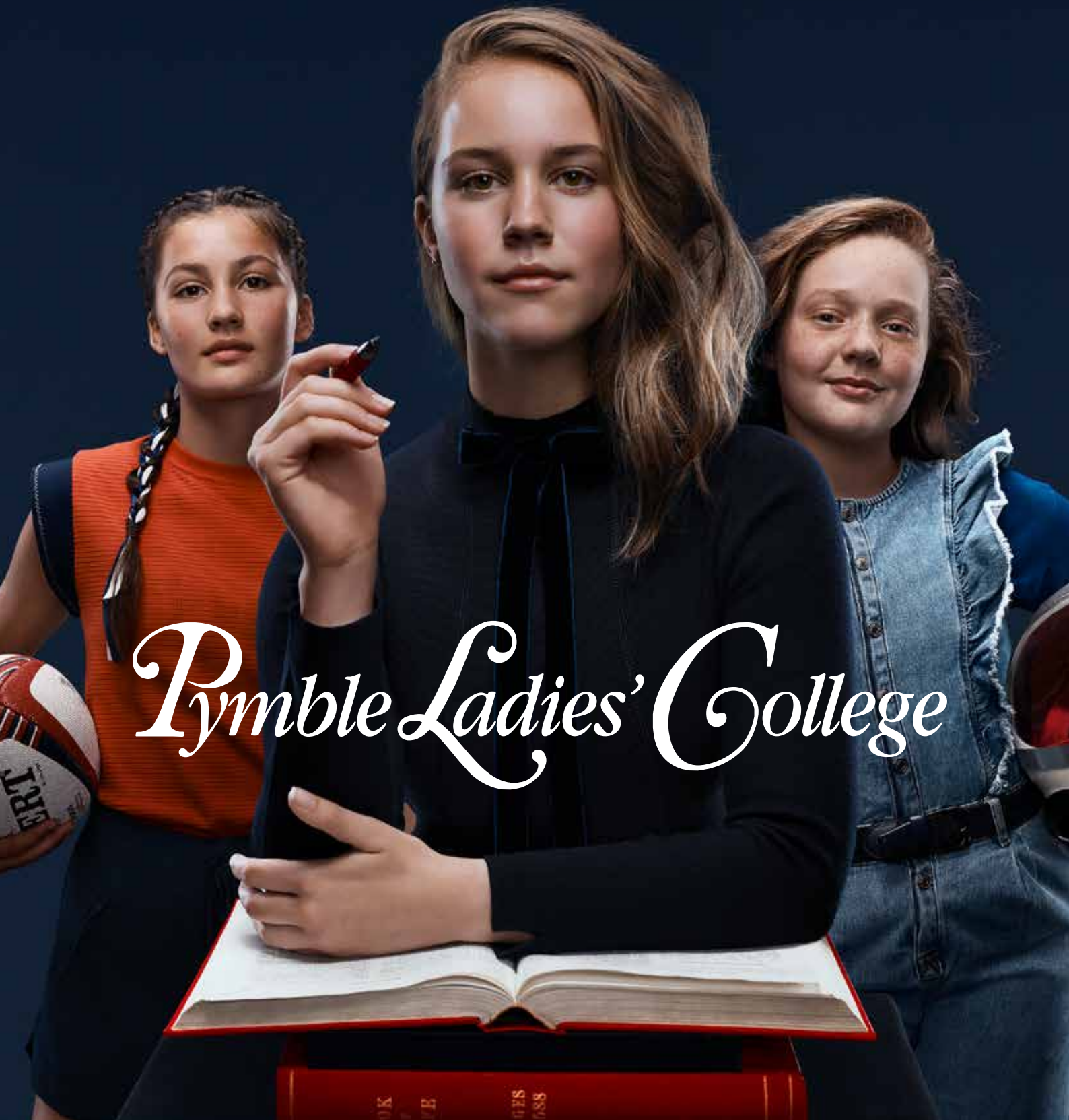


Annual Report 2021



Pymble Ladies' College



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Theme 1



Message from the Chair of College Board

At Pymble we firmly believe that supporting our girls to achieve their full potential is a three-way partnership between each student, her parents and carers, and our incredible team of educators and staff. This has never been more important than in a year when the COVID-19 pandemic dictated almost five months of online learning at home, an ability to pivot between tuition methods and the invaluable support of parents or carers.

The seamless transition from face-to-face teaching and learning in Term 2 to *Pymble Online* in Term 3 was a massive team effort and a credit to all involved. To give an idea of scale, in the first month of *Pymble Online* alone, our team prepared and streamed 5,000,000 minutes of video and held 30,000 meetings via Microsoft Teams.

As we did in 2020, our teachers and coaches ensured all curricular and co-curricular commitments continued throughout the duration of the lockdown with the same level of quality, personal attention and care for each girl, consistent with on-campus instruction. Easier said than done!

“... in the first month of Pymble Online alone, our team prepared and streamed 5,000,000 minutes of video and held 30,000 meetings via Microsoft Teams.”

MR JAMES HUNTER

This resulted in our *Pymble* staff working additional hours every day, to prepare for and follow up with our girls. A case in point is our Dance program: more than 800 dancers attended one or more of 60 online elective or co-curricular dance classes held each week and performed in online showcases during Term 3.

Our girls achieved many wonderful outcomes in co-curricular sport and activities, including:

- *Pymble* won nine Independent Girls' Schools Association championships in AFL, Softball, Football, Basketball, Cross Country, Volleyball, Rowing, Swimming and Diving (for the 10th consecutive year!).
- The Knox *Pymble* Swim Club placed second in the overall age group point score at Australian National Age and Club Swimming Championships.
- *Pymble* Rowers won the overall point score at the annual Schoolgirl *Head of the River* Regatta.
- *Pymble* Sailors won the 2021 SheSails Invitational Teams Racing Regatta and placed second overall at the ACT Sailing Championships and first in the all-girls' school category.

- The Eisteddfod Dance Team performed at DanceLife Unite and Extreme Eisteddfod where Contemporary White and Secondary Jazz won first place – and Contemporary White won Overall Judges' Prize for schools. Secondary Jazz Navy and Secondary Jazz Scarlett placed first and second in their categories at Dance Life Unite.
- In the IGSA online Festival of Speech, *Pymble* placed second overall.
- In Robotics, seven *Pymble* teams of students in Years 5 and 6 qualified to compete at VEX IQ Nationals, and eight *Pymble* teams of students in Years 7 and 8 qualified to compete at VEX EDR Nationals. *Pymble* teams received multiple awards, including the Excellence Award, which is the highest award in Australia.

Our academic excellence is perhaps best showcased by our 2021 HSC results, which you can read about in more detail on page 14. As a cohort, our Class of 2021 achieved:

- An increase in ATARs >90 (47%, up from 44% in 2020).
- Improved exam results (82% of students performed better in external exams than in internal assessments, up from 74% in 2020).

“Pymble’s HSC Improvement Project was one of 11 academic focus areas in 2021 under our new Strategic Direction, *Watch Us Change the World.*”

MR JAMES HUNTER

- Improved ranking in the SMH Top 100 Schools list (*Pymble* is now ranked 25, up from 31 last year).

These achievements did not occur by chance. *Pymble’s* HSC Improvement Project was one of 11 academic focus areas in 2021 under our new Strategic Direction, *Watch Us Change the World.*

After many years of discussion and planning, in 2021 *Pymble* became an incorporated entity, which is the optimal governance and operating structure for a contemporary school, and a long-awaited outcome which has further strengthened our excellent relationship with the Uniting Church.

Our Master Planning is progressing very well, and currently we are seeking approval for the development of our new Grey House Precinct, which is expected to be completed in the first half of 2024. The precinct includes dedicated classrooms for Years 5 and 6, STEM classrooms, six dance studios, a Health Centre, our first Early Learning Centre, larger Out of School Hours Care for busy parents and carers, and much more.

Planning has also commenced for the Secondary School Precinct.

The College Board was sad to farewell Mr David Myers in May after six years serving as a Board member. David leaves with our gratitude and sincere thanks for his dedication to his responsibilities, which included the role of Chair of *Pymble’s* Asset Management Committee from 2017 to 2021. New additions to the Board in 2021 included the Rev Dr Christopher Goringe, who brings extensive experience in the IT Industry and research along with his ministry at Roseville Uniting Church. We were also delighted to welcome our alumna, Mrs Eve Clark, as a newly appointed Director of our incorporated College. As an Executive at Goldman Sachs and a member of the Property Council of Australia’s national Development Academy Committee, Eve brings vast experience in leading significant property developments at a time when the College is investing significantly in Master Planning for our future.

The *Pymble* Board is incredibly proud of all *Pymble Ladies’ College* students and staff for the many achievements and goals reached throughout 2021, and we look forward to building on this solid foundation in 2022.

MR JAMES HUNTER
CHAIR OF COLLEGE BOARD



Message from the Principal

In 2021, Pymble Ladies' College celebrated its 105th birthday and launched our new Strategic Direction, Watch Us Change the World. It was also our second year of living in the COVID-19 pandemic and responding to this ever-changing environment. We are proud of the excellent education we provided our Pymble students during these challenging times, in addition to keeping our community safe and connected.

To set the tone for the year, all students and staff were encouraged to meet a series of challenges based on the mantra 'Have a go'. It started with the deeply personal mission to 'Have a go' at being "good with" yourself, inspired by the first female Vice President of America, Kamala Harris, who quashed a journalist's attempt to compare her to Barack Obama with the simple and empowering statement, "I am who I am. I'm good with it." As the year progressed, we encouraged each other to have a go at fronting up to hard conversations and difficult situations by "going direct with respect", intentionally "finding joy" in a locked-down Term 3 and actively "preparing for change" as we transitioned back to face-to-face learning for the final weeks of Term 4.

'Have a go' became our default setting, helping our community to show up with optimism each day, whether on campus or online, and stay focused on our goals at all times.

Terms 1 and 2 – on campus

Our students and staff were grateful to enjoy Terms 1 and 2 on campus, albeit ever-observant of the COVID-safe guidelines that had become part of the "new normal" of teaching and learning in a pandemic. Significant events during this time included:

- Launching our *Watch Us Change the World* Strategic Direction on International Women's Day to signal our focus on building our girls' Academic, Emotional, Social and Digital Intelligence.

