

Pymble Ladies' College



Annual Report 2020

“If our girls can dream it,
they can do it at Pymble.”

DR KATE HADWEN
PRINCIPAL

**WATCH US
CHANGE
THE WORLD™**



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THEME 1

Message from the Chair of College Council

2020 was an extraordinary year by anyone's measure – unprecedented and unpredictable. The College Council remains incredibly proud of the tremendous Care, Courage, Integrity, Respect and Responsibility shown by our community of staff, students, parents and carers as they supported one other through a series of unimaginable challenges, not least of which was the global COVID-19 pandemic.

To put the year in perspective, College Council met weekly or fortnightly for most of 2020 instead of the eight meetings typically scheduled in a year.

The resounding feedback from Council members and our wider community is that our Principal, Dr Kate Hadwen, is an exceptional leader who continues to step up, embrace complexity and uncertainty and lead our *Pymble* family with care, grace, clarity of purpose and strategic intent, supported by an outstanding leadership team.

At the start of the year, our community rallied to support the many Australians, including our rural Boarding families, who were affected by the devastating effects of drought, bushfires and/or flooding. Our Phoenix Bushfire Relief Variety Concert in February raised approximately \$4,000 to support affected communities and the College continued to offer significant fee relief to families throughout the year.

“2020 tested us all in ways we did not anticipate. Meeting the challenges of this year required resolve, sleepless nights and the courage to make tough calls.”

MR JAMES HUNTER

In Week 8 of Term 1, *Pymble* was the first independent school in NSW to transition fully from face-to-face teaching to online learning, underscoring the College’s excellent digital preparation and investment in recent years, the foresight of our Senior Executive team and our commitment to the health and safety of our students, staff and families.

This early transition online was made possible thanks to the incredible efforts of Dr Hadwen, our Deputy Principal Mrs Julie Shaw and our executive members, in particular Director of Innovative Technologies Mr Anthony England and Director of Curriculum Innovation Mr Justin Raymond. They led effective and rapid training sessions to equip students, staff and some parents for *Pymble Online*, which proved to be an excellent online learning platform for our academic, co-curricular and service learning programs (see Principal’s report on page 6 for more detailed information).

Following eight weeks of online learning and school holidays, a carefully co-ordinated Return to Campus plan in Term 2 allowed students and staff to return to face-to-face teaching and learning in a COVID-19 compliant manner. It is a credit to the meticulous planning of our leadership team, and the unwavering

support of students, staff and families that our campus was able to stay operational for uninterrupted face-to-face learning for the remainder of 2020.

I have no doubt that, in the years and decades ahead, future *Pymble* girls will study 2020 in their history lessons as a year when a pandemic transformed our lives, our economy and our society; a year in which people in every corner of the world were impacted by lockdowns, remote schooling, disruption to the economy and employment, loss and isolation.

I am incredibly proud of our girls’ achievements during this time, starting with our Higher School Certificate results. The full results can be found on pages 18 and 19 of this report and are testament to our Year 12 cohort’s resilience, flexibility and commitment to their studies during a year of immense challenge, and our incredible teachers’ efforts to ensure learning of the highest standard continued at all times.

Special congratulations to our Dux of College, Akina Li, who achieved the top ATAR of 99.95 and placed first in NSW for Latin Extension and English Extension 1, and fourth in the state for Latin Continuers. In total, 19 of our girls



received an ATAR greater than 99, 26 were named as all-round achievers and *Pymble* students earned 457 mentions on the NESA Distinguished Achievers list for 2020.

While opportunities for participating in annual academic and sporting competitions were limited by the pandemic, *Pymble* girls won the IGSSA Swimming and Diving Carnivals and claimed the Overall Point Score trophy for Champion School at the IGSSA Rowing Championships before major sporting fixtures were temporarily postponed or altered to comply with the current COVID-19 health and safety guidelines.

In the second half of the year, we marked a significant milestone in the history of our College with the acquisition of a new Outdoor Education campus. Purchased from Wesley Mission, Vision Valley at Arcadia is an important addition to our

facilities and an outcome we worked towards for many months as part of our strategic planning for the future. The acquisition of this second campus will enable us to deliver quality outdoor education and experiential learning programs for our girls, other schools and the many organisations we support through community service. In addition, the College intends to host personal and professional development retreats for our staff and wider community at Vision Valley.

In other important news, we received the final approval from the Uniting Church in Australia's Synod Standing Committee to incorporate. The path to incorporation has been 44 years in the making and gives us the opportunity to modernise our governance structures and safeguard *Pymble's* future, while continuing to operate as a proud school of the Uniting Church in Australia. My thanks to Director



of Finance, Mr Andy Lang, who has led this complex transition, working closely with the Principal and Chair of College Council.

2020 tested us all in ways we did not anticipate. Meeting the challenges of this year required resolve, sleepless nights and the courage to make tough calls. I would like to extend my sincere thanks to my fellow Council members Mrs Meredith Scott, The Rev Stephen Aynsley, Mr Chris Fydler, Ms Melinda Graham, Dr Kate Highfield, Prof Gin Malhi, Mr David Myers, Mr Simon Rothery, Ms Fiona Roughley, Ms Kristen Wydell and Ms Anne Empson. It is with much gratitude that we farewelled Meredith Scott at the end of the year after serving with distinction on Council for 11 years as Deputy Chair of Council, Chair of the Audit, Risk and Finance Committee, as a member of the Nomination and Governance Committee and Chair of the Pymble Ladies' College

Foundation Trust. We also said goodbye to Ms Anne Empson, who served as our Ex Officio member for five years and on the Asset Management Committee. Thank you all for your many hours of work and commitment to our College.

Finally, thank you to our phenomenal Principal, Dr Kate Hadwen, our excellent Deputy Principal, Mrs Julie Shaw, the talented Senior Executive team, all the hard-working staff members at the College and our partners in their daughters' education, our *Pymble* parents, carers and families. In a trying year, we have rallied together to provide unwavering support, encouragement, care and compassion for our girls and each other, which speaks volumes about the shared values and strength of our College community.

MR JAMES HUNTER
CHAIR OF COLLEGE COUNCIL



Message from the Principal

In 2020, the seemingly impossible in education became our new normal. It began with several students and families unable to return to school for the start of the year due to the emergence of a new virus overseas and morphed quickly into the COVID-19 global pandemic, during which schools had to dig deep to reinvent the delivery of teaching and learning, along with co-curricular activities, to keep their students, staff and families safe.

Thanks to the relentless planning and hard work of our forward-thinking team of operational, academic and co-curricular staff – not to mention the unwavering support of our wonderful students and families – connected and engaged teaching and learning was able to continue uninterrupted at *Pymble* at all times during 2020.

The College was fortunate to have the technology in place to rollout a comprehensive online learning program, *Pymble Online*, in anticipation of schools closing in Term 1. The addition of Microsoft Teams to our existing online tools and platforms allowed us to achieve our aim of replicating a normal classroom as closely as possible to maintain essential face-to-face connections between students and staff. After two weeks of

intensive Teams training for students and staff, families were given the choice of keeping their daughters at home to learn or, if they worked in essential services, sending their daughter to the College for supervised learning under official COVID-19 health and safety guidelines. While most families chose for their daughters to learn remotely as we headed into lockdown, all academic lessons, Connect Time (daily wellbeing) sessions and school assemblies were delivered to all students via *Pymble Online* from Week 8 in Term 1 and the College was able to remain open to support essential and frontline workers.

The success of *Pymble Online* was such that we quickly extended the program to include co-curricular sports fitness and training sessions and live events.

“Pymble Gives Back encouraged students, staff, alumni and parents to participate in a range of activities to help the vulnerable in our community, while self-isolating at home...”

DR KATE HADWEN

Pymble Online Sport featured a dedicated section for each sport offered at the College with activities, notes and videos covering physical training, skills and technical training and, for some disciplines, tactical, mental and psychological training. *Pymble Online Sport* also ran two live online fitness sessions daily for students, siblings, staff and parents to join in from home, during term time and holidays, to encourage physical activity, self-care and connection with our community.

Keeping our students and families connected during the Easter holidays in isolation was the driving force behind the launch of two additional online programs launched to our community in 2020.

Pymble Gives Back encouraged students, staff, alumni and parents to participate in a range of activities to help the vulnerable in our community, while self-isolating at home and maintaining social distance during the homebound holidays.

Activities in the program included cooking meals for women and young children in Women's Community Shelters, sending videos and letters to residents of local aged care facilities, sewing fabric hearts to comfort newborn babies in the Neonatal Intensive Care Unit at Westmead Hospital, knitting squares to turn into blankets for the

Wrap with Love charity, becoming an online reading buddy to support younger students practising their reading and volunteering for doorstep deliveries and wheelie bin duty for the disabled and elderly through the Ku-ring-gai Neighbourhood Centre.

The response was phenomenal and spoke volumes about the values our community upholds. It was with enormous pride that we learned our *Pymble* community cooked and delivered enough meals, snacks and groceries during the Easter holidays to feed seven women's shelters across New South Wales.

Simultaneously, the Principal's Project was launched to inspire students to use the holidays as an opportunity to complete a hobby or a passion project of their choice. Students signed up to an online portal where they could attend meetings and seek help and guidance from teacher mentors and other participating students. As part of their submission, each student was required to demonstrate how her project incorporated the six global competencies of Communication, Creativity, Citizenship, Collaboration, Critical Thinking and Character. Students from Years 3 to 12 submitted a wide range of projects, which ranged from the creation



of videos, original music compositions, websites and games, to online storybook reading sessions for learner readers, to a series of podcasts with young people around the world speaking about their experiences during the pandemic.

Our staff also organised a host of other online events to keep students, families and staff connected during lockdown, including a Lego building competition, Trivia night and interactive pasta-making demonstration. Like many schools, we also encouraged our students, especially our Army Cadet Unit girls, to participate in "Light Up the Dawn" for ANZAC Day in place of our usual whole-school ceremony.

Of special note is our *Ode to Joy* music project in celebration of the 250th anniversary of the birth of Beethoven. Music staff invited members of our community to submit videos of themselves playing or singing (in German!) the composer's masterpiece, which were then collated into a virtual choir and orchestra project and launched via a live-streamed event. Featuring 681 submissions from *Pymble* students, staff, parents and alumni, our *Ode to Joy* reflects the many ways our community rallied together to inspire hope and joy in a year of immense challenge.



