers (UK).

### Drama/Dance

The Drama/Dance Department were involved in a variety of Professional Learning activities.

A faculty member travelled to New York, exploring how media can be used to enhance learning for staff and students – this included visits to The Calhoun School, Riverdale Country School and the Tisch Film School. To develop her skills in teaching HSC Drama, she attended a workshop, Teaching Essay Writing for the HSC and the AIS Drama Conference, which examined Band 6 samples for Group Devised playbuilding, costume design and essay writing.

Another teacher participated in an InterPlay summer workshop to develop her capacity as a
Drama teacher. This three day program focused on personal improvisational skills and knowledge, voice and movement, and leadership skills.

A Dance teacher attended a conference focusing on the National Curriculum to prepare for the Curriculum changes. This conference also included a strong focus on Indigenous Dance. To develop her repertoire, she also attended an International Dancers Workshop in Melbourne, being taught a variety of styles and training techniques, including Hip Hop taught by top choreographers from the United States.

Another department member led the development of a range of experiential learning tools to aid Thinking for Learning. Fundamental to this, were many Professional Learning discussions with key staff members and external experts focusing on Culture of Thinking. This improved knowledge and understanding of best classroom practice, resulted in the collaborative planning and development of Teaching and Learning programs, units of work and assessment, providing differentiated learning approaches to meet the students’ needs, capabilities and interests in light of the 2020 vision.

Economics

Members of the Economic Department attended Ron Rickard’s presentations held at the College for all staff. They emphasised the importance of student feedback and the use of visual techniques in the classroom. Some staff participated in more specific group sessions in particular Making Thinking Visible 2 (MTV 2) during which attendees displayed and discussed some of the Visible Thinking Routines that had been implemented in classes.

Other more content focused conferences were attended including:

- ELC Economics Teachers Conference 2013
- Academic Attainment Professional Development Conference 2013

Collaboration with Ravenswood School for Girls was undertaken to draw on their experience of developing and refining the running of the Year 9 Commerce Market Day.

English

Teachers in the English Department have sustained a ‘Culture of Thinking’ and ‘Teaching for Understanding’ focus with almost all having completed the courses through the Harvard Graduate School of Education. The critical thinking strategies have been implemented in the classroom to foster deeper inquiry and independence amongst students and garner the best possible learning outcomes and the process of implementing the Australian Curriculum at Stages 4 and 5 has been enhanced by this innovation and practice.

Participation in Professional Learning Teams has been high and regular. In these forums, teachers have been afforded the opportunity to discuss and evaluate Teaching for Understanding and Visible Thinking principles. This has been augmented by time spent with Ron Ritchard.

One teacher is currently undertaking post-graduate work toward achieving her PhD, the focus of which has enabled her to share research findings with the Stage 6 teachers (This was particularly pertinent for our studies of Shakespeare and The Renaissance and Jane Austen). Another is in the process of attaining her Masters Degree.

Another teacher achieved a College grant to visit The Calhoun School in New York. Her observation of classes and access to the innovative and challenging teaching program devised
by staff there was an invaluable opportunity. One of the outcomes has been the implementation of The Philosophy Project in Year 7, delivered and conducted through the Year 7 English teachers.

We were lucky enough to enjoy the opportunity to work again with Eileen Chong, who visited us from The Red Room Company to work with Year 9 students on their poetry writing skills and with teachers on strategies for inspiring students to risk-take, experiment with and write poetry.

The teacher accreditation process has been undertaken by numerous teachers in the department with two working to attain Professional Excellence standards. Teachers have been involved in State-wide mentoring programs, writing articles for professional journals, presenting at ETA and AIS conferences, HSC Marking for Extension 2, 1 and Advanced Course Modules and Electives.

### Geography/Legal Studies

The Geography and Legal Studies staff were actively involved in attending professional development courses in order to develop contemporary and innovative lessons to students.

Several staff were involved in attending courses offered by professional teaching associations including the Legal Studies and Geography. Pymble staff were involved in the CSSA Examination Convenors Conference and the setting of the CSSA Trial Geography Examination which requires many after school hours of research and presentation.

Geography staff also sought higher attainments through professional recognition. A member of the department achieved the level of Experience Teacher through the Teacher Accreditation Scheme run by the Association of Independent Schools. Such attainments recognised the involvement in professional learning and the achievement of teacher standards.

A valuable professional development opportunity is HSC marking where standards, practices and approaches to teaching are discussed. The department had representation at the 2013 HSC Legal Studies Marking Centre.

The Geography staff also participated in professional development course run through the College with staff members participating in the Harvard Teaching for Understanding course.

### History

With the implementation dates for the National History Curriculum fast approaching, the History Department has been involved in a wide range of professional development activities, including those provided by external operators, internal professional learning groups co-ordinated by the Director of Teaching and Learning and focus groups at Departmental level. Our focus for 2013 has been two fold – subject specific: improving subject knowledge, and developing strategies for independent, inquiry based learning.

All staff have participated in at least one (in most cases more) externally provided courses, including the annual National History Teachers’ Conference which was held over three days in the April holidays in Canberra. The focus of this Conference was the new National Curriculum and it provided excellent insight into the new courses and the opportunity to meet and discuss with teachers from all over Australia. Further opportunities were provided to teachers who attended the Annual AIS History Conference in March. Non subject specific courses were also attended, for example, the Ron Ritchhart – Making Thinking Visible three part AIS course, the online Harvard Teaching for Understanding 1 course and Differentiation in the Classroom. As a part of incorporating the Cross Curriculum Priorities into the new programs, one member of staff
attended Embedding Indigenous Content into the Curriculum.

Professional development through the new professional learning groups has also been a major area of engagement in History this year with most staff members signing up to a number of groups, with the aim of improving and further developing professional practice. Within the History department there has been a focus on student centred learning and explicit differentiation in the classroom, thus the Differentiation group and the Discourse group provided excellent opportunities to meet and discuss, observe ideas and strategies with colleagues from different departments across the entire College.

On a Departmental level there has been a high level of co-operation between staff as we have divided into teams to facilitate the development of units for Years 8 and 9. As a part of the goal for moving towards E learning we have been working closely with the IT department and Jacaranda publishers to master the interactive text books that we have chosen to use in Stages 4 and 5. In addition we are moving to the virtual classroom, with the aim of going paperless in 2014. Thus training has been essential.

We have hosted visiting experts such as Denis Mootz (ex-President of the NSW History Teachers’ Association and author) who spent time working with Year 8 teachers to develop a unit on Angkor. Two staff members had travelled with Denis to Cambodia and Laos during the 2012/13 Christmas break, which was a valuable learning experience.

In addition we have one staff member this year undertaking the Experienced Teacher accreditation process and another attending subject specific in-service and courses as she works to move into teaching Ancient History. This also involves teacher/classroom observations and collaboration with the Ancient History teachers to develop a clear understanding of the Stage 6 course. We also continue to supervise practicum students from a number of different universities.

Library

The Teacher Librarians’ focus was on consolidating the Culture of Thinking professional development undertaken in 2012 by participating in school-based Professional Learning Teams and the Teaching For Understanding Differentiation course. Staff participated in the Action Research and Teaching for Understanding groups. The outcome of participation in the various Culture of Thinking courses was that Library was able to create collaborative units of work, participate in Programming Days, as well as collaborate in a cross-curricular program.

To keep abreast of the profession and the new Australian Curriculum, staff attended Term Meetings, the Teacher-Librarian Conference and Syba Signs The Australian Curriculum: Developing a Guided Inquiry and Web 2.0 Approach. Three staff members participated in Planning and Preparing for the RDA – the new cataloguing system.

Mathematics

The Mathematics Department has been actively engaged in professional learning programs throughout 2013. The focus of the professional development has been embedding an investigative approach to Mathematics based on the Australian Curriculum and to equip teachers with strategies to present students with authentic and engaging tasks that encourage a problem solving approach.

The professional development has been designed and implemented by Charles Lovitt and Doug Williams who are highly acclaimed Mathematics consultants. Ron Ritchard from Harvard
University has also given valuable assistance to the Mathematics staff in developing different classroom routines and thinking strategies. Classroom strategies have encouraged students to work in groups, think creatively and apply a range of problem solving strategies to solve a problem.

Two staff members were invited to speak at the prestigious Association of Mathematics Teachers in the UK and both members of staff were involved in other professional activities in the UK and Singapore.

The Mathematics staff also participated in an Online Stanford University Mathematics course organised by Professor Jo Boaler which offered important new research ideas on learning, the brain, and mathematics that can transform students’ experiences.

Teachers have also participated in a number of very valuable external professional development courses that looked at ICT, differentiation, assessment, IPADS, numeracy, Australian Curriculum and many specific curriculum courses organised by the AIS and the Mathematics Association of NSW.

Modern Languages

Modern Languages teachers continued their involvement in a variety of professional development and professional leadership events. Pymble Modern Language teachers participate extensively in Board of Studies events from the setting of the HSC Languages Examinations to marking and standard settings of examinations.

One staff member has been reappointed as Chief Examining Officer for the HSC German Beginners Examination. Two other staff members were examiners, markers and standard setters for their respective languages.

The Modern Languages teaching team also collaborates annually with a number of local private schools to organise Language Days for specific year groups at Pymble and at the other local schools. In 2013, Pymble students of languages attended Years 7 and 8 Chinese Language days, Year 10 French day, Year 11 German day, Year 12 French, Italian, German and Japanese Speaking Skills Days.

