Annual Report 2022

Pymble Ladies' College

Contents

Theme 1

Message from the Chair of College Board

In 2022, Pymble students, staff and families greatly appreciated and enjoyed a full year of face-to-face learning, activities and events on our two campuses: our main site at Pymble and our experiential learning facility at Vision Valley, Arcadia. After two years of modified operations due to COVID-19, we embraced every opportunity to learn, grow and support each other, together, as a community.

While many achievements are noted throughout this report, a few highlights for the Board included:

- our Robotics team competing at the World Robotics Championships in Houston;
- hosting our first student-led Research Conference;
- *Pymble* Cadets representing all-female Army cadets in Australia by marching in the Queen's Platinum Jubilee Parade at Government House; and
- outstanding HSC results (see Theme 4 for details).

2022 was also the year *Pymble* incorporated, a goal which our school governance had been working towards for many years, and subsequently our College Council became a Board. As per most years, we experienced some movement at Board level, farewelling Reverend Steve Aynsley, who graciously served for 13 years and Simon Rothery, who generously contributed his business acumen since 2017. We also welcomed two outstanding new Board directors: Christopher Colfer, who is an experienced international Chair, Chief Executive and Non Executive Director across multiple industry sectors; and

> *"We are proud to be one of the top five non-selective independent girls' schools in NSW, as measured by ATARs, and we will continue to offer girls from a diverse range of socio-economic and academic backgrounds the opportunity to attend Pymble."*

MR JAMES HUNTER

global technology expert, Suzy Nicoletti, the current Vice President of the Japan Asia-Pacific region for Yotpo.

Our Board oversees the governance, strategic direction, finances, operations and master planning programs at *Pymble*. Of our 12 Board members, seven are female, three are ex-students of the College, and two are *Pymble* parents.

Each Board member also leads or sits on one of our sub committees, which include a Governance and Nominations Committee to assess Board effectiveness, our evolving skills matrix and the right candidates for potential board succession; an Audit, Risk and Finance Committee; an Asset Management Committee; and an Education Committee.

The culture of our Board is collegial, professional, disciplined and as effective as any I have been involved with in my last 20 years both here in Australia and globally. This is important to note, because the effectiveness of *Pymble*'s governance enables our Principal, Dr Hadwen, and her team, to operate with 100 per cent focus on our students.

The transparency and no-surprises-environment builds trust with our whole Board and enables Dr Hadwen to do what she excels at, which is leading an outstanding school, and I stand beside

her on every decision she makes for *Pymble*.

I would like to take this opportunity to thank Dr Hadwen for her inspired leadership as well as every member of our Board for contributing so much of their time and expertise each week to *Pymble*.

In 2022, we noted continued discussion in the media about boys' schools transitioning to a co-educational environment. For the record, *Pymble* has no plans to become co-ed. Research strongly supports the fact that girls develop differently and at a faster rate than boys, and that girls thrive in an single-sex academic environment, with the benefit of interactions with boys through wider programs, such as our four-week Residential Program at Vision Valley for Year 9 students from *Pymble* and Riverview.

This research shows that a single-sex learning environment leads to better outcomes for girls, including:

- proven academic success and participation;
- improved mental health and wellbeing;
- stronger self-esteem and self-confidence;
- a stronger sense of engagement with their community; and
- earlier and stronger development of

leadership skills.

In addition to being a proud all-girls' school, we remain committed to being a genuinely inclusive school in every way as per our Social Intelligence pillar defined by promoting 'Diversity as the path to unity'.

We are proud to be one of the top five non-selective independent girls' schools in NSW, as measured by ATARs, and we will continue to offer girls from a diverse range of socio-economic and academic backgrounds the opportunity to attend *Pymble*.

Another important launch in 2022 was our *Pymble* Foundation to support the development of future facilities, including the construction of our new Grey House Precinct and further renovations to Vision Valley. In addition to ensuring that *Pymble*'s learning areas remain current and relevant to provide the best learning opportunities for our girls, the Foundation will support the funding of initiatives such as offering scholarships for female refugees. This is just one of many ways the College plans to give back to those in need in 2023 and we look forward to sharing these outcomes with you in next year's report.