“... Ode to Joy reflects the many ways our community rallied together to inspire hope and joy in a year of immense challenge.”

Following our carefully co-ordinated staged return to campus in Week 3 of Term 2, we continued to use our excellent online platforms to hold virtual events in compliance with COVID-19 restrictions. These included assemblies, special College occasions such as our Commemoration Day Service, our annual SEEDS program in which our Year 8 girls teach sustainability lessons to Year 6 students, exhibitions of major works produced by students of Visual Arts and Textiles and Design, workshops and performances by our dancers and musicians. Our Diving team even took part in a virtual diving competition held at Sydney Olympic Park.

We also launched a series of Challenge by Choice Massive Open Online Courses (MOOCs) via *Pymble* Online for students who wanted to take up the challenge of learning something new (such as coding, robotics, food technology, first aid, astronautical engineering or leadership) in their own time.

As restrictions began to ease gradually in the second half of the year, it was wonderful to see our entire community of students, staff and families continue to observe all precautions and care to keep our community safe as we transitioned back to face-to-face teaching and learning and resumed co-curricular sport and activities, albeit reimagined for

COVID-19 safety. Eventually, spectators and visitors were once again welcome at College events, sporting fixtures and special ceremonies, which felt as joyful as a family reunion.

As our Chair of College Council has acknowledged in this report, 2020 was an unprecedented and unpredictable year of enormous and, at times, overwhelming challenges. Throughout it all, we have counted our blessings. We are fortunate to have such an incredibly supportive Chair and College Council who continue to go above and beyond in their incredibly important work helping to guide our present and shape our future. We are blessed to have staff who show inimitable dedication to their craft and to the outcomes of the students in their care, and students who appreciate – and aspire to make the most of – the gift of a *Pymble* education and all those who work so hard to make this possible. We are grateful to have families who trust us to make the best decisions for their daughters – our girls – and who continue to demonstrate that our College values of Care, Courage, Integrity, Respect and Responsibility are their values too. From the bottom of my heart, I thank each member of our *Pymble* family for standing tall, standing strong and standing together in 2020.

DR KATE HADWEN
PRINCIPAL



Message from the Pymble Parent Association (PPA)

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

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

2020 produced a very different year for the *Pymble* parent community.

The year commenced as usual with plans for our traditional parent and daughter events, fundraising initiatives and community engagement. Early in February, we hosted our annual Icebreaker Cocktail Party, which was attended by more than 500 parents and staff. This was followed by a wonderful afternoon of connecting and mingling for new parents to the College at our annual New Parents' Lunch.

Then COVID-19 restrictions and lockdown occurred and the PPA's role changed to one of supporting school initiatives and connecting with the *Pymble* community through online communication. We encouraged families to embrace the amazing programs that Dr Hadwen and staff at the College provided for students and families, including *Pymble Gives Back* to assist and support our wider community.

While we had to change the format to comply with the COVID-19 restrictions at the time, we were very excited to host a World Teachers' Day barbecue for staff. This event was a wonderful opportunity for the parent community to acknowledge our amazing College staff and say thank you for their incredible effort in supporting our daughters during a very unsettling and challenging year.

“... lockdown occurred and the PPA’s role changed to one of supporting school initiatives”

MRS PRISCILLA MACPHERSON

While parent volunteers at this event were limited to four people, more than 300 staff members received a scrumptious lunch as a thank you for all their hard work in 2020.

Many meetings were held by the PPA throughout the year to provide valuable information to parents in various interest groups across the entire school. A combination of face-to-face and online meetings were utilised to ensure we were able to connect to the widest audiences possible.

The PPA was also pleased to continue to fund The Vicki Waters Courage Award to recognise students who have demonstrated exceptional courage or bravery in a situation of personal challenge. This is awarded to three students, one in Years 6, 8 and 10, at the Junior and Secondary School Speech Days.

Additionally, the PPA continued its commitment to staff education by awarding \$6,000 through the PPA Professional Learning Grant to assist teachers with their professional growth.

In addition to PPA-specific events, the multiple parent support groups across the different sub-schools, sports and music groups took advantage of any opportunity presented during the year to ensure they

continued to provide communication and support to the *Pymble* community, adapting to the varying levels of restrictions as they arose. This inclusive parent community and school engagement group, involving many dedicated parents and teachers, is one of the strengths of Pymble Ladies' College.

On behalf of the PPA Committee, I would like to thank our Principal, Dr Kate Hadwen, all *Pymble* staff and parents 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 2020. 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 PRISCILLA MACPHERSON
PRESIDENT – *PYMBLE* PARENT ASSOCIATION



Message From the Head and Deputy Head Prefects

One of our favourite things about Pymble is how everyone can feel 'seen' and celebrated for their unique achievements and interests. This is exactly what the prefect body wanted to encapsulate with this year's theme, '2020 Vision', which was all about helping each individual girl to value themselves by making the most of every opportunity with an open mind and an open heart.

We kicked off the year at the Alliance of Girls' Schools Student Leadership Conference held at the University of Sydney – an incredibly rewarding experience facilitated by the leadership organisation yLead.

Back at Pymble, we challenged the girls to think of their wildest aspirations at our launch assembly by throwing Starbursts out into the crowd and showing that small, individual actions could be just as important as big dreams.



“It’s safe to say that no one could have predicted how the rest of the year unfolded!”

ANNABELLE RICHENS

It’s safe to say that no one could have predicted how the rest of the year unfolded! Even so, *Pymble* proved ready for the challenges of online learning, and the Prefect body was no different. We had great fun adjusting to virtual assemblies with hilarious videos, homages to cancelled events, weekly aspiration challenges and some awesome resources to keep everyone entertained throughout lockdown.

An online start to Term 2 provided the perfect opportunity to introduce our next focus, ‘looking out’ for others and practising empathy and compassion. We practised ‘seeing’ the world through other people’s eyes by celebrating National Reconciliation Week, International Women’s Day and distributing thank you cards to staff in all College departments as tokens of appreciation for their hard work in the transition to online learning. Using the new *Pymble* Prefects Instagram account, we could communicate with the girls in real time, relaying messages regarding upcoming events and creating perspective and wellbeing challenges that were all about ‘seeing the bigger picture’.

THANK YOU

Finally, to our Principal Dr Hadwen, Deputy Principal Mrs Shaw and Dean of Students Ms Rockwell: thank you for being the female leaders we looked up to. You inspired us to be better leaders, better role models and better people. To their assistants Mrs Sengupta, Mrs Haynes and Mrs Hawkins: what would we do without your support? Thank you for always finding the time to answer our questions, and to welcome us into your office. To our Head of Senior School Mrs Wyse, Deputy Head of Senior School Ms Gallardo and Head of Year 12 Mrs Harrison: thank you for always being there for us and putting a smile on our face every day in the Senior School Centre.

To the *Pymble* girls, our family: thank you endlessly for injecting so much spirit, service and fun into 2020. Thank you for embracing us with open minds and open hearts – we hope that we have done the same for you.

ANNABELLE RICHENS
HEAD PREFECT

VIVECA TANG
DEPUTY HEAD PREFECT

THEME 2

Contextual information about the school and characteristics of the student body

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

A strong academic record and focus on each student as an individual creates a caring, safe and stimulating environment that inspires a balanced educational experience. The College is as deeply committed to academic sporting and cultural excellence as we are 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 version of themselves.

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 School has its own Head of School and Deputy Head of School.

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



THEME 4

2020 Higher School Certificate (HSC) overview

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

In 2020, 248 students from Pymble Ladies' College sat for the NSW HSC in 47 courses, including two new courses: Design and Technology, and Software Design and Development. 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.

On average, 78% of *Pymble* candidates across all 2-unit courses offered at the College achieved results in Band 5 and 6, compared with 43% of students across the state in the same subjects.

An area of improvement in 2020 was the outstanding achievement in the 1-unit Extension courses – 100% of *Pymble* candidates were placed in Band E3 or E4, compared with 64% across the state. This is a testament to the hard work of both students and staff to enable these results in such challenging courses and we hope it will encourage future students to study at this level.

Pymble shone in the following subjects in which our combined Band 5 and 6 results were 30% or more above

the state percentages: Agriculture, Biology, Geography, Drama, Personal Development, Health and Physical Education (PDHPE), Modern History, Dance, Food Technology, Legal Studies, Earth and Environmental Science, Business Studies, Textiles and Design, Economics and Ancient History.

63% of our students had at least one Band 6 result, placing them on the Distinguished Achievers list.

In the period from 2019 to 2020, the following are examples of percentage improvement in Band 5/6 results or Band E3/E4 results: Italian Beginners 50%, Studies of Religion 40%, Science Extension 28%, French Continuers 22%, Agriculture 20%, English Extension 2 20%, PDHPE 17%, Textiles and Design 15%, Geography 13%, English Extension 1 12%, Music 1 10%, Earth and Environmental Science 8%, Biology 3%, Modern History 2% and Investigating Science 2%.

Pymble had one student selected to have her major work exhibited at every HSC Showcase and Exhibition – for Drama, Dance, Music, Visual Arts, Textiles and

An area of improvement in 2020 was the outstanding achievement in the 1-unit Extension courses – 100% of Pymble candidates were placed in Band E3 or E4

Design and Technology – along with multiple nominations. COVID-19 created many obstacles around completing these major works, however, students and teachers worked long hours and conducted individual video chats on Microsoft Teams to keep these projects on time whilst maintaining a high standard.

BEST IN SUBJECT

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

- English Extension 1
- Latin Extension
- Italian Beginners.

In addition, 14 students earned a place in the Top Achievers in Course list across a variety of courses:

- Drama (2nd and 6th)
- Italian Beginners (2nd and 4th)
- Latin Continuers (4th)
- Chinese Continuers (4th)
- Chinese Extension (4th)
- Ancient History (5th)
- Japanese Extension (5th)
- Design and Technology (6th)
- Chemistry (7th)
- Agriculture (10th)
- Geography (10th)
- History Extension (10th).

ALL-ROUND ACHIEVERS

26 (11%) *Pymble* students 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 2020, *Pymble* students earned 457 mentions. This was achieved by 156 individual students or 63% of our HSC candidates.