Modern Language teachers continued their involvement in Pymble’s professional development initiatives. Furthermore, as a team they developed a number of Visible Thinking activities in each of the languages taught at Pymble and continued to investigate and refine the application of Assessment for Learning techniques in Years 7 and 8 formative assessments.

Modern Language teachers’ involvement in their respective language teachers’ associations increased. A number of teachers took part in the writing of trial examination papers, presented workshops at languages teachers’ conferences and students’ study skills days.

Music

Professional learning and improved teaching practice have been a key focus for the Music Department over the course of 2013.

Staff members have engaged in the opportunities presented to them by the College internally through professional learning groups and courses in line with the Harvard ‘Visible Thinking’ model. As a faculty, they have taken part in Innovative Planning Days working together to create new programs and units of work that are engaging and promote deeper thinking and
comprehension.

One staff member completed their teacher accreditation at the level of Professional Competence while another commenced their work on accreditation at the level of Professional Accomplishment. Teachers have also attended forums outside of the College that deal specifically with the implementation of Music Curriculum in secondary schools. The Sydney Symphony Orchestra offer seminars hosted by prominent Music educators that accompany the concert series attended by our students. The information presented in these workshops provides resources and techniques that are essential to a holistic concert going experience. Australian Music Day was once again held at the Methodist Ladies College, Burwood campus and always provides a valuable insight to innovations in Music Education that is beneficial to the staff and students in attendance.

Music remains at the forefront of technological advancement and the race to keep up with innovation is always a matter of high importance for the Music Department. This year two staff members attended the MTEC conference held in Melbourne. This event is a showcase of developments in music education technology. Each seminar is an opportunity to trial new products, gather resources and develop connections with other music educators. The faculty hosted visits by Turramurra Music, Ray Partridge and Kate Hargreaves, all assisting to implement aspects of technology into the curriculum. Ray is a recognised authority on several pieces of Music Software whilst Kate is the Director of MusicEdu, a company that produces an innovative online text that our Years 8 and 9 students use.

_Pymble_ continues to invite prominent, professional musicians onto the campus to work with the students. This provides an opportunity for all staff to benefit from their knowledge and expertise. The Director of the Australian Brandenburg Orchestra Paul Dyer, was an inspirational guest. His rehearsal technique was observed by all and the advice he gave on the interpretation of early music has influenced the way in which we teach this music in class and conduct it in ensembles. Singer, Performer, Lecturer Francine Bell and harpsichordist Anne Gardiner also provided similar experiences.

Staff members also regularly engage in less formal relationships with educators such as Katie Wardrobe, Samuel Wright and James Humberstone via social media and online forums that further their skills and increase their effectiveness as teachers.
PDHPE

Staff members have been involved in a variety of professional learning teams at the College. This has resulted in the development of innovative learning experiences that foster deep thinking amongst students. Three PDHPE teachers shared learning activities that focus on Visible Thinking and Creative Problem Solving in PDHPE with colleagues at Staff Days.

Several PDHPE staff members were involved in presenting Professional Development courses. Five staff members presented Visible Thinking in PDHPE at the NSWPDPHEMA Conference. Two staff members presented a Making Thinking Visible in PDHPE course for Teacher Training Australia. Two staff members lectured for ACHPER at PDHPE HSC enrichment days and one lectured for HSC in the Holidays PDHPE revision day.

The annual NSW PDHPE Teachers Association conference was attended by five staff members. This provided them with a range of new resources and learning activities. Two staff members attended the ACHPER International Conference in Melbourne which supported teacher understanding of the HPE Australian Curriculum.

PDHPE staff continue to improve their professional practice through seeking higher accreditation. A staff member has achieved the level of Experienced Teacher through the Teacher Accreditation Scheme run by the Association of Independent Schools.

One staff member is currently undertaking post-graduate work towards achieving his PhD. The research findings he has shared with PDHPE staff members have contributed to effective assessment and feedback practices in PDHPE. This has also made him a valuable member of the Assessment, Feedback and Reporting Strategic Intent Group at the College.

Many courses were undertaken through external providers to enhance student outcomes in PDHPE. One teacher completed the ‘Building confident, focused and positive teens’ course, two teachers attended a HSC Marking Simulation course to improve results in Stage 6 PDHPE and one staff member participated in HSC marking.

Religious Education

The Chaplains and Religious Education teachers participated in a number of Professional Learning opportunities throughout 2013, building on their subject knowledge, enriching their classroom practice and influencing approaches to many aspects of College life.

All four members of the department attended the Uniting Church Australia School Chaplains and RE Teachers Conference Day, where they liaised with their counterparts in UCA schools across the NSW region. Ideas were shared in relation to the objectives and direction of Religious Education and Chaplaincy in a Uniting Church School. The Chaplains also participated in the UCA School Chaplains’ Retreat in Mt Victoria.

In order to develop subject knowledge of the current Studies of Religion program, two Religious Education teachers attended the Studies of Religion conference focusing on ‘Dynamic Living Religion: Origin, Renewal and Revival’; this offered material and support for the units on Nature of Religion and Spiritualities. In addition, one member attended a number of Newington College’s Ethics Lectures: ‘The Ethics of Judging’ and ‘What makes a life worth living?’, which deepened her understanding of contemporary moral issues, and following a departmental debrief, supplemented the objectives of the Year 10 program of study (Ethics). Another member attended talks hosted by the Sydney Opera House pertaining to religion in the 21st century in order to generate ideas for the Years 7-10 syllabi (‘We need to talk about Islam’ and ‘Church & State:
Religion and Politics’).

There were also student centred activities that staff organised, and consequentially benefitted from, in terms of sharing ideas and practice. Two staff members hosted the annual OneWorld WonTok Conference, which encouraged teachers and students to focus on the Millennium Development Goals. Students were then required to think critically in small groups and exercise problem solving skills as they discussed and evaluated certain challenges throughout the day. Later that month two members of staff, along with 10 students, attended Shalom College’s (UNSW) Respect, Understanding and Acceptance Conference to generate interfaith dialogue on issues of race, religion and discrimination.

With regards to classroom practice, two staff members participated in the College’s ‘Making Thinking’ Visible’ program, where specific protocols for encouraging thinking skills were evaluated. As a result, thinking strategies are now employed in all K-12 programs.

Science

Staff in the Science Faculty were involved in a variety of professional development opportunities in 2013. One program was the AIS National Partnerships Mentoring, a program that matches experienced teachers with less experienced teachers in rural independent schools.

As part of the College’s interest in sustainability, two staff attended a course on Whole School Sustainability.

One staff member attended the MYSA International Conference and participated in school visits in Queensland.

To aid implementation of the Australian Curriculum we were involved in learning about and using Appretio, an online professional growth tool developed by the AIS.

Maximising Learning in Science through ICT and at UTS Kuringai, an Engaging Students in Learning Science and Maths workshop were attended to gain ideas on how to further engage students in Science. Subject area information was gained at the Professional Development Program at the Human Disease Museum at UNSW, at the AIS course, ‘Issues and Investigations for Contemporary Biology’ and the Science Teachers’ Forum held at the University of Sydney.

The Science staff continue to develop their skills in Teaching for Understanding and Visible thinking by completing Harvard online courses in Teaching for Understanding and a two day course at the AIS on Making Thinking Visible. Two staff also attended the PBL World Conference hosted by the Catholic Education Office, Parramatta and facilitated by the Buck Institute, California.

Our staff undertaking accreditation attended the Experienced Teacher Accreditation: Professional Support Session.

Our Laboratory staff attended the 2013 SLAMN (Science Laboratory Assistants Metropolitan Network) Conference and AIS run Into the Future with GHS & Work Health and Safety New Rules for Schools.

Sport and Activities

The staff in our co-curricular programs enriched their learning through attending and gaining the following:
Student Support Services

1. Learning Support

- Affecting Effective Outcomes – Language, Learning and Literacy- CHERI - Westmead. Looking at latest research findings in literacy difficulties and effective literacy education.
- Cocktail Conversations: ESL teachers in the secondary school setting.
- Creating language friendly secondary classrooms - Looking at strategies to assist students’ access language in mainstream settings.
- Differentiating Instruction: Strategies for Effective Classroom Practice (Harvard) - A 14 week online course requiring practical and theoretical research into differentiating instruction to meet a variety of educational needs and purposes.
- Developing Executive Functional Skills in Students (TTA) - This course provided an overview of those inter-related executive functions responsible for purposeful goal setting, problem solving behaviours that enable student to interact and adjust to her environment. It looked at students with executive functioning difficulties and also exploring strategies to assist them.
- Integrating Ipads in your classroom: Learning Support and Special Ed.
- Internal: Professional Learning Group – Discourse – looking at classroom discourse including triad classroom visits to explore language use in action.
- LIN and LIEN course - Learning to understand, assess and develop the mathematical thinking of the students. Learn about the interview process and then investigate the key numeracy areas of patterns and algebra, counting, place value, addition and subtraction and multiplication and division.
- Mandatory Staff Training: Child Protection/Staff CPR/Fire + Lockdown.
- Master of Special Education - This degree develops interest in special education and gives an appreciation for the dignity and rights of all people to learn, regardless of their physical or intellectual disabilities or other special needs.
- MultiLit training 1 day course Friday 15th November. Training in teaching phonetic reading skills to students at risk, and guided reading strategies using pause, prompt, praise. Supports material and programs in use at school and utilised skills throughout Term 4.
- Ongoing Doctoral work in Education.
- Postgraduate certificate of Learning Difficulties Support – completed - Allows you to acquire the knowledge and skills to effectively instruct students with special...
education needs, and features a dedicated unit for effective literacy instruction and numeracy instruction. Acquisition of instructional methods and approaches that have broad application and will provide you with a foundation for contemporary special education.

