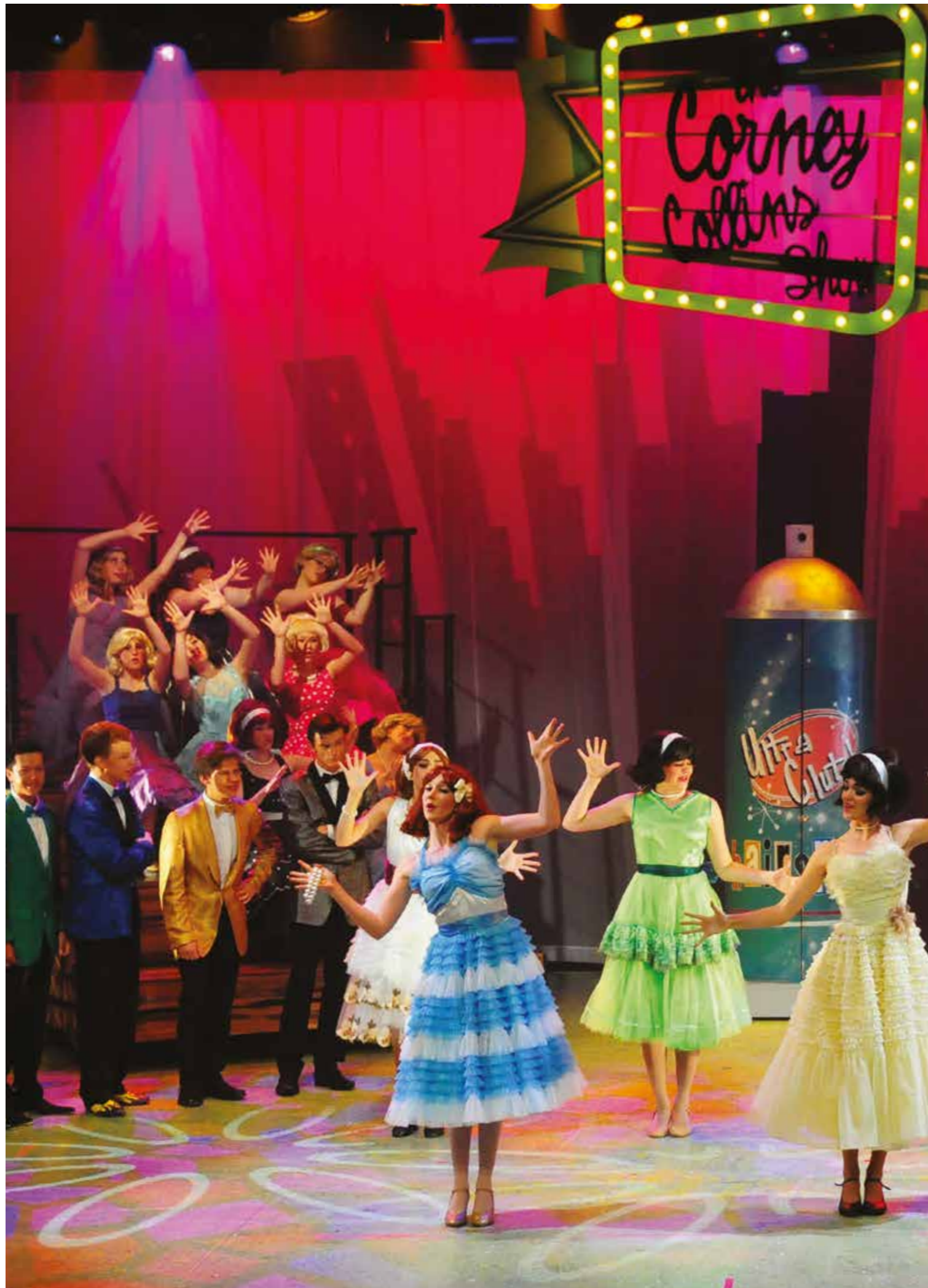




Pymble Ladies' College



2015 Annual Report



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THEME 1: A Message from Key School Bodies

2015 has been another momentous year in the life of the College. We are now four years into implementation of our Towards 2020 strategic plan, with all key milestones being achieved.

MESSAGE FROM THE CHAIR OF COLLEGE COUNCIL

Our four signposts of Personalised Education, People and Culture, Community and Sustainability continue to guide us in the delivery of outstanding curricular and co-curricular opportunities for our students.

A key foundation block of the strategy has been a significant investment in technology. This is in order to create a robust platform from which the College can deliver personalised education for our students.

Upgrading our technology platform has enabled us to create a real time profile of each student's life at the College, not only from an academic perspective but also from a wellbeing and holistic education perspective. This has enormous benefits in providing teachers with tools to address each student's individual needs.

The upgrade also allowed us to shift away from College-supplied laptops to a BYOT program that enables myriad devices to operate seamlessly, whilst meeting the College's high standards in education and security.

The development of the Centenary Sports Precinct is also well underway and on track for completion by the end of March 2016. This world-class facility features a state-of-the-art Aquatic and Fitness Centre, new car park and re-developed hockey fields, which will be of great benefit to the physical wellbeing of all of our students, as well as those attending the highly successful *Pymble* Elite Sportswomen's Program.

Pymble's scholarship program continues to develop and grow, offering more opportunities for a wider range of students from a broader range of communities to access a *Pymble* education.

The first of our Barbara Nippres Scholarship holders, for students with a physical disability, will commence in 2016 with enrolments in Year 5 and Year 7.

Twenty Indigenous students were educated shoulder-to-shoulder with their non-Indigenous sisters this year. Of the Indigenous Scholarship holders, 19 were enrolled as boarders through the Australian Indigenous Education Foundation (AIEF) and *Pymble* partnership, and one represented the College's inaugural GO Foundation Scholar, a scholarship funded through the work of Australian of the Year 2014, Adam Goodes and his AFL colleague Michael O'Loughlin.

THEME 1: A Message from Key School Bodies

We continue to develop partnerships with relevant organisations, schools and communities to broaden our reach and extend our scholarship opportunities to Indigenous communities Australia-wide.

In 2015, 254 students from *Pymble Ladies' College* sat for the NSW Higher School Certificate in 44 courses. A further 25 Year 11 students sat for the HSC examination in Mathematics.

- 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, 100% were placed in Band E3 or E4
- 15% (37) 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
- 170 individual students earned 569 places on The Honour Roll acknowledging 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
- Three students achieved a perfect ATAR of 99.95
- 10% attained an ATAR of 99+, 30% an ATAR of 95+ and 53% an ATAR of 90+.

An outcome of the 2014 Pastoral Care Review initiative resulted in the creation and subsequent launch of the Kindergarten-Year 12 Health and Wellbeing framework. Pastoral Care is now referred to as Wellbeing, and Pastoral Care Groups have re-formed as Connect Groups to facilitate our quest to know, guide and challenge every *Pymble* student.

The College has maintained the momentum in creating a coaching culture, with in excess of 200 staff members trained through Growth Coaching International (GCI) to enhance their skills when working with colleagues and students. Staff also commenced a Professional Learning program to understand, experience and utilise coaching strategies to enhance learning and teaching outcomes across the College. All Professional Learning offered at Proficient level has been endorsed by the Quality Teaching Council at BOSTES.

In line with our focus on delivering world-class education in a world-class environment, a team of staff spent time in Harvard University, which provided the impetus for the development of our learning principles and associated accelerators. Space was identified as a learning accelerator and so we began the development of the innovative new Middle School Learning Studio and Library Learning Studio.

There was a sustained focus on assessment practices across the College which began with the building of principles that reflect our vision for Personalised Learning. Small faculty, grade-based and cross-faculty groups were formed to learn, implement and evaluate. 'Reflect Review Renew' launched in December as part of the *Pymble* Performance Review process addressing the quality teaching agenda.

The College continues to encourage, practice and demonstrate its commitment to social responsibility through partnerships with The Sony Foundation camps for children, and community initiatives such as *Pymble Gives Back Day*, where staff engaged in community service with local community groups and NGOs.

We are about to enter a very exciting moment of *Pymble's* history, when we officially celebrate the 100th anniversary of the College on 8 February 2016. The College continues to thrive under the outstanding leadership of our Principal, Mrs Vicki Waters and we look forward to another momentous year in 2016.

Mr Braith Williams BBus, FAIBF, FFin
CHAIR OF COLLEGE COUNCIL

THEME 1: A Message from Key School Bodies



Our role, as 21st century educators, is to determine the direction of our students' future lives.

MESSAGE FROM THE PRINCIPAL

We are now four years into *Towards 2020*, our far-reaching, strategic vision based on the four signposts of Personalised Education, People and Culture, Community and Sustainability. We are teaching our students to think for themselves, embedding collaboration, individualised learning and powerful creativity as their essential, future-proof skills.

Our extraordinary students are leading our State and indeed the nation in academia, the arts and sport, proving that what we're doing to support our girls' learning is truly working.

We achieved strong academic results across Years 3, 5, 7 and 9 in NAPLAN, and saw students:

- Take out the National History Challenge;
- Become the only school with finalists in every category of the New South Wales Latin and Greek Reading competition;
- Win the New South Wales' division of the Simpson Prize; and
- Win the national da Vinci Decathlon, an extraordinarily challenging and highly academic competition.

One Year 7 student won the Australian Mathematics Competition Medal – the only female from 250,000 competitors worldwide to achieve a perfect score.

Eight Year 12 girls were offered provisional places at the prestigious St Andrew's College at the University of Sydney before undertaking their final HSC exams, despite the University's policy of only taking the top two students from each school.

Three of our Year 12 students went on to achieve a perfect ATAR of 99.95. Overall, 10 per cent of students attained an ATAR of 99+ and 53 per cent attained an ATAR of 90+.

Being a school of global significance is core to our *Towards 2020* vision. This year, Dr Marc Brackett, from the Yale Center for Emotional Intelligence, worked with staff, students and parents, and our Director of Music worked with Harvard University to maximise student learning through practical experiences.

We hosted internationally acclaimed composers and Artists in Residence, presented at conferences in Helsinki, toured dance to America, music to Japan, and hosted functions in Hong Kong, Beijing and Shanghai.

Meanwhile, our students travelled across the globe on cultural and language exchanges to Argentina, Canada, England, France, Germany, India, Italy, Japan, New Zealand, Republic of Korea, Scotland, South Africa and America.

Closer to home, nine of our students travelled to Nyngan in north-western New South Wales to help children from remote schools enjoy a camp of sporting and social activities.

College-wide, we generated hope through various charitable events and projects, including the Uniting Church Literacy in Vanuatu campaign, Cancer Council Australia's Biggest Morning Tea, Wrap with Love Knit-In, Legacy Week, the Red Shield Door knock Appeal, RU OK Day, and Year 10 Service Learning across Sydney, New South Wales, Northern Territory and East Africa.

Culturally, it was a magnificent year of achievement by our girls. Their performance of *Hairspray – The Broadway Musical* brought together singers, actors, dancers, musicians and set designers. Our drama students also performed *The Women*, *Grimm Tales* and *Alice in Wonderland*.