HSC SHOWCASES AND EXHIBITIONS

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

- ARTEXPRESS – two students had their Body of Work selected for exhibition and two students were nominated.
- Encore – one student was selected to perform and six students were nominated.
- Callback – one student was selected to perform and three students were nominated.
- OnSTAGE – one student was selected to have her major work video shown and ten students were nominated for their individual performances.
- Textstyle – one student's major project was selected for inclusion in the exhibition and another student was nominated.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2020, the formal Record of School Achievement was not awarded by NESAC to any *Pymble* students.

VOCATIONAL EDUCATION AND TRAINING (VET)

Pymble offers one VET course, which is Hospitality. In 2020, 18 students completed this course and achieved Certificate II in Kitchen Operations and Cookery. All students also sat for the HSC examination in the course.

2020 HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE

Performance Band achievement by percentage (rounded)

Course	Number of 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	11	90	63	10	99	39	1	45
Ancient History	26	84	26	9	63	33	37	51
Biology	93	85	23	7	79	31	21	56
Business Studies	50	85	24	9	72	35	28	48
Chemistry	74	85	27	13	69	43	31	47
Chinese Continuers	4	94	100	43	100	76	0	20
Classical Greek Continuers	2	79	0	50	0	70	100	30
Dance	6	88	17	9	100	58	0	41
Design and Technology	32	85	24	16	67	47	33	51
Drama	20	93	75	19	95	47	5	51
Earth and Environmental Science	6	83	33	6	67	30	33	56
Economics	28	87	18	13	82	51	18	40
English (Advanced)	222	85	25	14	81	63	19	36
English (Standard)	20	75	0	1	18	12	82	78
English EAL/D	6	82	0	3	50	26	50	58
Food Technology	21	86	29	9	71	30	29	54
French Continuers	8	91	50	31	88	64	13	33
Geography	31	90	52	13	90	42	10	45
German Continuers	3	77	0	25	33	65	67	30
Hospitality	17	85	6	4	61	36	39	58
Investigating Science	9	84	22	5	56	28	44	56
Italian Beginners	26	84	26	16	74	46	26	43

2020 HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE (CONTINUED)

Course	Number of 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 %
Japanese Continuers	8	96	75	29	75	56	25	38
Latin Continuers	2	97	67	50	100	89	0	11
Legal Studies	69	87	41	15	78	40	22	49
Mathematics (Advanced)	111	87	38	23	81	53	19	43
Mathematics (Standard)	86	80	17	5	52	25	48	51
Modern History	35	89	44	10	81	37	19	47
Music 1	14	90	71	22	93	64	7	34
Music 2	7	91	67	38	100	88	0	12
PDHPE	38	87	51	25	69	52	31	51
Physics	31	82	29	13	61	41	39	45
Software Design and Development	10	81	0	13	50	38	50	51
Studies of Religion	3	84	0	8	100	44	0	50
Textiles and Design	20	89	45	17	90	57	10	39
Visual Arts	48	86	31	17	94	65	6	33

2020 EXTENSION COURSES

Performance Band achievement by percentage (rounded)

Course	Number of Students	School Median /50	Band E4 School %	Band E4 State %	Band E3-4 School %	Band E3-4 State %
Chinese Extension	2	48	100	70	100	98
Classical Greek Extension	2	42	0	78	100	100
English Extension 1	35	45	51	39	100	93
English Extension 2	7	47	57	26	100	82
French Extension	3	44	33	27	100	81
History Extension	17	44	47	21	100	76
Japanese Extension	4	48	75	44	100	89
Latin Extension	2	49	100	87	100	100
Mathematics Extension 1	81	88/100	47	38	94	74
Mathematics Extension 2	24	88/100	36	36	92	84
Music Extension	6	50	100	69	100	97
Science Extension	9	39	11	7	100	74



THEME 5

2020 Learning and Teaching overview

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

Our professional learning culture is well established and focused on developing confidence and capacity in areas which have an immediate, positive impact on student learning and growth. The College makes extensive use of our teachers' individual passions, skills, and talents as researchers, leaders and facilitators of professional learning to build capacity in educational leadership and specific skill areas.

2020 CONTEXT

In 2020, the COVID-19 pandemic disrupted education and the experience of the classroom for students and teachers alike. In a time of emergent learning, fast-paced change and unforeseen challenges, the College had to adapt and deliver quality professional learning in a new area while testing a new learning environment. Teachers, parents and students re-imagined what quality teaching and learning looked like in an online environment and subsequently adjusted to new modes of learning. The delivery of professional learning was also re-imagined as we shifted to online platforms such as Microsoft Teams (Teams) and Seesaw. Upskilling our staff

to deliver quality teaching and learning online took priority in Semester 1 of 2020. In a matter of weeks, College staff were trained to locate viable alternatives to the traditional model of teaching in the physical classroom, designing learning experiences that were meaningful and inclusive.

The professional learning landscape at *Pymble* is organised around three approaches:

A. Internal opportunities: A suite of workshops is available through the College's Professional Learning Catalogue. These include single interactive sessions of 60 minutes, whole-day sessions and the Reflect-Review-Renew program (RRR). As part of the RRR program, individual teachers set personalised goals to improve their practice in targeted areas and work with similarly interested colleagues on a range of collaborative and independent projects. Executive, Heads of School and Heads of Learning Areas work to ensure all teachers are able to authentically embed their professional learning within their day-to-day work.

In 2020, the COVID-19 pandemic disrupted education and the experience of the classroom for students and teachers alike

B. Collaborative planning: Teams of teachers meet to respond to faculty and/or stage curriculum, pedagogy and syllabus demands. With a focus on improving practice, responding to new curriculum requirements and designing for rigour in learning and assessment, faculty-based and year-based teams use this time to re-imagine current programs of value or to design/redesign new units of work.

C. External opportunities: Going beyond the College to gather with colleagues from other schools, sectors and other fields exposes our teachers to fresh thinking, novel ideas, emerging research and expertise. The College also seeks partnerships with external experts across varying fields, inviting these experts into the College to work with our staff.

SECTION A: INTERNAL OPPORTUNITIES

Most internal opportunities are collated at the start of the year and advertised through the College's Professional Learning Catalogue. Other opportunities develop in response to individual, group or environmental learning needs. In 2020, the College defined its suite of internal professional learning opportunities in the following areas:

- Teaching and Learning
- Research and Innovation
- Accreditation
- Leadership
- Wellbeing
- Compliance.

In response to COVID-19, the College included a number of internal professional learning courses to upskill staff in the area of teaching and learning online.

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

Teaching and learning	Participants
Watch Us Change the World Conference	304
Teacher Learning Series – Teachers sharing and showcasing online teaching and learning practice	58 (6 sessions)
Technology as a Learning Accelerator – Including Microsoft Teams 101 and 102, and Seesaw	372 (7 sessions)
Grub in the Hub	14
Apple Bytes: iPad	18
Blended Learning	5
Knowing the Learners (Semester 1)	8 (Professional Learning team)
Demystifying Creativity: Towards an Implementable Conceptualisation	26 (2 workshops)
Using Data to Inform Practice	26

Teaching and learning	Participants
LAST Protocol	5
Supporting Students with Specific Learning Needs	33 (3 workshops)
Challenge and Extension for High Potential Learners	30 (Professional Learning team)
Assessment: Authentic Practice for Personalised Learning	10 (Professional Learning team)
Making the Most of Feedback	19 (2 workshops)
Teach Meet Assessment – In partnership with GEMS World Academy International School Singapore	48 4 (External presenters)
Engaging Students Through Thinking Routines and Integrating Technology	11
Understanding Chinese Dialects and Language – Run by EAL/D teachers, Victoria Adamovich and Anna To, for K-6 teachers	20
Learning Festival: Challenge and Extension	Term 1: 216, Term 2: 35, Term 3: 56, Term 4: 19
The Indigenous Scholarship Program at <i>Pymble</i> : An Overview	8
Aboriginal Kinship Module	29
Total participants (teaching and learning):	1370

Research and innovation	Participants
Dipping Your Toes into Research	12
Designing Effective Research Surveys	9
Play – Conducted by Head of Junior School, Kate Brown and Deputy Head of Junior School, Anna Plant	2
Total participants (research and innovation):	23

Accreditation	Participants
Proficient Teacher	4
Experienced Teacher	16
Total participants (accreditation):	20

Leadership	Participants
Educational Leadership	4
NESLI: Executive Leadership Colloquium – Our senior and middle leadership teams engaged in this course focusing on building leadership capabilities and strategies. Part of this course was to participate in a series of ongoing coaching conversations with a peer to explore current issues, challenges or concerns experienced in the individual's leadership and the completion of a Personal Leadership Project (PLP)	24 (Executive) 14 (HoLAs)
Total participants (leadership):	44

Wellbeing	Participants
Understanding Perfectionism	28
Teen Temptations: Preventing and Delaying Harm	71
Boosting Wellness in the Classroom	12
RULER: Emotional Intelligence Training	74
Chinese Language and Cultural Advice: How to Communicate Better with Chinese Students and Parents about Wellbeing, by Chinese Language and Culture Advice (CLCA) Managing Director, Jing Cao	250 approx.
Sleep for Better Health, Resilience and Performance, by The Sleep Connection founder, Lisa Maltman	250 approx.
Rites of Passage Training, by Rites of Passage founder and CEO, Arne Rubinstein	309 (2-day workshop)
Total participants (wellbeing):	1105 approx

Compliance	Participants
Warden Training	62
Chief Warden Training	26
E-safety: Online Risks and Protective Factors	255
Provide First Aid – 3 Years	14
Total participants (compliance):	357

SECTION B: COLLABORATIVE PLANNING

Collaborative planning was used by faculty and school teams early in Semester 1 to transfer teaching and learning to online platforms and virtual classrooms. Time was allocated to staff training via Teams and Seesaw, and to faculty-based and year-based teams to redesign teaching and learning units into synchronous and asynchronous experiences that would ensure continuity in learning. In Semester 2, collaborative planning time was used to capitalise on

the lessons learned during COVID-19 and to continue to build quality learning experiences for the students. With the introduction of Michael Fullan and Joanne Quinn's Deep Learning, some faculty teams used collaborative planning time to begin looking at units of work to be redesigned using the Deep Learning Framework.