MR JAMES HUNTER
CHAIR OF COLLEGE BOARD

Message from the Principal

*It's hard to think of a better word to describe 2022 than **wonderful**.*

Each day with our girls felt like a gift. After the disruption of lockdowns in 2020 and 2021, we were grateful to have four terms of face-to-face learning in 2022 and many occasions when we gathered to acknowledge our students' growth and achievements. It was such a pleasure to welcome parents, supporters and alumni to our annual celebrations and events, and to reconnect as a united and Pymble proud community.

2022 was our second year of implementing our *Watch Us Change the World* strategic direction. This provides the framework and focus for all aspects of teaching and learning, with an emphasis on developing the whole student in all areas of her life: Academic, Social, Emotional and Digital Intelligence.

At the beginning of each school year, the College also sets an overarching theme to challenge students' thinking and inspire a constructive approach to the year ahead. This theme runs

alongside our strategic direction and complements our core values of Care, Courage, Integrity, Respect and Responsibility. In 2022, '*Let's Get Creative. Dream. Think. Make it happen*' encouraged students to think outside the box to disrupt unhelpful habits, make new ones and, ultimately, feel and function better.

Our Year 12 cohort rose magnificently to the challenge of creating the best versions of themselves in their final year of school. We are incredibly proud of the outstanding HSC results, which included:

"Each day with our girls felt like a gift. After the disruption of lockdowns in 2020 and 2021, we were grateful to have four terms of face-to-face learning in 2022."

DR KATE HADWEN

- 17 students achieving ATARS greater than 99
- median ATAR of 90.90
- 28 students named as All-round Achievers
- two firsts in subject (English Advanced and Italian Beginners)
- ranking 20th in the SMH's Top 100 Schools Report.

You can read about these results in more detail in Theme 4.

Other academic highlights included our Year 8 team winning the National da Vinci Decathlon competition and, in the Investigating with Mathematics competition, our Year 2 team won the group category and one of our Year 5 students won the individual category. In the Mathematics Olympiad, our Year 6 Extension Group placed in the top 10 per cent of junior teams overall. We are also incredibly proud of launching an Introduction to Data Science Course for students in Years 9 to 12 – *Pymble* is the first school in the southern hemisphere to offer this course, in partnership with UCLA.

Throughout the year, our students hosted and engaged in a range of events supporting the four focus areas of our strategic direction. While there are too many to list all, some highlights include:

- A Kindness Convention hosted by Year 5 *Pymble* girls and attended by 18 local schools to inspire students to change their world through kindness.
- The inaugural [EX]plore conference for Science Extension students and teachers, in partnership with Macquarie University.
- Establishing a student-led Ethics Committee to support research undertaken by our *Pymble* Institute Research Centre and hosting a student-led Research Conference.
- Working in partnership with a University of Sydney professor to develop a K-12 curriculum promoting cultural diversity.
- Launching a Junior School STEM Festival and K-6 STEM curriculum.
- Our Sharing Stories Festival to celebrate different cultural and lived experiences.
- New outdoor education experiences including a four-week Residential Program and 'The Great Return' home for Year 9, where students undertook a five-day hiking and camping journey back to the main campus and their families.
- Our *Pymble* Pride team was a division finalist at the FIRST World Championship Robotic Competition in Houston USA.

Equally importantly, our girls showed their true colours when it came to supporting each other and the wider community. With compassion in their hearts and a quiet commitment to making a positive difference to the lives of others, our girls cooked, baked, performed, sewed, served, created, knitted, pedalled, paddled, entertained, engaged with, cared for and supported people of all ages, genders, cultures and backgrounds.

Pymble students organised and hosted a range of social justice events, including:

- An Afghan Cultural Festival and friendly football match to support newly arrived refugees.
- Costumes for Cancer fundraiser for a local cancer research centre.
- Whole-school Colour Run and RUOK? Day festivities promoting conversations about mental health.
- Bake sales to raise funds to Sony Camp for children with special needs and flood recovery in regional areas of Australia.
- Multiple events, which raised $36,973.60 in total for the Hornsby Ku-ring-gai Women's Shelter.
- Our first 'Wear It Purple' day supporting the rainbow community.
- Fundraising to support Ukraine.
- 'Walk for Cassius' to demonstrate our solidarity with the family of WA schoolboy Cassius Turvey and every child's right to walk home from school safely.