Meanwhile, the musical brilliance of our piano scholars at the Dame Joan Hammond Piano Recital will not be forgotten, and saw us take out the Ku-ring-gai Secondary Schools Concerto Competition.

The *Pymble* Chorale and Chamber Strings both won their sections in the Sydney Eisteddfod.

THEME 1: A Message from Key School Bodies

One Year 12 student was an international finalist for best documentary, with her film screening in the Los Angeles Independent Film Festival.

Films created by students at *Pymble* were finalists in the Willoughby Shorts Film Festival, the REELise Film Festival and the Newington CineArts Film Festival.

In sport, 16 of our students achieved Duke of Edinburgh Gold Awards, the highest number ever.

We were also the most successful school out of the 32 schools competing in this year's Independent Girls' Schools' Sports Association (IGSSA), including:

- Champions in school athletics, cross-country, diving, gymnastics and rowing; and
- Open Premiership winners in netball, soccer, softball and tennis.

We were overall point score champions for Head of the River, and two of our divers have been selected in the Commonwealth Games squad.

Another two athletes broke long-standing Australian records in their age divisions for the 3000m, and one was named as the overall NSW Pacific School Games Captain for 2015 – a huge honour.

With our Centenary celebrations looming closer, we saw changes around the College, including the Centenary Sports Precinct taking shape, the launch of a new Centenary website, and the refresh of some of our most prominent publications.

We also commissioned Artist in Residence, Luke Byrne for a major work for the Gala Centenary Concert next year and began work on a publication of our 100-year history.

All in all, 2015 was a highly successful year for staff and students at *Pymble* and I look forward to many more outstanding academic and co-curricular achievements in 2016.

Mrs Vicki L. Waters MSchM, BEd, DipT, MACE, MACEL, GAICD
PRINCIPAL

THEME 1: A Message from Key School Bodies



Serving as Head Prefect of Pymble Ladies' College during 2015 was not only an incredible honour, but has given me an understanding of the immense role of a school in shaping well-rounded, empathetic and conscientious individuals.

MESSAGE FROM THE HEAD PREFECT

Pymble is a Kindergarten-Year 12 single-sex day and boarding school where daily life is centred not only on academic achievement, but holistic learning that explores arts, sport, music and community service to mould ethical young women. This is reflected in the Prefect Body of 56 prefects, which includes roles as diverse as Community Service, Sustainability, House and School Liaisons. Highlights in the school calendar build on school spirit and aim to foster an environment that supports and nurtures each individual girl on the path to being the best possible version of herself.

Guided by our theme, M15SION POSSIBLE, girls were encouraged to adopt a "never say die" attitude in pursuit of academic, sporting and personal goals. Much of the year was spent exploring the characteristics of individuals who triumph above adversity to achieve incredible things. In our fortnightly assembly speeches to Years 7 to 12, the Deputy Head Prefect and I reinforced passion and perseverance as drivers towards greatness. This married well with the College values of Care, Courage, Integrity, Respect and Responsibility. Moreover, by uniting school-specific values with those of our theme, we encouraged girls to embrace hardship and failure – two less glamorous aspects of the journey towards M15SION POSSIBLE – as necessary steps in the process between learning, growth and achievement, and to find a stoic, steadfast faith in their own ability.

Our charity focus for the year, in partnership with Uniting World, was Literacy in Vanuatu and assisting Vanuatu rebuild after the destruction and devastation of Cyclone Pam. Inspired by 2014's Colour Run, the Community Service Captains orchestrated a Foam Run to raise much needed monetary donations. But perhaps the part that I have loved most about community service in 2015 was encouraging girls to go beyond the safe zone of the sheltered "North Shore bubble" and engage meaningfully with issues in the community. The concept of 'Servant-Leadership' was reinforced at all age levels to encourage the girls to embrace hands-on service that demands you to give not only of your time, but also a piece of yourself to understand the plight of others in need. Some of my proudest moments this year have been in witnessing others experience joy (and many other emotions) whilst helping those in need, discovering that in giving of themselves they allow themselves to grow.

In arts and music, there were numerous plays and musicals at all levels of age and ability. A highlight was the biennial musical *Hairspray*, filled with 60s-inspired hair, soundtracks and dances. Beyond this, golden moments for me included watching Year 7 Performing Arts Factor and other inter-year and inter-house competitions that encourage teamwork and collaboration and foster a love of the arts. The Captains of Music and the Arts filled each assembly segment with merriment and humour, using their quirky, impromptu plays as a medium through which to encourage girls to embrace the silly and the strange of both the childhood imagination and the theatre. One element of music and the arts at *Pymble* that I personally find the most poignant is that students are encouraged to develop an appreciation of the breadth and depth of art that fosters cultural appreciation, with a special focus on the role of Indigenous art and culture in our shared Australian history.

2015 also proved to be a triumphant year in sport with wins spanning across a variety of disciplines, including tennis, soccer, hockey, equestrian, water polo and so much more. The Captains of Sport encouraged sport to be viewed as a way of being fitter, to make friends and to appreciate the great outdoors. Through both Physical Education lessons and Saturday sport, students were encouraged to adopt active lifestyles and make healthy life choices. This interrelates with the vision of holistic wellbeing as not only physical health, but also as satisfying emotional and spiritual needs. Recently I have seen through social media and other channels the Australia Government's 'Girls Make your Move' campaign, and I strongly believe that our school values align with this message. For instance, the impending opening of the new Centenary Sports Precinct in 2016 confirms this desire to continue to support and encourage engagement in sport at all levels. Indeed the wins across a variety of sports were gratifying to girls who had trained with dedication all term. However, our Prefect focus on teamwork was one of the most heart-warming experiences of the entire year.

THEME 1: A Message from Key School Bodies

I attended the Head of the River Schoolgirl Regatta for the first time in 2015 and was amazed by the level of support and community that permeated through all levels. Before each race the older girls would create a tunnel for the younger girls, and they would also be there to congratulate them on the other side of the race. More important than the rich accolades was the sportsmanship and camaraderie that all *Pymble* girls have exhibited throughout the year. Simple words of encouragement or silent support on the sidelines of Saturday sport embodied the selfless strength and care at the heart of a true *Pymble* girl. The process of learning, dedication and perseverance in a "mission" is equally as important as achieving a goal.

One of the central foci of this year has been on wellbeing, mental health and support within the community. With suicide as the leading cause of death amongst young people, our school recognizes the power of relationships in providing the stability and structure needed amidst the insecurity of teenage life. Connect groups at *Pymble* aim to provide each girl with one-on-one connection with a teacher that serves in a mentor role. One of the most profound things I have realised is the changing dynamic of teaching and education as girls progress through the school. Whilst in younger years teachers serve in the more traditional role as an instructor, as students grow older and more mature, the teachers shift towards a mentor role as they trust students with more independence and responsibility. This in many ways fosters self-directed learning and a love of academic inquiry. Often standardised testing makes it hard for students to pursue knowledge for the purpose of self-betterment and to grow as an individual, as opposed to gaining the highest qualitative mark. Through international Student Exchange opportunities (both cultural and language), overseas tours (including mathematics tours to Singapore), interactive classrooms and hands-on discovery-based learning, students were encouraged to uncover learning as both a joy, and unexpectedly apparent in all facets of life.

The Senior School Centre in the Kate Mason Building shared by Year 11 and 12 has particularly helped with vertical integrated learning whereby the two years have a shared, symbiotic approach to learning. Year 12 students help Year 11 students with class work whilst Year 11 girls are extremely emotionally supportive of Year 12 during times of high academic demand. One of the highlights of my Year 12 experience was arriving at school for the first day of HSC exams after officially graduating and finding that Year 11 had assembled a "Good Luck Year 12" sign outside and left choc chip cookies in the common room. To me, this truly signifies the diverse (and anonymous) forms of support that permeate through all levels of the school. It is from this first-hand interaction that many students learn in the truest form what support is; to be there silently but steadfast for others during times of need, not because we will be recognized for it but rather because we know it is the right thing to do.

My years at *Pymble* have no doubt been incredible, and it was an absolute honour for it to culminate in all the experiences I have shared in 2015. Indeed, there were many triumphs for the Prefect Body, including fundraising for our community and trying to change and improve culture within the student body at all ages. However, my favourite part undoubtedly has been the relationships that I have made along this journey or witnessed in others. It is quite impossible to express in words the feeling of immense satisfaction when you see something as simple as a girl share her recess cookie with another in the playground or comfort a friend in need during a difficult day. More than anything, it has taught me that M15SION POSSIBLE is not necessarily the great achievements of first place or a gold medal, but rather the journey of struggle, difficulty, friendship and triumph that leads us to learn, challenge and ultimately grow. It is a lesson that cannot be taught in the confines of a classroom or within a syllabus rubric, but only through interacting with the wonderfully diverse, imaginative and interesting girls and teachers that I am lucky enough to know in my school. To me, the people that I know within the *Pymble* community are the true embodiment of M15SION POSSIBLE and everything that the Prefect Body stands for, and it is such an honour to have known and grown up with them for so long.

Roshana Kanagaratnam
HEAD PREFECT, 2015

THEME 1: A Message from Key School Bodies



MESSAGE FROM THE *PYMBLE* PARENT ASSOCIATION (PPA)

The PPA represents the Pymble Ladies' College parent community. The purpose of the PPA is to support and promote the wellbeing 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 PPA is the peak parent support group. It helps co-ordinate the social and fundraising activities of all other Parent Support Groups and is ultimately responsible for ensuring all support groups:

- Comply with College Policies and Procedures; and
- 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 Parent 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.

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 70 parents engaged in key roles within the School Parent Groups and the Parent Support Groups throughout 2015. The success of more than 100 parent community events across the College on the 2015 calendar depended on these volunteers as well as wider parent participation.

THEME 1: A Message from Key School Bodies

Significant PPA events across 2015 included: the Icebreaker cocktail evening, with record attendance of more than 700 guests including parents and staff; the *Pymble* Staff Barbecue for World Teacher's Day; New Mothers' Lunch, attended by 150 new college parents; Garden Party, with 30 parent-led stalls, 150 volunteers and many thousands attending; and various Cultural Community Network functions celebrating *Pymble's* multicultural community. It was a very rewarding year of increased volunteer numbers across all school year groups.

The PPA once again presented the opportunity for teachers at the College to apply for the PPA \$5,000 Professional Development Grant and enabled (with the assistance of all the Parent Groups) a grant of \$82,700 towards the Centenary Sports Precinct.

As I stepped away from the role at the end of the 2015 school year, I reflected upon the many years of PPA meetings with dynamic staff members, students and parents presenting on the many and varied daily happenings; Kindergarten-Year 12 structural improvements; community service work; Service Learning; a focus on student wellbeing; and more recently the very exciting College Centenary.

Perhaps one of my proudest achievements was the birth of the Cultural Community Network or CCN. The CCN provides a support network for our *Pymble* families from different cultures and nationalities where English is a second language. After approaches by a few parents in July 2013, and in consultation with the ESL community, I proposed the forming of a group to engage the many different cultures at *Pymble*. After much consultation the CCN was formed and we now enjoy events each term, where much wonderful food is consumed, many photos are taken and laughter and smiles are infectious.