SECTION C: EXTERNAL OPPORTUNITIES

External opportunities for professional learning continued to be significant for

Pymble staff and focused principally on remaining engaged with current directions in learning theory and educational research, discipline-specific knowledge and networking with a wide range of educators. Teaching staff engaged in conferences and workshops, webinars, lectures and online courses. The table opposite indicates the number of external courses in which *Pymble* teachers participated and the external experts/networks/partners with whom *Pymble* teachers engaged.

External experts, relationships, partnerships and courses

Connections with external experts and courses are encouraged to support and inspire excellence in the design, implementation and delivery of teaching and learning.

Professional learning opportunities or courses external to the College	143
Courses	No of 2020 participants
Accreditation	7
Careers	8
Senior School Curriculum	25
Debating	1
Digital Technologies	3
Discipline specific – HSIE	9
Discipline specific – GBE	8
Discipline specific – English	5
Discipline specific – Art	4
Discipline specific – Languages	2
Disciplines specific – PDHPE	2
Discipline specific – Science	9
Discipline specific – Performing Arts	7
Discipline specific – Mathematics	10
Discipline specific – TAS	5
Educational Support	1
Junior School Curriculum	4
Leadership	5
Partnerships	3
Preparatory School EAL/D	5
Preparatory School Curriculum	5
Research	4
Wellbeing	8
Rites of Passage founder and CEO, Arne Rubinstein	309
The Sleep Connection founder, Lisa Maltman	200 approx.
Headspace	309 approx.
St Andrew's Cathedral School Research Conference (online) – <i>Pymble</i> teacher presenters, Anna Plant and Mariel Lombard	2
National Coalition of Girls' School Global Action Research Fellowship – Awarded to Katie Jackson	1
Kimochis – Attended by Preparatory and Junior School leaders	8
URSTRONG – Friendship program now introduced in the Preparatory and Junior Schools	4
Literacy: Fountas and Pinnell Growth Workshops	6
InitialLit – Training for Preparatory School staff	15
Wellbeing: Grow your Mind – Staff wellbeing and an introduction to the program for students in the Junior School	15
Primary Years Programme (PYP) – Four weeks of online learning undertaken by Preparatory and Junior School staff to heighten understanding of inquiry learning and integrated learning as well as the need for global mindedness and development of key competencies in all students	4



Courses	No of 2020 participants
Celestino and the Urban Living Lab – Working with Celestino to design real-world learning in the area of environmental solutions: waste management, electricity and water	5
HSC Marking GBE English Mathematics Visual Arts TAS HSIE Languages Performing Arts Science	4 2 1 7 2 5 6 2 1
AIS Designing for Deep Learning Network – <i>Pymble</i> joined the AIS Deep Learning Network and will remain part of this collaborative working group for the next three years as Deep Learning is implemented and embedded throughout the College	
Faculty-based relationships and professional learning with external experts Visual Arts – Experts Rafael Burton and Anne Starling worked with Year 8 teachers on a unit of work based on an environmental theme, providing opportunities for students to reflect on the issue of personal and global significance. Students and teachers were able to develop their skills in linocut and dry point printmaking forms English – English consultant with the University of Sydney and the AIS, Axel Kruse hosted two workshops on teaching TS Eliot to Year 12 students. Novelist, Emily Maguire was engaged as Writer in Residence Science – Stile Education Community Leader, Josh Ravek was engaged to explore the use of the Stile App in Science	6 16 24



CHANGES TO THE NSW PROFESSIONAL LEARNING LANDSCAPE: LOOKING TO 2021

At the end of 2020, the Minister for Education conducted a review of the Professional Development (PD) and Accreditation landscape and altered the conditions for all accredited course providers of professional learning, resulting in schools automatically losing their ability to offer NESA-registered professional development.

According to the new interim conditions, NESA-accredited PD replaces NESA-registered PD and now falls into four initial priority areas. NESA requires that PD for teachers fits into these four priority areas:

- Delivering and assessing NSW Curriculum
- Student/child mental health
- Students/children with disabilities
- Aboriginal education and supporting Aboriginal students/children.

Elective PD replaces Teacher-identified PD. Both Accredited and Elective PD courses must adhere to a new set of requirements.

As we look to 2021, we are interested in developing partnerships to continue building a culture of excellence

As of January 2021, course providers were invited to apply to NESA directly to have individual PD courses provisionally

accredited. In the interim period from 1 January to 31 July 2021, *Pymble* has been successful in having two courses accredited, with a suite of eight courses to run as Elective PD in Term 2 2021. In the second half of 2021, NESA will release information on how schools can become an accredited course provider. We look forward to making an application to have a full suite of professional learning courses specific to our College strategic intents accredited.

POTENTIAL PROFESSIONAL LEARNING PARTNERSHIPS 2021

As we look to 2021, we are interested in developing partnerships to continue building a culture of excellence in teaching and learning.

This will be realised in the following ways:

- Partnerships through which teachers from *Pymble* and Knox can co-design and/or participate in professional learning courses offered across schools.
- Discipline-specific collaborative partnerships where subject-based faculties will partner with their counterparts in other schools to share and learn together. Our first planned collaborative partnership is with the English Departments from Knox and *Pymble* focusing on the design and delivery of the new HSC Craft of Writing module.
- *Pymble* Research Conference where *Pymble* teachers as researchers will share their progress and findings of their action research.

THEME 6

Workforce composition

College staff	Total
Teaching staff	239
Aboriginal/Torres Strait Islander teaching staff	4
FTE teaching staff	224.6
Non-teaching staff	165
Aboriginal/Torres Strait Islander non-teaching staff	0
FTE non-teaching staff	139.9
Total staff:	408

Teacher standards	Total
Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AE1-NOOSR) guidelines	241
Teachers who have a Bachelor degree from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AE1-NOOSR) guidelines but lack formal education qualifications	0
Total:	241

Level of accreditation	Number of teachers
Conditional	3
Provisional	8
Proficient Teacher	230
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total:	241



OPERATIONAL STAFF CONSISTED OF:

- Administration
- Chaplains
- I.T.
- Facilities
- Human Resources
- Finance
- Risk and Compliance
- Community Engagement
- Psychological Services
- Boarding
- Health Care
- Out of School Hours Care (OSHC)
- Theatre Staff
- Technician (Library, Science, TAS and Visual Arts)
- College Shop
- Operational Services
- Vision Valley
- Co-curricular
 - Sport
 - Extended Learning
 - Experiential Learning
 - Co-Curricular Performing Arts
 - Aquatic and Fitness Centre.

POSITIONS HELD BY ABORIGINAL/TORRES STRAIT ISLANDER STAFF:

- Acting Stage 5 PDHPE co-ordinator – Secondary School (employed full-time since November 2006)
- PDHPE teacher – Secondary School (employed full-time since January 2020)
- PDHPE teacher – Preparatory School (employed part-time since January 2017)
- K-6 classroom teacher – Junior School (employed full-time since April 2019).





THEME 7

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

ANNUAL ATTENDANCE REPORT 2020

Class	Percentage
Preparatory School	
Kindergarten	96
Year 1	97
Year 2	96
Junior School	
Year 3	96
Year 4	96
Year 5	95
Year 6	96
Middle School	
Year 7	95
Year 8	93
Upper School	
Year 9	93
Year 10	92
Senior School	
Year 11	92
Year 12	93

- 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 for Terms 1 to 3 inclusive.
- 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

ATTENDANCE SUMMARY CALCULATION ASSUMPTIONS

SECONDARY SCHOOL

- Partial attendance is calculated as a percentage based on number of periods attended.

STUDENT RETENTION RATE: YEAR 10 TO YEAR 12

93% of the 2018 Year 10 cohort completed Year 12 in 2020. The retention rate is 5% lower than in 2019.

POST-SCHOOL DESTINATIONS

In 2020, 257 students over the age of 17 years left the College. Six students left the College before the end of the year. 90% of the cohort received an offer of a place at a university that is managed by UAC. In addition, there were 212 individual course offers via direct early entry.

Of the seven students over the age of 17 years who left the College before matriculation, two relocated interstate, two withdrew as they were overseas and could not return due to travel restrictions caused by COVID-19, one left to pursue her HSC at TAFE and two students are deceased.

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

MANAGEMENT OF STUDENT NON-ATTENDANCE

STUDENT ABSENCE PROCEDURES

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

- 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 Co-ordinator 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 make appointments such as medical or dental outside of normal College hours.
- The Head of Year will be notified of extended or unexplained absences of more than three days. The College will endeavour to make contact with the parent/carer or emergency contact to ascertain the reason.
- If contact cannot be made with the parent/carer or emergency contact, the Dean of Students K-12 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 Dean of Students K-12.



- 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 Dean of Students K-12.

ABSENCE FOR COLLEGE-RELATED REASONS NOT ORGANISED BY THE COLLEGE

- Students requesting leave from the College for events such as elite sporting competitions must go through the Head of School to seek a Certificate of Exemption from the Dean of Students K-12. Once approved, the Head of School is responsible for checking that the Administrative Assistant has entered the absence into the system and recorded it as "College-related leave".
- If a Secondary School student is at school but absent from class because she is seeing another member of

staff, her absence from her timetabled lesson should be entered on the electronic roll by the staff member she is with e.g. Counsellor, Health Care Centre Nurse, Head of Year, Careers Advisor etc.

RESPONSIBILITIES

The Head of Year, Academic Administrative Co-ordinator (Secondary School), Administrative Assistants and class teachers (Preparatory and Junior Schools) are responsible for tracking attendance and should:

- check the roll daily and discuss any discrepancies with the appropriate Head of Year

- 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 Year as appropriate
- keep a record of unacceptable late arrivals.

The Administrative Assistants are responsible for:

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

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

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

The Heads of School are responsible for:

- reporting students with more than 30 days absence to the Dean of Students K-12
- 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 Dean of Students K-12.

The Dean of Students K-12 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.



CELEBRATE NAIDOC WEEK



Was,
Still Be.







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 on pages 39 and 40.

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 (5) years of age on or before 31 July.