- Embedding our new Directions (Wellbeing) Curriculum across K-12 in timetabled lessons delivered by trained teachers and training all staff in Youth Mental Health First Aid.
- Becoming the first school in Australia to partner with UN Women Australia to give our girls the opportunity to engage in life-changing work to advance gender equality and the empowerment of women.
- Hosting the *Respect Matters Community Forum* to encourage and advise parents and carers from Pymble and local schools how to have positive conversations with their daughters and sons about sexual consent, assault and explicit imagery.
- Welcoming our first group of students, Year 3, followed by Years 5 and 7, to their overnight Outdoor Education Program at our newly acquired Vision Valley campus at Arcadia.
- Supporting Wayside Chapel through our *Love Over Hate* Community Project, which saw students, families and staff donate countless boxes of toiletries and clean clothing for Wayside's community.
- Forming a non-exclusive partnership with St Ignatius College, Riverview, to allow girls and boys in Years 5 to 12 across the two schools to engage with each other in a sequence of authentic, future-focussed learning experiences as they travel through their Junior and Secondary years.

Terms 3 and 4 – largely online

At the end of Term 2, greater Sydney went into the school holidays under a government-imposed lockdown, which continued for all of Term 3 and until halfway through Term 4. Seemingly overnight, the College transitioned from face-to-face lessons on campus to teaching and learning via *Pymble Online*. A small number of students who were daughters of essential workers were supervised and cared for on campus while also learning online.

Significant events in Semester 2 included:

- An unexpected first – online HSC Trials for *Pymble* Year 12 students, who adapted brilliantly despite the last-minute change in format and having to do the exams at home, during lockdown.
- Launching the *Pymble Institute*, our centre for research, innovation and professional learning for our girls, staff and broader academic community to collaborate and amplify their capacity to make a positive impact on the world.



- Making the decision to merge our Preparatory and Junior Schools into one united K-6 Junior School family, commencing in 2022.
- Streamlining the spirit House system to become College-wide with the retirement of K-6 Houses, Gibbs, Mackellar and Turner, and all K-6 students placed in one of the eight existing Secondary School Houses: Bennett, Goodlet, Hammond, Ingleholme, Lang, Marden, Thomas or Wylie.

- Welcoming our second school dog, Turi, the biological niece of Archie (who joined our family in 2020) and named after the courageous athlete, Turia Pitt.

By all accounts, 2021 was an extraordinary year. As the head of the school, I was incredibly proud of our community's resilience, flexibility and unwavering dedication to upholding excellence in teaching, learning and school administration under the most unusual of circumstances.

For a term and a half, we ran a school from our lounge rooms, spare rooms, bedrooms, kitchens and dining tables. Students and teachers remained connected via virtual classrooms – sometimes in work wear or *Pymble* uniform from the waist up, and tracksuit pants and Ugg boots from the waist down – and online recreational events. As always, our leadership team was guided and supported by our College Board, an exceptional group of voluntary, hard-working professionals who continued to share their wisdom, courage and care, for whom we are truly grateful.

Together, we embraced every "new normal" with the grace, good humour and 'Have a go' attitude that is inherent in a united community committed to empowering our girls to make the world a better place.

DR KATE HADWEN
PRINCIPAL

“By all accounts, 2021 was an extraordinary year. As the head of the school, I was incredibly proud of our community's resilience, flexibility and unwavering dedication...”

DR KATE HADWEN

- Launching a student-led, College-wide *Pymlympics* competition during lockdown to coincide with the Tokyo Olympics and encourage families to compete in virtual events for House points.
- Becoming the first school in Australia to partner with the University of California, Los Angeles to offer an *Introduction to Data Science Curriculum* as an elective for students in Years 9, 10 and 11, commencing in 2022.



Message from the Pymble Parent Association (PPA)

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

As the key parent body, the PPA adopts an inclusive approach, engaging all parents on this journey, across all year groups including co-curriculum activities. The PPA fully supports the three-way partnership between the school, parents and students as an essential component of each family's journey through the College.

2021 was a year which continued to follow in the footsteps of 2020. Given all the COVID-19 restrictions, traditional PPA activities were either curtailed or did not proceed in Term 1. Our much-loved Icebreaker cocktail party was cancelled due to the restrictions, however the PPA and various Parent Support Groups were able to host a series of morning breakfasts and the New Parents' High Tea, which was well attended. Our Principal, Dr Kate Hadwen attended

all events and took the opportunity to provide parents with an update on the College's new Strategic Direction, *Watch Us Change the World*.

With further relaxation of restrictions in Term 2, the PPA Trivia Night was held with guests dressing to the theme of 'P' for Pymble. The night was a roaring success with a record number of parents attending. Costumes ranged from Pymble girls to Pirates, Pink Ladies, Painters and Platoons. The funds raised from the event were allocated to The Vicki Waters' Courage Award presented at Speech Day to a selected student in Years 6, 8 and 10 and the PPA Professional Learning Grant for Pymble teachers.

Unfortunately, COVID-19 returned with a vengeance in Term 3, resulting in a

The PPA fully supports the three-way partnership between the school, parents and students as an essential component of each family's journey through the College.

lockdown and the cancellation of our annual Garden Party. In Term 4, the PPA sponsored and volunteered to assist at the annual International Teachers' Day celebration to provide more than 300 teachers and operational staff with lunch and a thank you present.

Throughout the year, where restrictions allowed, year group morning breakfasts, cocktail parties and gatherings were held to continue the theme of parents getting to know one another. The Parent Support Groups held meetings either physically or via Microsoft Teams.

On behalf of the PPA, I would like to thank Dr Hadwen and the Pymble staff for their dedication, involvement and

encouragement during 2021 especially during Term 3 which was fully online.

A special thank you goes to our Head of Senior School, Mrs Nikki Wyse and the Senior School staff who guided our Year 12 students through their HSC, the results of which speak for themselves.

I would also like to thank all the parents who sat on various Parent Support Groups for their time and dedication.

Without you, we would not be able to host our events. May 2022 be kinder to all of us and, hopefully, allow us to host all of our events without interruptions.

BRIGID ROBSON AND NING CAO

PPA PRESIDENT AND VICE PRESIDENT





Message from the Head and Deputy Head Prefects

The Pymble spirit has always been defined by a strong sense of community, resilience and generosity, perhaps never more so than in the year of 2021. Guided by our vision, '2021: Together as One', and inspired by the 'wildcat spirit' of the much-beloved High School Musical franchise, we worked alongside our prefect team, staff and students to cultivate a whole-school environment based in community, friendship and a willingness to support each individual to achieve their goals.

We started off the year with the online Alliance of Girls' School Student Leadership 'Kaleidoscope' Conference, which set the tone for our prefect leadership team, which would finish the year defined by our resilience and adaptability. We formed relationships with students from other schools across Australia and beyond, reminding us of the importance of staying connected in a socially-distanced world.

Inspired by the success stories of our 2020 predecessors, we prepared for a world 'living with COVID', continuing to familiarise ourselves with online learning and assemblies, while constantly thinking up fun ways to keep the community involved and entertained during numerous lockdowns. A big highlight

was our 2021 Pymlympics, where, alongside our talented IT team, we launched a whole range of fun stay-at-home activities, including baking, closet cleanouts and sending letters of love to neighbours, with the intent of continuing to cultivate a strong sense of community despite the distance between us.

While we spent the year working together, each prefect portfolio also had plenty of their own initiatives to contribute. Examples included our Student Representative Council (SRC) sharing the love with chocolate roses on Valentine's Day, with all proceeds going to the McGrath Foundation, and our Environment Captains launching a new sustainable website offering a formal-dress swapping service. Early in

“Although 2021 was a year of challenges, it was also a year of many successes, which would not have been possible without the inspired leadership of our College staff.”

PRIYA MEHRA AND SAMANTHA GUTHRIE

the year, our Captains of Sport launched a tournament with Knox Grammar School, encouraging the growth of inter-school friendships, while also helping to develop the *Pymble* spirit by encouraging our competitive streak! Our Academic Captains also ran an on-campus Year 12 Study Camp during the winter school holidays, which would prove invaluable to a cohort that spent the weeks prior to the HSC primarily online, while our Captains of Music kept the energy high with regular lunchtime karaoke performances.

THANK YOU

Although 2021 was a year of challenges, it was also a year of many successes, which would not have been possible without the inspired leadership of our College staff. To our Principal Dr Hadwen, Senior Deputy Principal Mrs Shaw, Deputy Principals Ms Rockwell and Mr Raymond and Head of Secondary School – Wellbeing Mrs Boyd: thank you for constantly making time for us, and for your genuine interest in the student body and student voice.

Thank you to our superwoman executive assistants, the beautiful Mrs Sengupta, Mrs Haynes and Mrs Hawkins, whose support, patience and ability to stay

unwaveringly calm under pressure saved us countless times!

To our Head of Senior School Mrs Wyse, Deputy Head of Senior School Ms Gallardo and Heads of Year 12 Mrs Harrison and Ms Ventura, thank you for your constant support and kindness. Even when online, your willingness to be there for us as a cohort only strengthened, and we will always be grateful to you for reminding us to celebrate the little things in life.

Finally, to the *Pymble* girls. You are all truly incredible people, and we can't wait to see all that you achieve both within and beyond the gates of *Pymble*. Thank you for accepting us and constantly getting involved in all of our crazy initiatives, whether it be in school, sport, community or music. Ultimately, it's you that make *Pymble* the place that it is, and we are so grateful to have spent the last year working and leading alongside you all. Thank you.

PRIYA MEHRA
HEAD PREFECT

SAMANTHA GUTHRIE
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). Three Boarding Houses are the 'home away from home' for 100+ Boarders.

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

2021 Higher School Certificate overview

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

In 2021, our HSC students exceeded our expectations. 215 students from Pymble Ladies' College sat for the NSW Higher School Certificate in 48 courses. Completing full Trial Examinations under test conditions served as excellent preparation for their external HSC exams where improvements were seen across every learning area. 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, 74% of Pymble candidates across all 2-unit courses offered at the College achieved results in Band 5 and 6, compared with 45% of students across the state in the same subjects.

70% of our students had at least one Band 6 result (above 90) placing them on the Distinguished Achievers list and 22 students were named as All Rounders with Band 6 in 10 or more units.