In 2014, the PPA embarked on the idea of a cookbook fundraiser to enable the PPA to have an ongoing source of income for its many initiatives. The parent, staff and student community were asked to submit their favourite family recipes which they did, in abundance. In October 2014 *Pymble Loves Cooking* was born. It was launched officially in October that year, has raised more than \$27,000 and continues to be a tangible legacy for the PPA and its fundraising needs going forward. It was extremely rewarding connecting with the foodies in our community during this process. Food really does bring families together.

Thank you to our Principal, Mrs Vicki Waters and all of the amazing staff of the college. I have enjoyed very much working with you all. You really are an incredible team and a constant source of inspiration to me.

Perhaps the most important vote of thanks is to go to the PPA committee and the Parent Support Group leaders of the last few years. I could not have done any of this without you all. I appreciate your tireless efforts, commitment and dedication to ensure the best for all of our daughters and this wonderful place where they spend their days.

I do hope I have touched your College life in at least a small way. I have put my heart and soul into this role, learnt a lot and met some wonderfully selfless people.

It was very important to me to create a lasting legacy of vibrant engagement, inclusion and inspire a social and community awareness both in and around the College. I was and am a huge believer that when parents are involved in their children's education, they do better in school and the schools they go to are better, too.

I am honoured to have been given this opportunity. As Civil Rights Activist, Maya Angelou said, "At the end of the day, people won't remember what you said and did, they will remember how you made them feel". This has been my mantra all along and, for those of you that have worked with me, I am confident it has been achieved with Care, Courage, Integrity, Respect and Responsibility.

Thank you very much for the opportunity.

Mrs Kylie Macdonald

PRESIDENT – *PYMBLE* PARENT ASSOCIATION



THEME 2: Contextual Information about the School and Characteristics of the Student Body

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.

Established in 1916, *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. As we look to 2020, our College mission remains the foundation for our plans. We remain committed to creating a personalised learning environment for each *Pymble* girl so she develops a passion for learning and scholarship, a strong assurance of her own worth, and the desire and values to contribute meaningfully to her local and global communities. We continue to journey toward our vision of providing an education for our girls that is universally acknowledged for its outstanding quality and exceptional opportunities. Five important values reflect our spirit, heritage and traditions, our Christian beliefs as a Uniting Church school, and our commitment to providing meaningful, personal learning experiences for every *Pymble* girl: Care, Courage, Integrity, Respect and Responsibility.

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:

www.myschool.edu.au/SchoolProfile/Index/96545/PymbleLadiesCollege/43846/2015



THEME 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN 2015

Literacy and Numeracy Assessments were undertaken in Years 3, 5, 7 and 9.

Please visit the MySchool website for a full breakdown of Pymble Ladies' College NAPLAN results for 2015. The results can be found in graphs, number and bands.

www.myschool.edu.au/ResultsInGraphs/Index/96545/PymbleLadiesCollege/43846/2015

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

Theme 4: Senior Secondary Outcomes

In 2015, 255 students from Pymble Ladies' College sat for the NSW Higher School Certificate in 44 courses. A further 25 Year 11 students sat for the HSC examination in Mathematics.

HIGHER SCHOOL CERTIFICATE (HSC) OVERVIEW

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, 100% were placed in Band E3 or E4.

When compared to the State average, results in Bands 5 and 6 (2 Unit courses) and Bands E3 and E4 (Extension courses) have remained consistently high, with student achievement above State level in all but one course (German Extension, 4 students) offered at the College. In 2015, the Band 5 and 6 results were at least 40% above the State percentages in the following subjects: Agriculture, Ancient History, Biology, Business Studies, English as a Second Language, Food Technology, Mathematics General 2, Senior Science, Studies of Religion I, Textiles & Design, Visual Arts, Italian Beginners and Hospitality.

In the period from 2015-2016, the following are examples of percentage improvement in Band 5/6 results (Band E4/E3 for Extension subjects): Agriculture 5%, Dance 25%, Earth and Environmental Science 23%, Mathematics 8%, Mathematics Extension 2 12%, History Extension 11%, Music 1 17%, Studies of Religion I 25%, Textiles & Design 17%, French Continuers 8%, Italian Beginners 50% and Hospitality 6%. In the same period there was a drop of 10% in Drama, 7% in English (Standard), 13% in English as a Second Language, 23% in Geography, 10% in Legal Studies, 8% in Personal Development, Health and Physical Education, 16% in Physics and 11% in Senior Science.

BEST IN SUBJECT

- *Pymble* students topped the State in two subjects:
 - Latin Continuers
 - Agriculture
- In addition, students earned places in the Top Achievers in Course List in 13 subjects:
 - Agriculture (two mentions)
 - Ancient History
 - Business Studies
 - Classical Greek Continuers (three mentions)

- Classical Greek Extension (three mentions)
- English (Advanced) (two mentions)
- English as a Second Language (two mentions)
- English Extension 1 (two mentions)
- French Continuers
- Hospitality (two mentions)
- Italian Beginners
- Music 1
- Personal Development, Health and Physical Education

ALL-ROUND ACHIEVERS

15% (37 students) of *Pymble* students were named in the All-round Achievers list, which acknowledges the outstanding achievement of 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

In 2015, *Pymble* students earned 569 places on the Honour Roll. These places were achieved by 170 individual students. 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.

HSC SHOWCASES AND EXHIBITIONS

ARTEXPRESS

Four Visual Arts students had their Bodies of Work selected for exhibition.

ENCORE

Three students were nominated for inclusion in ENCORE.

CALLBACK

Three students were nominated for inclusion in Callback. One of the students was nominated for Core Performance as well as her Major Study Performance.

TEXTSTYLE

One student's Major Textiles Project was selected for exhibition.

Note that Senior Secondary outcomes are documented on the My School website: www.myschool.edu.au

Theme 4: Senior Secondary Outcomes

2015 HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE

Performance Band Achievement by Percentage (rounded)

Course	Students	School Median	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %	Bands 1-2 School %	Bands 1-2 State %
Agriculture	14	91	93	28	7	54	0	15
Ancient History	41	85	85	33	15	50	0	17
Biology	67	84	72	28	28	56	0	16
Business Studies	79	86	77	36	23	52	0	11
Chemistry	70	85	76	41	24	52	0	6
Dance	10	84	80	45	20	51	0	3
Drama	22	82	68	32	22	56	0	2
Earth and Environmental Science	11	86	73	43	28	48	0	9
Economics	26	84	81	46	19	46	0	8
English (Standard)	15	71	0	8	100	76	0	15
English (Advanced)	231	86	86	58	14	41	0	1
English as a Second Language	8	87	88	26	13	56	0	16
Food Technology	26	85	88	28	12	49	0	20
Geography	45	81	58	41	42	45	0	13
Legal Studies	55	84	71	40	29	49	0	10
Mathematics General 2	103	85	78	26	20	49	2	25
Mathematics	109	90	90	52	10	38	0	9
Modern History	64	89	83	44	17	46	0	10
Music 1	8	92	100	62	0	36	0	2
Music 2	8	92	100	88	0	12	0	0
Personal Development, Health & Physical Education	26	83	58	30	42	61	0	9
Physics	27	87	67	29	33	61	0	10
Senior Science	33	90	76	28	24	55	0	15
Studies of Religion 1 Unit	5	46/50	100	51	0	44	0	4
Textiles and Design	15	91	100	47	0	47	0	5
Visual Arts	66	88	95	53	5	45	0	2
Classical Greek Cont.	6	94	100	92	0	7	0	0
French Continuers	19	92	100	66	0	31	0	2
German Continuers	7	79	43	57	57	39	0	5
Italian Beginners	19	88	100	40	0	42	0	17
Japanese Continuers	11	88	64	54	36	41	0	4
Latin Continuers	17	89	76	82	24	15	0	2
Hospitality	18	89	100	33	0	52	0	3

Theme 4: Senior Secondary Outcomes

2015 EXTENSION COURSES

Performance Band Achievement by Percentage (rounded)

Course	Students	School Median	Bands E3-4 School %	Bands E3-4 State %	Bands E1-2 School %	Bands E1-2 State %
English Extension 1	54	46	98	94	2	6
English Extension 2	17	47	100	82	0	17
Mathematics Extension 1	72	44	97	84	3	16
Mathematics Extension 2	21	84/100	100	86	0	14
History Extension	26	46	100	78	0	22
Music Extension	8	46	100	93	0	7
Classical Greek Extension	6	49	100	100	0	0
French Extension	5	47	100	91	0	9
German Extension	4	41	100	97	0	3
Japanese Extension	7	45	100	88	0	12
Latin Extension	14	48	100	97	0	3

VOCATIONAL EDUCATION AND TRAINING (VET)

Pymble offers one VET course – Hospitality. In 2015, 18 students (7% of the cohort) completed this course and achieved Certificate II in Kitchen Operations. All of these students also sat for the HSC examination in the course.



THEME 5: Teacher Qualifications and Professional Learning

LEARNING AND TEACHING OVERVIEW

Internal options included a series of whole school presentations designed to communicate vision and define direction in teaching and learning, however the majority of internal Professional Learning involved deliberately designed interactive and collaborative sessions. These workshops were built around professional reading and dialogue and the production of tangible resources to meet defined student outcomes.

Teachers worked in cross-College Professional Learning teams or grade/faculty based smaller teams to understand the College principles and documents that define the nature of learning at Pymble Ladies' College and to advance their own practice in targeted ways.

Grade and faculty teams set tangible goals in response to College priorities, as did individual teachers in regards to their own practice and Professional Learning, led or supported by Executive staff.

In 2015, the College defined its suite of internal Professional Learning opportunities in the following areas: Coaching, Learning Design and Assessment, Accreditation, Wellbeing and Educational Leadership. External experts were engaged across the year to support leadership in designing, implementing and delivering Professional Learning within these frames and included:

- Professor Lynn Sharratt, Ontario Institute for Studies in Education, University of Toronto, continuing work on literacy and data to inform practice in the Preparatory and Junior Schools.

In 2015, the College continued to develop the professional capacity and practice of teachers through a rich array of external and internal Professional Learning.

THEME 5: Teacher Qualifications and Professional Learning

The College implemented a coaching program to foster a culture of professional practice with the 2015 Professional Learning Program.

- Professor Ron Ritchhart, Project Zero, Harvard University, continuing the College focus on deep student thinking and leading experienced teachers undertaking their own 'Inquiry Action Research' into particular areas of practice;
- Dr. Bronwyn MacLeod, Director of Gateways Education, assisting the College to understand standardised data in relation to high potential learners and socio-emotional conditions in which adolescent learners thrive;
- Dr. Simon Breakspear, CEO LearnLabs, working with whole staff to understand innovation in our own context, and leading a team of Year 7 teachers innovating Year 7 curriculum and learning culture;
- Prof. Marc Brackett, Centre for Social and Emotional Intelligence, Yale University, working with whole staff to understand the social-emotional wellbeing of students and leading the Wellbeing team in the implementation of the RULER program; and
- Sue Roffey, Adjunct Associate Professor at the University of Western Sydney, Affiliate of the Wellbeing Institute at Cambridge University, Honorary Lecturer at University College, London, founder member and Director of Wellbeing Australia and lead Co-Convenor of the Student Wellbeing Action Network (SWAN). Sue worked with the Wellbeing team to develop capacity to implement 'Circle Solutions', an emotional literacy framework for empowering students to engage with issues, solutions and their own agency.