- **Professional Learning Team: Puzzles of Practice**
  This group has been running for a year and involves using the Instructional Rounds model to undertake structured learning walks and analyse data collected on these walks. The information collected serves to inform future professional learning.

- **Professional Learning Team-Differentiation**
- **Senior First Aid – one day course**
- **Task Design for Secondary ESL**

2. **Junior School**

- Leading reading assessment for reading instruction – 1 day
- one IPSHA meeting on funding
- three IPSHA meetings
- CHERI conference - one day
- IPSHA meeting on funding
- Meeting the needs of diverse learners K-6
- Middle leadership AIS - two days
- PETA conference - one day
- PETA course on grammar - beyond the clause
- Positive schools conference - two days
- Role of primary ESL teacher
- St Lucy’s – behaviour planning – one day
- Teaching language and literacy through literature
- Tony Attwood-Autism Spectrum
- Visible thinking

3. **Preparatory School**

- **Addressing Non-Melancholic Depression in the Anxious Worrier and the Perfectionist. Black Dog Institute**
- **Advances in Cognitive Assessment Workshop – Cross-Battery Assessment and Learning Disability Diagnosis (one day)**
- **AIS Counsellors Conference 2013 “Counselling NOW!” two days**
- **CHERI Conference (The Children’s Hospital at Westmead Education Research Unit) – Achieving Effective Outcomes: Language, Learning and Literacy (two days)**
- **Explicit Strategies for reading comprehension (PETA)**
- **Group Supervision for the Pymble team of Psychologists and Counsellors one hour per fortnight**
- **IPSHA Gifted and Talented- one afternoon**
- **IPSHA Learning Support Umbrella Group - three meetings afternoons**
- **IPSHA Maths – new curriculum**
- **Legal Obligations: What School Leaders Need to Know about Managing Mental Health and Broader Issues in Relation to Students (Dr Michael Gordon) (one day)**
- **MuliLit - PreLit course all day**
- **Prelit, (Multilit) six hours**
- **Professional Supervision (required for maintaining registration with Psychology Board of Australia AHPRA) with Lizette Campbell (Chair of Educational and Development Psychologists) four sessions of 1 ½ hours each on 9/4/13, 28/6/13, 29/10/13 and 26/11/13**
- **Reading assessment – Parramatta (full day)**
Technology and Applied Studies (TAS)

Staff members embraced a wide range of professional development opportunities in 2013. Individuals attended a host of sessions, conferences and presentations. Department meetings, peer mentoring and casual conversations proved to be an effective way to share knowledge and build confidence in implementing new ideas and enhancing the outcomes for students.

The College provided a number of professional learning opportunities of which team members took advantage. In particular, Ron Ritchhart provided inspiration for a unit using the flipped classroom while the Library and IT Department had input through the innovative project scheme. This resulted in the rewriting of two new units in the Mandatory Technology course. Three staff members joined professional learning teams and effectively communicated their learning to colleagues and students.

Upgrading of Hospitality skills was a major focus in the latter part of the year, with six staff members furthering their Commercial Cookery and Food and Beverage qualifications. The process involved the completion of multiple units of work, documentation of industry involvement and, for some staff members, additional work placement. This process was enhanced by the College’s Artist in Residence Program which gave staff one on one access over a period of a week to acclaimed chef, Justin North. Other visiting chefs, including Damian Heads and Jeff Turnbull provided further opportunities for Hospitality teachers to update their industry knowledge.

The Department has maintained a close relationship with the two peak professional associations for TAS teachers: the Technology Educators’ Association and the Home Economics Association of Australia. Attendance at conferences, meetings and circulation of journals allowed team members to remain up to date with developments in TAS subjects and provided inspiration for the delivery of curriculum.

Ongoing involvement with the Board of Studies has assisted the department in remaining abreast of curriculum developments. Several department members have been involved with committees and HSC marking and judging. Board bulletins and updates also proved to be invaluable sources of information.

Visual Arts

The Visual Arts Department participated in a diverse range of courses, conferences and professional association workshops. Staff members attended events such as BOS HSC Practical Professional Learning Day in service and the AIS Conference at the Museum of Contemporary Art. The focus of the conference was contemporary art practice supported by artist’s talks and the use of technology in the classroom. Pymble staff were also involved in workshops at the AGNSW, MCA, NGA and the Chinese Gardens in preparation for excursions for Secondary Visual Arts students. Two learning strategies workshops for the Visual Arts Department with Ron Ritchhardt were completed to strengthen teachers’ approaches to learning skills. Workshop time with Frank Crawford was also attended by staff members. Two staff members participated in Strategic Intent Committees: Review of Pastoral Care and Sustainability and NAPLAN workshops.

Three staff attended the Animal Logic Educators Evening which has a strong connection to the new Photography and Digital Media course introduced in 2013. Four staff members attended a weekend drawing work with Jenny Sages at Mosman Gallery. Artist talks and demonstrations by Artists in Residence, Brian Robinson, guest artist for K-12 and Tim Allen, Year 11 Art Camp
The Visual Arts staff continues to enhance their understanding and use of new technology, media and skills related to a Visual Arts education by formal and informal study opportunities to support their students in a rapidly changing world. They also embrace new directions in how to better develop their teaching practice and learning opportunities for the students.
REPORTING AREA 6: Workforce Composition, including Indigenous

**WORKFORCE COMPOSITION**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>213</td>
</tr>
<tr>
<td>Teaching Staff (Indigenous)</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff – Full time equivalents (FTE)</td>
<td>196.4</td>
</tr>
<tr>
<td>Operational Staff</td>
<td>101</td>
</tr>
<tr>
<td>Operational Staff (Indigenous)</td>
<td>0</td>
</tr>
<tr>
<td>Operational Staff – Full time equivalents (FTE)</td>
<td>83.9</td>
</tr>
<tr>
<td><strong>Total Staff</strong></td>
<td><strong>316</strong></td>
</tr>
</tbody>
</table>

Operational Staff consists of the following:

- Administration
- After School Care
- Boarding
- Co-curricular (Sport Related)
- Finance
- Health Care
- Human Resources
- I.C.T.
- Marketing, Communications and Enrolments
- Property
- Risk and Compliance
- Student Support Services
- Technicians (Library, Science, TAS and Visual Arts)
- Theatre Staff

Positions held by Indigenous staff:

- PDHPE Teacher - employed full-time since November 2006.

Please follow the link to MySchool website for further information on the numbers of teaching staff.

### ANNUAL ATTENDANCE REPORT 2013

<table>
<thead>
<tr>
<th>School</th>
<th>Class</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory</td>
<td>Kindergarten</td>
<td>97.00</td>
</tr>
<tr>
<td></td>
<td>Year 01</td>
<td>98.15</td>
</tr>
<tr>
<td></td>
<td>Year 02</td>
<td>99.01</td>
</tr>
<tr>
<td>Junior</td>
<td>Year 03</td>
<td>99.63</td>
</tr>
<tr>
<td></td>
<td>Year 04</td>
<td>99.81</td>
</tr>
<tr>
<td></td>
<td>Year 05</td>
<td>99.53</td>
</tr>
<tr>
<td></td>
<td>Year 06</td>
<td>99.20</td>
</tr>
<tr>
<td>Middle</td>
<td>Year 07</td>
<td>99.26</td>
</tr>
<tr>
<td></td>
<td>Year 08</td>
<td>99.34</td>
</tr>
<tr>
<td>Upper</td>
<td>Year 09</td>
<td>99.31</td>
</tr>
<tr>
<td></td>
<td>Year 10</td>
<td>99.23</td>
</tr>
<tr>
<td>Senior</td>
<td>Year 11</td>
<td>99.66</td>
</tr>
<tr>
<td></td>
<td>Year 12</td>
<td>99.60</td>
</tr>
</tbody>
</table>

### Attendance Summary Calculation Assumptions

#### Secondary School
- 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
- Students are calculated as present if they are in 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
Retention Rates

95.5% of the 2011 Year 10 cohort completed Year 12 in 2013. The retention rate is higher than that for 2012.

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


PROGRAMS TO MONITOR ATTENDANCE

Attendance Policy

Rationale

Pymble Ladies’ College (the College) is committed to ensuring the safety and well-being of its students and complying with the requirements of the Education Act 1990, to keep a register of enrolments and monitor the daily attendances of students at the College.

It is therefore extremely important that staff comply with the policy and procedures pertaining to the marking of rolls as they are legal documents and may be required to be produced in court.

The purpose of this policy is to provide an overview of the systems for recording enrolments and monitoring student attendance at the College.

Scope

This policy applies to enrolment co-ordinators, all teaching staff including relief staff, parents and students.

This policy should be read in conjunction with the Attendance Procedure.

Definitions

Nil

Policy

The College maintains a register of enrolments.

The College monitors the daily attendance and absence of students in the College by maintaining a daily register for each class of students.

Student absences from classes or from the College are identified and recorded in a consistent manner by the staff member responsible for the roll class using the code approved by the Minister for Education.

Attendance registers are moved off-site for storage at regular intervals.

Unexplained absences from classes of the College are followed up in an appropriate manner with the student and/or their parent or guardian.

The College notifies parents and/or guardians in an appropriate manner where a student has a poor record of College or class attendance.
Where unsatisfactory class or College attendance is identified, the attendance issue and any action taken are recorded, as appropriate, on the student file.

