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College Council and Senior Executive at Speech Day and Night 2018

THEME 1: A Message from key school bodies

2018 was an outstanding year at Pymble Ladies' College. Our girls continued to strive for the highest, without boundaries or constraints, encouraged by our passionate and dedicated educators and enabled by the plentiful academic and co-curricular opportunities and challenges available at Pymble.

MESSAGE FROM THE CHAIR OF COLLEGE COUNCIL

Guided by our *Towards 2020* strategic intent, we continued to build on the pillars of Personalised Education, People and Culture, Community and Sustainability, while also looking forward to undertaking further strategic planning in 2019 to guide the direction of the College beyond 2020 and into the future.

2018 was also a year of growth for our campus.

In Term 1, the College increased its Kindergarten intake in the Preparatory School from three to four classes. This was a first in the history of Pymble and a timely move following the NSW Government's prediction that independent schools will accommodate enrolment growth of more than 35 per cent (an additional 70,000 students) between 2016 and 2031.

To accommodate the fourth Kindergarten class in 2018 and the subsequent increase to four classes in Years 1 and 2 in 2019 and 2020 respectively, the College undertook a building project to extend the Preparatory School. A fourth classroom was built onto each of the Kindergarten, Year 1 and Year 2 learning areas, and the surrounding outdoor areas were redeveloped into outdoor learning spaces.

In 2018, we continued to foster strategic partnerships to bring real-life learning and experience to the classroom and the co-curricular sphere for students and staff, as well as a continuing focus on the important role of research in enhanced learning.

THEME 1: A Message from key school bodies

We continued to build on our successful partnership with the Australian Indigenous Education Foundation (AIEF) and the GO Foundation. 2018 marked the eleventh year of our Indigenous Scholarship Program (ISP), eight of which have been in fruitful partnership with the AIEF and four with the GO Foundation. The program continues to go from strength to strength, supported by the College community which recognises and appreciates the inestimable value of Indigenous and non-Indigenous students sharing the experience of a personalised education at the College.

In 2018, we had 14 AIEF scholars boarding at *Pymble* and three GO Scholars. All students performed well in terms of academic outcomes, supported by a full-time dedicated ISP learning support teacher and the Indigenous Student Co-ordinator. The College also continued its commitment to student wellbeing and knowing, guiding and challenging each Indigenous scholar by devoting more time and resources to help staff become familiar with each student, her family and community prior to enrolment.

Supporting rural Australian families continued to be high on our agenda in 2018. The College community rallied to raise more than \$90,000 in 2018 to help New South Wales' drought-stricken farmers.

The money, which was donated to a not-for-profit charity that supports Australian farmers doing it tough, was raised by students, parents, staff and friends of the College at two major fundraising events – our annual Garden Party in September and our annual Boarding Charity Event in August.

Our Boarding Charity Event, inaugurated in 2016, was led by *Pymble*'s Boarding Prefects and has become a passion project for our Boarders who have made it their responsibility to rally the wider community to support rural Australian families.

This year, for the first time, the College's annual Garden Party also became a fundraiser for Aussie Helpers, contributing \$55,000 of the total 2018 donation of \$93,317.66.

Further acknowledging the tough times in the country, the College announced in 2018 that it will offer the equivalent of two additional Boarding Scholarships for students of primary producers in rural Australia, commencing in 2019. The College also established a drought relief fund to be able to offer fee relief to rural families who have been affected financially by the ongoing drought.

Every year brings change, growth and progress. At the end of 2018, we said goodbye to our longest-standing member of College Council, Mr Fred Chilton, who has served on numerous Council Committees for the past 18 years. Fred has brought much knowledge, wisdom and wise counsel to *Pymble* and we thank him sincerely for his commitment to the College. We also welcomed Dr Kate Highfield, Mr Chris Fyler and Mrs Kristin Wydell to our College Council.

Sadly, our Principal, Mrs Vicki Waters, who has been an exceptional leader of the College for the past 11 years, announced her resignation. Mrs Waters will leave us in June 2019 to pursue her own educational enterprise. Vicki has given so much to the College during her tenure, not least of which are the vision, mission and values that drive us and guide us as a College community. We look forward to thanking Vicki for the innovation, expertise and passion she has brought to *Pymble*.

Dr Kate Hadwen has been selected as *Pymble*'s ninth Principal, commencing in Term 3 2019. This will be another exciting time for the College as we work with Dr Hadwen and the *Pymble* community to create the strategic intent that will guide the College towards 2030.

As new Chair in 2018, I have been enriched, challenged and delighted in the role. I am grateful for the dedicated staff, vibrant students and supportive Council members who have nurtured me on a regular basis as we prepare for the years ahead.



Mr James Hunter
CHAIR OF COLLEGE COUNCIL



MESSAGE FROM THE PRINCIPAL

In 2018, *Pymble* girls from Kindergarten to Year 12 enjoyed a year that was rich in opportunities, experiences, growth and personal achievement.

Our 251 HSC graduates demonstrated the success of *Pymble*'s Personalised Learning Framework by achieving outstanding results across 45 HSC courses. The College outperformed selective girls' schools and selective co-educational schools in terms of the number of students to place First in Course, with five of our girls taking the top honour in Agriculture, Dance, Food Technology, Ukrainian Continuers (Year 11/outside tutor) and English ESL. Other HSC highlights included:

- 19 *Pymble* students earned a place in the Top Achievers in Course list.
- 30 *Pymble* students were named in the All-round Achievers list.
- 99.00+ ATAR achieved by 21 students.
- 95.00+ ATAR achieved by 66 students.
- 90.00+ ATAR achieved by 115 students.
- 80.00+ATAR achieved by 188 students.

In 2018, the number of *Pymble* students nominated for exhibitions and showcases of their performances and major works reached record heights.

In Dance, six girls in a class of seven achieved a Band 6, and five received triple nominations for Callback for the three areas of study: Core Composition, Core Performance and Major Study Performance. In total, *Pymble*'s HSC dancers received 16 nominations for the HSC

Callback showcase of exemplary Dance works in the state.

Additionally:

- In Music, eight of ten Music Course 2 students were nominated for inclusion in Encore.
- In Visual Arts, five students had their Bodies of Work selected or nominated for inclusion in ARTEXPRESS.
- In Drama, ten of 16 HSC Drama students were nominated for OnSTAGE.
- In Textiles and Design, one student had her work selected for inclusion in Texstyle.

At its core, *Pymble*'s Personalised Learning Framework is built around 'Knowing, Guiding and Challenging' each individual student and, as such, our Curriculum offers a plethora of academic opportunities, challenges and experiences to suit a vast range of interests, abilities and passions. Some of the many academic achievements in 2018 included:

- Our da Vinci Decathlon teams in Years 7 to 11 all qualified for state finals and finished in the top ten overall. The Year 7 team went on to national finals where they placed first overall.
- The *Pymble* Pride Robotics team participated in the international FIRST Robotics Competition South Pacific Regional, winning two awards and ranking seventh after the qualifying rounds, and making the semi-finals in an alliance.
- Latin students in Years 9 to 12 participated in the 2018 National Latin Exam, organised by the American Classical League. Two of our Year 12 students achieved at such a high level, they were offered the opportunity to apply for a National Latin Exam Scholarship, providing financial support for further Classical Studies.
- The College launched the lunchtime Challenge Café program for Middle School students to match high-potential learners in Years 7 and 8 with Year 11 mentors.
- *Pymble* conducted its first Cadet Graduation Parade in June, with five Year 12 Cadets and 16 Cadet Recruits from Years 9 and 10 formally graduating.

As part of our balanced approach to education, Sport plays an important, and historic, role in a *Pymble* education and teaches our students about teamwork, perseverance, grace, humility and personal wellbeing. Sporting highlights of 2018 included:

- *Pymble*'s First VIII won the NSW Schoolgirl Head of the River and the Schoolgirl VIIIs event at the Australian Open Schools Rowing Championships.
- *Pymble* won the overall point-score trophy at the annual Independent Girls' Schools Sporting Association (IGSSA) Athletics Carnival.
- The College hosted the inaugural Schoolgirl Rugby Sevens Competition for Independent girls' schools.
- Two *Pymble* Rugby Sevens teams were undefeated division winners in the IGSSA Rugby Sevens Competition.
- 75 *Pymble* girls participated in the inaugural AFL NSW Independent Girls' School Competition, and three teams ended the season as undefeated winners of their divisions.
- *Pymble*'s swimming and diving teams won the 93rd IGSSA Swimming and Diving Carnivals.
- One student competed in the International School Sport Federation (ISF) World Schools Cross Country Championships.

THEME 1: A Message from key school bodies

Fostering mutually beneficial relationships in our community helps our dedicated teaching staff deliver innovative learning at *Pymble*. In 2018, the College established a number of new strategic partnerships to bring real-world experience to the realm of education:

- The *Pymble* Learning Festival was launched to link teachers with relevant workplaces to provide greater insights and understandings of current practices, processes and technologies.
- *Pymble* announced a new strategic partnership with the NSW Institute of Sport (NSWIS), in conjunction with Knox Grammar School, to become the home of the NSWIS's new Northern Metro high-performance swimming hub. The NSWIS team will train alongside our own successful swim team and coaches at *Pymble* and Knox pools.
- *Pymble*'s pioneering Rugby Sevens program includes a partnership with the Macquarie University Sydney Rays Rugby team to provide our girls with access to the Sydney Rays players, coaches and events management and media teams.
- Macquarie University Junior Science Academy provided hands-on Science workshops for our budding STEM students in the Preparatory School.