Training provided by Growth Coaching International (GCI) was undertaken by 120 staff. The 2015 goal was to develop an understanding, provide experience and utilise coaching strategies to enhance staff performance through goal achievement and the unleashing of individual potential. The College has implemented a staged approach to the development of a culture of coaching over the next few years. The skills developed by the individual staff member are also used in one-on-one conversations with students as they are guided and supported to achieve their individual goals.

External opportunities for Professional Learning continue to be significant for *Pymble* staff and focus principally upon remaining engaged with current directions in learning theory and educational research, discipline-specific knowledge and networking with a wide range of educators. Teaching staff engage in conferences and workshops, Webinars, lectures and online courses. A significant number of teachers from *Pymble* are also engaged in presenting at conferences, both local, national and international. Throughout 2015, *Pymble* staff regularly presented at Association of Independent Schools (AIS) Conferences, Association of Heads of Independent Schools of Australia (AHISA), Independent Primary School Heads of Australia (IPSHA) and other professional bodies, including the International Confederation of Principals (ICP) Conference in Helsinki.

DRAMA/DANCE

Members of the Drama and Dance Department were involved in a variety of Professional Learning activities, including a range of courses focussing on wellbeing to advance their confidence and skills in meeting the needs of students.

Two of these courses were part of a Webinar series. The focus of the first was to enhance understanding of the broader context of eating and body image issues in the classroom, preventing and managing eating disorders in schools and maximising recovery outcomes. The second program explored adolescents and the many issues surrounding young people getting enough sleep.

The course, 'Brains, Creativity and Emotions in the Mix' also examined the health and wellbeing issues of young people in schools with a particular focus on strategies to help teachers work in both pastoral and academic areas.

THEME 5: Teacher Qualifications and Professional Learning

Members of the department were also involved in External HSC marking as part of their Professional Learning, both with BOSTES and as guest markers in a variety of schools. A member of the Dance staff was awarded the Kate Mason Professional Development Grant and travelled to Copenhagen to attend and present at the Dance and the International Child Conference.

ECONOMICS

The five members of the Economics staff participated in the following external Professional Learning opportunities:

- 'EBE Economics Strategies for New Teachers of Preliminary and HSC Economics', to support teachers who are teaching these courses for the first time;
- 'Academic Attainment SC Economics Professional Development Day', to update current economic issues content through presentations by experts in the field; and
- 'Economics Literacy Centre Teachers Annual Conference', to update current economic issues content through presentations by experts in the field.

ENGLISH

As an integral part of the Professional Learning Policy of the College, members of the English Department continued to engage in a range of Professional Learning opportunities in 2015, creating a dynamic culture of creativity, engagement and critical thinking. In line with our vision of embedding world-wide research and best practice, staff were involved in courses undertaken through the Harvard Graduate School of Education and maintained a 'Culture of Thinking' and 'Teaching for Understanding' focus over the year. New staff to the College attended 'Visible Thinking' workshops with Ron Ritchhart and there was opportunity to undertake 'Independent Action Inquiry Projects', also with Ron Ritchhart.

Most teachers are now utilising critical thinking strategies as part of best practice within their classrooms and have extensive opportunities to share the experiences and results from these personal projects. With enormous support from the Director of Teaching and Learning, staff participated in peer observations, learning walks and debriefing sessions to consolidate critical thinking skills. Staff were encouraged to learn from and with their colleagues, to share experiences and to continue to develop strategies to foster independence and deeper inquiry.

Departmental strategies for improvement in the capacity of teachers to design, differentiate and assess for Personalised Learning experiences continued. With the support of the Director of Teaching and Learning, a major focus for the English Department was to write and implement student-friendly rubric across Stages 4 and 5. Time was allocated for all members of the department to begin work on the development of a repertoire of assessment opportunities and to workshop student work samples to develop consistent teacher judgment.

A course on Educational Leadership was provided for the Head of Department. Members of the English Department also volunteered to attend workshops within the College on 'Assessment for Learning', 'Project Based Learning', 'Learning by Design', 'Deeper Student Learning' and 'Emotional Intelligence'.

Away-from-work training opportunities included the Association of Independent Schools (AIS) Discovery Course and Annual Conference and English Teachers Association (ETA) Study Days. Three staff members in Stage 6 attended the AIS Webinar (Auden) to support them in the development of this new module.

Seminars conducted at Sydney University over the course of the year were also sought by some members of the department. Interest in writing articles for professional journals, presenting at ETA and AIS conferences, HSC Marking 1 and the Advanced Course Modules and Electives continued.

THEME 5: Teacher Qualifications and Professional Learning

HISTORY/LEGAL STUDIES

In 2015, Professional Learning goals centred on providing students with detailed and useful feedback and using data to analyse and identify student weaknesses in objective choice response questions. These goals were aligned to specific standards, as staff start to prepare for accreditation. Courses attended included the AIS 'Understanding the Professional Standards for Teachers' and the internally run course on 'Consistent Teacher Judgement'. Staff also underwent training in analysing and using NAPLAN and HSC results.

In addition, teachers also attended subject specific conferences, including the annual History Teachers' Association (HTA) and Legal Studies' Association (LSA) conferences. Two members of the History staff also attended the three day ANZAC Centenary Conference at the Australian National University where they listened to lectures and attended seminars run by leading Australian and international historians. Both History and Legal Studies teachers continue to mark HSC papers and to contribute to their professional associations through attendance and delivery of specialised presentations. By the end of 2016, all of the History/Legal Studies staff will have completed the Growth Coaching course. Project Based Learning continues to be an area of development, with all staff having now completed the internally run PBL sessions, including 'Build a PBL Unit'.

MODERN AND CLASSICAL LANGUAGES

In addition to the Professional Learning options provided by the College internally, all members of the Modern and Classical Languages department availed themselves of external opportunities during 2015.

HSC marking was undertaken by a number of staff members across the languages. In addition, several teachers conducted the oral examination for the HSC. These experiences are invaluable as professional development and also for networking purposes. In the Classics area, staff attended a two-day course conducted by the Classical Language Teachers' Association. One staff member presented at a conference in Cambridge, United Kingdom called 'Classics in Communities'. In addition, she was invited to be a member of the expert panel for the Classical Languages Curriculum at the Australian Curriculum and Assessment Reporting Authority (ACARA), and attended working meetings from April 2015 to write curriculum content for Latin and Classical Greek for the Australian Curriculum.

The French teachers were involved in setting the NSW Association of French Teachers (NAFT) Trial examination, HSC marking, conducting the oral examination and attending the AIS Languages Conference on Technology in the Classroom. Our lead German teacher completed a fifth year as Chief Examiner with responsibility for setting the German Beginners HSC examination. The Italian teacher led two Italian Language Teachers' Association (ITLA) study days at Sydney University for Italian Beginners in HSC skills and engaged in professional leadership for the ILTA and Teacher Training Australia (TTA), coaching three Italian teachers. In addition, she held an in-service at Oakhill College on HSC success.

The Japanese teacher presented at an Extension workshop and HSC marking, conducting the speaking examination. The Chinese teachers attended the Chinese Teachers' Association of NSW National Conference held on two days in August. The Languages team is committed to the achievement of excellence in teaching and to this end a large proportion of departmental meetings is devoted to reflecting on our practice, new ideas in pedagogy and sharing of ideas amongst peers.

CONDE LIBRARY

Professional Learning undertaken by library staff in 2015 included learning particular to teacher librarianship and programs with a focus to improve teaching and learning. Outside of the College, representatives from the Library attended the Copyright seminars offered by the Copyright Agency which allowed us to update our copyright policies and information provided to staff.

THEME 5: Teacher Qualifications and Professional Learning

Term Meetings for both the Audio Visual staff and the Library staff provided opportunities for networking, sharing resources and problem-solving issues which are particular to school libraries. The Annual Teacher Librarian Conference, 'Taking Stock – Time to Review, Reflect and Re-Energise' attended by several Teacher Librarians, addressed current issues facing Teacher Librarians and provided solutions for the attendees to take back to their own schools. The Professional Learning relating to pedagogy focused on wellbeing, learning design, and improved student outcomes and engagement.

MATHEMATICS

The Mathematics Faculty was involved in a variety of Professional Learning opportunities in 2015. Approximately a third of the department were involved in the development of coaching skills through Growth Coaching International (GCI). The Faculty also engaged in Professional Learning, facilitated by the Director of Teaching and Learning on 'Consistent Teacher Judgement', and additionally one faculty member engaged in a full day workshop with BOSTES on this topic. In preparation for the Open Learning Spaces for 2016, a team of Mathematics teachers also participated in Professional Learning facilitated by Simon Breakspear on Innovative Learning Environments. Mathematics faculty members also engaged in Professional Learning on Robotics in the Classroom and Understanding the Professional Standards for Teachers, facilitated by the Director of Improvement Strategy.

MUSIC

In 2015, the Music Department was engaged in a range of Professional Learning opportunities that enhanced teachers' innovative classroom practice in line with the College's *Towards 2020* Strategic Intent.

Staff were involved in marking HSC practical work and HSC trials at other local independent schools. Two staff members also held a Teacher Training Australia (TTA) Musical Theatre course here at the College for other music teachers from around the State to attend. Teachers of Stage 6 also attended the Australian Music Composition Day.

All staff were involved in some ICT training with Ray Partridge in using Mixcraft and other music software in our teaching at Stages 4 and 5.

2015 was also an exciting time for Professional Learning in Co-curricular Music. Mark Walton worked alongside staff conductors to prepare a special performance with the Orchestra in Term 1, and to assist with preparations for the Band Tour at the end of Term 2. Belinda Jezek worked with the staff and students in the String Program and Francine Bell worked with both staff and students involved with Choral repertoire. One staff member attended the Australian National Choral Association (ANCA) Choralfest in Melbourne. Roger Woodward worked with students and staff in piano performing techniques and repertoire selection.

The Music Department was fortunate to have a Composer in Residence work with staff and students at all Stages. Luke Byrne was a great asset in helping staff and students discover how to think about composition in the most creative way.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Staff members have been involved in a variety of Professional Learning teams at the College. This has resulted in the development of learning and assessment design that are based on best practice. Two staff members attended the inaugural Australian Council for Health, Physical Education and Recreation (ACHPER) Stage 6 PDHPE Conference. This provided them with a range of new teaching resources and learning activities.

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

THEME 5: Teacher Qualifications and Professional Learning

made him a valuable member of the Assessment, Feedback and Reporting Strategic Intent Group at the College.