Pymble shone in the following 21 subjects in which the combined Band 5 and 6 (above 80) results were 30% or more above the state percentages: Agriculture, Ancient History, Biology, Business Studies, Chemistry, Design and

Technology, Earth and Environmental Science, Economics, English EAL/D, Food Technology, Geography, German Continuers, Hospitality, Investigating Science, Japanese Continuers, Legal Studies, Mathematics Standard, Modern History, PDHPE, Studies of Religion I, Textiles and Design.

Five outstanding subjects in 2021 were Investigating Science, with *Pymble* claiming third and ninth place in the state and 42% of students in Band 6. In German, Japanese Continuers and Japanese Extension, Music 2 and Music Extension, every student achieved results in the top band.

Our other extension subjects were successful once again with 100% of students achieving the top two bands in Chinese Extension, English Extension 1, English Extension 2, French Extension, Latin Extension, Mathematics Extension 2 and Science Extension.

In the period from 2020 to 2021, the following subjects recorded a significant percentage improvement in Band 6 results: Software Design and Development 43%, Studies of

Religion 43%, Hospitality 30%, Textiles and Design 26%, Ancient History 20%, Design and Technology 13%, Visual Art 13% and Economics 11%.

Teachers and students worked tirelessly both remotely and after hours to complete major works in Dance, Drama, Music, Design and Technology, Textiles and Visual Art to an incredibly high standard. However, as the major works were marked differently in 2021 due to COVID-19, schools were only permitted to nominate one or two students in each subject – an impossible choice as *Pymble* traditionally receives multiple nominations across all these subjects.

BEST IN SUBJECT

One student achieved first place in the state in the following course:

- Food Technology

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

- Investigating Science (3rd)
- Dance (4th)
- Chinese Extension (5th)
- Textiles and Design (8th)
- Investigating Science (9th)
- English EAL/ (9th)
- Biology (12th)

ALL-ROUND ACHIEVERS

22 (11%) of *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 2021, *Pymble* students earned 436 mentions, achieved by 150 individual students. This equates to 70% of students earning a place on this list.

HSC SHOWCASES AND EXHIBITIONS

In 2021 due to COVID-19, major works and practical subjects were not marked externally. Each school could nominate only one to two students in each subject.

It has been a privilege to help guide the class of 2021 to achieve incredible results in what has been an extraordinary year.

We are very excited that *Pymble* has three students selected to have their major work exhibited at the HSC Showcase and Exhibitions, ARTEXPRESS and Textstyle.

It has been a privilege to help guide the class of 2021 to achieve incredible results in what has been an extraordinary year. There are many stories of courage and persistence behind all of these statistics. We are so proud of all our *Pymble* students and wish them every success in the future.

Pymble usually has several students nominated in each subject. *Pymble* students earned places in the following HSC showcases and exhibitions:

- ARTEXPRESS – two students had their Body of Work selected for exhibition.
- Textstyle – one student's major project was selected for inclusion in the exhibition.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2021, the formal Record of School Achievement was awarded to two students who were unable to complete Year 12 due to health reasons and two students who completed their first year of Year 12 doing Pathways and are entering university using alternative entry pathways.

VOCATIONAL EDUCATION AND TRAINING (VET)

Pymble offers one VET course: Hospitality. In 2021, 11 students completed this course and achieved Certificate II in Kitchen Operations and Cookery. All students also sat for the HSC examination in the course.

2021 HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE

Performance Band achievement by percentage

Course	Number of Students	School Mean	Z Score	Band 6 School %	Band 6 State %	Band 5 School %	Band 5 State %	Band 4 School %	Band 4 State %
Agriculture	17	85	0.91	47.05	10.69	29.41	23.72	11.76	20.72
Ancient History	13	87	0.96	46.15	9.58	38.46	24.76	15.38	27.92
Biology	88	84	0.93	29.54	7.16	40.9	24.14	25	34.79
Business Studies	39	84	0.79	41.02	9.49	35.89	26.6	12.82	30.4
Chemistry	51	83	0.65	23.52	10.96	45.09	29.42	15.68	25.88
Chinese Continuers	7	84	-0.07	42.85	43.06	14.28	28.22	28.57	18.18
Classical Greek Continuers	0	0	0.00	0	0	0	0	0	0
Dance	12	87	0.82	25	12.72	50	42.03	25	30.53
Design and Technology	27	87	0.70	37.03	17.07	55.55	37.58	7.4	28.1
Drama	13	83	0.37	23.07	18.27	46.15	27.26	30.76	37.21
Earth and Environmental Science	18	80	0.68	22.22	5.24	38.88	22.85	27.77	34.32
Economics	31	86	0.73	29.03	14.87	61.29	35.37	9.67	27.4
English (Advanced)	183	86	0.47	30.6	16.3	54.09	52.47	14.75	25.11
English (Standard)	23	70	-0.12	0	0.59	4.34	16.03	52.17	41.2
English EAL/D	9	87	1.36	33.33	2.39	66.66	20.86	0	35.01
Food Technology	20	87	1.00	45	10.92	45	25.51	0	26.23
French Continuers	8	84	0.14	25	32.94	37.5	30.1	37.5	24.58
Geography	31	85	0.75	25.8	9.28	58.06	35.16	3.22	29.78
German Continuers	2	96	1.14	100	36.84	0	30.92	0	17.1
Hospitality Examination (Kitchen Operations and Cookery)	11	82	0.73	36.36	6.03	27.27	27.99	27.27	35.13
Investigating Science	12	89	1.14	41.66	8.44	50	32.35	8.33	34.2
Italian Beginners	14	84	0.52	28.57	20.8	35.71	27.32	28.57	26.08

2021 HIGHER SCHOOL CERTIFICATE RESULTS BY COURSE (CONTINUED)

Course	Number of Students	School Mean	Z Score	Band 6 School %	Band 6 State %	Band 5 School %	Band 5 State %	Band 4 School %	Band 4 State %
Japanese Continuers	5	93	1.03	100	26.58	0	31.32	0	20.41
Latin Continuers	5	92	0.67	80	47.4	20	29.87	0	14.93
Legal Studies	77	85	0.73	44.15	14.79	33.76	27.55	14.28	26.81
Mathematics Advanced	99	85	0.46	34.34	23.24	39.39	26.97	20.2	28.54
Mathematics Standard	77	81	0.87	20.77	5.62	42.85	19.12	19.48	26.56
Modern History	44	86	0.86	43.18	10.71	34.09	27.28	20.45	27.09
Music 1	7	86	0.51	28.57	19.99	57.14	44.34	14.28	25.12
Music 2	6	95	1.09	100	45.21	0	43.23	0	11.12
PDHPE	25	82	0.83	20	6.94	44	23.97	24	29.43
Physics	20	83	0.53	20	12.42	40	28.19	35	30.71
Software Design and Development	7	78	0.28	42.85	12.48	0	23.74	14.28	30.98
Studies of Religion I	7	86	0.92	42.85	13.03	42.85	28.92	14.28	27.39
Textiles and Design	14	91	0.99	71.42	16.9	21.42	39.78	7.14	24.3
Visual Arts	39	88	0.71	43.58	16.95	46.15	46.23	7.69	27.51

2021 EXTENSION COURSES

Performance Band achievement by percentage

Course	Number of Students	School Mean /50	Z Score	Band E4 School %	Band E4 State %	Band E3-4 School %	Band E3-4 State %
Chinese Extension	2	47	0.58	100	67.34	0	30.61
English Extension 1	14	45	0.5	57.14	41.08	42.85	52.85
English Extension 2	8	45	0.78	62.5	25.15	37.5	59.17
French Extension	2	41	0.33	0	24.24	100	55.3
History Extension	17	44	0.76	64.7	23.42	29.41	54.01
Japanese Extension	3	47	0.65	100	60.24	0	31.32
Latin Extension	4	48	0.51	100	78.21	0	16.83
Mathematics Ext 1	63	82/100	0.2	44.44	37.26	31.74	36.99
Mathematics Ext 2	17	91/100	0.6	70.58	42.81	29.41	43.81
Music Extension	4	49	0.8	100	64.04	0	31.23
Science Extension	5	39	0.25	0	10.48	100	61.67



The College makes extensive use of our teachers' individual passions, skills and talents as researchers, leaders and facilitators of professional learning...

Theme 5

2021 Learning and Teaching overview

Pymble invests in its teachers to encourage them to flourish as educators of the highest calibre. In 2021, professional learning included a strong focus on wellbeing, with more than 700 staff attending wellbeing programs hosted by the College.

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.

teachers, parents and students further re-imagined what quality teaching and learning looked like in an online environment and subsequently adjusted to new modes of teaching and learning. The delivery of professional learning was also re-imagined as we became increasingly proficient with online platforms such as MS Teams and Seesaw and developed more creative approaches to usage.

2021 CONTEXT

In 2021, the COVID-19 pandemic continued to disrupt education and the experience of the classroom for students and teachers alike. In a time of emergent learning, rapid change and unforeseen challenges, the College had to continuously adapt to deliver quality professional learning in a new area while testing a new learning environment. Building on infrastructure and learning from the 2020 COVID-19 disruption,

Continuing to upskill our staff to deliver quality teaching and learning online was a priority throughout the year. This took a new frame of reference in the latter part of the year as some students remained online and others returned to the face-to-face learning environment. 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.

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.

In 2021, the professional learning landscape at *Pymble* was organised around three approaches:

- A. Internal Opportunities: A suite of workshops was available through the College's Professional Learning Catalogue (e.g., single interactive sessions of 60 minutes to whole-day duration) including 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 worked with similarly interested colleagues on a range of collaborative and independent projects. Executive, Heads of School and Heads of Learning Areas worked to ensure all teachers were able to authentically embed their professional learning within their day-to-day work.
- B. Collaborative Planning: Teams of teachers met 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 rigor in learning and assessment, faculty and year-based teams used this time to re-imagine current programs of value or to design/re-design new units of work.
- C. External Opportunities: Going beyond the College to gather with colleagues from other schools, sectors and fields exposed our teachers to fresh thinking,

novel ideas, emerging research, and expertise beyond the school. The College also sought partnerships with external experts across varying fields, inviting these experts into the College to work with our staff.

One notable impact of the pandemic was an increase in the occurrence of external professional learning opportunities, with a comparative decrease in the offering of internal professional learning opportunities. As COVID-19 restrictions are reduced in 2022, it is anticipated that there will be an increase in internal professional learning opportunities to pre-COVID levels.