The register of enrolments is maintained for at least five years before archiving and the register of attendances for a student is retained for at least seven years after the last entry was made in respect of the student.

Where the parents or guardians of a student of compulsory school age seek an exemption from attendance at school or an exemption from enrolment, the College will process the parent’s application in accordance with the guidelines from NSW Department of Education and Communities and in line with the Enrolment Contract.

This policy is not intended to extend 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.

**Attendance Procedure**

**A - Student Enrolment Registers**

The Enrolments Department is responsible for maintaining the enrolment register.

The following information for each student is recorded:

- student name, age and address
- name and contact details of parents/ guardians
- date of enrolment, date of leaving the College and the destination if known
- the previous school attended or pre-enrolment situation for students older than six (6) years old.

If a student under 17 years of age leaves without notifying the College of her destination, then the Enrolments Manager must notify the Heads of Schools who will notify a Department of Education and Training officer with home liaison responsibilities to inform them of the student’s name, age and last known address.

This information is stored in MAZE, the College management system.

Access to this information is restricted to the Principal, Deputy Principal/Dean of Students, Heads of School, Deputy Heads of School, Enrolments Managers and Administrative Assistants.

**B - Student Attendance**

The College records and stores information in a database using the online student attendance systems, called Rollcall and Maze.

Class rolls are marked through the College Portal.

Lates and absences that are notified via the absentee lines are marked in the web based system by administrative staff in the Academic Administrative office.

Entry and exits during the day are marked using the Rollcall system at the appropriate student office.

When a student attends the Health Care Centre, they are marked as attending the centre by the Health Care Centre staff.
All information regarding lates, entry/exit and Health Care Centre are available from the one screen. The system provides extensive reporting and history details which can be used for following up unexplained absences.

A daily summary is available to monitor and show student attendance patterns.

An automatic email is sent to the Heads of Department and the Deputy Principal/Dean of Students at the end of the day that provides a summary of unmarked rolls and partially marked rolls.

An automatic email is sent to teachers when a roll has not been marked for a period.

Storage of attendance data

Attendance data is backed up on a daily basis and the records are stored off-site on a weekly basis in accordance with the requirements of the Board of Studies.

1. Roll Marking

- Rolls are set up for classes, using the class code and number.
- In the Preparatory School rolls are marked between 9.00am – 9.30am daily by class teachers.
- In the Junior School, the rolls are marked twice a day, in Roll Call (8.15am – 8.25am) and at the end of lunch (1.30pm – 2.00pm).
- In the Secondary School, the roll is marked within the first fifteen (15) minutes of each class.
- If students in Years 11 and 12 have a study period, they sign in at the kiosk in the Senior School Office.
- If the appropriate system is inaccessible for any reason, hard copy lists of absentees are sent to the School Office for Period 1 where the Administrative Assistants enter the information. This list will be used to provide current information in the event of an emergency.

- In the Secondary School, for periods 2, 3, 4 and 5 staff keep a record of the students absent and complete the electronic roll for the lesson once access is restored.

2. Student Absence Procedures

- Each School has an absentee line and Parents 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.
- In the event of an absence or late arrival of a student, the parent/guardian of the student will be notified via an automated SMS to their mobile telephone contact and provided with the reason given by the student. Refer to Appendix 1 – Student Attendance Flow Chart.
- The parent/guardian is advised to disregard the SMS if a reason has already been reported to the relevant absence line or they are aware of a sport, music or other activity their daughter is undertaking.
- If a parent/guardian wishes to update their contact details with the College they can phone +612 9855 7799 or alternatively complete the Change of Details Form which is available from the MyPymble area of the College website.
- 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:
  - Student Co-ordinator in the Secondary School
  - Head of School in the Junior or Preparatory Schools
- Extended or unexplained absences will be notified to the Heads of Schools. The College will endeavour to make contact with the parents or emergency contacts to ascertain the reason.
• If contact cannot be made with the parent or emergency contact, the Deputy Principal/Dean of Students is notified to determine the appropriate course of action.
• Parents/guardians are requested to seek leave of absence in writing from the Head of School prior to any known leave, including 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. The School Administrative Assistant will enter this information and it is recorded as an absence. Notes should be retained in the student’s file.
• The College requests parents/guardians to make appointments such as medical or dental etc. outside of normal College hours and to avoid taking extended leave outside of scheduled College holidays. However the College recognises that at times circumstances are such that this is not possible. Parents/guardians should consult with the Heads of School as early as possible on these occasions.

Late Arrivals and Early Departures

• Students arriving after the roll has been marked are to go to the relevant school office where the Administrative Assistant will enter the information. Late arrivals without explanation are given a late slip.
• Students needing to leave early must be collected from the relevant school office by the parent/guardian. The Administrative Assistant will enter the departure into the system.
• If any student is ill and has to go home from the Health Care Centre, the time and reason is entered on the roll from there.
• In the Preparatory and Junior Schools, students needing to leave early must bring a note to the school office and the absence will be entered into the system.
• Parents must notify the Preparatory or Junior School Office of their arrival to collect their daughter who must wait in a designated area.
• Secondary School students must report to the office prior to departure and again upon return to be signed in and out.

Excursions and Incursions

The process is the same for excursions and incursions.

• When classes go on an excursion, the teacher in charge marks the roll before departing or a paper copy is sent to the office.
• Teachers enter the names of students on an excursion/event onto the Excursion Online system.
• Should a student be absent on the day and her parents have phoned, the Office will record her absence as normal.

Absence for school-related reasons not organised by the College

Students requesting leave from the College for events such as elite sporting competitions, must do so through the Head of School. The person responsible for approving the leave is responsible for ensuring it is entered into the system and recorded as “College-related leave”.

Absence from Class

If a 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 eg. Counsellor, Health Care Centre Nurse, Student Co-ordinator, Tertiary Advisor etc.
It is the responsibility of the staff member who is with the student to account for her on the electronic roll. The Administrative Assistant in each office is able to assist with this process as necessary.

Rolls in Emergencies

The roll taken in the morning is used to generate roll lists which are used as checklists in the event of an emergency. If the system is down, a hard copy of Pastoral Care groups in the Secondary School and class groups in the Preparatory and Junior schools is located in the emergency response kit in each school office.

Semester Reports

The number of days absent are transferred electronically into Semester reports.

Exemption from Attendance at School or an Exemption from Enrolment

Where the parents or guardians of a student of compulsory school ages seeks an exemption from attendance at school or an exemption from enrolment, the College will process the parents application in accordance with the guidelines from NSW Department of Education and Communities.

- Parents will submit the application and supporting documentation, where requested, to the Principal.
- The College will send applications for over 100 days in a year to the Minister’s delegate at the Student Welfare Directorate, NSW Department of Education and Communities.
- Application for under 100 days in a year or a request to leave school to undertake an apprenticeship or traineeship will be considered by the College in line with the Enrolment Contract.
- The Principal will consider the application in accordance with the criteria in the guidelines from the NSW Department of Education and Communities.
- Where the application is supported, the Principal will provide the original exemption certificate to the parents or guardians
- Where the application is not supported, the Principal will notify the parents or guardians in writing of the unsuccessful outcome using the format from the guidelines.
- Copies of the application and exemption certificate or notification are kept on the student’s file.
- The Minister’s delegation and copies of exemption certificates will be filed in the College attendance records.

Responsibilities

The Student Co-ordinator (Secondary School) and Class Teacher (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 certain days repeated, absences of more than three (3) days for which there is no personal communication from the parents
- 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 Student Co-ordinators (Secondary School) and the Administrative Assistants (Preparatory and Junior Schools) are responsible for:

- telephoning the parent/guardian 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 individual student absences
- discussing with the Pastoral Care Teacher/Class Teacher and following up with the parent/guardian 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 Department (Secondary School) and the Administrative Assistant (Preparatory and Junior Schools) are responsible for:

- following up teachers who have not marked their rolls
- advising the Deputy Principal/Dean of Students or Heads of School of those staff who regularly forget to mark rolls.

The Heads of School are responsible for:

- reporting students with over 30 days absence to the Deputy Principal/Dean of Students
- referring a request for under 100 days of attendance in a year or a request from the parents or guardians for a student of compulsory school age to leave school to undertake an apprenticeship or traineeship, to the Deputy Principal/Dean of Students.

The Deputy Principal/Dean of Students 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.

**Notification to Parents**

Attendance information will be conveyed to parents/guardians via the student diary and Parent Handbook.

**Related Documents and Legislation**

Education Act NSW 1990

Registered & Accredited Individual Non-Government Schools (NSW) Manual
REPORTING AREA 8:  Post School Destinations

In 2013, 258 students over the age of 17 years left the College.

All of these students matriculated as the Year 12 Class of 2013. 97% of these students received an offer of place at a university that is managed by UAC.

This information shows that in 2013 no student left the College before matriculation to pursue employment or vocational training.
REPORTING AREA 9: Enrolment Policy and Characteristics of Student Body

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 and to all staff involved in the enrolment process.

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

**Definitions**

Enrolment means a contract between the Parent/Guardian of a student and the College to provide a course of education over a period of years.

**Policy**

The College is a single gender school catering to female students from Kindergarten to Year 12. Full-time boarding is offered to students from Years 7 to 12.

Applications from all religious denominations or non-religious backgrounds will be considered. All students, however, are to act in accordance with the College values and participate in the education programs including religious and chapel services of the College.