Fostering the performing arts at *Pymble* is an important part of the curriculum and the Co-curricular program. Highlights included:

- *Mary Poppins* – the Broadway musical featured *Pymble* girls and students from neighbouring boys' schools.
- *Under the Little Big Top* – our Preparatory School students' circus-themed musical.
- *SNAP! A paparazzi Story* – a musical performed by Year 6 students.
- *Orpheus and Eurydice* – the classical French production.
- Our *Pymble* Chorale was judged the unanimous winner of the Australasian Youth Choir Championships.
- One *Pymble* Eisteddfod Dance team won the Sydney Eisteddfod for the fifth year in a row.

At *Pymble*, we celebrate our teaching staff as innovators. Our professional practice is embedded in research and best practice and our goal is always to create a vibrant and diverse educational community. With this in mind, in 2018 we appointed a new Research Director and we also published our first edition of *Illuminate*, a research and innovation journal written by *Pymble* educators.

The year also saw a continued focus on sustainable practices in daily life at the College to protect and guide our future and to influence others to enact positive changes locally, nationally and internationally. Highlights included:

- hosting our inaugural Indigenous Round of Sport in celebration of Indigenous culture
- establishing a small-scale national exchange program in which a significant number of non-Indigenous students in Year 8 elected to attend Worawa Aboriginal College
- Year 8 students prepared and delivered the Kids Teaching Kids (KTK) Conference on local and global environmental issues; the girls prepared 65 interactive and informative workshops for visiting primary school students, as well as current Year 6 *Pymble* students
- our community raised in excess of \$90,000 to help support Australian farmers during the drought crisis
- introducing the 'Casual for a Cause' program for staff members, who can opt to sign up to make ongoing donations to a charity of their choice in return for wearing casual clothes for one day each month.

Our Indigenous Scholarship Program continues to enhance the lives of all members of the community, as well as the scholars themselves. In 2018, our three ISP Year 12 2017 graduates were accepted into university in their chosen fields. One student, from Darwin in the Northern Territory, exceeded her expectations in the Higher School Certificate and was awarded with a scholarship to study Speech Pathology as well as an accommodation scholarship at The University of Sydney. Another student, from Cairns in Queensland, was accepted into a Bachelor of Arts at Macquarie University and a third,

from Hanging Rock in New South Wales, gained entry to study a double degree of Bachelor of Animal Science / Bachelor of Natural Science at Western Sydney University.

The College continued to promote a culture of Service Learning, which runs from Kindergarten to Year 12. Programs included:

- Year 11 girls volunteered as carers at the Sony Foundation Children's Holiday Camp for children with special needs, co-hosted by *Pymble*.
- Year 10 students travelled to Tanzania to assist the local community by teaching children and helping to build classrooms.
- *Pymble* students and staff engaged in community activities with children from the Enngonia Public School on our annual visit to Enngonia.
- 47 students and staff rode in the Bobbin Head Cycle Classic to raise money for community groups – and an additional 70 students volunteered on the course.
- A group of staff and students travelled to Nyngan, New South Wales, to participate in the Uniting Church's 2018 Small Schools Super Camp.
- *Pymble* staff participated in community services on our annual 'Pymble Gives Back' day.

In 2018, the College was officially designated as a White Ribbon School, supporting an end to violence against women through initiatives in curriculum, role modelling from staff, policies and procedures, domestic violence education programs and strengthened family and community partnerships.

Together we make a difference and together, in 2018, *Pymble* – comprised of our skilled teachers, the College Council, our parents, and the wider community – helped each one of our students from Kindergarten to Year 12 to 'strive for the highest'.

All' Ultimo Lavoro.



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

MESSAGE FROM THE HEAD PREFECT



This year, the Prefect body shook things up with our whole-school theme. Literally. In turning the '8' in 2018 on its side, we focused on the concept of infinity. Of course, we couldn't resist a Toy Story reference, ultimately urging the girls to strive 'to infinity and beyond'!

Although the Mathematics department certainly questioned the validity of striving beyond infinity, we wanted to challenge the girls to fearlessly strive for their highest – to reach for infinity, whatever or wherever that might be for them. And *Pymble* girls certainly rose to the challenge, achieving unprecedented results and personal bests galore in their academic, social justice, sporting and musical endeavours.

The first annual *Pymble* Study Camp paid off, with five girls achieving HSC firsts in the state, and a total of 19 state ranks. Beyond *Pymble*, the Class of 2018 is set to be represented in freshman classes the world over, with successful admission to the University of Cambridge; New York University; Columbia University; University of California, Los Angeles; University of California, Berkeley; The Australian National University; The University of Sydney; the University of New South Wales; the University of Technology Sydney; and Macquarie University. Such far-reaching ambition was fostered by opportunities such as the Cambridge and Oxford Summer Schools in Year 10. Moreover, desire to be immersed in a rigorous academic environment was both sparked and promoted by our fabulous teachers who encourage academic discourse – especially in subjects like Extension 1 and 2 English, Extension History, Ancient Greek or Latin. However, a love of learning is evident throughout the entire College. Both Year 7 and Year 11 da Vinci Decathlon teams won the prestigious competition, with the younger girls even going on to be the national champions. Language Arts, in my opinion, is the most valuable thing *Pymble* offers, and this year we saw the program expand and achieve like never before. Our first foray into mooting was rewarded with a team reaching the finals of the Bond University National High School Mooting Competition. Our Senior A team in Friday Evening Debating (FED) was victorious – our first ever win in the competition! However, in classic *Pymble* fashion, a wide range of debating ability was recognised and nurtured with social debating and public speaking classes at capacity.

Community Service continued to be a core pillar of a *Pymble* education. In the latter stage of our two-year, whole-school commitment to The Smith Family, we participated in many activities, most notably the Preparatory School Walkathon. Our rainbow-themed Cancer Council Biggest Morning Tea was a notable success – the theme a deliberate choice to inject some colour into lives muted by this awful disease. We also supported our eight House charities: Starlight Children's Foundation, CanTeen's National Bandanna Day, Make-a-Wish Foundation, Jeans for Genes, White Ribbon, the Qantas Jumbo Joy Flight, Youth Off The Streets, and Kampung Kids in Jakarta. Initiatives ranged from bake sales to balloon stomping competitions to the particularly successful paper-plane throwing competition. Upper School (Years 9 and 10) continues to nurture social justice. Year 10 Service Learning enabled girls to pursue a wide range of initiatives from teaching fellow refugee students how to swim, to travelling to Tanzania to work with The School of St Jude. My fondest memory of Community Service this year is undoubtedly how a Year 8 girl wanted to be involved in the Bobbin Head Cycle Classic so much, she learnt how to ride a bike. Stories like this exemplify the passion and commitment all our girls have to social justice endeavours.

On the pitch, in the pool and on the fields, *Pymble* sportswomen continue to exceed expectations and set records. After 17 years, our swimmers won the overall point score at the Independent Girls' Schools Sporting Association (IGSSA) Swimming Carnival, an affirmation of the ambitious new program under our new coach. We were also IGSSA champions in Athletics, Soccer, Rowing, Hockey and Netball. Beyond the traditional, *Pymble* continues to blaze a trail for women in Sport with our pioneering Rugby Sevens and AFL programs culminating in dual victorious state championships. Despite the undeniable excellence of *Pymble* sportswomen, our Sports Co-captains urged the girls to focus further on sportsmanship and a love of the game by introducing the concept of the '*Pymble* Pride'. Our Pride banner flew proudly at each and every sporting competition as it perfectly represents both our lion mascot and our sense of community.

THEME 1: A Message from key school bodies

Our Drama department was extremely busy putting on productions of *Orpheus and Eurydice* and *The Awesome 80s Prom*. Under their tutelage, two of the HSC group projects were nominated for Onstage. Our annual Performing Arts Competition (PAC) saw record participation and attendance. Every lunchtime more than 400 girls turned out to watch their most confident peers sing, dance, rap, lip-synch, recite slam-poetry, etcetera. This was particularly exciting for our Performing Arts Co-captains who were able to donate record amounts to the Australian Children's Music Foundation. *Pymble* Dance continues to astound audiences and dominate competitions, with our Eisteddfod teams regularly taking out a clean sweep.

It has been the utmost privilege to lead and be a part of the Class of 2018. Creating an environment filled with laughter, love and respect seems like an idyllic fantasy, but it was our everyday. *Pymble* has given us so much more than an education, it has truly instilled a sense of self-assurance that cannot be easily attained, bought or replicated. For the rest of the College, it was a year of many firsts, many 'bests', and many wins. However, I can attest that the true success of 2018 at *Pymble* – any year for that fact – is the quality of the relationships that have been forged and will endure for a lifetime.

Tahiré Wijetilaka
HEAD PREFECT



THEME 1: A Message from key school bodies

MESSAGE FROM THE PYMBLE PARENT ASSOCIATION (PPA)

Pymble Ladies' College has a strong, supportive and active parent community.

Pymble Ladies' College has a strong, supportive and active parent community. The *Pymble* Parent Association is the umbrella parent support group that engages our parents in several social, fundraising and parent/daughter events to foster a sense of community spirit and friendship among key stakeholders at the College. We believe that our daughter's journey through the College is a 3-way partnership between the school, parents and girls. As the key parent body we adopt a very inclusive approach, engaging all parents on this journey – across year groups, across schools and across cultural backgrounds.

2018 was an exciting year for the *Pymble* parent community.