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 2021, the College defined its suite of internal professional learning opportunities in the following areas:

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

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



Teaching and learning	Participants
Supporting Students with Specific Learning Needs: Focus and Concentration	15
Growing with Canvas: Using a Virtual Classroom to Scaffold Student Learning	8
Apple Bytes: Using the iPad to Scaffold Student Learning	18
How the <i>High Potential and Gifted Education Policy</i> Helps Us to Know Our Students	14
Action Research: Putting Our Knowledge of High Performing Learners into Action	14
Deep Learning 201a: Leading and Facilitating	16
Deep Learning 201b: Designing and Moderating	16
Total participants:	41

Research and innovation	Participants
Dipping Your Toes into Research: Introduction to Action Research	3
Designing Effective Research Surveys: Guide to the Basics of Survey Design	5
Total participants:	8

Accreditation	Participants
Proficient Teacher	13
Experienced Teacher	7
Total participants:	20

Leadership	Participants
NESLI Executive Leadership Colloquium – Our senior and middle leadership teams engaged in top-up courses: • Immunity to Change • Time Management	Senior leaders: 24 Middle leaders: 14
Total participants:	38

Teaching staff engaged in conferences and workshops, webinars, lectures and online courses.

Wellbeing	Participants
Rites of Passage training by Rites of Passage founder and CEO, Dr Arne Rubinstein – Supporting people of all ages to face the opportunities and challenges of a rapidly changing world, and to find their unique gifts	117
Understanding the Cultural Context of EAL/D Students and Specific Strategies to Support their Needs	3
Mirri Mirri: Cultural Competency Training	17
Youth Mental Health First Aid: Course 1 – Designed for adults so that they can assist young people principally in the adolescent age range	300
Youth Mental Health First Aid: Course 2	269
Total participants:	706

Compliance	Participants
E-Safety: Online Risks and Protective Factors	41
E-Safety: Online Harmful Sexual Behaviours, Misinformation and Emerging Technologies	5
Provide First Aid – 3 Years	25
Total participants:	71

SECTION B: COLLABORATIVE PLANNING

Collaborative Planning was used by Secondary faculty and Junior School teams primarily in Semester 1. Junior School used this time to review and revise scope and sequence documents and unit plans alongside learnings from Deep Learning. Secondary faculties used this time to deliver subject area professional learning. COVID restrictions limited the ability of the school to capitalise on this approach during Semester 2.

SECTION C: EXTERNAL OPPORTUNITIES

External opportunities for professional learning continued to be significant for *Pymble* staff and focused principally upon remaining engaged with current directions in learning theory and educational research, discipline-specific knowledge and networking with a wide range of educators. Teaching staff 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	306
Courses	No of 2021 participants
Accreditation	6
Careers	14
Senior School Curriculum	18
Digital Technologies	13
Discipline specific – HSIE	17
Discipline specific – GBE	11
Discipline specific – English	7
Discipline specific – Art	1
Discipline specific – Languages	7
Disciplines specific – PDHPE	5
Discipline specific – Science	28
Discipline specific – Performing Arts	5
Discipline specific – Mathematics	9
Educational Support	4
Junior School Curriculum	55
Leadership	9
Partnerships	4
Preparatory School ELA/D	9
Preparatory School Curriculum	22
Research	4
Wellbeing	33
Aboriginal Education	25
Rites of Passage , with founder and CEO, Dr Arne Rubinstein	117
HSC Marking	
Performing Arts	7
Languages	6
History	2
Legal Studies	1
Religious Education	1
Economics	1
Geography	1
Business	1
English	2
Mathematics	2



External experts, relationships, partnerships and courses (continued)

AIS Designing for Deep Learning Network

– *Pymble* is a member of the AIS Deep Learning Network and will remain part of this collaborative working group from 2020 to 2022. Deep Learning is implemented and embedded throughout the College.

Faculty based relationships/ PL with external experts

Library – PYT Fairfield has been engaged to support the Literature and Cultural Festival. PYT is a professional theatre company in Western Sydney whose vision asserts and celebrates Australia as a culturally diverse nation and whose practice is based on 'Radical Kindness'.

Science – UCLA trained five staff in the Introduction to Data Science course being offered in 2022. UCLA is the leading provider of high school data science education materials, professional development and technological support in the USA.

Geography – Dr Susanne Pratt, who is a lecturer in the Faculty of Transdisciplinary Innovation at UTS facilitated 'Future Imagining Workshops' connecting our students in Years 7 to 10 with experts in the field and other students external to the College.

15

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4



CHANGES TO THE NSW PROFESSIONAL LEARNING LANDSCAPE: LOOKING TO 2022

Following the refocusing of NESA-accredited professional learning into four focus areas, the College has begun to write and submit courses for teachers at the Proficient level. In 2022, it is anticipated that the College will offer internal, accredited professional learning in all four focus areas:

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

As of January 2022, we have 14 elective professional learning courses on offer.

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 2022

As we look to 2022, we are interested in developing professional learning partnerships to continue building a culture of excellence in teaching and learning.

This will be realised in the following ways:

- *Pymble* Research Conference where *Pymble* teachers as researchers will share their progress and findings of their action research.
- Academic writing workshop with UTS Education academics.
- Supporting postgraduate studies with Western Sydney University, School of Education.

We look forward to making an application to have a full suite of professional learning courses specific to our College strategic intents accredited.

Theme 6

Workforce composition

College staff	Total
Teaching staff	245
Aboriginal/Torres Strait Islander teaching staff	4
FTE teaching staff	231
Non-teaching staff	172
Aboriginal/Torres Strait Islander non-teaching staff	0
FTE non-teaching staff	146.8
Total staff:	421

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 (AEI-NOOSR) guidelines	249
Teachers who have a Bachelor degree from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognised (AEI-NOOSR) guidelines but lack formal education qualifications	0
Total:	249

Level of accreditation	Number of teachers
Conditional	7
Provisional	9
Proficient Teacher	233
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total:	249



OPERATIONAL STAFF CONSISTED OF:

- Administration
- Chaplains
- I.T.
- Facilities
- Human Resources
- Finance
- Risk and Compliance
- Community Engagement
- Psychological Services
- Boarding
- Health Care
- After School Care
- Theatre Staff
- Technicians (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:

- Head of Year 8
(employed full-time since November 2006)
- PDHPE Teacher – Preparatory School
(employed part-time since January 2017)
- PDHPE Teacher – Secondary School
(employed part-time since January 2020)
- 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 2021

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

ATTENDANCE SUMMARY CALCULATION ASSUMPTIONS

SECONDARY SCHOOL

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

- Students are calculated as absent 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.
- Partial attendance is calculated as a percentage based on number of periods attended.
- Students are calculated as absent if they have notified their absence to the school.
- Attendance is calculated only for school days.
- Please follow the link to the My School website for further
- Information on student attendance: www.myschool.edu.au/school/43846

STUDENT RETENTION RATE: YEAR 10 TO YEAR 12

98% of the 2019 Year 10 cohort completed Year 12 in 2021. The retention rate is 5% more than 2020.

POST-SCHOOL DESTINATIONS

In 2021, 220 students over the age of 17 years left the College.

Two 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 287 individual course offers via direct early entry.

Of the two students over the age of 17 years who left the College before matriculation, both withdrew due to wellbeing reasons.

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

MANAGEMENT OF STUDENT NON-ATTENDANCE

STUDENT ABSENCE PROCEDURES

- Each School has an absentee line and parents/carers are required to use the absentee line before 9.00am to notify the College if their daughter is to be absent.
- The relevant Administrative Assistants enter this information and the reason for the absence into the system using the appropriate code.
- In the event of an absence or late arrival of a student in the

Secondary School, the parent/carer of the student will be notified via an automated SMS to their mobile telephone contact and provided with the reason given by the student.

- Partial absences or anomalies in attendance will be followed up on the day or the following day if it occurs late in the day, by the:
 - Academic Administrative Coordinator or the Administrative Assistant in the Secondary School
 - Administrative Assistant or Head of School in the Junior or Preparatory Schools.
- The College requests parents/carers 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 Deputy Principal – 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 Deputy Principal – 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 Deputy Principal – 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 Deputy Principal – 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 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
- in case of a late arrival, or early departure of a student, indicate the details of the lateness or early departure on the roll
- having received an absence note, record the absence and the reason
- 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, in addition to an automated email notification to the relevant teacher as a reminder to mark the roll
- advising the Director of Staff or Deputy Principal – Students (K-12) 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 Deputy Principal – 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 Deputy Principal – Students (K-12).

The Deputy Principal – 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.









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.

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.

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 student
 - the contribution that the student may make to the College, including co-curricular activities
 - the student's reports from previous schools or prior to school service e.g., the NSW Department of Education's Transition to School Statement
 - students for whom English is an additional language/dialect will be required to demonstrate their proficiency in English and meet determined proficiency levels.
- The College
 - ability to meet the special needs or abilities of the student.

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

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

The College aims to provide the best possible educational outcomes for all students.