Professional Learning was also undertaken through external providers to improve student outcomes in PDHPE and to enhance understanding of current issues regarding the wellbeing of students. Four teachers attended the Synergy NSW PDHPE and Sport Education Conference. One staff member participated in HSC marking and one staff member was on the Independent Schools Teacher Accreditation Authority (ISTAA) Experienced Teacher Assessor Panel. One teacher attended a Webinar on 'Understanding Young People and their Sleep'.

RELIGION AND ETHICS

The Chaplains and Religion and Ethics (RE) teachers participated in a number of Professional Learning opportunities throughout 2015, building on their subject knowledge, enriching their classroom practice and influencing approaches to many aspects of College life.

In order to develop knowledge and understanding of assessment strategies, one staff member attended a workshop on 'Rubrics: Teacher, Peer and Self-assessment'. This led to the creation of innovative assessments for Years 11 and 12 students that developed students' understanding of assessment objectives and enabled them to target key areas of weakness in their own responses.

A three-day conference on 'Teaching Religion and Ethics Through the Arts' was attended by one staff member in April and explored the creative arts as a container of Australian spirituality. Consequently the decision was made to include more opportunities to develop students' spirituality through the inclusion of more art and poetry, especially in Years 7 and 8, where specific art programs have been devised. Leading on from this, another staff member enrolled at Sydney University's evening course on 'The Philosophy of Poetry', then fed back to the faculty with ideas on how to develop the Year 7 program with a focus on trans-disciplinary links; as a result, Year 7 now investigates the different types of literature in the Bible, with a focus on the purpose of symbolism and metaphor.

In August, two staff members attended 'The Great Euthanasia Debate: Peter Singer Vs Cardinal Fisher', enriching their understanding of what was learned at the Festival of Dangerous Ideas presentation on 'The Right to Die'. Both sessions clarified knowledge on the ethical and political issues surrounding the topic, creating more confidence when teaching Bioethics in Year 10. Attending AC Grayling's talk on 'Bad Education' also encouraged understanding of the pros and cons of current pedagogical techniques, encouraging a shift towards trans-disciplinary thinking. Consequently, programs throughout the school years have been amended to encourage this approach.

TECHNOLOGY AND APPLIED STUDIES (TAS)

Members of the TAS Department embraced a host of Professional Learning opportunities throughout 2015. Onsite options including Professional Learning teams, department meetings, team teaching and peer mentoring proved to be an effective way to share knowledge and build confidence in implementing new ideas, using new technologies and enhancing the outcomes for students. External providers and professional bodies extended the scope of learning further.

The Department has maintained a close relationship with the two peak professional associations for TAS teachers; the Technology Educators' Association (TEA) and the Home Economics Institute of Australia (HEIA).

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

THEME 5: Teacher Qualifications and Professional Learning

Hospitality teachers continue to maintain a close relationship with our Registered Training Organisation, The Association of Independent Schools (AIS). The provision of Webinars, expert consultants and networking opportunities assisted staff to ensure that they were remaining abreast of industry trends and mandatory requirements. Southern Cross University continues to make use of the College facilities and a staff member to deliver the Food and Textiles Technologies workshop component of their Bachelor of Technology Education program. This provided a valuable opportunity to provide Professional Learning to our future TAS teachers.

Industry professionals including Jeff Turnbull, Janelle Bloom, Bridget Treloar, Anne Tucker, and Alex Frampton shared their knowledge with both staff and students to provide perspectives on the use of a range of technologies across a number of contexts.

VISUAL ARTS

In Term 4, three Visual Art staff attended the HSC Visual Arts Practical Marking Teachers Development Day Course, and a further three staff participated in the marking of HSC Written Papers and Bodies of Work. These HSC marking experiences and development days provided staff with the opportunity to develop an up-to-date and informed understanding of the contemporary Year 12 Visual Arts standards and trends in Visual Arts.

With a vision of strengthening meaningful engagement in the classroom through the development of a culture of thinking, five staff completed the 'Making Thinking Visible' course and a further three staff participated in 'Puzzles of Practice: Learning Walks', both run by Ron Ritchhart from Project Zero, Harvard Graduate School of Education.

One staff member completed the 'Rubrics: Teacher, Peer and Self-assessment' course as part of the Visual Art Department's goals and actions to embed consistent judgement, transparency of expectation between teacher and student, and the philosophy of assessment for learning within the Visual Arts curriculum.

With the intention of strengthening their skills, knowledge and understanding of contemporary photographic practice for the purpose of enhancing the learning opportunities of Visual Arts and Photographic and Digital Media students, two staff members attended the 'Painting with Light' Photography Workshop run by contemporary Australian photographer, Peter Solness.

TEACHERS' PROFESSIONAL DEVELOPMENT

1 January to 31 December 2015

Description	Amount (\$)
Salaries – co-ordination of professional development	106,289
Salaries – permanent relief	28,269
Library – teacher resource texts and periodicals	27,069
Library – teaching and learning software	20,073
Salaries – casual staff relief for PD absences	66,595
Staff development and training	379,059
Travel allowance – staff development	117,011
TOTAL	744,364
Teaching staff – full-time equivalents	199
Average expenditure per teacher	3,741



THEME 6: Workforce Composition

College Staff	Total
Teaching Staff	218
Aboriginal/Torres Strait Islander Teaching Staff	1
FTE Teaching Staff	197.3
Non-teaching Staff	122
Aboriginal/Torres Strait Islander Non-teaching Staff	0
FTE Non-teaching Staff	100
Total Staff	341

Operational Staff consists of the following:

- Administration
- I.T.
- Facilities
- Finance
- Human Resources
- Risk and Compliance
- Development
- Marketing, Communications and Enrolments
- Co-curricular (sport related)
- Student Support Services
- Boarding
- Health Care
- Out of School Hours Care (OSHC)
- Theatre Staff
- Technicians (Library, Science, TAS and Visual Arts)

Positions held by Indigenous staff:

- PDHPE Teacher (employed full-time since November 2006)

Please follow the link to the MySchool website for more information on workforce composition:

www.myschool.edu.au/SchoolProfile/Index/75030/PymbleLadiesCollege/43846/2015

TEACHER STANDARDS 2015

Category	Number
Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	219
Teachers who have a bachelor degree from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines but lack formal teacher qualifications	0
Total	219

THEME 7: Student Attendance, Retention Rates and Post-school Destinations in Secondary Schools

ANNUAL ATTENDANCE REPORT 2015

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

ATTENDANCE SUMMARY CALCULATION ASSUMPTIONS

SECONDARY SCHOOL

- Partial attendance is calculated as a percentage based on number of periods attended.
- Students are calculated as present if they have notified their absence to the school.
- Students are calculated as present if they are 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.

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

www.myschool.edu.au/SchoolProfile/Index/75030/PymbleLadiesCollege/43846/2015

STUDENT RETENTION RATE FROM YEAR 10 TO YEAR 12

Of the 2013 Year 10 cohort, 95.6% completed Year 12 in 2015. The retention rate is lower than that for 2014.

POST-SCHOOL DESTINATIONS

In 2015, 257 students over the age of 17 years left the College. All but two of these students matriculated as the Year 12 Class of 2015. Of the students who applied, 98% received an offer of place at a university that is managed by UAC.

Of the two students over the age of 17 years who left the College before matriculation, one moved interstate and the other returned to Korea to complete her education and attend university.

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

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.
- 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; or
 - 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

THEME 7: Student Attendance, Retention Rates and Post-school Destinations in Secondary Schools

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. 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 so the appropriate process will be followed.

ABSENCE FOR SCHOOL-RELATED REASONS NOT ORGANISED BY THE COLLEGE

Students requesting leave from the College for events such as elite sporting competitions, must seek exemption from the Principal and complete absence from attendance procedures in line with the policies of the Department of Education and Communities (DEC). The relevant school office administrative staff are responsible for entering approved leave into the learning management system, Edumate.

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 Connect 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 Principal.

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 Family and Community Services (FACS);
- Co-ordinating applications for an exemption from school attendance of compulsory school-aged students in line with the guidelines from the DEC, and making recommendations to the Principal.



THEME 8: Enrolment Policies

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

SCOPE

This policy applies to all prospective and current students of the College, their Parent/Guardian 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; and
- 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 Special Needs and Disabilities Policy.

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.

THEME 8: Enrolment Policies

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 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 student's level of English.
 - It is a requirement of application that students entering Junior School (Years 3 to 6), Middle School (Years 7 and 8), Upper School (Years 9 and 10) or Senior School (Years 11 and 12) 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.

THEME 8: Enrolment Policies

The letter is forwarded with payment details and a reply paid envelope. Payment of the non-refundable Acceptance Fee is required 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 confirms 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.

THEME 8: Enrolment Policies

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 percent 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 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
 - a. 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.
 - b. 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 the 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.

THEME 8: Enrolment Policies

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 2,133 students comprising of 190 in the Preparatory school, 431 in the Junior School and 1,512 in the Secondary School. There are approximately 120 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 and abilities.

The College accept students with Australian Residency or Citizenship and full-fee paying overseas students.



THEME 9: Other School Policies

POLICIES FOR STUDENT WELFARE

Summary of Student Health and Wellbeing, Anti-bullying, Student Behaviour Management and Complaints (Student and Parents) Policies

Policy Summary	Changes in 2015	Access to Full Text
STUDENT WELLBEING		
Wellbeing Policy		
<p>The College:</p> <ul style="list-style-type: none"> Is committed to the holistic development or growth of students intellectually, physically, socially, emotionally and spiritually. Takes reasonable steps to provide a safe, caring, supportive environment and opportunities for students to become independent thinkers and learners, caring compassionate, confident young women with a strong sense of social responsibility. Has implemented organisational structures, curriculum, programs and positive behaviour management for student health and wellbeing. 	<p>In 2015, the <i>Student Health and Wellbeing Policy</i> replaced the <i>Pastoral Care Policy</i>. It provides a concise overview of the structures and wellbeing systems within the College and is implemented in conjunction with the <i>Student Code of Behaviour</i> and the <i>Behaviour Management Policy</i>.</p>	<p>The full text can be accessed on the College Portal, or on request from the Principal.</p>
Anti-bullying Policy (Students)		
<p>The policy includes processes based on the principles of procedural fairness and restorative justice for responding to and managing allegations of bullying.</p>	<p>In 2015, the policy and procedure was reviewed, updated and published for review in 2016.</p>	<p>The full text can be accessed on the College Portal, or on request from the Principal.</p>
Student Behaviour Management Policy		
<p>The College prohibits the use of corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.</p>	<p>In 2014, the policy and guideline was updated with a review date of 2016. In 2015, relevant stakeholders commenced the review process to have an updated policy ready in early 2016.</p>	<p>The full text can be accessed on the College Portal, or on request from the Principal.</p>
Complaints Policy		
<p>The <i>Complaints Policy (Students and Parents)</i> 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.</p>	<p>In 2014 the policy was reviewed, a procedure and a guideline for staff was developed with a review date of 2016</p>	<p>The full text can be accessed on the College Portal, or on request from the Principal.</p>

THEME 10: School-determined Priority Areas for Improvement

PERSONALISED EDUCATION

- 1a Develop processes to track student progress and pathways online to inform pedagogy, assessment and reporting, and to enable parent access to student progress any time, any place.
- 1b Implement the health and wellbeing framework Kindergarten-Year 12.
- 1c Embed learning design and assessment practices to advance personalised learning.
- 1d Investigate alternative schooling pathways and opportunities.