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

- Family relationship with the College
 - sibling of a current or an ex-student
 - mother or grandmother attended the school
 - attitudes, values and priorities that are compatible with the College ethos.
- The student
 - the contribution that the student may make to the College, including co-curricular activities
 - the student's reports from previous schools or prior to school service e.g., the NSW Department of Education's Transition to School Statement
 - students for whom English is an additional language/dialect will be required to demonstrate their proficiency in English and meet determined proficiency levels.
- The College
 - ability to meet the special needs or abilities of the student.

- Other considerations
 - order of receipt when the application to enrol is received by the College
 - daughter of Uniting Church clergy members
 - daughter of staff
 - daughter of families on international or interstate transfer from similar schools
 - re-entering students.

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

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

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

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

BOARDING

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

Boarding status can only be changed with the approval of the Principal.

The Principal has the absolute discretion to change the status of a Boarder to a day student or a day student to a Boarder.

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

OVERSEAS STUDENTS

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

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

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

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

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



This Policy is not intended to extend the responsibilities of the College beyond the law. The College reserves the right to change or modify this Policy at any time by notice on the College website.

PROCEDURE

This Procedure should be read in conjunction with the Enrolment Policy. Before applying for enrolment, Parent/Guardian(s) should read our:

- Prospectus
- Enrolment Policy
- current Fees Schedule
- 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 is 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 via enrol@pymblelc.nsw.edu.au or by telephoning +61 2 9855 7628.

THEME 9

Other school policies

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

ANTI-BULLYING POLICY SUMMARY

The College is committed to taking reasonable steps to:

- provide a safe, secure and caring environment
- raise awareness and understanding of bullying, violence and harassment
- break down any code of secrecy and counter the view that bullying is acceptable behaviour
- provide clear, consistent and equitable procedures for dealing with bullying behaviours
- 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, change their behaviour and move forward positively.

Allegations of bullying can be made by the student or parent to the teacher, Compass 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. This may range from admonition to suspension or termination of enrolment. The full policy can be viewed on the internal College Policies portal or College website www.pybblelc.nsw.edu.au.

POLICIES FOR STUDENT WELFARE

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

Wellbeing Policy		
Policy summary	Changes in 2020	Access to full text
STUDENT WELLBEING		
<p>This Policy outlines that the College:</p> <ul style="list-style-type: none"> is committed to the holistic development or growth of students, intellectually, physically, socially, emotionally and spiritually takes steps to provide a safe, caring, supportive environment and opportunities for students to become independent thinkers and learners, and caring compassionate, confident young women with a strong sense of social responsibility has developed organisational structures, curriculum, programs and positive behaviour management for student health and wellbeing. 	<p><i>The Student Health and Wellbeing Policy</i> was reviewed and published in 2020. It provides an overview of the structures and wellbeing systems within the College and is implemented in conjunction with the <i>Student Health and Wellbeing Framework 2020</i>, <i>Student Code of Behaviour</i> and the <i>Student Behaviour Management Policy</i>.</p>	<p>The full text is available on the internal College Policies portal, <i>MyPymble</i> portal for parents or upon request to the Principal.</p>
Anti-bullying Policy (students)		
<p>This Policy includes processes based on the principles of procedural fairness and restorative justice for responding to and managing allegations of bullying.</p>	<p>The policy and procedure were reviewed and published in 2020.</p>	<p>The full text is available on the internal College Policies portal, <i>MyPymble</i> portal for parents or upon request to the Principal.</p>
Student Behaviour Management Policy		
<p>The College prohibits the use of corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College. The principles of procedural fairness and restorative justice are used for responding to and managing allegations of bullying.</p>	<p>The policy and guidelines were reviewed in 2020 and are scheduled for publication in 2021.</p>	<p>The full text is available on the internal College Policies portal, <i>MyPymble</i> Portal for parents or upon request to the Principal.</p>
Complaints Policy		
<p>The Complaints Policy recognises the importance of feedback and provides a framework for a process based on procedural fairness to allow people to voice their concerns, have them managed in a supportive, 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. A separate Policy and Procedure, based on the same philosophy, was developed for Overseas Students.</p>	<p>These policies and procedures were updated in 2019 and are scheduled for review in 2021.</p>	<p>The full text is available on the internal College Policies portal, <i>MyPymble</i> Portal for parents or upon request to the Principal.</p>



THEME 10

School-determined priority areas for improvement

INTENTS AND ACHIEVEMENTS FOR 2020

Priorities	Intents for 2020	Achievements 2020
Strategic Planning	<ul style="list-style-type: none"> Develop three-year priorities. Commence Stage 1 of Strategic Plan branding. 	<ul style="list-style-type: none"> Four strategic pillars determined, and three-year priorities posited: Diversity, Knowledge, Digital Citizenship and Courage. Stage 1 of Strategic Plan branding finalised for launch in Term 1, 2021: 'Watch us change the world'.
Master Planning	<ul style="list-style-type: none"> Complete the College Master Plan in practice. Tender Architect for the first major build project. Appoint a Project Director to support the building works. Scope and build three additional classrooms for Junior School. 	<ul style="list-style-type: none"> College Council reviewed and approved the Master Plan, including the Grey House Precinct and the Secondary School Centre. BVN appointed as architects for Grey House Precinct. Project Director – Master Planning appointed One new Year 3 classroom completed.
Wellbeing	<ul style="list-style-type: none"> Develop a Care Continuum framework ready for 2021 implementation. Develop Digital Citizenship strategy and secure partner for 2021 activation. Establish a Health Care Advisory Group. Review and transform the College's community service initiative, <i>Pymble Gives Back</i>. Launch and promote <i>PymConnect</i> mentoring platform for ex-students. 	<ul style="list-style-type: none"> The Care Continuum framework was developed as a multidimensional, holistic approach to wellness and growth and named <i>Mind-Body-Spirit</i>. Digital Citizenship Continuum was developed based on a combination of external and internal material, including Digital Intelligence, Australian Digital Technologies and Competencies. A Health Care Advisory Group was established with membership encompassing education, emergency medicine, general practice, nursing, psychiatry, psychology and women's health. <i>Pymble Gives Back</i> provided opportunity for students, staff and parents to work together and contribute to local not for profit organisations, NGOs and other charities during non-term time. <i>PymConnect</i> launched with 399 ex-students registered and 333 actively participating in the program.
Outdoor Education and Experiential Learning	<ul style="list-style-type: none"> Articulate the benefits of Outdoor Education with a particular focus on incoming Year 7 students. Design and finalise a staffing model for Outdoor Education and Experiential Learning to lead and have oversight of all <i>Pymble</i> programs from K-12. Map program offering for K-12 Experiential Learning/Outdoor Education experiences. 	<ul style="list-style-type: none"> Through collaboration with key stakeholders, Outdoor Education has been prioritised as a beneficial and key learning area at <i>Pymble</i>. New Outdoor Education staff structure designed as a work in progress, pending the purchase of an outdoor education centre, Vision Valley. A K-12 continuum is in draft, with components to be rolled out in 2021. During COVID times the <i>Pymble</i> campus was utilised as the area of Adventure Sport operations.

Priorities	Intents for 2020	Achievements 2020
<i>Pymble</i> Institute (PI)	<ul style="list-style-type: none"> Undertake a branding exercise for PI. Design a framework for a research continuum. Pilot elements of the PI framework. 	<ul style="list-style-type: none"> The name, <i>Pymble</i> Institute, has been socialised and is in common usage; tagline 'Driving Thinking' is being developed. The K-12 Research Skills continuum focuses on building research skills for students, including whole class and individual student training and opportunities to contribute to research projects. Elements piloted include action research training, creation of Action Research – Lead roles, and Post-Graduate Network to encourage staff to study research and higher degrees.
College Foundation	<ul style="list-style-type: none"> Finalise structure with Council. Appoint one full-time staff member ready to develop plans in 2021. 	<ul style="list-style-type: none"> Foundation structure on hold. Staff member appointed for commencement in 2021.
Academic Learning	<ul style="list-style-type: none"> In response to COVID-19, build a fully functional online learning platform and train <i>Pymble</i> staff to effectively deliver online teaching and learning remotely. Complete the <i>Pymble</i> Passport initiative. Restructure curriculum team to meet strategic and operational needs of the College. 	<ul style="list-style-type: none"> <i>Pymble</i> Online was successfully rolled out and fully functional early in Term 2. This included staff and student training in Microsoft Teams to deliver curriculum and co-curricular programs during off-campus learning due to COVID-19. Passport pilot was completed with students for use in curricular and co-curricular context. The curriculum team was restructured to align with the strategic and operational needs of the College. The process was highly successful and has since been replicated with faculties reviewing and redesigning their leadership structures.

INTENTS FOR 2021

Priorities	Intents for 2021
Strategic Planning	<ul style="list-style-type: none"> Introduce, socialise and begin implementation of <i>Pymble</i>'s new Strategic Direction with four strategic pillars: <ul style="list-style-type: none"> Academic Intelligence – Knowledge for a better world. Digital Intelligence – Leveraging technologies for a better future. Emotional Intelligence – Empowered to be courageous. Social Intelligence – Diversity as the path to unity.
Master Plan	<ul style="list-style-type: none"> Finalise design for new Grey House Precinct to house an Early Learning Centre, Junior School classrooms (Years 5 and 6), Out of School Hours Care, Dance, and a new Health and Wellbeing Centre. Communicate Grey House Precinct design to the community and submit development application. Prepare the site for development and tender for building contract. Define scope for Secondary School building development.
Outdoor Education	<ul style="list-style-type: none"> Finalise the purchase of Vision Valley at Arcadia and commence operations as an Outdoor Education Centre for the College. Recruit experienced and talented outdoor educators. Commence the delivery of tailored outdoor education programs to complement Mind-Body-Spirit Framework. Expand experiential programs such as adventure sports program and Australian Army Cadet Unit.
Wellbeing	<ul style="list-style-type: none"> Introduce the Mind-Body-Spirit (Care Continuum) Framework for students across Kindergarten to Year 12. Embed wellbeing outcomes into timetabled lessons through the new Directions curriculum. Implement a digital citizenship strategy and secure partners from Alumni, Parents, other Schools, Tertiary, Industry and Online Services. Implement the revised K to 12 House structure to enhance inclusion, belonging and build community. Explore and integrate aspects of the Rite of Passage Institute at key transition points. Train all (student facing) College staff in Youth Mental Health First Aid.
Academic Learning	<ul style="list-style-type: none"> Review of academic scheduling to provide greater agility for student learning, wellbeing and programming. Development of timeline for curriculum changes to accommodate Outdoor Education programs and Vision Valley long-stay program. <ul style="list-style-type: none"> Changes will be designed for both the day structure and elective structure to accommodate proposed long-stay program. <i>Pymble</i> Institute launched with a focus on purpose, impact, research and innovative projects/products.