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.pymblelc.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 2021	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>There were no changes to the <i>Student Health and Wellbeing Policy</i> in 2021. 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 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>No changes were made to the policy 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>
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>No changes were made to the policy 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>No changes were made to the policy 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 2021

Priorities	Intents for 2021	Achievements 2021
Strategic Planning	<ul style="list-style-type: none"> Introduce, socialise and begin implementation of <i>Pymble's</i> 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. 	<ul style="list-style-type: none"> '<i>Watch Us Change the World</i>' Strategic Direction launched to our internal and external community on International Women's Day via updated College collateral, Newsletter, website, social media and advertising campaign. Three-year plan for each of the four pillars developed and approved by College Board. All staff briefed to implement 2021 priority initiatives, led by pillar leaders.
Master Plan	<ul style="list-style-type: none"> Finalise design for new Grey House Precinct featuring an Early Learning Centre, Junior School classrooms (Years 5 and 6), Out of School Hours Care, Dance studios, 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. 	<ul style="list-style-type: none"> Completed the design of the new Grey House Precinct and submitted the development application. The Department of Planning has exhibited the building for comment and we continue to progress towards final approval. Undertook extensive community engagement on the proposed building, including on-site briefings to our parents and members of the local community. Completed the site early works in preparation for the build, with building tenders to be distributed in April. Defined the scope for the Secondary School build and currently working with New Learning Environments to inform the Architect Design Competition scheduled for May 22.
Outdoor Education	<ul style="list-style-type: none"> Finalise the purchase of Vision Valley at Arcadia and commence operations as an Outdoor Education campus for the College. Recruit experienced and talented outdoor educators. Commence the delivery of tailored Outdoor Education Programs to complement <i>Mind-Body-Spirit Framework</i>. Expand experiential programs such as Adventure Sports program and Australian Army Cadet Unit. 	<ul style="list-style-type: none"> Vision Valley purchased in late 2020. Vision Valley and <i>Pymble</i> Outdoor Education team recruited in 2021. Delivered a wide range of Outdoor Education Programs to K-12 students at varying venues including onsite at <i>Pymble</i>, at Vision Valley and in other areas of NSW. Adventure Sports program continued to develop in 2021. <p>*Despite COVID-19 impacting all programs in 2021, all scheduled year groups had an Outdoor Education experience. Attendance exceeded target of 85%.</p>
Wellbeing	<ul style="list-style-type: none"> Introduce the <i>Mind-Body-Spirit Framework</i> for students across K-12 via Directions lessons. Embed wellbeing outcomes into timetabled lessons through the Directions Curriculum. Implement the revised K to 12 House structure to enhance inclusion and belonging and to 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. 	<ul style="list-style-type: none"> Directions lessons continued to run daily in K-6. The Secondary School timetable included two Directions lessons per fortnight for Years 7-10 and one for Years 11-12. Directions content was adapted to appropriately meet the needs of students during periods of online learning. Moved to a K-12 House structure to build the culture of 'House Spirit'. Due to COVID-19, some planned events did not proceed. Three major events hosted successfully included: the Year 7 parent/daughter Rites of Passage evening in Term 2, and two online Dads and Daughters evenings in Term 3 (Secondary and K-6). All academic, sub-school administration and co-curricular staff employed at <i>Pymble</i> in Term 1 2021 completed the Youth Mental Health First Aid training. The planned Youth Suicide Prevention course was not delivered due to COVID-19 restrictions; content not suitable for online delivery.
Academic Learning	<ul style="list-style-type: none"> Review of academic scheduling to provide greater agility for student learning, wellbeing and programming. Develop 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. Launch <i>Pymble</i> Institute with a focus on purpose, impact, research and innovative projects/products. 	<ul style="list-style-type: none"> Developed a new timetable for 2022 which enabled a core part of each day to focus on wellbeing and allowed for different combinations of single and double periods. A pilot of the long-stay program at Vision Valley was planned for 2022 with a curriculum structure based on integrated units and subject intensives. Successfully launched the <i>Pymble</i> Institute with staff and students contributing meaningfully to the body of research on the learning of girls and women.

Priorities	Intents for 2021	Achievements 2021
Digital Intelligence	<ul style="list-style-type: none"> Deliver two on-campus, industry-led learning experiences. Engage students to lead two events to showcase learning enabled with technology. Rollout <i>Pymble</i> Passport across the school. Design and introduce digital health program into wellbeing continuum for students in K-12. Design and introduce digital minimum standards professional learning for teachers. Partner with external organisations that provide experiences and credentials for future-ready skills for students. Provide new remote learning opportunities for <i>Pymble</i> students. 	<ul style="list-style-type: none"> Developed a successful day for Year 8 to work with Microsoft to deliver the largest Australian MS AI (Artificial Intelligence) hackathon experience in 2021. Additional partner opportunities were not possible due to COVID-19. Students created a digital Tech Run and led two online initiatives during lockdown: <i>Pymlympics</i> and Back to Campus Countdown. Year 6 and 10 created in-timetable opportunities for students to reflect on strengths, skills, impact, and values and to work on their <i>Pymble</i> Passports (used for internal applications for Year 11 leadership positions). New partners delivered parent and student cyber safety sessions. A Digital Wellbeing Continuum was developed and delivered in Directions lessons for K-12. Staff training to minimum technology standards was delivered in Semester 2. With the shift to online learning, we created multiple partner-led remote sessions for students to develop skills ranging from cooking to drawing and interview techniques. No credentials were allocated.

INTENTS FOR 2022

Priorities	Intents for 2022
Academic Intelligence	<p><i>Pymble</i> Learning Philosophy Create and embed the <i>Pymble</i> Learning Framework into the curriculum to improve learning for students and build the capacity of teachers.</p> <p>Curriculum and Time Structures As a result of the new Secondary timetable and the Vision Valley long-stay program, curriculum and time structures to be re-designed to accommodate these new priorities.</p> <p>Assessment Reporting Reform Re-design the academic reporting structures and processes so that teachers can provide meaningful and timely feedback to students and parents that celebrates growth and highlights next steps for improvement.</p> <p>HSC Improvement Design and implement high impact strategies to continue to increase student performance in the HSC, specifically the number of Band 6 results to enable <i>Pymble</i> to maintain its SMH Top 100 Schools rank within 20-25th in state and improve percentage of ATARs >99, >95 and >90.</p> <p>Vision Valley Design the curriculum for the Vision Valley long-stay program and provide opportunities for teachers to design intensive learning opportunities at Vision Valley.</p> <p>Metrics of Success Redefine the metrics of success used by the College to judge the performance of our Year 12 graduates.</p> <p><i>Pymble</i> Institute Consolidate the <i>Pymble</i> Institute to conduct, share and apply research and professional learning with a core focus on girls and women.</p> <p>Growing Learning Leaders Invest in the development and growth of our middle leadership team of learning leaders, who have significant impact on the effectiveness of our teachers and programs to improve learning outcomes for students, who also have great influence on their peers and the broader culture of learning.</p>
Emotional Intelligence	<p>Outdoor Education Provide Outdoor Education opportunities for every student and engage staff, parents and students in the value of the Outdoor Education Program.</p> <p>Year 9 Long-stay Program Pilot long-stay program involving St Ignatius, Riverview and embed <i>Knowing People, Knowing Pymble</i> in the experience.</p> <p>Mind-Body-Spirit Assessment Tool Develop assessment tools to measure the effectiveness of the <i>Mind-Body-Spirit Framework</i> and the increase of knowledge and skills due to elements of the program.</p> <p>iYarn Compass App Continue to pilot the Compass app using iYarn with the same four Year 11 Compass Groups, and review and implement the app for the full cohort in Semester 2, 2022. Customise and implement iYarn Compass app in Semester 2 for Year 10, 2022. The data from the app will also provide cohort trends/concerns which will be addressed in the Directions Curriculum.</p> <p><i>Knowing People, Knowing Pymble</i> Change the language from 'Rites of Passage' to '<i>Knowing People, Knowing Pymble</i>'. Implement a plan to engage our students, parents and staff at various transition points throughout their time at College, including Kindergarten, Year 3, Year 5, Year 6 (Honouring event at the end of their K-6 Journey), Year 7, Year 9 Long-stay, Boarding and Year 12 (Honouring event at the end of their Secondary School journey at the College).</p> <p>House History Continue to increase the students' sense of belonging, pride and vertical connection across K-12. Includes the development of House emblems and mottos.</p>
Social Intelligence	<p>Women and Girls Re-launch <i>Pymble</i> Index with a focus on women and girls, and accessible and engaging student delivery. Engage students to use <i>Pymble</i> Index through integration with Directions lessons and relevant curriculum areas K-12.</p> <p>Experience Exchange Offer each student the opportunity to experience an exchange during her <i>Pymble</i> journey.</p> <p>Sharing Stories Increase opportunities for diversity of thought and make inclusive mindsets more visible across the College. Establish Intercultural Student Leadership team (7-12) to contribute to a culturally inclusive College community.</p> <p>First Nations Perspectives Embed First Nations perspectives into the curriculum, operational, classroom and wellbeing practices across the College. Extend Professional Learning and growth opportunities to operational and administrative teams. Provide opportunities for all staff and students to learn about and participate in the Reconciliation Action Plan and relate it to their area/s of the College.</p>
Digital Intelligence	<p>Digital Festival <i>Pymble</i> Data Science launched in Semester 1 by students with the support of external partners. Deliver K-6 STEM Festival in Semester 2 with support of <i>Pymble</i> senior students, community and industry partners.</p> <p><i>Pymble</i> Passport Used by Year 5-12 students to showcase achievements with authentic application.</p> <p>Digital Learners Deliver Data Science UCLA course.</p> <p>Establish NuVu partnership Distribute the leadership of wellbeing and skills classes in K-6 and establish Year 7 Digital Skills program.</p> <p>Digital Pathways Amplify <i>Pymble</i> Online, allowing students access to excellent learning opportunities no matter where they are learning.</p>

Theme 11

Initiatives promoting Respect and Responsibility

Respect and Responsibility are two of our five College values embedded into every stage of learning and life at Pymble. 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 each student. Throughout 2021, our College values continued to be integral as we navigated the challenges of online learning and our subsequent return to campus. Each of our five sub-schools provided a 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)

The values of Respect and Responsibility were highlighted intentionally within the Preparatory School to inspire students to look inwardly to develop personal awareness, self-respect and increasing responsibility for safety and personal care. This included a focus on naming and identifying behaviours and emotions in self and others through wellbeing programs and daily practice.

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

The creation of Class Charters as a component of the RULER approach (Recognising, Understanding, Labelling, Expressing and Regulating emotions) provided students with the opportunity to collaboratively define how each person has the right to feel when at school. Students regularly referred to the Mood Meter to identify how they were feeling emotionally at a point in time.

“Learning to respect and respond to the emotions of self and others is a focus area in the Preparatory School.”

MRS KAREN AHEARN, HEAD OF PREPARATORY SCHOOL



Responsible and respectful relationships and actions were made visible through planned learning opportunities and discussions with students. The introduction of the program Kimochi: Doing Life Together assisted students to develop skills to identify and express feelings and to build their capabilities to establish lasting friendships. The URSTRONG program empowered our girls to build positive friendship skills and be active participants in creating a community underpinned by kindness. Our College values of Care, Courage, Integrity, Respect and Responsibility supported expectations and behaviours and provided a platform to inspire students to look inwardly to develop self-respect and personal responsibility for safety, wellbeing and growing independence.