- The year started with our "Tropical" Icebreaker Cocktail with over 730 parents and staff attending
- The New Parents lunch was a great afternoon of connecting and mingling for our new parents to the College
- The major fundraising event for the year was our "80's Disco" Trivia Night. The event was sold out within 3 days, and with more than 300 parents in attendance, was a fabulous night of trivia, music, laughter and fun. It was also very successful fund-raising event, with approximately \$14,000 raised on the night.
- The *Pymble* Staff Barbeque for World Teachers Day was well supported by parent volunteers with more than 180 staff members provide with a scrumptious lunch in the Marden Lawn as a thank you for all their hard work during the year
- The Garden Party with 30 parent led stalls and more than 200 volunteers plus many thousands attending was a huge success with all funds donated to Aussie Helpers this year
- PPA meetings provided valuable information to parents with more than 100 parents attending the meetings
- The PPA were pleased to support the Teachers Professional Development Grant again this year with \$6,000 awarded to a teacher at the College to support their professional growth.

In addition to the PPA specific events, the multiple parent groups across the different schools, sports and music groups, held more than 60 events in 2018. These ranged from social events for the girls and parents, to fundraising, to informing and learning. This inclusive parent community and school engagement group, involving many dedicated parents and teachers, is one of the strengths of Pymble Ladies' College.

I would like to thank our College Principal, Mrs Vicki Waters, the *Pymble* Staff and each and every one of the parents who have been involved, and the broader *Pymble* parent community for their support, involvement and engagement at the College during the year.

It has been an absolute pleasure to serve as the PPA President in 2018. This has been an extremely rewarding experience, and I have thoroughly enjoyed working with all the parents and staff. I wish the new committee, and the College, all the best for the year ahead.

Mrs Raj Narayan
PRESIDENT – PYMBLE PARENT ASSOCIATION



PPA Icebreaker 2018



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

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

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

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

Our mission is to foster in each student a passion for learning and scholarship, a quiet but unshakeable self-confidence, and the values and skills to make a worthwhile contribution to her community. Five core values – Care, Courage, Integrity, Respect and Responsibility – underpin everything that we do and affirm our commitment to the Christian heritage of the College, providing a strong foundation for dynamic learning.

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

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

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



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

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

NAPLAN 2018

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 2018. The results can be found in graphs, number and bands.

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

Theme 4: Senior Secondary outcomes

In 2018, 252 students from Pymble Ladies' College sat for the NSW Higher School Certificate in 45 courses. One-hundred per cent of the students attained the HSC. A further 21 accelerated Year 11 students sat for the HSC examination in Mathematics. On average, 80 per cent of Pymble candidates across all 2-unit courses offered at the College achieved results in Bands 5 and 6, compared with 47 per cent of students across the state in the same subjects. In the 1-unit Extension courses, on average, 98 per cent were placed in Bands E3 or E4, compared with 86 per cent across the state. These results are largely in keeping with results achieved over a number of years.

HIGHER SCHOOL CERTIFICATE (HSC) OVERVIEW

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 most courses. In 2018, the combined Bands 5 and 6 results were 30 per cent or more above the state percentages in: Agriculture, Ancient History, Biology, Business Studies, Dance, Drama, English as a Second Language, Food Technology, Geography, Legal Studies, Mathematics General 2, Modern History, Music 1, Personal Development, Health and Physical Education, Physics, Senior Science, Textiles and Design, Visual Arts and Hospitality.

Students performed slightly below the state average in Earth and Environmental Science and German Continuers. Both subjects had very small cohorts and the students' results were in keeping with expectations.

BEST IN SUBJECT

Five Pymble students earned first place in the state in five courses:

- Agriculture
- Dance
- Food Technology
- English as a Second Language
- Ukrainian Continuers (Year 11 accelerated student studied through an Outside Tutor).

In addition, 19 students earned a place in the Top Achievers in Course List in the following courses:

- Agriculture
- Biology
- Chemistry
- Physics
- Senior Science
- English Advanced
- Dance
- Textiles and Design
- Modern History
- Food Technology
- Legal Studies
- Hospitality
- Legal Studies

ALL-ROUND ACHIEVERS

Thirty Pymble students (12 per cent) were named in the NESA All-round Achievers List. This list acknowledges the results of students who achieved Band 6 results (90 or better) in 2-unit courses or a Band E4 result (45 or better) in an Extension course in 10 or more units.

DISTINGUISHED ACHIEVERS LIST

The NESA Distinguished Achievers List acknowledges students who earn a Band 6 result (90 or better) in a 2-unit course or a Band E4 result (45 or better) in an Extension course in one or more subjects. In 2018, Pymble students earned 514 mentions, achieved by 180 individual students.

HSC SHOWCASES AND EXHIBITIONS

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

- Artexpress – two students had their work selected for exhibition and a further three students were nominated.
- Encore – nine individual nominations from Music Course 1 and Music Course 2.
- Callback – six individual students were nominated for Callback; five of these students earned triple nominations for Core Composition, Core Performance and Major Study Performance.
- OnStage – ten students were nominated for their group performance; one student was nominated for her individual performance.
- Texstyle – one student had her work selected for inclusion.

RECORD OF SCHOOL ACHIEVEMENT

In 2018, the formal Record of School Achievement was awarded by NESA to three students.

VET

Pymble offers one Vocational Education and Training (VET) course – Hospitality. In 2018, 15 students (6 per cent of the cohort) completed this course and achieved Certificate II in Kitchen Operations and Cookery. All students also sat for the HSC examination in the course.

Theme 4: Senior Secondary outcomes

2018 HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE

Performance band (rounded)

Course	Students	School Median	Band 6 School %	Band 6 State %	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %
Agriculture	17	87	29	7	94	32	6	49
Ancient History	26	88	35	10	85	36	12	48
Biology	108	87	32	9	78	37	22	53
Business Studies	58	86	26	8	84	37	16	50
Chemistry	78	85	27	9	69	42	29	47
Dance	7	96	86	14	86	55	14	40
Drama	16	94	56	14	81	42	19	55
Earth and Environmental Science	11	76	0	38	36	38	63	52
Economics	41	86	27	13	66	46	34	46
English (Standard)	21	79	14	1	43	15	57	69
English (Advanced)	225	86	32	14	82	63	17	36
English as a Second Language	6	87	17	3	83	25	17	59
Food Technology	24	90	50	10	83	32	17	52
Geography	48	86	19	8	77	43	23	44
Legal Studies	75	89	44	12	95	44	4	41
Mathematics General 2	87	84	26	7	76	27	24	52
Mathematics	116	89	47	22	72	52	28	41
Modern History	40	87	35	10	88	42	13	43
Music 1	8	93	75	21	100	65	0	33
Music 2	10	94	90	42	100	91	0	9
Personal Development, Health and Physical Education	37	84	19	7	68	33	32	52
Physics	31	84	35	10	68	34	29	53
Senior Science	34	87	24	4	79	21	21	65
Studies of Religion 1 Unit	9	44/50	33	9	67	37	33	57
Textiles and Design	13	87	38	14	85	46	15	48
Visual Arts	51	88	39	12	96	53	4	45

Theme 4: Senior Secondary outcomes

Course	Students	School Median	Band 6 School %	Band 6 State %	Bands 5-6 School %	Bands 5-6 State %	Bands 3-4 School %	Bands 3-4 State %
Chinese Continuers	4	91	75	45	100	87	0	13
Classical Greek Continuers	2	86	0	61	100	89	0	11
French Continuers	8	88	38	29	88	64	13	32
German Continuers	2	81	0	28	50	57	50	42
Italian Beginners	17	83	24	19	59	41	35	44
Japanese Continuers	3	92	67	29	100	61	0	34
Latin Continuers	9	89	44	50	100	87	0	13
Hospitality	15	89	47	3	100	29	0	48

2018 EXTENSION COURSES

Performance band achievement by percentage (rounded)

Course	Students	School Median /50	Band E4 School %	Band E4 State %	Bands E3-4 School %	Bands E3-4 State %
English Extension 1	31	45	58	38	100	95
English Extension 2	6	45	67	17	100	71
Mathematics Extension 1	70	87/100	46	33	91	80
Mathematics Extension 2	25	86/100	40	33	92	85
History Extension	16	46	56	24	100	79
Music Extension	9	50	89	67	100	96
Chinese Extension	1	46	100	71	100	100
Classical Greek Extension	2	47	100	87	100	100
French Extension	2	46	50	38	100	82
Japanese Extension	2	43	0	42	100	90
Latin Extension	6	48	83	85	100	99



THEME 5: Teacher qualifications and professional learning

Pymble nurtures a professional learning culture that celebrates creativity, engagement and critical thinking. Just as learning is dynamic for our students, we are agile in our professional learning for our teachers, enabling all teachers to be involved in targeted professional learning that is responsive to their own needs for growth as Pymble teachers.

TEACHING AND LEARNING OVERVIEW

In 2018, grade and faculty teams set tangible goals in response to College priorities, as did individual teachers regarding their own practice and professional learning, led or supported by executive staff. On the basis of these goals, teachers continued to improve practice through participation in three types of professional learning:

- i. Internal opportunities: a suite of elective workshops (single interactive sessions of 90 minutes to whole-day duration) and professional learning teams (small teams meeting regularly over a sustained period of time) designed in response to teacher articulated needs and the College vision for personalised learning. The College works to enable all teachers to embed this kind of professional learning within their day-to-day work (NSW Education Standards Authority [NESA] Endorsed and teacher identified).
- ii. Collaborative planning for personalised learning: teams of teachers meet in response to an articulated problem of practice, to innovate curriculum and learning experiences or respond to new curriculum requirements.
- iii. External opportunities: access to next-practice thinking, emerging research, knowledge and expertise beyond the school as required (NESA Endorsed preferred).

INTERNAL OPPORTUNITIES

Internal opportunities are embedded into the regular teaching cycles and utilise the extensive experience of College staff to deliver highly contextualised professional learning. In 2018, the College defined its suite of internal professional learning opportunities in the following areas:

- Learning design
- Accreditation
- Student wellbeing
- Educational leadership
- Coaching culture
- Compliance.