THEME 11

Initiatives promoting Respect and Responsibility

Respect and Responsibility are two of our five core values and, as such, are embedded into every stage of learning and life at Pymble. Our five core values – Care, Courage, Integrity, Respect and Responsibility – reflect the spirit and heritage of our community, our identity as a school of the Uniting Church in Australia and our commitment to providing a nurturing and meaningful learning experience for every Pymble girl. In 2020, each of our five sub-schools provided a wide range of age-appropriate opportunities for girls to develop the specific values of Respect and Responsibility, as outlined below.

PREPARATORY SCHOOL (KINDERGARTEN TO YEAR 2)

During formal assemblies throughout the year, Values Awards were presented to Preparatory girls who had demonstrated the core value of the week with demonstrated behaviours articulated.

There was a deliberate intention to inspire students to look inwardly to develop personal awareness, self-respect and increasing responsibility for safety and personal care. During a period of off-campus learning in an online environment, activities and expectations necessitated new and creative connections and opportunities for personal growth in the values of respect and responsibility.

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. The introduction of Passion Projects and necessity for greater

“Values Awards were presented to Preparatory girls who had demonstrated the core value of the week”

MRS KAREN AHEARN, HEAD OF PREPARATORY SCHOOL

Our five values, including Respect and Responsibility, were also promoted through planned learning opportunities in timetabled Wellbeing sessions and morning and afternoon Connect time in class.



independence when learning online highlighted the growing responsibility of our students in their learning environment.

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.

Experiential Learning opportunities were provided for each grade level to focus on team building, collaboration and working together in natural environments to meet challenges. Students engaged in a variety of challenge activities, encouraging others and building self-efficacy.

Year 2 participated in a Believe in You boot camp where students worked with College Psychologists to recognise how their body reacts in times of challenge and to explore strategies they can employ in response. Students worked in areas of least comfort, including physical, technological and daily activity challenges.

Promotion of responsible and respectful relationships and actions was made visible through informal and planned learning opportunities for our students.

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.

“The Junior School Wellbeing program emphasised the importance of being kind to self”

MRS KATE BROWN, HEAD OF JUNIOR SCHOOL

- As a component of the embedding of the RULER approach:
 - Class charters were developed to highlight how each member of the *Pymble* community could expect to feel in our environment.
 - The Mood Meter empowered students 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.
- All students participated in a Digital Citizenship program implemented for each grade by Digital Learning Leaders. This was initially in direct response to an increased need to learn about responsibility and respect in relation to the commencement of learning online.
- Year 2 students acted as Buddies to Kindergarten students throughout the year, developing leadership skills and the capacity to respond to the needs of our younger girls.
- The theme for our Easter Hat Parade was Sustainability, with the girls’ hats being made at home from sustainable materials and shared online with peers and teachers via a virtual Easter Hat Parade.
- College values, including Respect and Responsibility, were articulated through acknowledgement of observed behaviours of individual students in weekly assemblies.
- Weekly Preparatory School Assemblies were conducted by nominated classes to provide students the opportunity to run the program to a virtual audience of parents.
- Opportunities for interactions across stages and sub-schools were implemented during designated lunchtime activities. However, these initiatives were at times impacted by COVID-19 health guidelines and restrictions.

JUNIOR SCHOOL (YEARS 3 TO 6)

By building Junior School students’ sense of responsibility for their actions, we aim to empower our girls with a deep understanding of how to treat others and themselves with respect. Junior School weekly assemblies (held online) allowed opportunities for girls to be celebrated for their demonstration of behaviours which reflected the College values. Shine Awards were also presented by teachers,



on an informal basis, to recognise students who modelled behaviours reflecting the College values, including Respect and Responsibility.

Sharing and celebrating individual talents across the Junior School in our assemblies built a community of unity through diversity.

All students set termly personal goals which they recorded in their Junior School diary. Connect teachers worked with each student to assist in monitoring progress towards specific goals and coaching a growing sense of responsibility and commitment to each goal. Progress was celebrated to ensure

students respected their efforts and achievements in the pursuit of their goals.

The Junior School Wellbeing program emphasised the importance of being kind to self. The students were encouraged to respect themselves by adopting an open and growth mindset in relation to their academic and social-emotional learning. Purposefully-designed daily wellbeing lessons including RULER, cyber safety and mindfulness practices taught the students ways to model respect for themselves and others.

The RULER approach provided students with the space to articulate how they want to feel within their class and school.

Collaborating on class charters ensured a collective responsibility towards creating and maintaining respectful and kind environments for all to share. Students' understanding of their responsibility for their own emotions was explored through the concept of being your Best Self and reflecting on the impact of personal choices on others through a Blueprint when conflict occurred.

Cyber-safety programs fostered a sense of responsibility for respectful and safe behaviour online. A key focus was on building a balance between screen time and green time, and equipping students with an understanding of their responsibility for this balance. Role plays, picture

books and animations from the eSafety Commission website provided stimuli for discussion around ways to respect one another and self in the digital world.

Junior School celebrations for International Women's Day, B Kinder Day, Harmony Day and RUOK Day assisted the students in recognising their responsibility as global citizens and deepened their commitment to serving others. Informal opportunities to give their time to others included making 'bags of love' for Year 12 students, knitting squares and teddies for newborn babies, making masks for students in Victoria and collating hampers for mothers and their children in women's shelters. These activities all helped the students to see ways in which they could take responsibility for reaching out and helping to build a respectful community beyond the school.

Leadership opportunities were offered to each student across the Junior School and class leadership roles were offered each term. Year 6 students all assumed a position of leadership through a formal induction service in which students pledged their commitment to the responsibility of these leadership roles. In 2020, new leadership positions, Kindness Captains, were introduced to each class to strengthen the school's focus on respectful behaviours. Peer modelling of kind actions has helped to deepen the focus on responsible and respectful behaviours within the Junior School.

Our Outdoor Education Program encouraged responsibility and leadership in each student. Some of these programs were impacted by COVID-19 restrictions, however, opportunities were still

made available for students to work collaboratively and challenge themselves to step outside their comfort zone. These programs provided students with the opportunities to develop respect for others, self and the environment.

MIDDLE SCHOOL (YEARS 7 AND 8)

Our College values continued to be integral to Middle School throughout 2020 as we navigated the challenges associated with COVID-19 restrictions. Our aim was to develop well rounded and resilient young women and, as such, the team worked to ensure the girls were appropriately supported as they embraced holistic experiences that stretched them academically and also embedded a culture of community in which everyone has a place. We acknowledged the importance of empowering students to demonstrate a growth mindset in their approach to their learning opportunities as well as the importance of developing respectful relationships amongst teachers and peers. Our focus on personalised education ensured that Stage 4 students were known, guided and challenged across the year, while our engaging Connect programs provided our girls with abundant opportunities to explore relevant issues and develop strategies to build better connections as they found their place within the Secondary School context.

Our extensive transition program demonstrated a commitment to empowering each student and providing them with an appropriate toolkit to navigate new situations. By foregrounding student responsibility and clearly





articulating expectations, individuals were able to set formal goals and challenge themselves to step up. SMART goals (Specific, Measurable, Achievable, Relevant and Time-related) were set each semester to provide a framework that promoted individual responsibility. The girls were asked to set an academic goal alongside a community goal as a reflection of the value we place on both areas of College life.

Our ability to provide experiences for Years 7 and 8 to come together to build their social networks and work in respectful collaboration across cohorts was limited, however, in line with COVID-19 restrictions, we introduced

new initiatives via Microsoft Teams and within individual year-groups. These included Padlet Challenges, Online Assemblies, Middle School Post-It Challenge, Principal's Project, *Pymble Gives Back* and 15 Massive Open Online Courses (MOOCs).

We worked to establish remote connections to allow individual students to access their Connect teacher for online one-on-one conversations and Connect sessions.

Our Wellbeing programs emphasised the importance of balance through our 5 Ways to Wellbeing framework: Connect, Take Notice, Keep Learning, Be Active and

“Year 8 demonstrated a significant commitment to sustainability through their SEEDS project”

MRS JENNIFER O'DONNELL, HEAD OF MIDDLE SCHOOL

Give. The girls were encouraged to take responsibility for ensuring their routines reflected this balance when learning online and limited in access to their peers, which for many was very challenging. Years 7 and 8 had the opportunity to enjoy a Wellbeing Day either outside the College or on campus to further consolidate these priorities. 5 Ways to Wellbeing was also actioned regularly within the weekly Connect schedule, where the focus was on establishing and maintaining respectful relationships.

Recognition and celebration of individual talents across Middle School in 2020 built a climate of diversity and acceptance. Through various awards, such as the Values Award and the Jacaranda Award, students were acknowledged and encouraged to embrace the College motto of *All' Ultimo Lavoro – Strive for the highest*. Informally, the team worked to assist the girls to recognise our responsibility as global citizens and foster the need to give back. Our theme for the year was Kindness and Gratitude. Our celebrations of Harmony Day, International Day of Happiness, National Day of Action Against Bullying and International Women's Day provided colourful and dynamic visual displays through student murals and installations that marked our commitment to inclusivity. During 2020, the Middle School continued to embrace social responsibility through the NICU Heart to Heart project, in which the girls crafted felt hearts for babies in Westmead Hospital's Neonatal Intensive Care Unit (NICU). This was a proactive and positive way for the girls to reach out to the wider community.