The College is non-selective and students will be offered places or waitlisted according to the date of receipt of the enrolment application. Preference may be given to the following categories:

- siblings of currently enrolled students
- daughters and granddaughters of past students
- daughters of clergy members and staff
- daughters of families on international or interstate transfer from similar schools
- re-entering students

The College does not provide a Special Education Unit. Students with special needs or a disability will be considered for enrolment in line with the *Students with Special Needs and Disabilities Policy and Procedure*.

Applicants for whom English is not their first language, will be required to demonstrate their proficiency in English and meet the determined proficiency levels.

Recipients of scholarships are not waitlisted and are provided direct entry.
Students entering the College must meet the following age requirements by 1 June:

- five (5) years for Kindergarten
- eight (8) years for Year 3
- ten (10) years for Year 5

The responsibilities of all parties and the terms and conditions of enrolment are set out on the Enrolment Application Form which is signed by the Parent/Guardian at the time of enrolment interview.

An offer of a place may be revoked or enrolment cancelled if correspondence is returned unclaimed or if full and accurate disclosure of all relevant information about the student (including special needs) is not made at all times, including once the student is in attendance at the College.

The College will meet all relevant State and Federal legislative requirements.

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. The Enrolment process for the College is managed by the two Enrolment Managers.

**Applications for Enrolment**

1. Enrolment and information packages are forwarded to families on request.

2. Years of entry are Kindergarten, Years 3, 5, 7 and 11. If vacancies occur in other year levels, applicants who are waitlisted for later years, or who were not offered a place earlier because classes were filled, may be invited to express an interest in entering the College.

3. The Parent/Guardian must return the completed Application for Enrolment Form, with the requested relevant documentation (eg copy of Birth Certificate, copy of passport with evidence of resident status, recent school report if applicable, information regarding special needs, family court orders etc) and the non-refundable Application Fee according to the current Schedule of Fees detailed in the accompanying letter.

4. Applicant details are recorded on the Futures Database upon receipt of the Application form, supporting documents, and payment of the required fee.

5. If Parent/Guardian has indicated that their daughter has special needs but have not provided relevant information, the Enrolment Manager will contact them to do so. On receipt of that information, it is forwarded to the Head of Student Support Services for consideration prior to processing.
6. Applications for a student with special needs or disabilities will be processed in accordance with the Special Needs and Disabilities Policy.

7. For an applicant whose first language is not English:
   - If the student is entering the Preparatory School (Kindergarten to Year 2), a specific English as an Additional Language – Dialect (EAL – (D)) program is provided.
   - It is a requirement for students entering Year 3 that the Junior School EAL (D) teacher is present during the interview and conducts any testing deemed necessary to ascertain the students level of English.
   - It is a requirement of application that students entering Junior (Years 4 to 6), Middle (Years 7 and 8), Upper (Years 9 and 10) or Senior (Years 11 and 12) Schools provide a certificate of the English Language Ability from the Australian Education Assessment Service (AEAS). The results must fall between Stanine 7 – 9 in each category before an application will be processed. If the results are not to this standard the student must undertake further external language tuition before sitting the AEAS test again to obtain the required level. It is only at this stage that the application will be processed and the interview appointment made.

8. A photocopy of a current Australian passport or visa and the relevant passport page documenting the student’s date of permanent arrival in Australia will be supplied by the Parent/Guardian on the date of commencement at the College. These copies are forwarded to the Head of Student Support Services if the student’s date of arrival into Australia is within the previous 6 months to enable application for Government funding.

9. If there are any concerns regarding an individual enrolment the Head of School will liaise with the Learning Support Co-ordinators.

   If a prospective EAL (D) student is being interviewed by the Head of School, the Learning Support Co-ordinator will be present.

   All EAL (D) enrolments are flagged by Enrolments following interview.

10. If there is a place available for the requested year, the Enrolment Manager will prepare a letter offering a provisionally confirmed place for the Principal to sign.

   The letter is forwarded with payment details and a reply paid envelope. Payment of the non-refundable Acceptance Fee within 30 days of receipt of the letter of offer or by the date advised.

   If the offer is not accepted the enrolment lapses.

11. If a place is not available, the Parent/Guardian is advised in writing that their daughter has been waitlisted.

12. If the offer is accepted, the Acceptance Fee payment is forwarded to the Finance Department for processing, the Futures Database is updated, and a receipt with an acknowledgement is sent back to the Parent/Guardian. The student is then provisionally confirmed pending an interview.

13. Once the provisionally confirmed place is accepted, the Parent/guardian may apply in writing to transfer their daughter’s year of entry. If there is a place available in the requested year the enrolment and all fees paid are transferred. If there are no places available in the preferred year, the enrolment is placed on a waitlist.
The date of the original application will be deemed expired and the date of transfer will be applied to the application in reference to the waitlist. A place in a different year of entry cannot be guaranteed.

14. If the Parent/Guardian requests an early entry (accelerated learning) the College will request that the Parent/Guardian provide a Psychometric Assessment Report. This report will then be forwarded to the Head of Student Support Services for consideration. The Parent/Guardian and the applicant will be invited to an interview with the Head of Student Support Services prior to an offer of enrolment.

Final Enrolment Offer

1. Approximately two (2) years from the date of anticipated entry, the Parent/Guardian is asked to advise whether they intend to proceed with the enrolment, cancel or transfer.

2. If the Parent/Guardian confirm their intention to proceed, an interview is scheduled for the Parent/Guardian and student with the Principal or nominee and the respective Head of School. If the student is to enter the Boarding School, the Director of Boarding will also be included in the interview process.

3. During the interview, the responsibilities of all parties, expectations of the College and the terms and conditions of enrolment are outlined.

4. Following a satisfactory interview, a letter of offer is sent to Parent/Guardian with payment details of the non-refundable Entry Fee.

5. If the Parent/Guardian decides not to accept the offer within the designated time period, the student next on the waitlist will be invited to an interview.

Enrolment Confirmation

The Parent/Guardian must sign the Conditions of Entry and Continuing Enrolment Form prior to the student commencing.

Enrolment Cancellation

If the Parent/Guardian cancels the enrolment, the Enrolment Fees are non-refundable.

Conditions of Attendance

1. The student must abide by the Student Code of Behaviour and the rules of the College. The Parent/Guardian is expected to support the College in matters relating to discipline, attendance, the completion of prescribed work and the wearing of full uniform.

2. The prompt payment of fees and charges due in respect of the student are made within the period stated on the invoice.

3. An overdue account fee may be added to any account which falls into arrears at such amount as the College Council may from time to time determine.
4. At least one school term’s notice must be given to change the status of a boarder in Years 7 to 11.

Boarders are expected to remain boarders until the end of their studies in the respective year.

Requests to change from a boarder to a day student must be made in writing to the Principal. A change from boarding to day may be granted subject to vacancies.

5. If a student is to be withdrawn from the College, at least one full term’s notice must be given, in writing, to the Principal or 25% of the annual tuition fee in lieu of notice will be charged.

If the withdrawal is to take place at any other time, notice of the change must be given before the beginning of the school term preceding the term in which the change is to occur.

New South Wales Board of Studies requires the Parent/Guardian to provide the name of the school to which the student is being transferred.

6. When a student withdraws from the College the Parent/Guardian may note in their withdrawal letter to the Principal that they would like their daughter to re-enter the College at a later date. The Parent/Guardian is advised in writing from the Principal that a place is not guaranteed at the College. Re-enrolment is dependent on interview and place availability. All students who re-enter the College are required to pay a re-entry fee. This fee is the difference in the Entry Fee which the Parent/Guardian paid on the student’s original commencement and the applicable Entry Fee at the year of the student’s return to the College.

A confirmed re-entry to the College is at the Principal’s discretion.

7. If the College needs instructions from the Parent/Guardian then:

a. If more than one Parent/Guardian has signed this agreement as Parent/Guardian, the College may act upon the instruction of either or both Parent/Guardian; or

b. If at any time there is in force a Parenting Order or Registered Parenting Plan from the Family Court of Australia relating to the care, welfare or development of the student, or more specifically to her education, the College will act only upon the instruction of the person on whom the Order or the Plan confers duties, powers, responsibilities or authority in relation to the particular matter upon which the College seeks instruction, regardless of who executed this Agreement as Parent/Guardian.

c. In the case of boarders, the Principal or her nominee, has the authority to give permission on behalf of Parent/Guardian for students to participate in excursions and activities if the Parent/Guardian cannot be contacted within a reasonable period.

8. At the time of enrolment and/or at any time during the period of a student’s enrolment at the College, the Parent/Guardian must advise of any medical problems or special medication required by the student and/or any learning difficulties or other disabilities she might have or acquire.

9. The Parent/Guardian must regularly complete, update and return a medical disclosure form as required by the College.

10. In the event of any medical or other emergency concerning the student, where the College is unable to contact the Parent/Guardian, the Parent/Guardian authorises the College to give
authority for treatment. The Parent/Guardian indemnifies the College, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

11. These conditions may be changed from time to time by giving not less than one term’s notice. (It is recommended that Parent/Guardian retain a copy of the conditions for their records)

12. Any breach of the terms and conditions will entitle the College Council, at its discretion, to suspend or terminate the attendance of the student at the College; in a matter of discipline or conduct the Principal (or her nominee) reserves the right to discipline, suspend or expel any student whose attitude or behaviour is not in keeping with the expectations of the College, with the proviso that the Principal must confer with the Chair of Council or his/her nominee before expelling a student.