THEME 5: Teacher qualifications and professional learning

The following table curates the focus of each area, number of professional learning opportunities offered and number of participants:

Area	Nature of focus	2018 participants
Teaching and learning	<i>Knowing the Learners Semester 1</i> <i>RULER: emotional intelligence training</i> <i>Teaching @Pymble (New Staff)</i> <i>Using Data to Inform Practice</i> <i>LAST Protocol</i> <i>Supporting Student Series: phonological abilities in Kindy Challenge and Extension for HPL</i> <i>Assessment: authentic practice for personalised learning</i> <i>Making the Most of Feedback</i> <i>Engaging Students Through Thinking Routines</i> <i>Integrating Technology</i> <i>Learning Festival – Challenge and Extension</i>	8 (PLT) 74 (workshop) 25 (x3 sessions) 26 (WS) 5 6 (WS) 30 (PLT x 3 Groups) 10 (PLT) 19 (WS x 2) 11 (WS) Term 1 – 216 Term 2 – 35 Term 3 – 56 Term 4 – 19 160 Teaching and learning total: 700 staff
Accreditation	Proficient Teacher Experienced Teacher	14 5
Reflect review renew	All teachers use the Australian Professional Standards for Teachers to reflect on and measure specific goals	346
Inquiry action research	Teams from JS in Years 5 and 6	2 Teams x 8
Student wellbeing	<i>Understanding Perfectionism</i> <i>Teen Temptations: preventing and delaying harm</i>	28 (WS) 71 (WS)
Educational leadership	<i>Module 1</i>	6 (PLT)
Coaching culture	Coaching cultures for learning enables all stakeholders to develop learning, understanding, and personal responsibility. At Pymble, our vision is for a College-wide practice of coaching and reflective conversations that contribute to the personalised learning journey for every Pymble girl and every Pymble teacher. In 2018, the College continued to provide professional learning in coaching to new staff and supported approximately 80 per cent of teachers to deepen understanding of coaching through a professional practice protocol, 'reflect review renew' requiring new staff to set goals linked to the Australian Professional Standards for Teachers and engage in coaching protocols with colleagues to advance these goals. Continued focus on coaching culture to underpin professionalism enables all teachers to develop practice in support and encouragement, reflection and growth-focused conversation with students, colleagues and leaders.	168

THEME 5: Teacher qualifications and professional learning

Area	Nature of focus	2018 participants
Compliance	Professional learning in this strand includes emergency, first aid, child protection and warden training	216
Total	All internal professional learning opportunities offered by the College	Instances of participation: 1,562

EXTERNAL EXPERTS

External experts were engaged to support leadership in designing, implementing and delivering professional learning within these focus areas and included:

External expert	Overview
STEM Teacher Enrichment Academy: The University of Sydney	STEM funding in Collaboration with The University of Sydney Six staff across three faculties were involved in this professional learning.
Spiral Research Project: The Association of Independent Schools of NSW (AISNSW) Research to Practice Initiative gives teachers the opportunity to use high-impact techniques in classroom practice and be on the front foot with the new NSW Syllabus for the Australian curriculum: Science and Technology K-6. Research to Practice is a year-long partnership between AISNSW and primary school teams. Using the Spiral of Inquiry framework for collaborative inquiry, teams work together to improve their practice and transform the teaching and learning of Science and Technology in their contexts.	AIS (Preparatory School teachers 2018) Commencing next year for 2019 Junior School
AIS Research Symposium	Executive and middle leader presentation working with leading experts in research
AIS Elevate (final workshops)	Elevate insight series celebrating the work from leading educators in <i>ELEVATE: Agile design for high potential learners</i>
Growth Coaching International Christian van Nieuwerburgh Jason Pascoe	(Executive, middle management and teaching staff)
Paul Dillon	16 March – staff, students and parents

THEME 5: Teacher qualifications and professional learning

External expert	Overview
Marc Brackett	RULER training for staff
Cultural Intelligence CQ	Charlotta Oberg from PRISMA Cross-cultural Consultants

EXTERNAL OPPORTUNITIES

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. The table (right) indicates the total number of external courses in which *Pymble* teachers participated.

Rich professional learning is undertaken by staff both internally and externally. Of note is the partnership with The University of Sydney through the STEM Teacher Enrichment Academy. The program comprised of two sessions, providing guidance on planning and implementation of STEM strategies, as well as evaluation and review. These sessions were supported by visits from trained mentors throughout the program. In addition, during a three-day residential workshop, *Pymble* staff developed a draft plan for implementation of STEM strategies within and across disciplines.

TEACHERS' PROFESSIONAL LEARNING

1 January to 31 December 2018

Description	Amount \$
Salaries – co-ordination of professional development	145,000
Salaries – permanent relief	114,447
Library – teacher resource texts and periodicals	21,940
Library – teaching and learning software	26,095
Salaries – casual staff relief for PD absences	21,048
Staff development and training	371,499
Travel allowance – staff development	93,896
Total	793,925
Teaching staff – full time equivalents	208
Average expenditure per teacher	3,819

Number of professional learning opportunities accessed externally to the College	Number of participants in all opportunities
185	334

The first residential camp occurred on 25 to 27 February; the second on 23 to 24 August. The implementation of this pilot program occurred from Monday 19 November to Friday 23 2018 with a Year 7 integrated STEM festival. All days were fully funded by The University of Sydney. In addition, with the planning and implementation of new NESA syllabi, collaborative planning sessions were more frequent within departments accounting for the higher-than-normal collaborative planning sessions across the College. This has been an enormous undertaking for departments. Relevant departments implementing new syllabi for 2019 are:

- **Languages** – Year 7 Chinese, French, German, Japanese, Year 9 Chinese, French, German, Japanese
- **Art, Design and Technology** – Year 7 Mandatory Technology, Year 10 Design and Technology
- **Personal Development, Health and Physical Education (PDHPE)** – Year 7 PDHPE, Year 9 PDHPE
- **Mathematics** – Year 11 Advanced, Year 11 Extension 1, Year 12 Standard
- **English** – Year 12 Standard, Advanced, English as a Second Language (ESL)
- **Science** – Year 12 Biology, Chemistry, Physics, Earth and Environmental Sciences
- **Human Society and its Environment (HSIE)** – Year 12 Ancient, Modern and Extension History.

Members of the Academic Enhancement Team have been instrumental in helping to facilitate these collaborative sessions.

Particular support has also been given to Art, Design and Technology to meet the requirements for mandatory training in the use of the laser cutter and 3D printing. This falls under compliance. In addition, teachers of Hospitality have completed their compulsory Certificate IV upgrade in food service through the Association of Independent Schools of NSW. Another relevant inclusion is the invitation for *Pymble* staff to attend and present at theCanvasCon conference. Staff from across the College participated in this valuable opportunity.



THEME 6: Workforce composition

College staff	Total
Teaching staff	216
Aboriginal/Torres Strait Islander teaching staff	2
Full-time equivalent (FTE) teaching staff	200.4
Non-teaching staff	144
Aboriginal/Torres Strait Islander non-teaching staff	0
Full-time equivalent (FTE) non-teaching staff	121.59
Total staff	362

TEACHER ACCREDITATION

Level of accreditation	Number of teachers
Pre-2004 teachers (Accredited at Proficient Teacher)	95
Conditional	5
Provisional	13
Proficient Teacher	105
Highly Accomplished	0
Lead Teacher	0
Total	218

Operational Staff consists of the following:

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

Positions held by Indigenous staff:

- PDHPE teacher – Secondary School (employed full-time since November 2006)
- PDHPE teacher – Preparatory School (employed part-time since January 2017)

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

ANNUAL ATTENDANCE REPORT 2018

Class	Percentage
Preparatory	
Kindergarten	95
Year 1	95
Year 2	96
Junior	
Year 3	94
Year 4	95
Year 5	95
Year 6	94
Middle	
Year 7	94
Year 8	94
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 on school-related leave.
- Year 12 students' attendance is calculated only for Term 1, Term 2 and Term 3.
- Attendance is calculated only for school days.

PREPARATORY AND JUNIOR SCHOOLS

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

Please follow the link to the My School website for further information on student attendance:
www.myschool.edu.au/school/43846

STUDENT RETENTION RATE YEAR 10 TO YEAR 12

99.1 per cent of the 2016 Year 10 cohort completed Year 12 in 2018. The retention rate is marginally higher than 2017.

POST-SCHOOL DESTINATIONS

In 2018, 255 students over the age of 17 years left the College.

All but three of these students matriculated as the Year 12 Class of 2018. Ninety-six per cent of the cohort received an offer of place at a university, managed by the Universities Admissions Centre (UAC).

The three students over the age of 17 years who left the College before matriculation withdrew for health reasons and were awarded ROSA certificates.

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/carers are required to use the absentee line before 9.00 to notify the College if their daughter is to be absent.
- The relevant Administrative Assistants enter this information and the reason for the absence into the system using the appropriate code.
- In the event of an absence or late arrival of a student, in the Secondary School, the parent/carer of the student will be notified via an automated SMS to their mobile telephone contact and provided with the reason given by the student.
- Partial absences or anomalies in attendance will be followed up on the day or the following day if it occurs late in the day, by the:
 - Academic Administrative Coordinator or the Administrative Assistant in the Secondary School
 - Administrative Assistant or Head of School in the Junior or Preparatory Schools.
- The College requests parents/carers to make appointments such as medical or dental outside of normal College hours.