PEOPLE AND CULTURE

- 2a Develop an evidenced framework to contextualise and build teacher and leadership capacity and skills across our staff.
- 2b Strengthen our Quality Teacher Council Endorsement and promote greater engagement from the wider educational community.
- 2c Commence a performance review process to ensure we monitor, evaluate and add value to the growth of staff.
- 2d Implement changed leadership structures to meet our *Towards 2020* vision.

COMMUNITY

- 3a Develop and implement a comprehensive marketing and engagement plan to promote the College.
- 3b Strengthen partnerships and share the learning journey of staff and students to celebrate initiatives, progress and achievements.
- 3c Explore opportunities for our wider community to utilise College facilities and resources.

SUSTAINABILITY

- 4a Implement and promote a sustainability plan to strengthen College-wide environmental sustainability and financial stewardship.
- 4b Investigate scholarship opportunities for students to access a *Pymble* education.

PRIORITIES/INTENTS FOR 2016 – 2017

Signpost	Intents for 2015	Achievements
Personalised Education	Investigate and develop processes to track student progress and pathways to inform pedagogy, assessment and reporting and to enable parent access to student progress any time, any place.	<ul style="list-style-type: none"> Implement Edumate Stage 2 Develop an embedded, consistent approach to assessment Investigate and trial online assessment and reports Communicate processes to all stakeholders
	Implement a revised health and wellbeing program K-12.	<ul style="list-style-type: none"> Commence a planned Professional Learning program to support all teaching staff to be confident and competent in their role as student mentors Embed K-12 health and wellbeing framework and monitor progress of implementation
	Implement targeted innovative learning practices that provide deep, relevant learning experiences that engage and challenge all learners.	<ul style="list-style-type: none"> Ensure the BYOT encourages students to engage in application, breadth, challenge and deep learning experiences Utilise links and partnerships with universities and industry leaders Develop capacity of teachers to design, differentiate and assess personalised learning experiences

THEME 10: School-determined Priority Areas for Improvement

People and Culture		
	Develop a <i>Pymble</i> leadership and learning framework to contextualise and build leadership capacity and skills across our workforce.	<ul style="list-style-type: none"> – Develop and implement an online system to manage Professional Learning applications, approvals, accountabilities and outcomes – Ensure the National Teaching standards are known and understood in a meaningful way – Develop a sustainable approach to supporting teachers through accreditation, classroom observations and reflective practice – Celebrate creativity, engagement and critical thinking of our teachers – Research a performance review process
	Implement a Professional Learning Coaching program to foster a culture of professional practice.	<ul style="list-style-type: none"> – Commence a Professional Learning program for staff to understand, experience and utilise coaching strategies – Establish opportunities for Executive and Middle Leaders to work in quads to develop their coaching strategies
Community		
	Implement K-12 careers framework utilising community and ex-student networks and expertise.	<ul style="list-style-type: none"> – Develop a Careers portal space for the <i>Pymble</i> community – Introduce the Potentiality tool as a way for establishing mentoring and networking possibilities for ex-students – Establish opportunities for students to be guided and supported by ex-students and parents within the community
	Maximise College facilities and resources to enhance community interest and engagement.	<ul style="list-style-type: none"> – Maintain and strengthen the parent groups across the College – Engage parents in the spiritual, academic and social programs of the College – Utilise the facilities for community engagement.
Sustainability		
	Develop and implement a sustainability plan to strengthen College-wide environmental sustainability.	<ul style="list-style-type: none"> – Align the gap analysis with the carbon footprint audit to identify three keys areas per year – Involve students, teachers and parents in the decision-making aspects of sustainability
	Review and refine connections to broaden our cultural understandings, social awareness and responsibility.	<ul style="list-style-type: none"> – Provide students opportunities to reflect upon their service learning and consider the greater impact – Strengthen partnerships with local, national and global organisations.

THEME 11: Initiatives Promoting Respect and Responsibility

PREPARATORY SCHOOL

The development of responsible and respectful relationships and actions was fostered in the Preparatory School through initiatives undertaken across a variety of activities and initiatives.

- 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 youngest students.
- Year 9 and 10 students studying Mandarin as an elective mentored Kindergarten students from non-English speaking backgrounds one lunchtime each week under the The Big Sister Language Program. The program involved exploring language in different environments to foster relationships and understanding through conversation in English.
- Preparatory School students engaged in physical activities and games, planned and implemented by Year 7 students at lunchtime as a component of the Middle School Service Learning program. Students were grouped in vertically to foster relationships and collaboration.
- Students from Year 2 participated in a Peer Support Program lead by Year 6 students in vertical groupings across Years 2 to 6.
- The theme for the Easter Hat Parade was Sustainability and the hats were made from recycled and sustainable materials.
- Our Easter Raffle raised funds for the Preparatory School charity, BEAR Cottage.
- A Year 2 student led a 'Come to School in Your Pyjamas' morning to raise additional funds for BEAR Cottage
- A group of students, Groovy Gardeners, came together during lunchtimes to establish and care for a vegetable garden.
- College values were articulated through acknowledgement of observed behaviours of individual students in weekly assemblies and the achievement of a Values Award.
- Senior students worked with Year 2 students to produce short film animations. The students developed their collaboration skills as they identified a storyline, created characters and scenery, and produced their films under the guidance of film mentors.
- All students participated in Jeans for Genes Day and the Cancer Council Australia's Biggest Morning Tea.



THEME 11: Initiatives Promoting Respect and Responsibility



JUNIOR SCHOOL

- The following initiatives were supported by the students in the Junior School: Ronald McDonald House; Vanuatu Literacy Project; Make a Wish Foundation; and the 'Because I Am a Girl' campaign.
- National Pyjama Day raised funds and awareness for children in foster care.
- Students participated in St Lucy's Week without Words, held a morning tea using only sign language and attended the St Lucy's morning tea to raise awareness about auditory impairment.
- Students from Preparatory and Junior School participated in a Peer Support Program.
- Student Representative Council, through regular meetings, supported a range of school based projects.
- Sustainability Club was well attended throughout the year and the Sustainability Captains held wrapper-free Wednesdays and started a worm farm.
- Gardening Club was enjoyed by girls from Years 3 to 6 and they grew a range of vegetables and herbs in abundance.
- The College values were articulated during each assembly.
- The Outdoor Education program from Years 3 to 6 promotes initiative, responsibility and challenge by choice.

In order to promote responsibility, the Junior School has a leadership program for all students in Years 3 to 6 where the girls 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



In the Middle School, Service Learning is a powerful means of connecting students with the world and giving them a sense of meaning. It fosters a belief that they can be active and informed citizens capable of making changes in their own lives and in the lives of others. The Middle School philosophy in its approach to respect and social responsibility is one of empowerment, where students are encouraged to become advocates for positive change.

The Community Service Learning Program commences in Year 7, providing students with the opportunity to participate in community service activities supporting environmental programs and the College community. Girls may choose to participate in one project or engage in a range of activities. Community service and charity experiences extend across the Secondary School through groups, clubs and within the House experiences. Student participation is encouraged and recognised during Student Wellbeing classes, year level and school assemblies. Year 7 undertake a College-community-based program during lunchtimes, some examples of which include: Agriculture Plot Assistance; Artworks for Aged Care; Sustainability Initiatives; The Knitting Project for WIRES; Pot Plants for Easy Care Gardening; Preparatory School Sports; and World Wide Chat with overseas schools.

In Year 8, girls take part in the 'Kids Teaching Kids' program. Students selected an Environmental Service Learning topic where they were provided with the challenge of researching, designing and advocating for behavioural change in response to a contemporary environmental issue in either a local, national, regional or global community.

THEME 11: Initiatives Promoting Respect and Responsibility

UPPER SCHOOL

Social Responsibility programs are an integral component of Upper School life. They provide a powerful mechanism for connecting our students with the world in a meaningful manner whilst aiming to foster within each student the belief that they can make a difference.

Year 9 students were afforded the opportunity to select and participate in one or more Community Service initiatives with organizations such as Exodus, Easy Care Gardening, Northaven Aged Care, Meals on Wheels, St Edmunds School, Sir Eric Woodward School and Lou's Place. Student involvement in these endeavors was encouraged as it allowed our girls to serve others, undertake individual reflection and develop a greater understanding of themes associated with respect and responsibility and diversity.

In Year 10, our girls selected a Service Learning project that they engaged with throughout the year. In groups of approximately 10-15, students met fortnightly during Connect sessions and worked with their partnering organisation and a school mentor to plan, develop, budget, resource, advocate, promote and deliver a project that met the needs of the partnering community/organisation. After the successful delivery of the project the girls reunited for celebration and reflection. They shared their journey of Service with the broader student body and the Parent Community at a Learning Showcase event.

Service Learning projects were undertaken both locally, nationally and globally (East Meru Community School and the School of St Jude, Tanzania) and addressed issues pertaining to girls' education, indigenous communities, women's rights, environmental protection, animal welfare, refugee assimilation, aging with dignity, living with a disability and socio-economic disadvantage. The positive outcomes of these undertakings are considerable and enabled our girls to gain a greater understanding of the challenges faced by others and the role they can play in working towards social justice for all.

Ultimately, the Community Service and Service Learning programs empower our students to:

- Cultivate an understanding of the variety of human conditions and environmental issues that exist within our community, whilst encouraging the ideals of respect and responsibility;
- Appreciate that as an individual they can undertake actions which will positively impact the lives of others and the world around them;
- Educe insightful and empathetic responses to address the needs of the people with whom they interact;
- Foster their sense of social responsibility and connectedness with our wider community; and
- Advance their leadership capacity, interpersonal skills and organisational ability.

In addition to the Social Responsibility programs the Upper School provided a variety of other opportunities to promote respect and responsibility amongst our girls. These initiatives included:

- Urban Challenge camp
- Peer support – Year 10 mentoring Year 7 students
- Year 10 student membership of the NSW Girls Alliance Network
- Year 9 involvement in the INSIGHTS program
- Involvement in Paul Dillon's Drug and Alcohol Awareness program
- Participation in the Positive Mental Health program run by Batyr
- Consistent recognition of the College values at year assemblies and student led Upper School assemblies
- Leadership positions across Years 9 and 10, and the Houses
- Participants in Duke of Edinburgh program.



THEME 11: Initiatives Promoting Respect and Responsibility



SENIOR SCHOOL

The Senior School students work in a learning space which encourages flexible and independent thinking and, as a result, Senior School girls grow in their self-respect and respect for others and assume greater responsibility for managing their own study patterns. The girls in Years 11 and 12 model independent, responsible work habits and therefore gain more autonomy as they prepare to leave school for tertiary study, travel or the workplace. Students in Year 12 have the opportunity to make use of flexible leave arrangements during the school day to facilitate autonomy with decision making and organisational skills.