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

Leadership was presented as something every Middle School girl should aspire to through formal positions such as our Middle School Leaders, Connect Captains, Chapel Leaders, House Liaison Leaders, Sustainability Leaders, Transition Leaders and SRC representatives or via more informal opportunities such as our volunteer tour guides for *Pymble Mornings*. The concept that representation imbues responsibility was celebrated and encouraged through mentoring opportunities with the Upper and Senior Schools. The girls took great pride in representing the College and acting as role models for others. Throughout the English and History syllabus, Middle School students explored new and different worlds across time, in turn building knowledge, perspective and empathy. Units on Identity, Our Moral Compass, Representation of Women in the Media and various case studies of cultures and historical periods aimed to build respect for those who have gone before and now positively influence our own paths into the future.



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

Students in Years 7 and 8 took part in an Outdoor Education experience throughout the year, which was held on campus, providing an opportunity for the girls to step out of their comfort zone and embrace a 'Challenge by Choice' adventure. Years 7 and 8 engaged in two-day and three-day programs respectively, facilitated by Southbound Adventures. The girls were encouraged to build resilience and connections and, despite not being able to use external venues, outcomes were impressive.

UPPER SCHOOL (YEARS 9 AND 10)

Our regular Social Responsibility programs were interrupted in Upper School life in 2020. However, COVID-19 presented new and 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 community service with Easy Care Gardening. This partnership helped enable elderly residents to remain in their homes and enjoy their garden with a level of independence. Student involvement in this program 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 began a partnership with the Hornsby Ku-ring-gai Women's Shelter and, as part of the Walk the Talk program, designed and created fabric Christmas ornaments which were sold to donate \$2,500 to the shelter.

Years 9 and 10 students participated in Days for Girls workshops where they made liners, shields and fabric storage bags to create reusable sanitary kits for young women in developing countries. Building on this, the Upper School held an 'undies drive' through which 1,200 pairs of women's underwear were donated for the kits.

Other projects that occurred throughout 2020 included knitting squares to make blankets for Wrap with Love and letter writing to elderly residents who were isolated in nursing homes. We had many students involved in various community service projects through *Pymble Gives Back* and the Principal's Project. These included fruit and vegetable deliveries to women's shelters and donating musical instruments to support students at Margaret Jurd College.

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

Our Upper School service programs empowered our students to:

- cultivate an understanding of the variety of human conditions and environmental issues which exist within our community whilst enforcing the ideals of respect and responsibility
- appreciate that, as individuals, they can undertake actions which will positively impact the lives of others and the world around them

“COVID-19 presented new and powerful opportunities for connecting our students with the community in a meaningful manner”

MRS MELISSA BOYD, HEAD OF UPPER SCHOOL

- 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:

- SPARK program facilitated by Burn Bright
- Walk the Talk program facilitated by Enlighten Education
- Year 9 Urban Challenge Camp
- peer support program of Year 10 students mentoring Year 7 students
- student membership of the Student Alliance Networking Group
- involvement in Paul Dillon’s Drug and Alcohol Awareness presentation
- consistent recognition of the College values at year assemblies and student-led Upper School assemblies
- leadership positions across Years 9 and 10 and the Houses
- participation in the Duke of Edinburgh’s Award.

SENIOR SCHOOL (YEARS 11 AND 12)

In 2020, our Senior School students responded to a range of local, national and global crises by leading and managing fundraising concerts, collecting goods for less fortunate communities and reaching out to connect with isolated people. In this way, the College endeavours to illustrate how

taking responsibility for our communities and respecting diversity allows genuine and meaningful change to take place.

Like most of the state, the Senior School experienced a disruption to onsite learning and transitioned to online learning while in lockdown for COVID-19. In addition, our community suffered student tragedies which profoundly affected all. This meant quite a significant disruption to many of our normal wellbeing programs and events. A number of special processes were implemented to build respect and responsibility and to continue to facilitate a sense of community and belonging across the Senior School and the broader College. The Senior School staff were supported throughout the year by experts from Headspace, the Office of e-Safety and Professor Gin Malhi. This assisted in staff being well informed to support the students through a very distressing time.

Connect classes met daily to foster connections and support, and deliver the wellbeing program. These sessions continued during our period of remote learning, as did Year Assemblies, and students were encouraged to share their stories from lockdown and continue to celebrate achievements. These activities encouraged the girls to understand the importance of community and helped build respect for each other’s experiences.

Senior School girls who were members of co-curricular activities or teams were encouraged to be creative in connecting with younger students while in lockdown and following their return to campus, when physical distancing

“Senior School girls also participated in a voluntary program of mentoring which allowed the students to choose a senior staff member to engage in one-on-one coaching and mentoring conversations”

MRS NIKKI WYSE, HEAD OF SENIOR SCHOOL

was required. The Senior School girls accepted this responsibility to engage and connect with others, leading and delivering a range of activities, meetings and competitions. This helped to build their capacity for flexibility and problem solving while promoting respect and responsibility. Their commitment and successes developed their sense of self-efficacy, gratitude and confidence.

The Senior School Health and Wellbeing program drew its framework from a range of well-researched and respected programs including: SenseAbility (Beyond Blue); 5 Ways to Wellbeing; and Growth Coaching. During the two years in the Senior School, the key focus areas are belonging, purpose, self-worth, gratitude, perspective and humour. Responsibility for self, managing the present 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). Through the wellbeing program, we were able to deliver a range of expert presenters to address the girls on a number of important issues, to build student advocacy and voice. These included Paul Dillon from National Drug and Alcohol Research Centre, Brett Lee from Internet Safe Education, GPs in Schools, yLead and Brent Sanders from Winning Edge personal safety and consent education. In addition, the Year 12 students enjoyed a presentation from prominent female leaders, titled *Women in Education*, which provided authentic and inspiring stories and tackled some of the challenges for women in leadership roles.





As they entered Year 11, girls were allocated Connect classes based on their House groups. This new structure aims to grow House spirit and belonging, and further facilitate inter-year connections. As the Senior girls in each House, the Years 11 and 12 girls led many initiatives and service activities to build a sense of purpose and responsibility.

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

More flexible study sessions during the day, on weekends and in the evening allowed the girls to assume greater accountability for managing their own study patterns and commitments. The girls in Years 11 and 12

demonstrated self-directed, responsible work habits, gaining more independence as they prepared to leave school for tertiary study, travel or the workplace.

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

The capacity of our Senior School girls to serve their community was somewhat restricted throughout the year. Despite the challenges, students initiated a number of programs and involved themselves in a range of activities including International Women's Day, the Senior School Knit-in for the Wrap with Love charity, NAIDOC Week, Anzac Day and Remembrance Day. In addition, Senior

School Connect groups wrote letters to residents of nursing homes and involved themselves wholeheartedly in College initiatives designed to promote respect and responsibility such as the Principal's Project (where one Senior student read stories to younger students online) and the *Pymble Gives Back* service learning program during lockdown.

Finally, a large number of Year 11 students participated in a collaborative initiative with Knox Grammar School to promote positive relationships between young women and men. Although hampered by COVID-19 restrictions, the group made some positive suggestions for further connections in 2021, focusing mainly on behaviour and expectations at formals and social events. By participating in these groups, the students are encouraged to develop a strong voice for change, empathy and respectful relationships.



Pymble Ladies' College



THEME 12

Parent, student and teacher feedback

Pymble Ladies' College is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of topics. The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2020, 470 parents and 670 students from selected year groups participated in surveys and provided views on such areas as academic performance, student wellbeing, boarding, co-curricular programs, sport, communications, reputation and facilities.

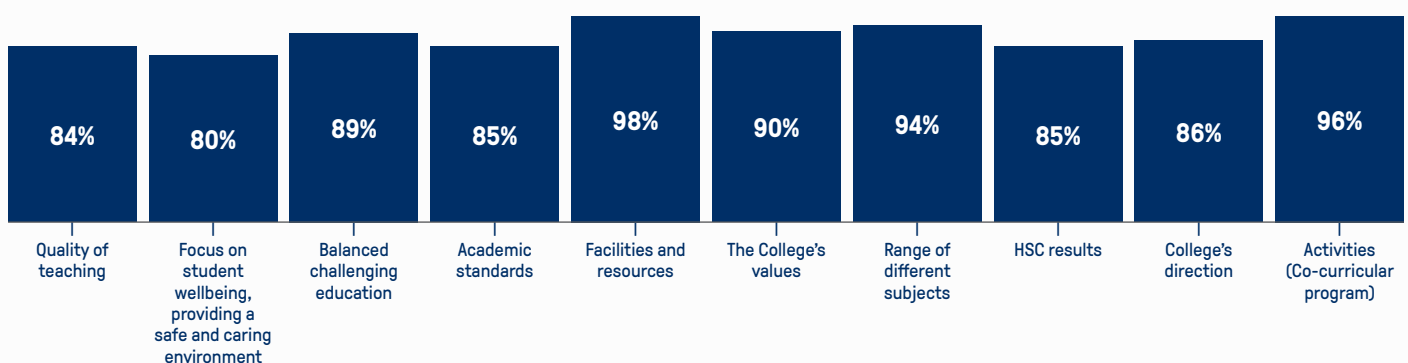
PARENT FEEDBACK

A selection of the parents' top-level findings is detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their daughter:

The top five areas are noted below:

1. 84% of parents noted their expectations were met or exceeded in relation to the quality of teaching.
2. 80% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment.
3. 89% of parents noted their expectations were met or exceeded in relation to the balanced challenging education.
4. 85% of parents noted their expectations were met or exceeded in relation to academic standards.
5. 98% of parents noted their expectations were met or exceeded in relation to the facilities and resources.

2020 PYMBLE LADIES' COLLEGE PARENTS – EXPECTATIONS MET/EXCEEDED – TOP 10



STUDENT FEEDBACK

A selection of the students' top-level findings is detailed below, ranked in order of the importance the students placed on reasons for choosing a school:

The top five areas are noted below:

1. 81% of students noted their expectations were met or exceeded in relation to the quality of teaching.
2. 71% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment.
3. 87% of students noted their expectations were met or exceeded in relation to the balanced challenging education.
4. 91% of students noted their expectations were met or exceeded in relation to academic standards.
5. 96% of students noted their expectations were met or exceeded in relation to the facilities and resources.

TOP FIVE MOST VALUED ASPECTS ABOUT THE COLLEGE

Parents and students were asked to provide open responses to the most valued aspects of Pymble Ladies' College. The most frequently nominated aspects are listed in the below tables.