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

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

ABSENCE FOR COLLEGE-RELATED REASONS NOT ORGANISED BY THE COLLEGE

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

RESPONSIBILITIES

- The Deputy Head of School, Academic Administrative Coordinator (Secondary School), Administrative Assistants and Class Teachers (Preparatory and Junior Schools) are responsible for tracking attendance and should:
 - check the roll daily and discuss any discrepancies with the appropriate, Head of School
- advise of any patterns of attendance which are of concern. For example a pattern of absence on certain days or lessons, absences of more than three (3) days for which there is no personal communication from the parent/carer
- collect completed late slips from the students and indicate the details of the lateness on the rolls
- having received an absent note, record the absence. If this is not possible the note should be passed on to the Head of School as appropriate
- keep a record of unacceptable late arrivals.

- The Administrative Assistants are responsible for:

- telephoning the parent/carer of any student who is absent without notification, as soon as possible after Period 1 or by the end of the day
- following up concerns about individual student absences
- discussing with the Deputy Head of School and following up with the parent/carer any situations where they suspect absences may not be legitimate, for instance if friends are absent together and the College has not been notified.

- The Heads of Learning Area (Secondary School) and the Administrative Assistant (Preparatory and Junior Schools) are responsible for:

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

- The Heads of School are responsible for:

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

- The Deputy Principal is responsible for:

- overseeing the process and implementing corrective action as required
- advising the Principal of the name of any student who has been absent for more than 30 days so that the Mandatory Reporters Guide can be accessed to determine whether a report is required to Community Services
- co-ordinating applications for an exemption from school attendance of compulsory school aged students in line with the guidelines from the NSW Department of Education and Communities, and making recommendations to the Principal.

THEME 8: Enrolment policies

Pymble Ladies' College

(the College) is a
School of the Uniting
Church in Australia.

The College aims
to provide the best
possible educational
outcomes for all
students regardless
of their religious or
cultural backgrounds.

The purpose of this
policy is to establish
a framework for the
College to meet
its statutory and
regulatory obligations.

SCOPE

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

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

DEFINITIONS

Nil

POLICY

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

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

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

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

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

The College will meet with parent/guardian(s) of the student before offering a place. The College has the absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.

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

THEME 8: Enrolment policies

BOARDING

Full-time boarding is available to girls from Years 7 to 12.

Boarders must observe all rules and codes of behaviour applicable to Boarders and all requirements relating to leave.

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

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

OVERSEAS STUDENTS

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

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

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

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

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

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

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

PROCEDURE

This procedure should be read in conjunction with the *Enrolment Policy*.

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

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

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

All applications for enrolment must be:

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

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

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

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

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

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

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

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

THEME 9: Other school policies

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

ANTI-BULLYING POLICY SUMMARY

The College is committed to taking reasonable steps to provide a safe, secure and caring environment; to raise awareness and understanding of bullying, violence and harassment; and provide support and counselling services for those involved in bullying behaviours.

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

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

Restorative justice helps students learn from their mistakes, reconcile and resolve problems with others. It encourages individuals to; look at the impact of their behaviour on others; recognise that their behaviour can cause harm, hurt or damage to relationships; take responsibility for their actions; accept and acknowledge that they have violated the accepted norms; develop empathy and concern for others; work with the person/s affected by their actions to repair the damage they have caused, and change their behaviour and move forward positively.

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

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

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 2018	Access to full text
STUDENT WELLBEING		
Wellbeing Policy		
The College: <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, and caring compassionate, and 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	In 2018, the <i>Student Health and Wellbeing Policy</i> was reviewed, endorsed and published. 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>	The full text can be accessed on the internal College Portal, <i>MyPymble</i> Portal for parents, or on request from the Principal.
Anti-bullying Policy (Students)		
The policy includes processes based on the principles of procedural fairness and restorative justice for responding to and managing allegations of bullying.	The policy and procedure were reviewed, endorsed and published in 2017.	The full text can be accessed on the internal College Portal, <i>MyPymble</i> Portal for parents, or on request from the Principal.
Student Behaviour Management Policy		
The College prohibits the use of corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.	The policy and guideline was reviewed, endorsed and published in 2017.	The full text can be accessed on the internal College Portal, <i>MyPymble</i> Portal for parents, or on request from the Principal.
Complaints Policy		
The <i>Complaints Policy</i> recognises the importance of feedback and provides a framework for a process based on procedural fairness that allows people to voice their concerns and have them managed in a supportive and co-operative manner, quickly, fairly, and with confidentiality and sensitivity. It provides a concise framework of how complaints can be raised and how they will be managed.	No changes to the policy and procedure were made in 2018.	The full text can be accessed on the internal College Portal, <i>MyPymble</i> Portal for parents, or on request from the Principal.

Theme 10: School determined priority areas for improvement

INTENTS AND ACHIEVEMENTS FOR 2018

Signpost	Intents for 2018 – 2019	Achievements 2018
Personalised Education	Establish a framework for the attainment of core Numeracy, Literacy and ICT knowledge and skills Kindergarten to Year 12.	<ul style="list-style-type: none"> • Researched existing foundational Literacy, Numeracy, ICT documents and continua. • Identified the critical documents required. • Defined the core domains to be used in the continua. • Developed foundational continua. • Developed support documents to complement continua. • Allocated the responsibility of items on the continua to grades and faculties.
	Advance personalised learning through the adoption of a new learning management system (LMS).	<ul style="list-style-type: none"> • Scoped and selected solution to best deliver online <i>Pymble</i> aligned personalised learning. Completed. • Embedded the LMS into teacher practice and develop teacher skill in using the new LMS. Completed. • Celebrated and showcased successful application and use of LMS.
	Innovate and deepen current High Potential Learning practices so that students embrace challenge and accept agency.	<ul style="list-style-type: none"> • Embedded through PL and collaborative planning, a thorough understanding of data to track learner growth. • Integrated formative practices into learning activities. • Incorporated student voice and choice in learning design practices. • Celebrated and showcased successful teacher practices that extend individual student capabilities.
People and Culture	Implement the <i>Pymble</i> Reflect Review Renew (RRR) process to support teacher accreditation.	<ul style="list-style-type: none"> • Extended the RRR process to all teaching staff. • Reviewed the 2017 RRR.
	Develop research and evidence-based practices to innovate learning design and validate learning impact	<ul style="list-style-type: none"> • Developed a <i>Pymble</i> research design framework to establish research practice and protocols. • Contributed to global educational research and development through publications and presentations including a journal created by College staff.
	Develop a specialist-in-residence PL program to amplify learning for staff through global leaders and their expertise.	<ul style="list-style-type: none"> • Identified strategic priorities where external expertise would add significant value. • Researched possible experts for each priority.
Community	Establish partnerships with organisations beyond the College to broaden College community perspectives and opportunities.	<ul style="list-style-type: none"> • Appointed a Partnerships Manager. • Audited past, current and proposed partnership arrangements and created database. • Assessed current parent and Ex-Students' Union (ESU) database to identify partnership opportunities. • Researched organisations that may align with staff/student interests.
	Develop a new portal to support and accelerate <i>Pymble</i> 's delivery of its 2020 Strategic Plan.	<ul style="list-style-type: none"> • Sought stakeholder feedback to shape project scope. • Researched market opportunities and alignment. • Developed the long-term innovation plan for digital gateway.
Sustainability	Develop a master plan for <i>Pymble</i> and beyond 2018 – 2022.	<ul style="list-style-type: none"> • Researched global innovations in physical learning spaces. • Examined and reviewed campus use to ensure best-use solutions. • Connected with external providers to ascertain feasibility of other campus potential.

THEME 10: School determined priority areas for improvement

INTENTS FOR 2019

Signpost	Intents for 2018 – 2019
1. Leadership and Management	Strengthen the capability of our leaders to effectively develop, lead and manage high-performing teams.
2. Wellbeing Curriculum K-12	Review the Wellbeing Curriculum to enhance a progressive development across the Five Schools to reflect current, evidence-based research.
3. Pymble/Knox Partnership	Establish a framework and foster a partnership between <i>Pymble</i> and Knox Grammar School that extends and enhances learning opportunities in both school communities.
4. Master Planning	Investigate and frame the masterplan 2019 to 2030 in alignment with current and future educational trends and College needs.
5. Research Centre	Contribute to global educational research to promote and celebrate the work of the College in the educational and wider community.
6. Accreditation and Registration	Leverage the NSW Education Standards Authority (NESA) Registration and Accreditation process as a catalyst to optimize practices and programs.



THEME 11: Initiatives promoting Respect and Responsibility

PREPARATORY SCHOOL

In 2018, the values of Respect and Responsibility were highlighted within the Preparatory School through the development of understanding related to the core College values of Care, Courage, Respect, Responsibility and Integrity. As well as promoting these values in behaviours towards others, a deliberate intention was to also inspire students to look inwardly to encourage the development of self-respect and personal responsibility for safety, wellbeing and increased independence.

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

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

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

Specific initiatives promoting Respect and Responsibility included:

- All students set termly personal goals which were both visible and transparent. Specific strategies of growth were identified in collaboration with Connect Teachers and progress was both recognised and celebrated.
- As a component of the embedding of the RULER approach in the Preparatory School:
 - Class and staff charters were developed to highlight how each member of the Pymble community could expect to feel in our environment.
 - Using the 'Mood Meter', students were empowered to identify their emotional quadrant at points in time and use language to describe their feelings and emotional state.
 - Students' understanding of their own capacity and Responsibility in changing their emotional state was explored through activities relating to taking a 'Meta-moment', being your 'Best Self', and 'Blueprints' when conflict or frustrations occurred.
- Students from Year 2 participated in a Peer Support Program led by Year 6 students in vertical groupings across Years 2 to 6.
- Year 2 students acted as Buddies to Kindergarten students throughout the year, developing leadership skills and the capacity to respond to the needs of our younger students.
- Stages 4 and 5 students undertaking elective Mandarin mentored Kindergarten students from non-English speaking backgrounds in the Big Sister Language Program. This program involved exploring language in different environments, fostering relationships and developing understanding through dialogue and contextual situations.