2015 saw the refining of the College's wellbeing program, Connect, to ensure a developmentally-appropriate Scope and Sequence which was aligned to the College's *Towards 2020 Student Health and Wellbeing Framework*. The Senior School Wellbeing program had the five College values, Care, Courage, Integrity, Respect and Responsibility as its foundations and aims to facilitate the growth of self-efficacy, empowerment and balance. As they prepare to leave school, the concept of interdependence, building on their understanding of independence, is a key focus.

In 2015 the Connect program developed and broadened the focus on the importance of goals and encouraged the girls to continue to adopt a goal-focused approach to their work, based on the SMART goals framework. This process was supported by allocating more time for individual reflective conversations with teachers, where students were able to consider their progress and discuss strategies for improvement. 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, Major Rowena Smith from the Salvation Army, Brett Lee from Internet Education and Safety Services (INESS), Prue Salter and Matt Kershaw from YLead, Brent Williams from Tomorrow's Youth and Brent Saunders from Winning Edge. An initiative entitled 'Food for Thought' was introduced, allowing Year 12 students to meet and discuss their progress with recent alumni, encouraging personal reflection and self-guidance. Guest speaker, Ellyse Perry provided inspirational and challenging advice to the final year students.

Senior School girls built on the Upper School Service Learning program by engaging in self-directed service projects across the year. These included International Women's Day, the Senior School Knit-in, Red Cross blood donations, Anzac Day and Remembrance Day. The girls in the Senior School also worked to support an orphanage in Cambodia, the College service project Literacy in Vanuatu, the Salvation Army, the Red Cross, SAIL and individual house projects such as the Cancer Council, RU OK? Day, and Jeans for Genes Day. Many of these projects are led and run by student leaders, and our active Student Representative Council. Further, more than 60 students were involved in the Sony Camp Firefly, held in conjunction with The Shore School. Students involved supported and cared for disabled children for four days in a residential camp experience, providing much appreciated respite for their families.

Leaders from the student body are elected to positions designed specifically to promote respect and responsibility, and all student leaders have designated portfolios and work towards achieving their personal goals. In many of these activities, older students mentor and support the younger students of the College, promoting the importance of modelling behaviour and positive peer coaching, and building a respectful and responsible community.



THEME 12: Parent, Student and Teacher Satisfaction

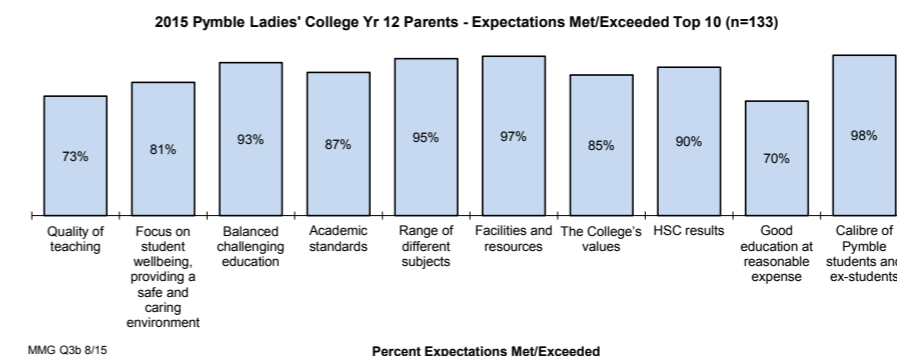
The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students. In 2015, parents and students in Years 6, 8, 10 and 12 and all teaching and non-teaching staff participated in surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular activities, sport, communications, reputation and facilities.

As part of the College's continuous review and improvement process, the Principal commissions annual parent, student and staff satisfaction reviews, covering key aspects of education.

YEAR 12 PARENTS

A selection of the parent top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

- 73% of parents' expectations were met or exceeded in relation to quality of teaching
- 81% of parents' expectations were met or exceeded in relation to focus on student wellbeing
- 93% of parents' expectations were met or exceeded in relation to balanced, challenging education
- 87% of parents' expectations were met or exceeded in relation to academic standards
- 95% of parents' expectations were met or exceeded in relation to range of different subjects
- 97% of parents' expectations were met or exceeded in relation to facilities and resources
- 85% of parents' expectations were met or exceeded in relation to the College's values
- 90% of parents' expectations were met or exceeded in relation to HSC results
- 70% of parents' expectations were met or exceeded in relation to good education at reasonable expense
- 98% of parents' expectations were met or exceeded in relation to calibre of Pymble students and ex-students

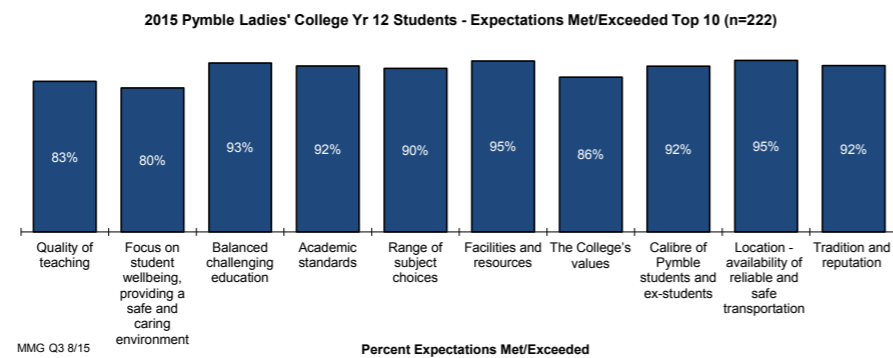


THEME 12: Parent, Student and Teacher Satisfaction

YEAR 12 STUDENTS

A selection of the Year 12 student top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school:

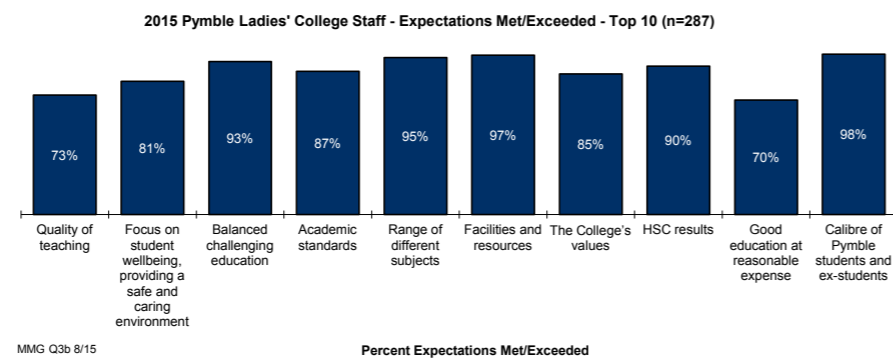
- 83% of students' expectations were met or exceeded in relation to quality of teaching
- 80% of students' expectations were met or exceeded in relation to focus on student wellbeing
- 93% of students' expectations were met or exceeded in relation to focus on balanced, challenging education
- 92% of students' expectations were met or exceeded in relation to academic standards
- 90% of students' expectations were met or exceeded in relation to range of subject choices



STAFF

A selection of the staff top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

- 73% of staff expectations were met or exceeded in relation to quality of teaching
- 81% of staff expectations were met or exceeded in relation to focus on student wellbeing
- 93% of staff expectations were met or exceeded in relation to balanced, challenging education
- 87% of staff expectations were met or exceeded in relation to academic standards
- 95% of staff expectations were met or exceeded in relation to range of different subjects offered



THEME 12: Parent, Student and Teacher Satisfaction

Parents, staff and students were asked to provide open responses to the most valued aspects of Pymble Ladies' College. The most frequently nominated aspects are:

2015 Pymble Year 12 – PARENTS

- Quality of education
- Caring, dedicated and supportive teaching staff
- Daughter's friendships
- Opportunities to participate in a wide range of activities
- Reputation of Pymble

2015 Pymble Year 12 – STUDENTS

- Friends made
- High quality education
- Reputation of Pymble
- Supporting, dedicated and caring teachers
- Opportunities and experience gained at the school

2015 Pymble Ladies' College – STAFF

- Wonderful, enthusiastic students
- Relationships with colleagues
- Supportive and dedicated colleagues
- Creative, collaborative, stimulating and professional environment
- Facilities, resources and grounds

THEME 12: Parent, Student and Teacher Satisfaction

"The manner in which the girls are treated as individuals and given every opportunity to participate as much as they can in their education."

YEAR 12 PARENT QUOTES ON WHAT THEY VALUE ABOUT PYMBLE LADIES' COLLEGE:

"The people that we have met, our daughters friends and their parents. The number of staff that care about our daughter. The esteem that Pymble students are held in the community and the network of former students that assist in providing opportunities for current students."

"The fact my daughters have boarded and met wonderful girls and are left with a sense of longing for Pymble and what it gave them. The overall balanced experience it has provided for (several of) my daughters' education and growth."

"I value the facilities and the opportunities. I value the advantages attending the College will afford my daughter as she embarks on her career. I truly value the several women my daughter has had contact with who are strong role models and will serve as inspiration as she enters the world outside of Pymble."

"I think our daughter will appreciate some of the friends she has made and will have very fond memories of some of her teachers. I most appreciate those of her teachers who I have found to be strong positive role models with diverse outlooks which as well as teaching her have shown her alternative ways to be an adult."

"The fact that my daughter has been provided with many opportunities across a range of activities. Keep this up – excursions, incursions, exchange programs, involvement with other schools and the community."

"What I value most about my association with PLC is that my daughter could have gone two ways – I believe I have the best version of her thanks to the College's Values, Traditions, the quality of caring teachers and also the calibre of Pymble students. After going to PLC I know that she is going to do well in whatever she wants, regardless of HSC results and that's a great relief and very comforting to know."

YEAR 12 STUDENT QUOTES ON WHAT THEY VALUE ABOUT PYMBLE LADIES' COLLEGE:

"The friends I have made, the dedication and support of the teachers and the wealth of opportunities the college has provided me with."

"I value that I have been able to move through high school with a group of like-minded girls. That we have become very close and that we can all relate in experiences."

"Pymble has given me a good foundation for my future and overall I've loved my time there. Particularly the friends I've made who I hope to be connected to for a long time and being able to say I've attended such a great school."

"Being a boarder at this school and the support that I have been given by particular staff has changed my life. The community service options that the school offers are amazing and rewarding... Pymble makes me feel special and valued, despite never excelling in one particular area. I want more girls to have this same experience."

"As Pymble is so well regarded in the community, due to its leading education and constant changes for improvement, it will be looked upon highly when I leave. I will also take a sense of pride as I have learnt a lot about myself and my values."

"The school has an impressive reputation which may assist me later in life. It also has provided me with good social links for the future and has taught me resilience, which I believe is one of the integral elements for success."

THEME 12: Parent, Student and Teacher Satisfaction

STAFF QUOTES ON WHAT THEY VALUE ABOUT PYMBLE LADIES' COLLEGE:

"The students. The commitment to a philosophy of education that I believe in. The sense of community. The values of the College. My relationship with my colleagues, and opportunities to work collaboratively. The opportunities for professional development, and the College's commitment to that."