Revocation of an Enrolment

An offer of a place may be revoked or enrolment cancelled if correspondence is returned unclaimed or if full and accurate disclosure of all relevant information about the student (including special needs) is not made at all times, including once the student is in attendance at the College.

It is the responsibility of the Parent/Guardian to ensure that the College is advised of any changes of address or circumstances related to the student. No fees paid will be refundable.

Student Population

Pymble Ladies’ College has an approximate total of 2,129 students comprising of 179 in the Preparatory School, 445 in the Junior School and 1,505 in the Secondary School. There are approximately 121 boarders in the Secondary School (Years 7 to 12).

The College is a non-selective school and caters for students with a wide range of abilities in all areas. The student population encompasses a wide range of backgrounds.

The College accept students with Australian Residency or Citizenship and full-fee paying overseas students.
REPORTING AREA 10: School Policies

Policies for Student Welfare

The College seeks to provide a safe, caring, supportive, environment to nurture the holistic development of students academically, physically, socially, emotionally, spiritually and culturally through the Pastoral Care Policy. The College has developed programs that provide opportunities for students to become independent thinkers and learners, caring, compassionate, confident young women with a strong sense of social responsibility.

In 2013, the Pastoral Care Policy was reviewed, in preparation for implementation and publishing in 2014 in conjunction with the Student Code of Behaviour and the Behaviour Management Policy. It provides a concise overview of the structures and support systems provided by the College. The full text can be accessed on the College portal, or on request to the Principal.

Summary of Anti-bullying Policy

The College considers that any form of harassment, including bullying is inappropriate and unacceptable behaviour. The policy includes processes based on the principles of natural justice, procedural fairness and restorative justice for responding to and managing allegations of bullying.

In 2013, the policy was reviewed for publishing and implementation in 2014. The policy and procedure that were subsequently developed were more concise and better structured.

The full text of the documents is available on the College portal and on request from the Principal.

Summary of Policies for Student Discipline

The Student Behaviour Management Policy is complementary and used in conjunction with the Student Code of Behaviour. In 2013, it was reviewed, the name changed and a guideline developed to support the policy for implementation and publication in 2014.

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 full text of the policy is available on the College portal and is available on request from the Principal.

Summary for Policy for Complaints and Grievances Resolution

The Complaints Policy (Students and Parents) recognises the importance of having a process based on procedural fairness which allows people to voice their concerns and have them dealt with in a supportive and co-operative manner, quickly, fairly with confidentiality and sensitivity. It provides a concise framework of how complaints can be raised and how they will be managed. The policy is supported by a procedure (Students and Parents) and a guideline for staff on receiving a complaint and the process to follow. It was reviewed in 2013 for publication and implementation in 2014.

The full text of the policy is available on the College portal or on request from the Principal.
## Summary of Pastoral Care, Anti-bullying, Student Behaviour Management and Complaints (Student and Parents) Policies

<table>
<thead>
<tr>
<th>Policy</th>
<th>Changes in 2013</th>
<th>Access to Full Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Wellbeing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pastoral Care</strong></td>
<td>In 2013, the Pastoral Care Policy was reviewed, in preparation for implementation and publishing in 2014 in conjunction with the Student Code of Behaviour and the Behaviour Management Policy. It provides a concise overview of the structures and support systems provided by the College.</td>
<td>The full text can be accessed on the College portal, or on request from the Principal.</td>
</tr>
<tr>
<td><strong>Anti-bullying</strong></td>
<td>In 2013, the policy was reviewed for publishing and implementation in 2014. The policy and procedure that were subsequently developed were more concise and better structured.</td>
<td>The full text of the documents is available on the portal and on request from the Principal.</td>
</tr>
<tr>
<td><strong>Student Behaviour Management</strong></td>
<td>In 2013, it was reviewed, the name changed and a guideline developed to support the policy for implementation and publication in 2014.</td>
<td>The full text of the policy is available on the portal and is available on request from the Principal.</td>
</tr>
<tr>
<td>Student Behaviour Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Complaints Policy (Students and Parents) recognises the importance of having a process based on procedural fairness which allows people to voice their concerns and have them dealt with in a supportive and co-operative manner, quickly, fairly with confidentiality and sensitivity. It provides a concise framework of how complaints can be raised and how they will be managed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It was reviewed in 2013 for publication and implementation in 2014.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The full text of the policy is available on the portal or on request from the Principal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# REPORTING AREA 11: School Determined Improvement Targets

## Priorities/Intents Identified for 2013

<table>
<thead>
<tr>
<th>Personalised Education</th>
<th>PRIORITIES/INTENTS IDENTIFIED FOR 2013</th>
<th>ACHIEVEMENTS</th>
</tr>
</thead>
</table>
| Nurture unique qualities in every student so she achieves her best | • Investigate and implement student management and tracking system K to 12.  
• Review and renew assessment / feedback / reporting structures / processes / philosophies. | • Identified a K-12 Student Management System and tracking system.  
• Determined implementation plan and timeline.  
• Reviewed Assessment for and of Learning K-12.  
• Surveyed students and teachers re: assessment.  
• Developed and implemented a Reference Guide K-12. |
| Recognise and know each student’s needs and interests | • Review Pastoral Care purpose, role, structure and processes to redefine how we support the individual student. | • Evaluated the 2013 K-12 Pastoral Care Program.  
• Appointed a Head of Student Wellbeing. |
| Work together as a community to help students become independent thinkers | • Implement Australian Curriculum in NSW within the *Towards 2020* framework. | • Developed Teaching and Learning Programs and scoped out implementation K-12.  
• Supported teachers with professional learning of the Australian Curriculum, Teaching for Understanding and the *Pymble* framework.  
• Developed resources to support learning programs. |
| Make learning dynamic and flexible to challenge every student | • Review open technology, capabilities, policies and processes to facilitate student access and responsible use.  
• Investigate local and global learning opportunities.  
• Create learning experiences that | • Researched open technology models.  
• Developed a digital citizenship program across the K-12 continuum.  
• Determined technology |
<table>
<thead>
<tr>
<th>People and Culture</th>
<th>PRIORITIES/INTENTS IDENTIFIED FOR 2013</th>
<th>ACHIEVEMENTS</th>
</tr>
</thead>
</table>
| **Live our values within our community** | • Refine new staff and parent induction to the College.  
• Build a culture and expectation of continuous learning.  
• Embrace and demonstrate values within *Pymble* community through daily actions and interactions.  
• Develop a process to provide practical support for community members in need.  
• Foster equitable work practices for all staff. | • Reviewed and evaluated induction processes.  
• Developed a mentor program for all new staff.  
• Developed an online professional learning space on the portal.  
• Provide all staff with a menu of professional learning options.  
• Review staff code of behaviour policy and processes, contract and commitment to professional learning in line with values.  
• Reviewed values within the school and classroom experience.  
• Identified what practical support is needed and how it is to be offered to the College community.  
• Audited a range of work practices. |
| **Fulfil the *Pymble* mission and vision** | • Engender a commitment to and shared understanding of *Towards 2020*.  
• Develop a learning toolkit to support teachers in providing transformative learning experiences.  
• Review organisational structures to achieve *Towards 2020* vision and mission. | • *Towards 2020* strategic intents known and shared to all stakeholders  
• Aligned all leadership to *Towards 2020*  
• Developed a supportive process to identify areas of achievement and accountability  
• Develop a theory of action for learning at *Pymble*  
• Developed an online space for the toolkit to support teachers |
| Achieve global recognition for educational best practice | • Build a culture of research, reflection and publication.  
• Base educational decisions on both research and best practice to inform next practice. | • Explored organisational structures that will drive our 2020 vision.  
• Developed an online professional learning space on the portal.  
• Developed a culture of action research around initiatives undertaken in the school.  
• Engaged with university partners to conduct research within the school.  
• Provided formal structures for reflection on teaching and learning.  
• Build culture of action research around all initiatives in the school. |
|---|---|---|
| Build a culture of reflection to promote learning | • Build a culture of reflective practice and continual improvement through *Pymble* frameworks, structures and processes.  
• Collaboratively develop a consistent and effective technology professional learning plan for staff. | • Facilitated surveys and focus groups to identify key strengths and areas for improvement.  
• Worked through a gap analysis process.  
• Facilitated NAPLAN workshops to assist teachers to use data to inform their practice / class groupings.  
• Commenced implementation of IT professional learning plan. |
| Foster a culture that attracts and develops dynamic professionals | • Implement formal professional development and review systems for staff.  
• Continue to recruit and retain outstanding staff who reflect contemporary best practice in their fields of expertise.  
• Promote benefits, opportunities and services available to staff. | • Investigated and trialled professional development review system.  
• Reviewed processes for recruitment.  
• Identified benefits and opportunities available to staff. |
<table>
<thead>
<tr>
<th>Community</th>
<th>PRIORITIES/INTENTS IDENTIFIED FOR 2013</th>
<th>ACHIEVEMENTS</th>
</tr>
</thead>
</table>
| Embed a culture of loyalty, pride and lasting connection | • Implement an automatic membership into Ex-Students’ Union (ESU) for graduates.  
• Develop a community Heritage Club to profile *Pymble* and its history and contribution to the community.  
• Develop careers network to engage former students in mentoring, work experience and career advice.  
• Establish and maintain consistent communication pathways with ex-students.  
• Foster and strengthen connected global networks. | • Current graduates to automatically receive membership.  
• Created more opportunities for members in the community to engage with the College.  
• Developed strategy to maintain the links with Alumni and past parents.  
• Communicate and sustain the link with Alumni and past parents and utilising social media. |
| Support the *Pymble* community in their engagement with the College | • Guide and support parent groups in the fulfilment of their objectives and events.  
• Use *Pymble’s* facilities and resources to strengthen community participation and engagement out of school hours.  
• Engage parents to actively support learning activities and programs. | • Identified needs within the school with PPA and Events Co-ordinator.  
• Reviewed Parent Support Groups Charter.  
• Audited an inventory of community participation and use of facilities.  
• Encouraged the use of *Pymble* facilities for increased community engagement.  
• Liaised with Foundation office to explore greater opportunities to connect with members of the ESU for a range of purposes. |
| Support stakeholder groups understanding of the *Pymble* vision, mission, values and strategic direction | • Promote the mission, vision, values and strategic direction of the College across all communication channels. | • Ensured all online and print collateral consistently communicate College mission, vision, values and strategic direction. |
| Investigate and implement new technology, systems and strategies that | • Review internal and external communications annually to ensure engagement efficiency and best practice. | • Reviewed internal and external communications and plan in place.  
• New K-12 Parent Handbook developed. |
### PRIORITIES/INTENTS IDENTIFIED FOR 2013