Students were encouraged to connect with nature through experiential learning opportunities and nature immersions planned for each grade level. Some of these programs were impacted by COVID-19 restrictions but students were still offered a diverse range of activities designed to challenge them and to develop their sense of self and personal strengths.

Shifting to an online learning environment in Term 3 necessitated new and creative connections and opportunities for personal growth. Online Charters were developed to highlight responsible and respectful behaviour expectations when working remotely with others. Students also participated in a Digital Citizenship Program with content identified for each stage of development.

“By building Junior School students’ sense of self, we aim to empower our girls with a deep understanding of how to treat others and themselves with respect and kindness.”

MRS KATE BROWN, HEAD OF JUNIOR SCHOOL

Students were also afforded opportunities for leadership, with Year 2 students undertaking positions of responsibility as Student Representative Council members, House Leaders, Library and Equipment Monitors and Communication Leaders. These roles continued with creative variations during online learning.

Other initiatives promoting Respect and Responsibility in 2021 included:

- A deliberate and integrated wellbeing curriculum delivered through Directions (Wellbeing) lessons.
- Students collaborated with educators to develop visible and transparent personal goals. Specific strategies for growth were identified and progress recognised and celebrated.
- Year 2 students acted as “buddies” to Kindergarten students and took on additional leadership roles across a range of areas where student voice facilitated the development of 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 from sustainable and recycled materials. The Easter Raffle raised funds for the Preparatory School charity, Bear Cottage at Manly.

- College values, including Respect and Responsibility, were articulated through acknowledgement of observed behaviours of individual students in weekly assemblies.
- Weekly assemblies were conducted by nominated classes and students who ran the program. This continued to a virtual audience of parents during online learning.
- Opportunities for cross-stage and sub-school interactions were implemented during designated lunchtimes when not impacted by COVID-19 guidelines and restrictions.

JUNIOR SCHOOL (YEARS 3 TO 6)

Weekly Junior School assemblies (also held online during remote learning) allowed opportunities for girls to be celebrated for their demonstration of behaviours which reflected the five College values. The Head of Junior School and Deputy Head – Wellbeing presented Kindness Awards recognising students who demonstrated acts of kindness. Shine Awards were also presented by teachers on an informal basis, to recognise students who modelled behaviours reflecting the College values.

Junior School teachers focused on empowering students to demonstrate



a Growth Mindset in their approach to their learning opportunities as well as building an understanding that making mistakes (and celebrating them) is a crucial part in the learning journey. Sharing our individual stories of culture, faith and talents was a focus for our weekly assemblies to help build a community of unity through diversity. Students were encouraged to share their talents in assemblies and to lead the Junior School in prayer from their culture or 'mother tongue'. Junior School parents and girls contributed to a video reading of a kindness poem, reciting part of the poem in their language of choice to celebrate the

diversity of language and culture within our community.

Compass teachers worked with each student to guide the setting of personal and term-based goals recorded in their Junior School Diary. Throughout each term, Compass teachers had one-to-one conversations with each student to check her progress against her goal, coaching her and thereby growing a sense of self-reflection, personal responsibility and commitment to each goal.

The Junior School *Mind-Body-Spirit* program focused on empowering students to build and maintain healthy

friendships, teaching them how to articulate their own value and respectful voice in friendships. Students were encouraged to respect themselves with an open mindset and the resilience to embrace challenge opportunities and to celebrate their mistakes as 'fabulous failures' and a growth point in their learning. The program highlighted the power of kindness to others, to the environment and to self.

Responding to the need for learning online, there was an increased focus on teaching students how to navigate the digital world respectfully and with a sense of responsibility for their own safety.

Digital Learning Leaders worked with Compass teachers to plan and co-lead lessons during Directions sessions each week to build the girls' understanding of how to protect their digital identity and footprint. For students in Years 5 and 6, there was a focus on being personally responsible for building a balance between screen time and green time.

The RULER approach provided all students with the time, space and skills to articulate how they wanted to feel within their class and school. Collaborating on Class Charters ensured a collective responsibility towards establishing and maintaining respectful and kind learning environments. Students' understanding of their responsibility for their own emotions was explored through the concept of being your Best Self. This process included learning how to take a Meta Moment when facing challenge and conflict, and reflecting on the impact of personal behaviour choices on others through a process which encouraged them to understand perspectives.

Student voice was empowered through leadership opportunities which were offered to students in each class and on a term-by-term basis. Leaders were mentored by the Junior School leadership team. Through the clubs which met in person, and then online, students were given opportunities to advocate for positive change in their world and to design and lead activities to positively impact the school and wider community.

The capacity of our Junior School girls to serve their community was restricted throughout the year due to COVID-19. Despite the challenges, students initiated a number of activities and involved themselves in a range of acts of service. These included creating messages in bottles which students distributed to neighbours, collating stationery packs for disadvantaged schools and writing letters to elderly alumni and returning Olympians from the Olympic Refugee team to help combat loneliness associated with lockdown. Students rose to the challenge of 'Walking for a Kinder World' and collectively walked for more than 40,000km, raising \$1200 in sponsorship and providing 60 'Hope' journals from the Flyhighbillie foundation to disadvantaged schools.

While gatherings throughout the year were limited due to COVID-19, Junior School celebrations for International Women's Day, B Kinder Day and Harmony Day assisted the students in recognising their responsibility as community-minded citizens and fostered a commitment to being of service to others. Student involvement in these activities allowed our girls to build capacity for individual reflection and develop a greater understanding of social connection, respect and responsibility.

Our Outdoor Education Program encouraged responsibility, courage and a connection to nature in each student. Through these programs and their 'Challenge by Choice' adventures, students were encouraged

to work collaboratively and learn about themselves by stepping outside their comfort zone. During lockdown, opportunities were still made available for students to work collaboratively and challenge themselves through online activities, including an Athletics Carnival and Pentathlon. As part of a focus on developing an understanding of our own 'character' and personal strengths, we launched '100 Adventures to Have Before You Finish Junior School' all of which are 'device-free' activities and many involving outdoor play/ connection with nature.

Year 6 students demonstrated their social responsibility by participating in the OzHarvest FEAST program.

This learning opportunity was delivered through Directions lessons and culminated in students collaborating to create a cookbook which will be sold in 2022 with all profits donated to charity.

MIDDLE SCHOOL (YEARS 7 AND 8)

In 2021, the Middle School team worked to ensure the girls were appropriately supported as they embraced holistic experiences that stretched them academically whilst also embedding a culture of inclusive community. 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 engaging Directions programs for Stage 4 provided our girls



with abundant opportunities to explore relevant issues and in turn develop strategies to build better connections as they found their place within the Secondary School context.

Our extensive transition program demonstrated a commitment to empowering each student and providing them with an appropriate toolkit to navigate new situations whilst building confidence and resilience. Many of these events were adapted for online delivery, providing a platform for student leaders to take responsibility and grow as a result of the experience. We continued to run our Year 10 Peer Support program, which fostered bonds between the girls and allowed for authentic conversations where trust was built. By foregrounding student responsibility and clearly articulating expectations, individuals were able to set formal goals and

challenge themselves to step up. This provided a framework that promoted individual responsibility and growth in independence. Each girl was asked to set an academic goal alongside a community goal as a reflection of the significant value we place on both these areas of College life.

While COVID-19 restrictions limited our ability to provide traditional Middle School experiences for Years 7 and 8 to come together to build their social networks and work in respectful collaboration across cohorts, we introduced new initiatives via Microsoft Teams and within individual year group gatherings. This included Padlet Challenges, Online Assemblies, our Olympic Challenge, a Post-It Challenge, Year 7's Got Talent, the *Principal's Project* and *Pymble Gives Back*. Our Heads of Year and Compass teachers

“Our aim is always to develop well rounded and resilient young women who act responsibly and demonstrate respect for all individuals.”

MRS JENNIFER O'DONNELL, HEAD OF MIDDLE SCHOOL

worked to establish connections remotely with individual students via one-on-one digital conversations and throughout online Compass sessions.

Reflecting our *Mind-Body-Spirit Framework*, Directions and Compass programs emphasised the importance of balance and included our '5 Ways to Wellbeing' program: Connect, Take Notice, Keep Learning, Be Active and Give. The girls were encouraged to take responsibility for ensuring their routines reflected this balance, which, for many, was challenging when online and limited in face-to-face access with peers. Guest speaker, Michelle Chevalley-Hedge presented A Healthy View workshop which was informative and empowering. Years 7 and 8 had the opportunity to enjoy a Wellbeing Day at our Vision Valley Outdoor Education campus to further consolidate these priorities. '5 Ways to Wellbeing' was also actioned regularly within the weekly Compass schedule, where the focus was on establishing and maintaining respectful relationships and taking responsibility for personal wellbeing.

Recognition and celebration of individual talents across Middle School in 2021 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 celebrations of Harmony Day, the 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 2021 the Middle School continued to embrace social responsibility through service projects, including: the Heart to Heart project in which the girls crafted felt hearts for babies in Westmead Hospital's Neonatal Intensive Care Unit (NICU); Residential Aged Care initiatives such as video messages, recorded performances and hand-written letters; and WIRES care packages, including knitting joey pouches for orphaned animals. Thank You Thursdays provided an opportunity for the girls to show gratitude to their teachers by composing personal cards that were hand delivered. Taking time to reflect on the value of staff underscored the responsibility we have to acknowledge and affirm each other.



Digital Nutrition was an important aspect of the Middle School program, promoted through various Directions and Compass activities in conjunction with recommendations from the eSafety Commissioner and guest presenters. 2021 saw the introduction of ySafe and Family Zone, two platforms that assisted us in helping to monitor the girls' digital profile and limit access in partnership with parents. Our Police Liaison Officer, Senior Constable Lynda Hart also spoke with the girls to facilitate a better understanding of the implications of dangerous online behaviour and to promote responsible digital citizenship.

Leadership was regarded as something every Middle School girl should aspire to whether 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 School. The girls took great pride in representing the College and acting as role models for others. Toward the end of 2021, a new Student Leadership model was introduced across the College to provide more formal opportunities for our elected leaders to work in conjunction with older students within committees. This mentoring initiative was enthusiastically embraced by our Middle School girls.

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 us and those who now positively influence our own paths into the future.