2020 PARENTS

Top 5 most valued aspects of Pymble Ladies' College

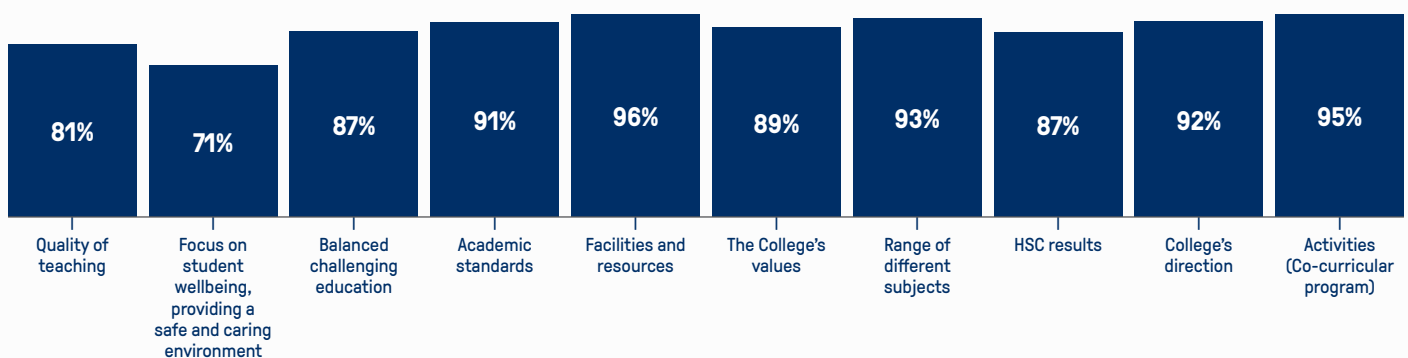
- Opportunities provided for my daughter
- High quality teachers
- Safe and caring environment for students
- Daughter's enjoyment of going to school
- Daughter's friendship circle

2020 STUDENTS

Top 5 most valued aspects of Pymble Ladies' College

- Wide range of opportunities
- Friendships made
- Sporting opportunities
- Teachers – friendly, supportive, relationship
- Academic program

2020 PYMBLE LADIES' COLLEGE STUDENTS – EXPECTATIONS MET/EXCEEDED – TOP 10





PARENT QUOTATIONS ON WHAT THEY VALUE ABOUT THE COLLEGE:

"Friendships formed as a family; the experience, successes and learning my daughter has had. The amazing and supportive teaching staff who have gone above and beyond particularly this year. The sense of belonging to a community."

"The pride and friendship amongst the girls. The great care taken by teachers."

"Strong community (staff, parents and students), great staff that are committed to my daughter's learning and I think an incredible Principal who has had a challenging start to her tenure at the College. I think Dr Hadwen is an inspirational leader for my daughter. I particularly enjoy reading her newsletter segments which provide a great insight into what's happening on campus."

"Well-rounded education – promoting strong academic focus and achievement while also ensuring that girls take part in helping others, playing sport and growing up with good morals and values."

"My daughter has had a wonderful 13 years at Pymble. I could not be happier with the support, the quality and nature of the teachers, the friendly and helpful administration staff. Sporting and community service activities are wonderful."

"My belief that my daughter is learning in a safe, structured environment that will allow her the optimum opportunity to develop her own unique talents, grow through her teen years pushing boundaries appropriately in a risk-controlled manner and ultimately thrive as a young woman."

"The openness to communicate and listen; keeping traditions and respecting history whilst innovating and moving forward; the balanced opportunities for the girls; the fact that real 'care' and wellbeing is being addressed."

"The high calibre and ethics of the staff. The girls' health and wellbeing. The quality of the teaching, the direction of the school and its leadership and the broad range of learning opportunities available to support my daughter and her development."

STUDENT QUOTATIONS ON WHAT THEY VALUE ABOUT THE COLLEGE:

"I value the care and support that the Pymble community has provided through my class teachers and the variety of opportunities, such as serving learning."

"The teachers have a love for their subject and want to be teaching us. This shows through all the effort they put into each lesson."

"The education and well-rounded personality I am developing as a result of my high quality education here, as well as the other programs and activities I have been given the opportunity of attending."

"The wonderful opportunities and facilities I've been offered at this school are truly the best and I'm so grateful for them."

"I have been involved in a massive range of different, fulfilling activities during my eight years at Pymble. I have engaged in academics, leadership, co-curriculars (sport and non-sport) and community service. I had the most amazing time on Sony Camp and will cherish my time during those four days for the rest of my life."

"I believe that Pymble has nurtured me throughout the years and the encouragement and hard work of my teachers have really helped me through this year. My favourite subject was Ancient History by far, due to my enthusiastic and helpful teacher."

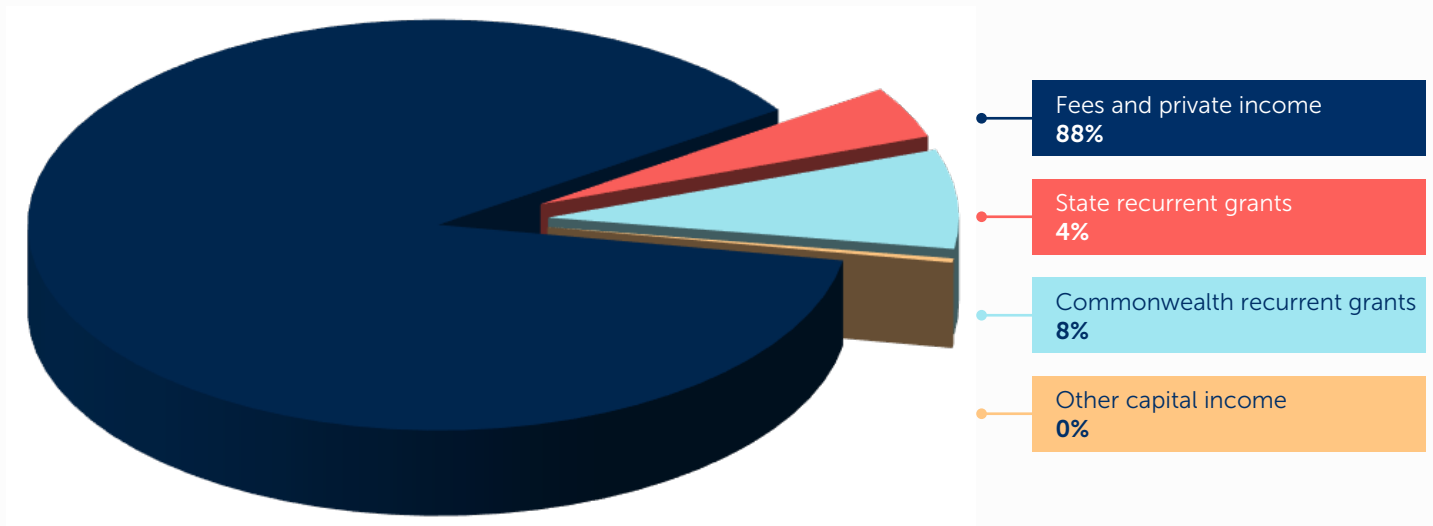
"The sporting opportunities provided and their reputation as one of the top sporting and academic schools in Sydney."

"They give me the opportunity to learn through both school and sport. I am getting the chance to partake in activities at a high level which will help me in the future. The school provides big year groups which I really value because it makes people get to know more than just a simple circle of people. The school has fantastic facilities and the things they provide are one of a kind and quite challenging which I really value."

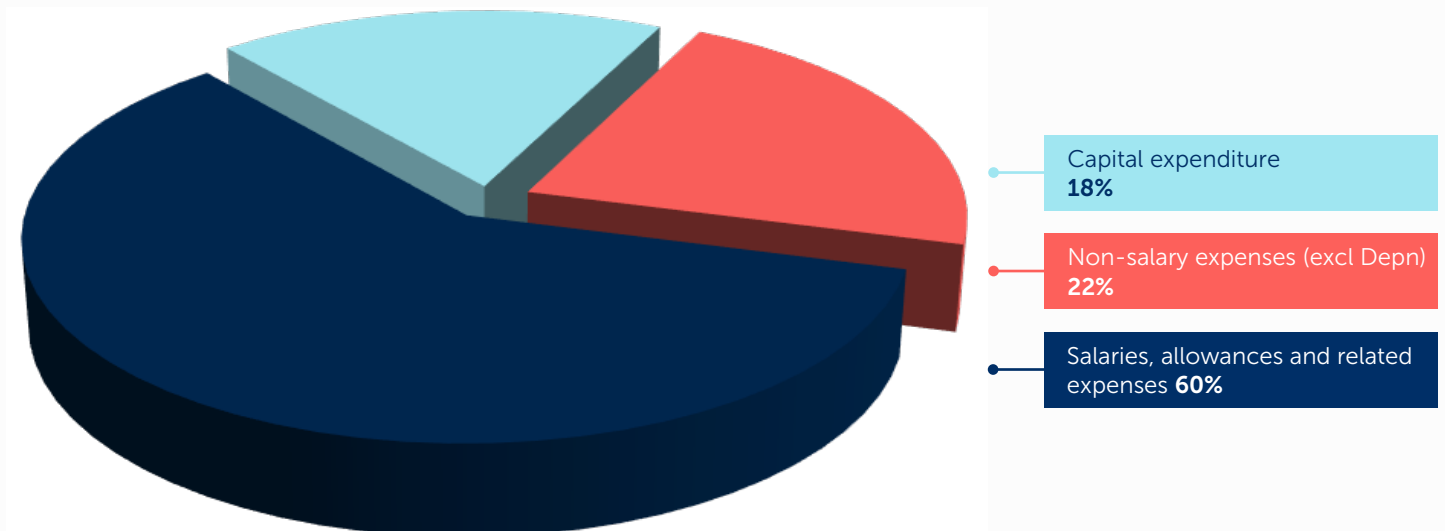
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Summary financial information

PYMBLE LADIES' COLLEGE INCOME 2020



PYMBLE LADIES' COLLEGE EXPENDITURE 2020





Pymble Ladies' College

pymblelc.nsw.edu.au

Avon Road, Pymble NSW 2073
PO Box 136, North Ryde BC NSW 1670 Australia
+61 2 9855 7799

ACN 645 100 670 | CRICOS 03288K



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