<table>
<thead>
<tr>
<th>Sustainability</th>
<th>PRIORITIES/INTENTS IDENTIFIED FOR 2013</th>
<th>ACHIEVEMENTS</th>
</tr>
</thead>
</table>
| Provide excellence in financial stewardship                                  | - Review the overall cost of education for students.  
- Foster financial stewardship across managerial staff.  
- Investigate efficiencies in financial management systems and processes.                                                                                     | - Prepared and audited a project scope document establishing the parameters of the financial analysis.  
- Planned and developed a business two year cycle.  
- Formalised a quarterly review of department cost centre reports.                                                                                             |
| Embed environmentally sustainable practices within the fabric of the College  | - Map all current and proposed sustainability activities within the College.  
- Engage our community in our sustainability vision, intents and actions.  
- Invest in infrastructure and behavioural initiatives to reduce carbon footprint.                                                                             | - Established an Environment and Sustainability Committee to conduct an audit of current sustainable practices  
- Mapped proposed future sustainability activities within the College  
- Integrated sustainability into teaching and learning programs                                                                                           |
| Build upon the culture of social responsibility                              | - Define and document social responsibility programs and activities.                                                                                                       | - Defined Service Learning, Community Service and Social Responsibility activities at *Pymble*  
- Audited an inventory of K – 12 Service projects and parent service activities                                                                                                   |
| Strengthen and expand connections to broaden our social awareness and responsibility | - Partner with community service organisations to enhance student engagement.                                                                                         | - Audited current partnerships and utilised student feedback  
- Documented the history of *Pymble*’s engagement with community service organisations                                                                                                                  |
| Foster diversity within our student body                                      | - Encourage and promote cultural diversity through Student Representative Council and student activities.                                                              | - Identified the key cultural celebrations within our school community                                                                                               |
### Priorities/Intents Identified for 2014

<table>
<thead>
<tr>
<th>Personalised Education</th>
<th>PRIORITIES/INTENTS IDENTIFIED FOR 2014</th>
</tr>
</thead>
</table>
| Nurture unique qualities in every student so she achieves her best | • Implement student management and tracking system K to 12.  
• Review and renew assessment / feedback / reporting structures / processes / philosophies.  
• Introduce student digital portfolios. |
| Recognise and know each student’s needs and interests | • Review Pastoral Care purpose, role, structure and processes to redefine how we support the individual student.  
• Introduce coaching and mentoring approaches to support learning. |
| Work together as a community to help students become independent thinkers | • Implement Australian Curriculum in NSW within the Towards 2020 framework.  
• Carry out feasibility study on optimal timetabling. |
| Make learning dynamic and flexible to challenge every student | • Align the College approaches to open technology and learning to include a virtual learning environment, personalised tools, student access and responsible use.  
• Create learning experiences that challenges students to question existing information and structures and creatively apply their knowledge in novel contexts.  
• Investigate learning pathways and partnerships including offsite local opportunities and IB. |

<table>
<thead>
<tr>
<th>People and Culture</th>
<th>PRIORITIES/INTENTS IDENTIFIED FOR 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live our values within our community</td>
<td>• Embrace and demonstrate values within <em>Pymble</em> community through daily actions and interaction.</td>
</tr>
</tbody>
</table>
| Fulfil the *Pymble* mission and vision | • Develop an engagement program to engender a commitment to, and shared understanding of, *Towards 2020*.  
• Develop a learning toolkit to support teachers in providing transformative learning experiences.  
• Review the quality, equity, efficiency and effectiveness of organisational structures and revise them to achieve *Towards 2020* vision and mission. |
| Achieve global recognition for educational best practice | • Build a culture of research, reflection and publication that informs next practice.  
• Develop active links for students and staff with satellite campuses and international universities. |
| Build a culture of reflection to promote learning | • Build a culture of reflective practice and continual improvement through *Pymble* frameworks, structures and processes. |
| Foster a culture that attracts and develops dynamic professionals | • Continue to recruit and retain outstanding staff who reflect contemporary best practice in their fields of expertise. |

<table>
<thead>
<tr>
<th>Community</th>
<th>PRIORITIES/INTENTS IDENTIFIED FOR 2014</th>
</tr>
</thead>
</table>
| Embed a culture of loyalty, pride and lasting connection | • Develop careers network to engage former students in mentoring, work experience and career advice.  
• Establish and maintain consistent communication pathways with ex-students.  
• Identify and join key global networks under the *Pymble* corporate name while encouraging staff to do the same including using social networking sites for professional learning purposes. |
| Support the *Pymble* community in their engagement with the College | • Use *Pymble*'s facilities and resources to strengthen community participation and engagement.  
• Engage all members of the community to actively participate in academic, spiritual and social programs. |
| Recognise different cultural groups in communications and community initiatives | • Establish a process to review all communications with regard to cultural appropriateness.  
• Establish an Indigenous parent support group. |
<p>| Support stakeholder groups understanding of the <em>Pymble</em> vision, mission, values and strategic direction | • Embed the mission, vision, values and strategic direction of the College across all communication channels. |
| Provide a reference framework and response standards for parent communication | • Develop a parent / school communication framework. |</p>
<table>
<thead>
<tr>
<th>Sustainability</th>
<th>PRIORITIES/INTENTS IDENTIFIED FOR 2014</th>
</tr>
</thead>
</table>
| Provide excellence in financial stewardship                                  | • Introduce a program of short seminars to foster financial stewardship across managerial staff.  
• Develop complementary revenue streams.  
• Develop a Risk Management Framework.  
• Complete a feasibility study for an Early Learning Preschool Centre.                                                                                                                          |
| Embed environmentally sustainable practices within the fabric of the College   | • Engage our community in our sustainability vision, intents and actions.  
• Invest in infrastructure and behavioural initiatives to reduce carbon footprint.                                                                                                          |
| Build upon the culture of social responsibility                              | • Develop, implement and strengthen social responsibility programs and partnerships.                                                                                                                                                                      |
| Strengthen and expand connections to broaden our social awareness and         | • Partner with community service organisations to enhance student engagement.  
• Establish and secure partnerships with disadvantaged communities locally, nationally and globally.                                                                                             |
| responsibility                                                                 |                                                                                                                                                                                                                                                        |
| Foster diversity within our student body                                     | • Introduce new scholarships and bursaries for disadvantaged students.                                                                                                                                                                                      |
REPORTING AREA 12: Initiatives Promoting Respect and Responsibility

Preparatory School - Key Actions and Events

- Year 2 students acted as Buddies throughout the year for Kindergarten students developing leadership skills and a capacity to respond to the needs of our younger students.
- Students from Preparatory and Junior Schools participated in a Peer Support Program for Years 2, 3 and 5 to support the transition of Year 2 students to the Junior School.
- Our Easter Raffle raised funds for the Preparatory School charity, Bear Cottage.
- College values were articulated through acknowledgement of observed behaviours of individual students in weekly assemblies.
- Senior students assisted with English discussion groups before school for our non-English speaking students, engaging in informal discussions to promote understanding of the language.

Junior School - Key Actions and/or Events

- Cupcake days: one per grade per term. Charities supported included Indi Kindi Project which focuses on improving literacy outcomes for Indigenous children in remote communities, the Cerebral Palsy Alliance, Westmead Hospital and the Nangala Project.
- Funds were raised for the Room to Read Program - an award-winning non-profit organisation for improving literacy and gender equality in education in the developing world.
- All students participated in Jeans for Genes Day.
- The Junior School assisted with the sponsorship of two students at St Judes.
- Year 6 knitted squares and made blankets for Wrapped with Love.
- During a local Senior Citizen week morning tea at Turramurra Uniting Church senior citizens were entertained by individual musical performances.
- Students from Preparatory and Junior Schools participated in a Peer Support Program.
- SRC through regular meetings supported a range of school based projects.

In order to promote responsibility, the Junior School have a leadership program for all students in Years 3 to 6 where the students take responsibility in areas such as the SRC, Music Captain, Sustainability Captain and Chapel Leaders. Our House Leaders also take responsibility for a number of activities to increase House spirit throughout the year.
Middle School

The diverse Middle School curriculum, pastoral care programs, extensive co-curricular program, outdoor education programs and community service opportunities foster a sense of respect and responsibility.