THEME 11: Initiatives promoting Respect and Responsibility

- Our Easter Raffle raised funds for the Preparatory School charity, Bear Cottage. The theme for our Easter Hat Parade was Sustainability, with the girls' hats being made from recycled and sustainable materials.
- College values, including Respect and Responsibility, were articulated through acknowledgement of observed behaviours of individual students in weekly assemblies.
- Students participated in Jeans for Genes Day and Cancer Council Australia's Biggest Morning Tea.
- Weekly Preparatory School assemblies were conducted by nominated classes with students provided with the opportunity to run the program to a parent audience.

JUNIOR SCHOOL

In 2018, the promotion of the core College values of Respect and Responsibility were woven into the fabric of everyday life in the Junior School, and included respect for others, respect for self, respect for people of all faiths and religions, social responsibility, environmental responsibility, online responsibility, and responsibility for one's own actions and learning.

First and foremost, all students in the Junior School were learning in an environment in which they were encouraged and challenged to take responsibility for their own learning. Learning spaces and teaching practice integrated the principles of 21st century learning, as defined by research conducted by the Organisation for Economic Co-operation and Development (OECD) around Innovative Learning Environments. Didactic and teacher-centred approaches to learning were balanced with student-focused, personalised and flexible inquiry and project-based approaches providing authentic and relevant challenges, which encouraged all girls to take ownership for their learning.

Every student devised their own learning goals and discussed them with their teacher and their parents, and regularly evaluated their own progress. Students took responsibility for presenting the results of their inquiries to audiences beyond the classroom, such as during our Celebrations of Learning, when all parents were invited to cast their eyes and ears over learning that had taken place, and to interact with the students.

Students engaged in a program called RULER, which taught them how to recognise, respond to, and be responsible for the regulation of their own emotions. In-class activities based on the Peer Support program were also undertaken across year levels, teaching responsibility for others, empathy, understanding, and support for others.

Throughout the year, students in the Junior School were encouraged to think and care beyond the school gates, with multiple opportunities facilitated for raising awareness of broader local, national and global issues, as well as raising much-needed funds for organisations

whose core values included a sense of responsibility for those in need. Funds and awareness were raised for Uniting World, World Vision, The Exodus Foundation, the Cancer Council, the Indigenous Literacy Foundation, St Lucy's School, students under foster care, World Wildlife Fund, and Youth Off The Streets.

Initiatives focusing on leadership abounded in the Junior School. Students in Year 5 undertook leadership training with the Burn Bright organisation, as preparation for the move into Year 6. All students in Year 6 were considered leaders and treated as such, including being provided with badges and officially inducted and challenged from the start of the year. Year 6 portfolios of leadership included Chapel, Sport, Music, Library, and Sustainability, and leaders were only selected after an extensive interview process, as well as a practical demonstration of leadership qualities such as respect and responsibility with younger students.

Students in all other year levels were provided with leadership opportunities, such as the Student Representative Council, the Class Captain system and the extensive Peer Support Program.

Responsibility was also promoted and encouraged through the Outdoor Education Program. As students progressed through Junior School, the difficulty of the challenge was slowly increased, culminating in a four-day, five-night camp for Year 6 students at Jindabyne and Canberra which promoted respect and responsibility for the environment, for others, and for oneself.

Respect and Responsibility are key values in the ever-growing and ever-complex digital world. Students were challenged to be respectful and responsible digital citizens through engagement with guest speakers, regular conversations with key staff, online education and extensive programs integrated into the core curriculum.

Through the Religious Education and Chapel program, and as a College built on Christian values, students were regularly challenged to show respect, and acceptance of people of all other faiths and religions. Major formal days were acknowledged and celebrated, such as Harmony Day and International Women's Day.

Finally, given the fact that Respect and Responsibility are two of the five core values of the College, each was promoted regularly at assemblies and other events. Students were regularly awarded and rewarded when they displayed these values, even when the action was perceived as small or insignificant.

MIDDLE SCHOOL

In Middle School, our College values of Respect, Responsibility, Care, Courage and Integrity are integral to all that we do. In an attempt to develop well-rounded and resilient young women, in 2018 the team worked to ensure the girls had a holistic experience that stretched them academically, and at the same time embedded a culture of community in which everyone has a place.

THEME 11: Initiatives promoting Respect and Responsibility

We acknowledged the importance of empowering students to demonstrate a growth mindset in their approach to their learning opportunities, as well as within their relationships. Our focus on personalised education meant that students were known, guided and challenged across the day.

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

During the year, our regular Middle School Family gatherings such as combined Year 7 and 8 afternoon teas, House activities and the Middle School Performing Arts Festival (PAF), ensured that the girls had opportunities to build their social networks and work in respectful collaboration. Our 2018 theme for PAF was Stronger Together, which fostered awareness for Responsibility and Respect for others. This culminated in a student-led eight-minute House performance incorporating Dance, Drama, Choir, musical accompaniment, Poetry and Art. It was yet another opportunity to build harmony and celebrate individual talents.

Our Wellbeing program emphasised the importance of balance through reference to the 5 Ways to Wellbeing framework – Connect, Take Notice, Keep Learning, Be Active and Give. The girls were encouraged to take Responsibility for ensuring their routines reflected this balance. Years 7 and 8 had the opportunity to enjoy a Wellbeing Day outside the College as a means to further consolidate these priorities, which were actioned within the weekly Connect Schedule. Establishing and maintaining respectful relationships was our core business in Connect. The girls benefitted from Brainstorm Productions – a visiting drama company whose performance explored pertinent scenarios that reflected recognisable interactions.

Recognition and celebration of individual talents across Middle School built a climate of diversity and acceptance in 2018. Through various awards – The Middle School Values Award, The Jacaranda Award, The Gold Star Award – students were acknowledged and encouraged to embrace the College motto of *All' Ultimo Lavoro – Strive for the highest*. Informally, the team worked to recognise our Responsibility as global citizens and fostered the need to give back. Our celebrations of Harmony Day, International Day of Happiness, National Anti-bullying Day, and International Women's Day provided colourful and dynamic visual displays, such as murals and installations that marked our commitment to inclusivity.

Goal setting facilitated individual reflection and promoted critical thinking. SMART goals (Specific, Measurable, Achievable, Relevant and Time-related) were set once a semester, and provided a framework that promoted individual Responsibility. In Middle School, the girls were asked to set both an academic goal alongside a

community goal as a reflection of the value we place on both areas of College life.

'Digital nutrition' is an important aspect of the Middle School program that was kept alive through various Connect activities in conjunction with recommendations from the Office of the eSafety Commissioner and guest presenters. Cyber Safety expert, Susan McLean, worked with the girls to initiate discussions that helped equip them to deal with the challenges associated with online activity. Police Liaison Officer, Lynda Hart, also worked with the girls to facilitate a better understanding of the implications of dangerous online behaviour whilst promoting responsible digital citizenship. The challenge was to ensure students continue to appropriately regulate their own behaviour.

Leadership is seen as something that everyone should aspire to within Middle School whether through formal positions such as our Middle School Leaders, Connect Captains, Chapel Leaders, House Liaison Leaders, members of the Student Representative Council (SRC) or via more informal opportunities, such as our volunteer Pymble Morning Guides. The concept that representation imbues Responsibility is celebrated and encouraged through mentoring opportunities. In 2018, the girls took great pride in representing the College and acting as role models for others.

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

Year 8 students demonstrated a significant commitment to sustainability through their SEEDS project which fostered social and environmental Responsibility. This opportunity was delivered via the Science and Connect programs, underscoring connections between care for our world and care for ourselves. Throughout the term-long project, students were challenged to collaborate in small groups, engage in individual research, innovate for change and deliver a solution-focused lesson targeted to a Year 6 audience. The impressive array of topics tackled never failed to engage and provoke proactive discussion. Partnerships were forged with local councils and charities such as OzHarvest as part of the students' advocacy for change.

Both Years 7 and 8 took part in an outdoor education experience throughout the year which provided an opportunity for the girls to step out of their comfort zone and embrace a challenge-by-choice adventure. During Term 4, Year 7 had the opportunity to attend a four-day outdoor educational experience at Crosslands, which was facilitated by Southbound Adventures. The girls engaged in a variety of land and water activities and spent one night in a tent. It was an opportunity for them to nominate their level of challenge and step up.

THEME 11: Initiatives promoting Respect and Responsibility

UPPER SCHOOL

Social Responsibility programs were an integral component of Upper School life in 2018. They provided powerful opportunities for connecting our students with the community in a meaningful manner whilst fostering within each student the belief that she can make a difference to social justice and equity issues in an increasingly diverse world.

Year 9 students participated in one or more community service initiatives with organisations such as The Exodus Foundation, Easy Care Gardening, Uniting Northhaven Turramurra aged care, and St Edmund's School athletics and swimming carnivals. Student involvement in these endeavours allowed our girls to serve others, undertake individual reflection and develop a greater understanding of themes associated with Respect and Responsibility and the differences that exist within our community.

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

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

- girls' education
- Indigenous communities
- environmental protection
- refugee assimilation
- aging with dignity
- living with a disability
- rural or socioeconomic disadvantage.