Students in Years 7 and 8 took part in an Outdoor Education Program (OEP) providing an opportunity for the girls to step out of their comfort zone and embrace a 'Challenge by Choice' adventure. Year 7 were stationed at Vision Valley for four days and Year 8 were invited to select a five-day program facilitated by either Southbound Adventures or Somerset. The girls took part in a vast array of physical and mental challenges that built resilience and fostered new connections. As part of the Year 7 OEP parents were invited to join their daughters on the final night to engage in a Rites of Passage initiative that celebrated their daughter's achievements to date.

2021 proved to be a year of growth and opportunity where we saw our Middle School girls flourish as a result of their resilience and willingness to take on responsibility.

UPPER SCHOOL (YEARS 9 AND 10)

Each Year 9 and 10 student participated in weekly Directions lessons designed to promote pro-social behaviour. Under the *Mind-Body-Spirit Framework*, students explored the themes of relationships, purpose, character, resilience and awareness. Specific content was delivered using the Solution Circles model to build student agency and engagement in a safe, inclusive setting that encouraged respect for diversity. Utilising evidence-informed materials and programs, Direction's content included a focus on respectful relationships, and personal and digital safety.

A new student leadership model was implemented in 2021 which aligned Upper School leadership roles with prefect positions and portfolios. These new roles were designed to encourage Upper School students to work in partnership with older and younger

students to take responsibility for their wellbeing and that of others, care of the environment, demonstrate commitment to community service and develop respectful intercultural connections.

Our regular social responsibility programs were somewhat interrupted in Upper School life in 2021. However, COVID-19 presented new 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 our complex and unpredictable world.

Some of our 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 gardens 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.

Year 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. Additionally, the girls heard from Dr Browning about his work as an obstetrician and gynaecologist in Africa supported by the Barbara May Foundation. The girls were so moved to contribute to this life-changing work that they made huge efforts to fundraise, amassing in excess of \$1300 in one week.

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, including:

- Stand Tall event
- SPARK program facilitated by Burn Bright
- Walk the Talk program facilitated by Enlighten Education
- peer support (Year 10 mentoring Year 7 students)
- 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
- participation in the Duke of Edinburgh's Award.

“Throughout 2021, the Upper School was committed to taking meaningful actions to promote Respect and Responsibility in the lives of our students.”

MR TOM RILEY, HEAD OF UPPER SCHOOL

Other projects that occurred throughout 2021 included knitting squares to make blankets for Wrap with Love, and letter writing through The Letterbox Project to elderly residents who were isolated in nursing homes.

These experiences 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.

SENIOR SCHOOL (YEARS 11 AND 12)

The Senior School at Pymble encompasses the final stage of formal schooling at the College and, as a result of being the most senior students, Years 11 and 12 girls assume many formal and informal leadership positions of responsibility. In 2021, this included responding to a range of local, national and global crises by leading and managing fundraising concerts, collections of goods for less fortunate and reaching out to connect with isolated people, as well as leading House-based initiatives to facilitate a sense of purpose and responsibility across the College.

As with many other schools, *Pymble* experienced a disruption to onsite learning and transitioned to online learning while in lockdown for

“The College endeavours to illustrate that taking responsibility for our communities and respecting diversity allows genuine and meaningful change to take place.”

MRS NIKKI WYSE, HEAD OF SENIOR SCHOOL

COVID-19, which impacted 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, including those from Headspace, the Office of e-Safety, Your Choicez and Professor Gin Malhi. This assisted in staff being well informed to support the students through a distressing time.

Compass classes (which are allocated according to House groups in Year 11) met daily to foster a sense of belonging, connections and support, and to deliver the wellbeing program. During lockdown, these classes continued online, 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 and experience the importance of community and built respect for each other's experiences. In addition, in 2021 the College introduced Directions classes – fortnightly sessions designed to deliver our wellbeing curriculum built around our *Mind-Body-Spirit Framework*.

Senior School girls who were members of co-curricular academic, sport and cultural activities were encouraged to be creative in connecting with younger students while in lockdown and again when back on campus, with social distancing. The Senior School girls accepted this responsibility to engage and connect with others, leading and delivering a range of activities, meetings and competitions. In this way, they built 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 '5 Ways to Wellbeing' and Growth Coaching. The key focus areas were 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 Compass time. We also delivered 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 the National Drug and Alcohol Research Centre, Brett Lee (Cyber-etiquette and online safety), Your Choicez, YLead and Brent Sanders from Winning Edge (personal safety and consent education).

The Senior School students appreciated operating and learning in a purpose-built Senior School Centre, a flexible space that encouraged collaboration and community for the girls and their teachers. This, in turn, facilitated independence and decision making for the girls, which helped to build their respect for self and 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. Students 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 to engage with a senior staff member of choice in one-on-one coaching and mentoring conversations. This program encouraged the girls to assume responsibility for challenges and to seize available opportunities.

The capacity of the 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 Compass 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 student read stories to younger students online) and *Pymble Gives Back*.

Finally, a large number of Year 11 students participated in a collaborative initiative with Knox Grammar School to promote positive relationships between our young women and men. Although hampered by COVID-19 restrictions, the group made some positive suggestions for further connections in 2022, focusing mainly on behaviour and expectations at formals and social events. We also collaborated with Knox for prefect training. By participating in these groups, students were encouraged to develop a strong voice for change, empathy and respectful relationships.



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.

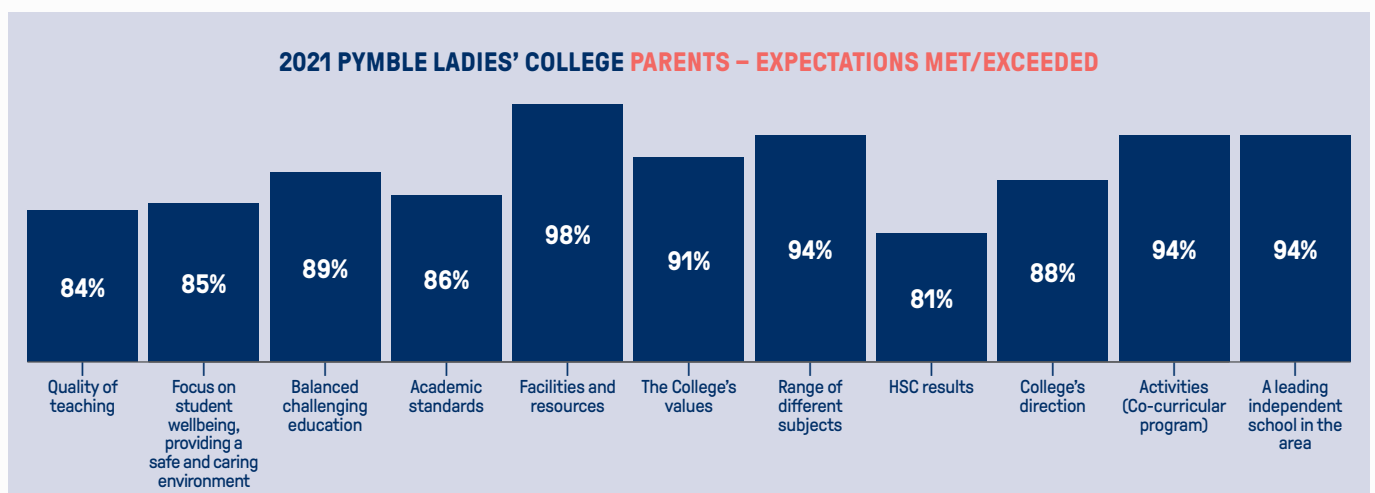
In 2021, 488 parents and 412 students from selected year groups participated in surveys and provided views on such areas as academic performance, student wellbeing, boarding, co-curricular programs, sport, communications, reputation and facilities. Academic and operational staff were also invited to complete a staff wellbeing survey.

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. 85% 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. 86% 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.



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:



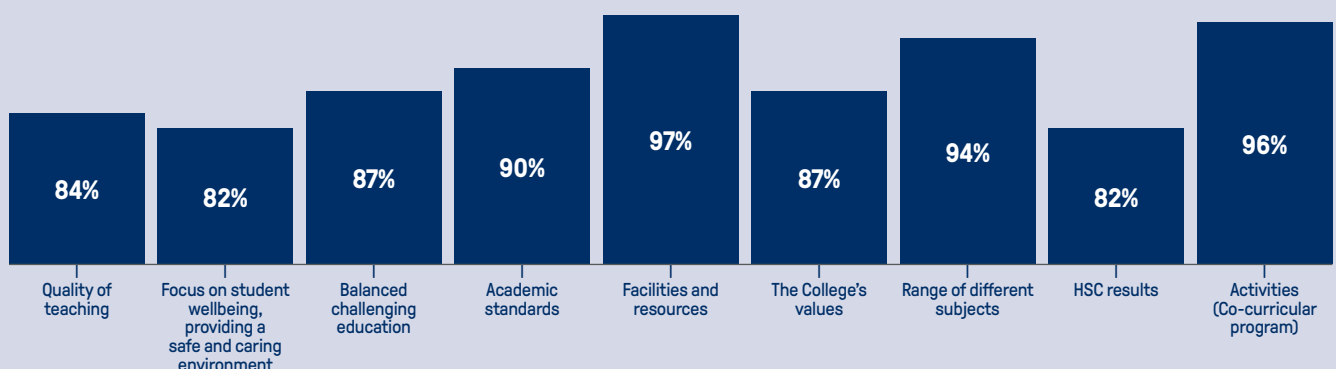
STUDENT FEEDBACK

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

The top five areas are noted below:

1. 84% of students noted their expectations were met or exceeded in relation to the quality of teaching.
2. 82% 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. 90% of students noted their expectations were met or exceeded in relation to academic standards.
5. 97% of students noted their expectations were met or exceeded in relation to the facilities and resources.

2021 PYMBLE LADIES' COLLEGE STUDENTS – EXPECTATIONS MET/EXCEEDED





PARENT QUOTATIONS ON WHAT THEY VALUE ABOUT THE COLLEGE:

"The all-round opportunities in academics and sport, amazing grounds and facilities, teachers who really care, and a big sense of care and focus in the Senior School. The Senior School Centre is also excellent."

"The commitment to all-round excellence."

"Wonderful teaching staff having a great rapport with their students. The nice group of parents and teachers that try to give their students and daughters a balanced and comprehensive start to life."