The following initiatives were undertaken to engender respect and responsibility:

- Leadership opportunities were expanded to include Media leaders, which has resulted in 72% of students choosing to be involved in leadership positions in elected and volunteer opportunities.

- All of Year 8 attended a Surf Lifesaving day at Manly and Dee Why beaches. Key emergency and survival skills were covered throughout the day.

- The Year 7 Outdoor Education Program was held at Stanwell Tops.

- Year 8 students were involved in an Outdoor Education program at the Somerset Outdoor Learning Centre on the Colo River – A Challenge by Choice program, with Extreme, Expedition and Adventure levels.

These excursions and outdoor experiences promote a respect for the environment, our heritage and responsibility in aquatic and natural environments.

Peer Support – Year 7 and 8

Our Peer Support Program involving Year 7 and Year 10 students provides an opportunity for young people to participate in their school community and build strong relationships with each other. The Year 10 students learn important communication, problem solving and leadership skills as they get to know the Year 7 students. In turn, the younger students enjoy the support of a trusted older role model as they make the transition to Secondary School.

Building the Middle School Community and House Community

Years 7 and 8 students are buddied across the two years and students have met over several lunchtimes. Students have also participated in ongoing events to continue to build belonging and relationships between all students in the Middle School.

Years 7 and 8 buddies came together to make hands for the celebration of NAIDOC week and participated in a house activity together run by their Middle School House Liaison Leaders.

Middle School students led a special Chapel service with the theme of ‘Mountain Top Experiences’ and the concept of ‘Sisterhood’. Years 7 and 8 ‘sisters’ who have worked together since the start of the year sat together in celebration during the chapel service.

A successful Performing Arts festival was held in Years 7 and 8 to the theme of Glee songs and Grease the musical.
**Being a *Pymble* girl**

Pastoral Care groups were in conversation with ex-students from another era. Year 7 students have been investigating and producing a representation of the history of the College. One of the activities was a visit to the Heritage Centre to hear from ex-students about their experiences at *Pymble*. Most of the ex-students are in their seventies and have inspired the students with interesting stories and talk of *Pymble* during the war. Students toured the Heritage Centre and were acutely aware of the historical changes and similarities at the College.

**MS Readathon Webcast Launch**

The Middle School in conjunction with the Junior School hosted the launch of the MS Readathon via webcast held in the Conde Library. Middle School representatives worked closely with the Junior School representatives to develop presentations for the Webcast which resulted in the establishment of positive trans-school connections. The webcast allowed Middle School students to showcase *Pymble* as a caring school to over 100 schools nationwide.

**Service Learning and Sustainability**

Year 8 students participated in the National Kids Teaching Kids program. Kids Teaching Kids starts in the classroom and culminates in a Conference Day in which the Year 8 students present their own workshops to local Years 5 and 6 students from *Pymble* and local primary schools in the areas.

Over two terms one Science lesson a fortnight is utilised to prepare for the Conference Day. The students work on self-selected topic in areas of personal interest. These areas include: Oceans, Marine Pollution, Deforestation, Fishing, Climate Change, Waste, Endangered species, Animal testing, Palm Oil, Urban development, Recycling Energy, e-waste, ByCatch, Whaling and Recycling.

**Upper School - Social responsibility**

Students participate in Community and Service Learning experiences. Year 9 students attend a community organisation several times throughout the year. Their experiences and reflections are documented as part of the English study program.

All students in Year 10 participate in a Service Learning project. Students develop a relationship with an organisation and seek to provide practical support and serve as an advocate for the organisation. In developing their project the students investigate core issues, conduct a needs analysis, liaise with the organisation, develop and perform their project and participate in reflection exercises.

Upper School students participate in an Interfaith conference exploring respect, understanding and acceptance. Schools across a range of religious backgrounds gather together to participate in workshop activities and listen to speakers.

Other subject based initiatives include: Elective History (Sydney Jewish Museum), Elective Geography (WOW day), English (Right here, Write now – issues advocacy program), Elective...
Music (St Edmonds shared Choir project), Food Technology (High Tea; St Edmonds School) and Textiles (quilts for the Catherine Hamlin Fistula Foundation).

Senior School

The development of the pastoral care and student wellbeing program continued. The College values form the basis of the program. Following formal and informal discussions and surveys of the students, a number of processes and initiatives were introduced to promote respect and responsibility – at both the personal and community level.

The students work in a more flexible and independent environment, and as a result, grow in their self-respect and respect for others. They also assume more responsibility for managing their own study patterns. The students in Years 11 and 12 model independent, responsible work habits, and as a result, students gain more autonomy as they prepare to leave school for tertiary study, travel or the workplace.

The students continued to take up the challenge of community service with another outstanding year of accomplishment and dedication. The students supported a vast array of service and charity providers, leading and managing a range of school initiatives including multi days, blood donorship, awareness raising assemblies, and a variety of other fundraising events. In addition, the students lead and managed a series of special events including Chinese New Year, Harmony Day, International Women’s Day, Anzac Day, Remembrance Day, National Reconciliation Week and the Senior School Knit In – all events which engender respect for diversity and offer opportunities for students to strive to make a difference. The diversity of student background, academic and co-curricular ability and interest foster a healthy sense of self-respect, and a recognition and acceptance of individual difference.

The students who serve as leaders in the College community are also responsible for developing their own program of events to build and promote respect and responsibility. They work in areas such as Sport, Music and the Arts, Community Service, Sustainability, House leaders, SRC and with the other younger students. These student leaders recognise younger peers for their contribution to the College and broader community and foster links between older and younger students. They are also responsible for building community and promoting the importance of the College values in their specific area of responsibility.

Senior School students continued to enjoy a range of presentations from visiting speakers who encouraged them to be aware of their community and their responsibilities. These included Paul Dillon from the National Drug and Alcohol Research Centre, Professor Gin Malhi from the Cade Clinic, Sex Discrimination Commissioner Elizabeth Broderick, Major Rowena Smith from the Salvation Army, Brett Lee from INESS (Cyber etiquette and online safety), Prue Salter, Brett Williams and Brent Saunders.
REPORTING AREA 13: Parent, Student and Teacher Satisfaction

As part of the College’s continual improvement program, annual surveys commissioned for parent and student satisfaction and feedback reviews covering a wide range of the College’s value proposition.

Pymble is committed to listening to the views and expectations from key stakeholders and to use this important feedback for performance monitoring and as important input to the College’s operational and strategic plans.

The feedback from these surveys assists the College with its aim of continually improving the educational experience offered to the students.

In 2013, Pymble conducted independent satisfaction and performance reviews with 119 parents and 843 students across Years 6, 8, 10 and 12 obtaining research based feedback on such areas as overall satisfaction, academic performance, pastoral care, co-curricular, boarding, publications and communications, community engagement, management and leadership and parent advocacy.

The charts below show the percentage of Pymble Year 12 parents and students who noted their expectations of the school had been met or exceeded across key aspects of the College’s value proposition. The areas represent the top most important areas nominated by parents and students.

For example 82% of the parents noted their expectations were met or exceeded on the rated most important area ‘Quality of teaching’.

Pymble Year 12 Parent’s Views

2013 Pymble Ladies’ College Yr 12 Parents - Expectations Met/Exceeded (First 10) (n=119)
Parents and students were asked to provide open responses to the most valued aspects of Pymble.

The most frequently nominated aspects are:

- **Wonderful, well balanced holistic education that meets students’ needs**
- **Wonderful opportunities**
- **Students’ friendships with each other**
- **A safe, caring & supportive environment**
- **Strong sense of warm, welcoming community**
- **Great teachers who are committed to the welfare of the students**
- **Families’ friendships with each other**
- **The transformation of students into confident young women**
- **Students’ loyalty to and support and love of the College**
- **Instilling in students strong values**

---

Pymble Student Views

2013 Pymble Ladies’ College Yr 12 Students - Expectations Met/Exceeded (First 10) (n=250)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percent Expectations Met/Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of teaching</td>
<td>89%</td>
</tr>
<tr>
<td>Academic standards</td>
<td>97%</td>
</tr>
<tr>
<td>Facilities and resources</td>
<td>96%</td>
</tr>
<tr>
<td>Range of subject choices</td>
<td>92%</td>
</tr>
<tr>
<td>Focus on student welfare, providing a safe and caring environment</td>
<td>86%</td>
</tr>
<tr>
<td>Balanced challenging education</td>
<td>94%</td>
</tr>
<tr>
<td>Activities (extra-curricular program)</td>
<td>96%</td>
</tr>
<tr>
<td>A leading independent school in the area</td>
<td>97%</td>
</tr>
<tr>
<td>Location - availability of reliable and safe transportation</td>
<td>96%</td>
</tr>
<tr>
<td>Sports program</td>
<td>95%</td>
</tr>
</tbody>
</table>

- **Friendships with other students**
- **Wide range of opportunities**
- **College’s reputation & prestige**
- **A high quality, holistic education in a wonderful environment**
- **Excellent, passionate & supportive teachers**
- **Friendships with teachers**
- **Being a member of a strong, supportive & cohesive community**
- **The sports program**
- **Strong College values upheld by students**
- **Co-curricular (non-sport) program**
REPORTING AREA 14: Summary Financial Information

Pymble Ladies' College Income 2013

- Fees and private income 73%
- State recurrent grants 4%
- Commonwealth recurrent grants 7%
- Commonwealth capital grants 1%
- Other capital income 15%

Pymble Ladies' College Expenditure 2013

- Salaries, allowances and related expenses 55%
- Non-salary expenses 37%
- Capital expenditure 8%