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

Our Upper School service programs empowered our students to:

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

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

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

THEME 11: Initiatives promoting Respect and Responsibility

SENIOR SCHOOL

The Senior School is a community of girls in Years 11 and 12 and while they followed their own Wellbeing program in 2018, many of the events and processes encouraged connections and collaborations across these two years. As the most senior girls in the College, they were also responsible for actively modelling the core College values to the younger girls. This was achieved through a variety of formal and informal learning, mentoring and social opportunities in Curricular and Co-curricular activities such as Challenge Café, Music and performance ensembles, Sport and the Student Representative Council. These activities facilitated the growth of self-efficacy, empowerment and balance.

The Health and Wellbeing program of the Senior School drew its framework from SenseAbility, a Beyond Blue program. During the year, the key focus areas of belonging, purpose, self-worth, gratitude, perspective and humour, responsibility and planning for the future provided the basis for one-on-one and group discussions between the girls and their teachers in their allocated Wellbeing time (Connect Time). Upon entering Year 11, the girls were given the opportunity to choose their Connect Teacher, encouraging authentic student voice and choice. They also engaged in a range of presentations from guest experts including the National Drug and Alcohol Research Centre, Salvation Army, INESS (Cyber etiquette and online safety), Enhanced Learning Educational Services, YLead and the Winning Edge.

The Senior School students enjoyed working in a purpose-built Senior School Centre. They collaborated and communed in a flexible and independent environment at school and as a result, grew in their self-respect and respect for others. They also assumed greater accountability for managing their own study patterns and commitments. The girls in Years 11 and 12 modelled independent, responsible work habits, gaining more autonomy as they prepared to leave school for tertiary study, travel or the workplace. Senior School girls were also offered the opportunity to engage with a mentor, who is a senior staff member at the College. This voluntary program encouraged the girls to assume responsibility for challenges that they may face or available opportunities. When appropriate, mentors conducted mentoring or coaching conversations, assisting the girls in responsible decision making.

The Senior School continued to take up the challenge of service, displaying a growth in awareness of and commitment to community support. The students initiated a number of programs and involved themselves in a range of activities including International Women's Day, the Senior School Knit-in, NAIDOC Week, Anzac Day and Remembrance Day.

The girls in the Senior School also worked to support the College service projects – The Hornsby Ku-ring-gai Women's Shelter, Sony Camp, The Smith Family, the Salvation Army, the Red Cross, the Sudanese Australian Integrated Learning (SAIL) program, and individual House projects such as the Cancer Council and Jeans for Genes Day. These projects were led and run by student leaders across both Years 11 and 12 and our active Student Representative Council.

All Year 12 girls are expected to be leaders and in 2018, they were recognised as such in a Badge Ceremony where their responsibilities were considered. Subject Captains, Sports Captains, Maitresses, Cadets, Connect Group Captains and Prefects were appointed to positions designed specifically to promote Respect and Responsibility. All student leaders were designated portfolios and worked towards achieving their personal goals, under the guidance of a staff mentor. In many of these activities, older students worked with the younger students of the College to promote the importance of modelling behaviour, positive peer mentoring and building a respectful and responsible community.



Theme 12: Parent, student and teacher satisfaction

A period of expansion characterised the Preparatory School during 2018, with the addition of a fourth Kindergarten class and preparation for additional Year 1 and Year 2 classes in 2019 and 2020. This decision was based on extensive wait lists for Kindergarten entry.

During the **Preparatory School** building phase, significant opportunity for parents to communicate with the College was provided through a question-and-answer communication pathway, and regular updates were shared with existing and future families. Parent information sessions were conducted to facilitate open dialogue between staff and the parent community and focussed on sustaining the integrity and enhancement of the learning and play environments.

Parent feedback on the management of the process was relatively positive, with concerns being addressed through regular communication. Students were able to discuss their thoughts and feelings on changing environments as a regular component of investigations and conversations across the curriculum and with opportunities to share observations.

Open communication between parents and staff was supported through various channels including: Learning Discussions, with students also in attendance; parent information sessions including presentations on topics of interest as identified by parent groups; Windows into Learning where parents were invited to learn alongside their daughter; and special events such as the Performing Arts Concert, and the Athletics and Swimming Carnivals which were very well supported by the Preparatory School parent community.

Year 2 students mentored the Kindergarten students through a special program; and in turn, Year 2 students participated in the Peer Support Program led by Year 6 students.

Student achievements were celebrated through Value and Merit Awards during weekly assemblies and all students received a citation at the end-of-year Celebrations of Learning where specific achievements of individual students were acknowledged and articulated.

Parents were invited to provide suggestions for improvement; and reflective and proactive actions were subsequently considered.

Across the year, the **Junior School** appreciated strong parent attendance and involvement in College events. The Junior School Parent Group (JSPG) met each term to plan events and address their finances. Guest speakers were a key feature at the meetings, covering topics such as curriculum or wellbeing matters. Approximately 30 to 50 parents attended each of the three meetings throughout the year. The minutes and presentations were shared electronically with all members of the Junior School parent community after each meeting.

Theme 12: Parent, student and teacher satisfaction

The JSPG ran wonderful events throughout the year that provided connections and a sense of belonging for parents and the girls as part of both the wider Junior School and each year group.

Learning discussions were held twice a year for every student and provided prime time for connection between staff and parents; additional learning discussions were held as required. Discussions were also held between the classroom and/or specialist teacher and the parent. The girls were invited into these discussions about their learning, with goals set for future growth. Eighty-one per cent of parents joined the 2018 learning discussions.

An annual 'Celebration of Learning' was held for each year group, where parents were invited into the classrooms to celebrate the culmination of a unit of work for the girls. The students were challenged to present their models, experiments and texts that they had designed, in innovative ways.

Three large Junior School sporting events were held in 2018 with parents and grandparents invited to attend: In Term 1, the Cross Country Carnival, where approximately 10 per cent of parents attended; in Term 2, the Athletics Carnival, where approximately 30 per cent of our parents attended; and Term 4, the Swimming Carnival, where approximately 40 per cent of parents attended.

Student participation at school events was strong, with more than 90 per cent of students taking part. Girls participated in a wide range of Co-Curricular opportunities include Sports, Music, Dance, Crafts and Language Arts. In addition, 30 per cent of Junior School students (145/473) participated in Saturday sport.

Middle School is very proud of its culture of open communication and inclusivity. The significance of building ongoing parent-and-college relationships with a view to fostering a sense of transparency and support is valued.

Transition events such as the Links Day Parent Workshops in Term 4 (90 per cent attendance by Year 7, 2018 parent/s), and the Wellbeing Evenings in Term 1 (61 per cent Year 7 parent/s attendance) were very well patronised and appreciated.

Feedback includes:

- *"Having a choice of information sessions about aspects of life in Middle School allowed me to tailor the experience to my family's needs."*
- *"The opportunity to meet my daughter's Connect Teacher face-to-face helped to establish a line of trust from the beginning."*

Our active Middle School Parent Group (MSPG) facilitated various events such as the Welcome Morning Tea in Term 1; the Mother/Daughter and Father/Daughter Breakfasts in Terms 2 and 3 respectively; Learning Discussions; and Learning Showcases (Sokratis, Challenge Café). All these events were very well patronised, providing opportunities for parents to build connections and a sense of community.

The Connect Group communication model worked well for Stage 4 learners and provided parents with a

conduit for consistent two-way communication. Parent correspondence was active and consistent and feedback via email and phone verified a high level of satisfaction.

Middle School students had the opportunity to provide formal and informal feedback regarding the Wellbeing programs throughout the year via various surveys and one-on-one conversations with their Connect Teachers. Their level of satisfaction was clearly reflected in the data. Overwhelmingly the girls felt they:

- were safe and supported
- had a voice within Middle School
- had opportunities to meet new friends
- were organised in their daily routines
- were confident using their laptops
- enjoyed their peer-support sessions
- were welcome to communicate openly with their teachers.

After events such as our Connection Week (Year 7 Orientation), the Year 7 and Year 8 Wellbeing Days, Elevate Study Skills Workshops and guest speakers, student feedback was sought in order to refine and develop our programs for the next year group.

Focus groups were run by the Deputy Heads of School each semester to ascertain levels of student satisfaction and to invite input for future delivery. Academic load and organisation were keen topics of discussion, and as a result, action was taken to address concerns.

Overall, parents and students within Middle School registered an impressive level of satisfaction.

Student feedback was gained both formally and informally in the **Upper School**. Students were provided with the opportunity to provide formal feedback about their satisfaction with Connect programs via the annual Connect survey. The survey indicated that students had varying degrees of satisfaction with their Connect experience.

When asked if they felt that their Connect Teacher knew them well, the clear majority either 'Strongly agreed' or 'Agreed'. This was distinctly higher in the Year 10 cohort in comparison with Year 9 which is to be expected as Year 10 students have known their teacher for longer. For the students who disagreed, there was a significant number who identified a connection with a Secondary School teacher within the College.

The opportunity for open-ended responses was given by asking students what suggestions they had to improve the Connect experience in Upper School. The most common responses included more unstructured 'down time', opportunities to interact with other groups, games and physical activity options and an opportunity to study/complete homework. The programs that had the most positive feedback were those related to Connect Xtends (guest speakers) and Service Learning. There was only a handful of students who disagreed that both programs added value.

Upper School Connect staff had regular opportunities to provide informal feedback through Wednesday afternoon Wellbeing meetings. Connect Teachers

Theme 12: Parent, student and teacher satisfaction

provided formal feedback through the Connect Staff Survey. The survey focused on the skills required to be a successful Connect Teacher.

The survey results indicated that most teachers in the Upper School team felt supported and confident in responding to student needs. There were some teachers who felt uncertain about responding to students in distress, whilst others felt they needed support in building their repertoire of activities such as physical activity options. In response to the feedback, Wednesday afternoon Wellbeing time was used to create a series of self-selected workshops to allow Connect Teachers to build skills in their own areas of interest.