"I value being in the classroom with the students. I receive wonderful feedback from them and that makes my job worthwhile. I value the relationship and collaborative nature with staff within my department and around the school. I value the great facilities and equipment I have to work with. I value the feeling of being part of a supportive community."

"I value the focussed approach to achieving the College goals and strategic plan; I value the highly committed approach of the great majority of staff to the girls they teach; I value the privilege it is to work in such energetic and beautiful surroundings, and, most significantly, I value the girls themselves and their responsiveness to their teachers when they know those teachers really care about them."

"It's the people; both the students and the teachers. To work with such excellent students and alongside so many accomplished teachers is more than any teacher could ask for. It makes every day at Pymble valuable and spiritually satisfying. To this day I have never woken up and not been excited for another day there."

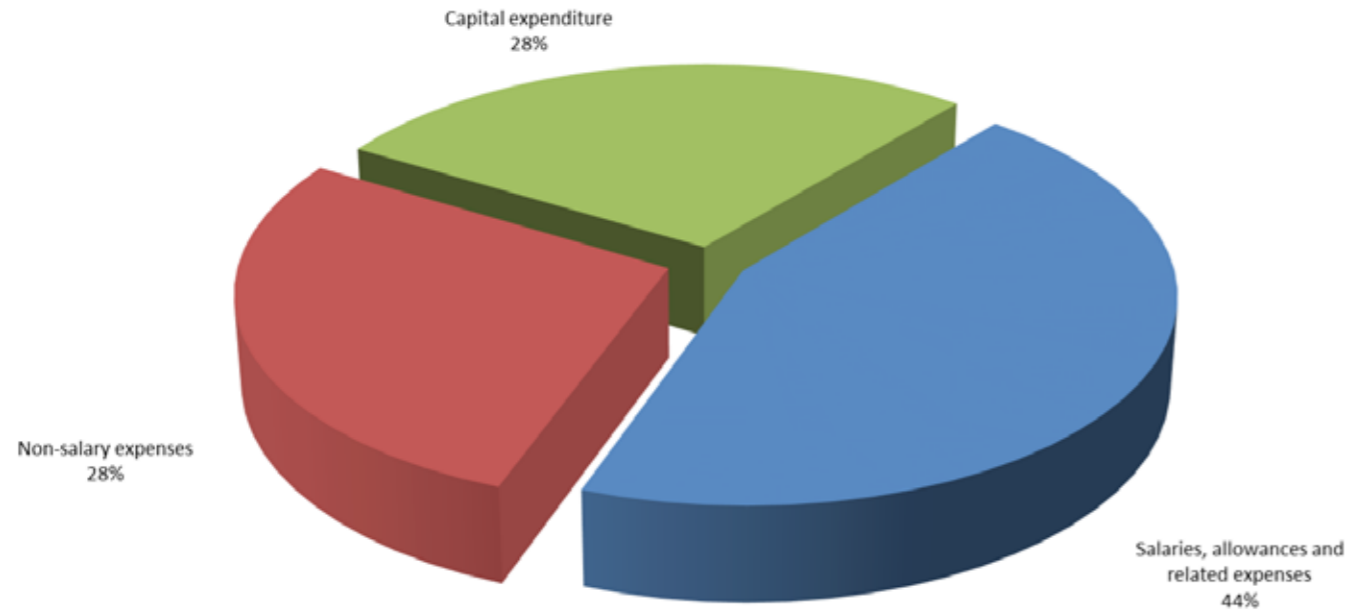
"I appreciate that the girls generally 'want to learn', that they are mostly polite and appreciative as are their parents. I very much appreciate the staff at the college – each and EVERY staff member works very, very hard and should be commended for their dedication, work ethic and professionalism. Not one staff member I have ever spoken to gives any less than 100 percent and has the wellbeing of each and every girl at heart. I deem it a true PRIVILEGE to work at Pymble with such wonderful staff (from teachers, to ground staff to admin and including the cafe/kitchen staff, who are amazing!)."

"The dynamic in the department I am in. I cannot be more thankful and grateful for that. The students are driving yet have a sense of humour and the resilience I see in them inspires me further. The colleagues in the department are just absolutely lovely people who are very supportive, hard-working, professional, looking out for each other, generous in sharing resources."

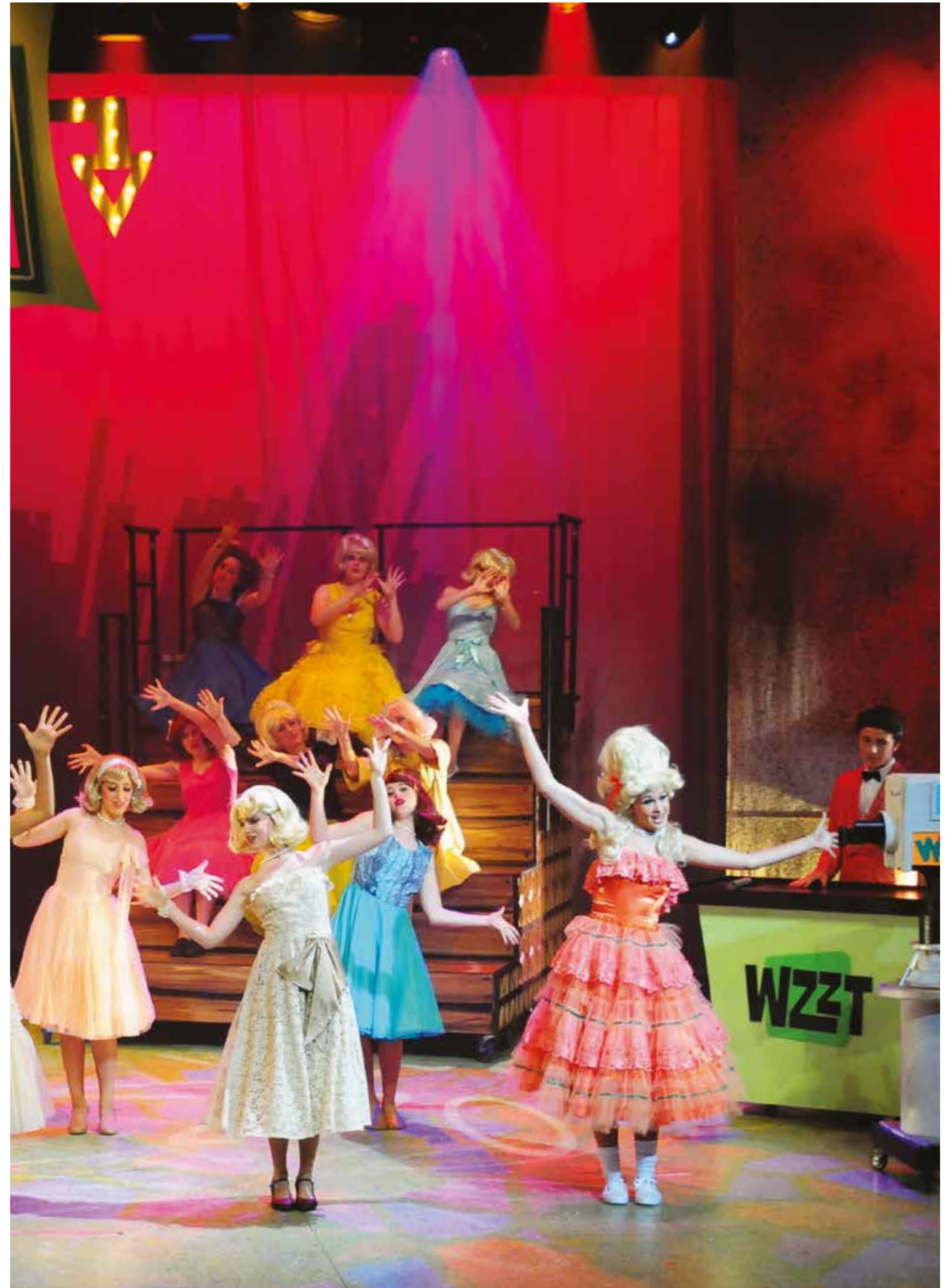
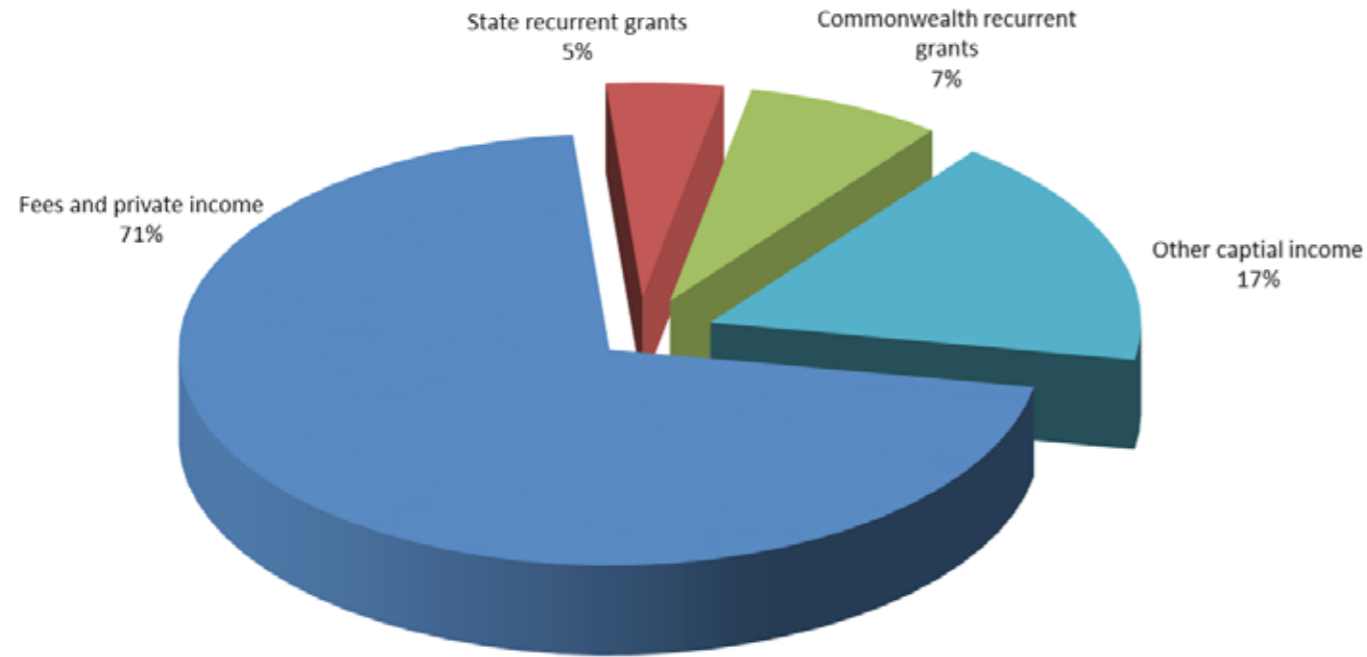
"The collegiality within the department – it really makes me feel I can thrive when I feel safe to approach my colleagues with questions."

THEME 13: Summary Financial Information

Pymble Ladies' College Expenditure 2015



Pymble Ladies' College Income 2015





Pymble Ladies' College

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