"School that nurtures future leaders."

"Since we first arrived through the gates, we (including our daughter) have been made to feel like 'one of the family'. As a Boarding family, who aren't at the school on a daily or even a weekly basis, it's comforting to know that our daughter is happy and cared for, that her academic success is being nurtured by the staff and her peers. If ever there is a problem (quite rare) it is dealt with the utmost professionalism and concern for all parties involved. We look forward to the next four years."

"Teacher quality, academic achievement, caring for students shown by teachers."

"Quality of both the teaching and administrative staff, both from an academic point of view and a pastoral care point of view."

"Create a safe and creative environment to foster love of learning. The girls are encouraged to just try and be whatever they can be."

"My daughter's confidence in learning and engaging with a larger group of peers."

"Inclusive environment that the girls are proud to be part of."



STUDENT QUOTATIONS ON WHAT THEY VALUE ABOUT THE COLLEGE:

"Teachers who are passionate about the subjects they teach and make class interesting."

"Connections with different teachers and students."

"I value the people that go to this school and the teachers that can help us learn."

"I value the incredible connections I have made with both students AND staff as I know I will be able to hold onto them into the future and, hopefully, forever."

"That the classroom teachers have provided amazing support and feedback consistently through Year 11 and Year 12. I could not speak more highly of my teachers and have felt supported by them through all stages of my school experience."

"The support we receive from everyone in the College."

"I value the opportunity to receive a high-level education and the facilities and opportunities which a school like Pymble has provided me with."

"The friends I have made, carrying on my family legacy (Mum was an old girl) and the opportunities I have had in regard to sport."

"The range of opportunities afforded to me, the caring and authentic relationships with staff, the focus on not just academics."

"I value the constructive criticism given to me by my teachers outside of scheduled lessons."

"The community that is so supportive and kind. I also value all of the amazing opportunities Pymble has provided me."

"The life skills, respect and an ability to find confidence in myself in any situation are all things I have learnt while being at Pymble and take pride in being associated with."



STAFF FEEDBACK

A staff wellbeing survey was conducted in August 2021. Sydney had been in lockdown since the start of Term 3, and the College wanted to reach out to staff to understand how they were feeling and how we could further support them further.

Q. What challenges are you facing at the moment completing your work?

"Due to the in-home support the College has offered, I have been able to complete my job with minimal distractions. I don't know how I would have juggled looking after a two-year-old whilst teaching fulltime. But I am a person that just deals with the challenges I face, therefore I would make it work!"

"I found it emotionally difficult seeing the distress that the Year 12s went through with the last-minute changes (by the government) to their HSC trials. I have been impressed by the responses they have done in their trial exams but the marking online has meant a lot of sitting and therefore back/shoulder/neck pain."

"Social nature of teaching. Online teaching is ok and our software facilitates wonderful learning opportunities. However, you can never replace the face-to-face experience and support extending students"

"I find it hard to feel confident in my ability to support my students during this time. It is very difficult to support students who need one-on-one time and differentiation, particularly my Year 7s. I am stressed that they will fall behind in building important social connections and literacy skills but want to avoid putting pressure on families during this difficult time."

"Due to the in-home support the College has offered, I have been able to complete my job with minimal distractions."

“Receiving a little package from the Staff Wellbeing Committee a few weeks ago [in lockdown] was a nice surprise.”

Q. Please suggest your top two support strategies you would like us to consider

“Taking a break from the screen.

Collegial discussions and face-to-face interactions.”

“My challenges are minimal. Sometimes the lack of access to decision makers makes it easier to go off track with a brief, which can waste a bit of time. And this is not a huge problem, we usually manage to touch base often enough.”

“All good.”

“Receiving a little package from the Staff Wellbeing Committee a few weeks ago was a nice surprise. Perhaps inexpensive care packages or a virtual book club? Something people can get involved in their own time and not necessarily involving screen time.”

“Maybe some initiatives to connect with other staff.”

“I would like greater access to journals, magazines, interactive experiences that I could use for my own teaching but also for my own children. Could we subscribe to some classes (maybe Masterclass) that teachers and families could enjoy?”

“So tricky. I think the school is doing a great job supporting us during this difficult situation.”

“Preparing everyone for the new normal – what work do we need to question and what other work do we need to be doing?”

“Not helpful, but I don’t have a strategy.

I don’t see that there is anything that could really be offered to assist in my particular case, though I’m sure that others will have ideas that may be of use. I appreciate being asked however, how many workplaces could honestly say that they have their team do that?”

“No new initiatives for a while. Don’t ask anything else from us...we are stretched to the limit.”

“Looking to reducing lessons during the day. Teaching 4-5 periods a day online is difficult, with increased meetings and preparation time, there are fewer boundaries in place and it would be great to look to ways we can reduce screen time. Many thanks.”

“More time in the week when girls can catch up on their work. Maybe a dedicated ‘catch-up’ afternoon in the middle of the Junior School week (instead of Challenge by Choice or Play@Home) when all JS girls can catch up as a priority – then once this is done, their options are music practice, physical activity or quiet reading for pleasure. Something that is offline, NOT organised but worthwhile.”

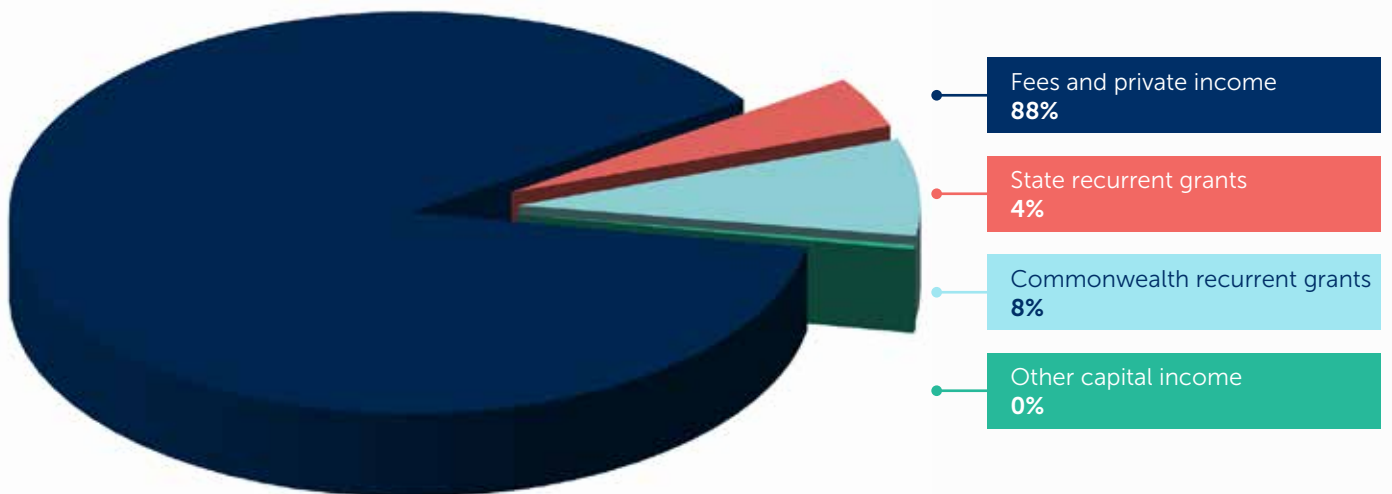
“I think the College is doing really well to support staff.”

“Very much appreciated the mid-term break. Consider another break during holidays for Operational Staff. Thank you.”

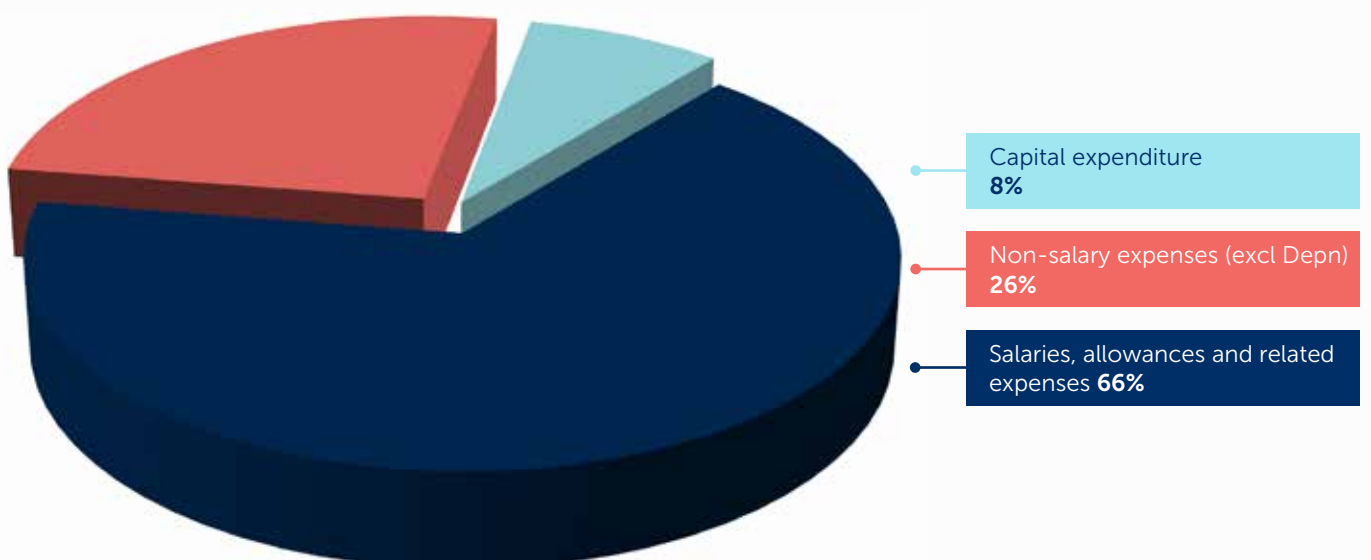
Theme 13

Summary financial information

PYMBLE LADIES' COLLEGE INCOME 2021



PYMBLE LADIES' COLLEGE EXPENDITURE 2021



We acknowledge the traditional custodians of the land on which Pymble Ladies' College and Vision Valley stand. We pay respect to the Elders past, present and emerging and extend that respect to other First Nations people within the Pymble Ladies' College community.

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CHANGE
THE WORLD™**

Pymble Ladies' College

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