Parent feedback is always welcomed in the Upper School. The Upper School held many functions providing opportunities for feedback such as the Semester 1 and 2 Upper School Parent Group (USPG) Meetings, along with social events. Parents were invited to suggest agenda items for the USPG Meetings via invitation from the Parent Group Leader. The Head of Upper School held meetings with the USPG Parent Group Leader prior to meetings and created an agenda in response to parent interest and school direction.

Parents often supplied informal feedback via email following events and activities. High levels of satisfaction with International Exchange and Service-Learning experiences were common. Constructive criticisms were handled with sensitivity and care in a timely manner.

Internal surveys of students revealed a high degree of satisfaction with the Connect (pastoral care) teachers in **Senior School**. During the transition into the Senior School, students were provided with a choice of teacher and allocated to groups based on this choice. This step significantly increased the level of connection and engagement for the students.

Students recorded a high level of 'agree' or 'strongly agree' responses to questions such as: 'I feel comfortable speaking to any of my teachers when I have a challenge', 'I am given time in my Connect class to reflect on my growth either independently or with a teacher or peer', and 'I feel that my Connect Teacher knows me well'.

Senior girls had many opportunities to exercise their student voice through processes such as the Student Representative Council, Connect Group representatives and other formal committees, such as the Yearbook Committee. In addition, Senior School students were provided with the opportunity to engage with a staff mentor of their choice, for mentoring and/or coaching sessions. In 2018, 133 students requested a mentor, which involved 32 staff members. Further, girls were surveyed regularly and involved in focus-group discussions following key events and processes; their feedback provided data for improvement.

Open and constructive feedback from parents was encouraged through communications with the students' Connect Teachers, Deputy Heads of School and Head of Senior School.

The Senior School Parent Group (SPSG) provided support to the Senior School and met three times during the year.

Senior girls were present and accountable for their own learning during Learning Discussions with their parents and teachers, parents regularly contacted teachers and Deputy and/or Heads of Senior School to discuss their daughter's academic progress or wellbeing.

Informal feedback from conversations and written communication from departing Year 12 parents indicated a high degree of satisfaction with their daughter's schooling experience. Comments which provided suggestions for improvement were welcome and every effort was made to respond and consider these suggestions.

Staff were surveyed regularly in terms of induction (once per term) and responses were compared against previous data collected since 2015. Similarly, exit data was collected from staff and practicum students over the same time period and this data was reported upon, on a termly basis. This data provided feedback on our all HR programs as well as coaching and Professional Learning, providing the opportunity to improve and adjust offerings with regularity. All staff were provided with the opportunity to meet with HR for an exit interview where they could make some additional comments. The College also received anonymous data from our Employee Assistance Program, which helped us understand the types of reasons staff were accessing this service, as well as frequency of access.

In addition, the Staff Wellbeing and WHS Committee met once per term. Both committees provided data regarding staff satisfaction.

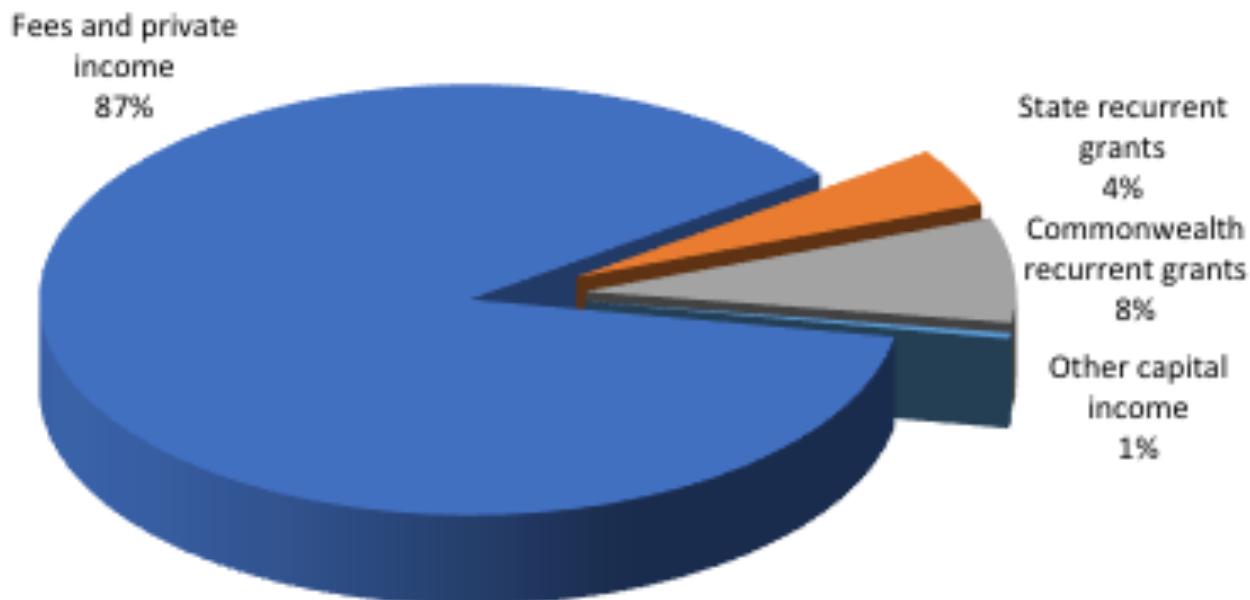
Overwhelmingly, the data from the above sources suggested that staff were satisfied with their *Pymble* experience.

The following quotations provide examples of feedback from members of the staff at *Pymble*:

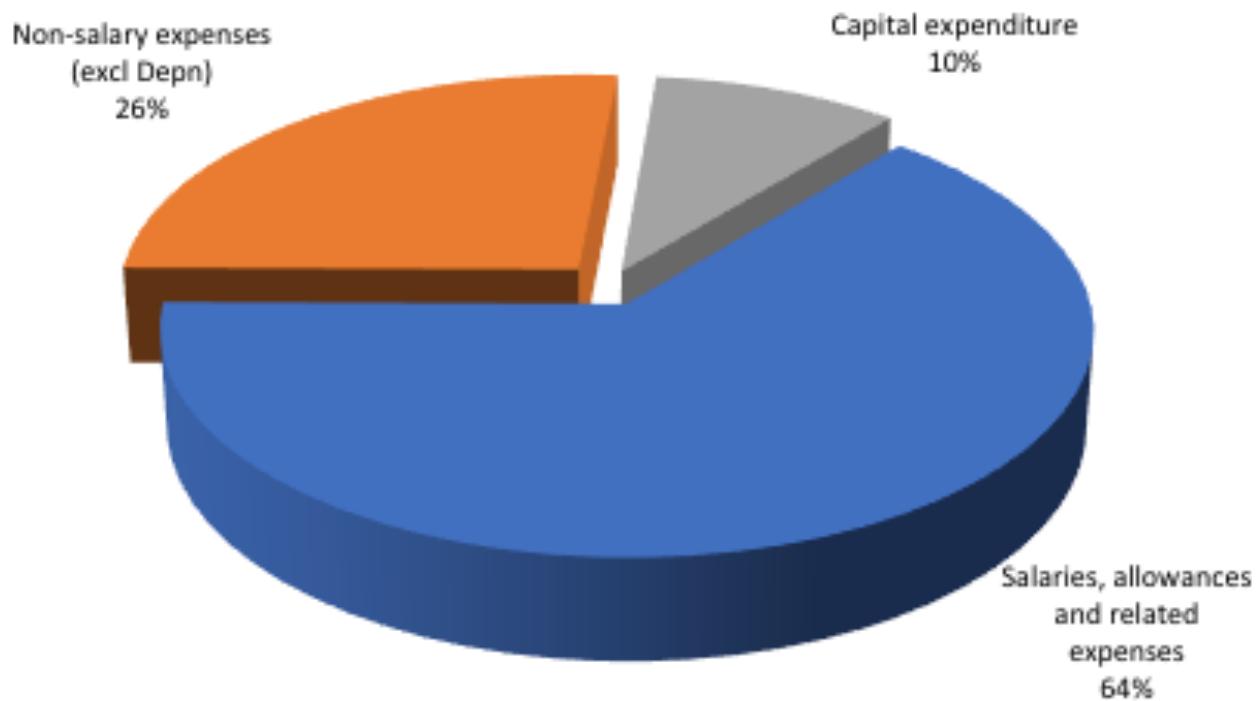
- "I have always found the culture at the College to be friendly, supportive and non-discriminatory. The staff have been welcoming and the Principal has been instrumental in creating this culture by reminding staff at the start of each year of the importance of daily greetings when passing another member of staff."
- "I have been very lucky to work with managers who understand life balance and who actively promote it and are very positive in their acknowledgement of any additional hours I have worked."
- "My role has really evolved and I have enjoyed trying lots of different things. I have taken advantage of all the opportunities I could at *Pymble* and have gained some great experience. I have had the opportunity to get to know a wide variety of staff as part of my role."
- "I had a family member experience a medical emergency on the day of the interview. The staff in HR were extremely understanding and helpful and rescheduled my interview."
- "The recruitment and interview process was streamlined and I felt that the communication was excellent."
- "The support staff are fabulous, and I was so impressed with the print-room guys, they made my job so much easier. It was lovely having really friendly, helpful staff around when you are only in a place for a short time."

THEME 13: Summary financial information

PYMBLE LADIES' COLLEGE INCOME 2018



PYMBLE LADIES' COLLEGE EXPENDITURE 2018





ANNUAL REPORT 2018



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

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