2022 also marked the fifteenth year of our First Nations Scholarship Program, which continues to thrive thanks to our partnership with the Australian Indigenous Education Foundation, our commitment to embracing 'Diversity as the path to unity' and the ongoing support of our community. The College continues to support our 23 First Nations students to develop a sense of identity and pride in their culture and heritage, and grow our community's cultural competency in relation to First Nations people, perspective and history. Initiatives included:

- Providing Professional Learning (PL) in Cultural Understanding for all staff.
- Incorporating Aboriginal Studies into the Curriculum in Stages 5 and 6.
- Continuing to take part in the AIS Waratah Project.
- Hosting and promoting an annual Indigenous Round of Sport for our wider community.
- Providing On Country learning opportunities for students, including a cultural immersion in North East Anrhem Land and attending the Garma Festival in the Northern Territory and the Goodooga Indigenous Games.
- Creating an Indigenous Garden and Yarning Circle.
- Offering opportunities for staff and students to learn about and participate in the Reconciliation Action Plan.

Thank you to our teachers and staff for who they are as people, the energy they bring to their work and their passion. It is exciting to be part of the new and creative learning opportunities for our girls, developed by our inspiring staff.

Thank you to our College Board for supporting these innovative ideas and ensuring we have the facilities and means to make each learning experience and outcome reflect the excellence for which *Pymble* is known.

Thank you to our alumni who continue to engage with the College, and with each other, and generously share their expertise and life experiences with our community. This year, we were delighted to reconnect with our ex-students at local, national and global reunions; mentoring and networking events supporting post-school career development; and various careers expos and information sessions for our current students.

Thank you to our parents and carers who place their trust in us to guide their daughters' educational journey and support us as active partners in their learning outcomes.

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Most of all, thank you to our students for their generous hearts, open minds and willingness to always have a go. ATARS, wins and awards are lovely and to be celebrated, especially when you work so hard for them. What makes us equally proud are the students who show up each day determined to be their best self, contribute to school spirit and try something new or challenging – even if it takes them out of their comfort or 'winning' zones. We see these students in action every day, and we applaud them for their integrity, courage and persistence. Each student contributes in their own way to make *Pymble* the wonderful school it is.

DR KATE HADWEN
PRINCIPAL

Senior School Parent Breakfast 2022

Message from the Pymble Parent Association (PPA)

As the key parent body, the Pymble Parent Association (PPA) adopts an inclusive approach, engaging all parents 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.

2022 was a refreshing year for the PPA compared to the prior two years. The year started slowly, with some COVID restrictions still in place but, once March arrived, we were able to host all our usual events. Our annual Icebreaker evening, appropriately themed Celebration, was held in April with a solid attendance of more than 400 parents.

Various morning events, including our sub-school Breakfasts and our High Tea for all new parents to *Pymble*, were held during Term 1; however, attendance was lower than previous years owing to the hangover from COVID.

During Term 2, the PPA hosted its annual Trivia Night at the Hornsby RSL. There were some amazing outfits reflecting the Studio 54 theme and we had more than 20 tables booked. This is the PPA's main fundraising event for the year, with profits going towards two annual Professional Learning Grants for staff (valued at $6,000 each), hosting lunch for all staff to recognise International Teachers' Day, and the Vicki Waters Courage Awards presented to students at our Speech Day prize-giving ceremonies.

Term 3 brought much excitement with the return of our annual Garden Party after a three- year hiatus due to COVID. The attendance on the day

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BRIGID ROBSON

was fantastic, with several stalls selling out of stock before the end of the day. This event is only a success because of the hardworking parents and children who donate their time to runs stalls and collect or make items to sell. Funds raised from Garden Party were donated to the school's chosen charity for 2022, the Hornsby Ku-ring-gai Women's Shelter.

It was lovely to end the academic year with our annual Christmas Celebration in Term 4. The PPA enjoyed coming together with our community to sing our favourite Christmas Carols and working with the Music Support Group to provide food and refreshments at the event.

New events launched during the year included two Parent/Daughter camps at Vision Valley, instigated by Dads@ *Pymble*. Following overwhelmingly positive feedback, these events will become a standard fixture in the

College calendar.

As the saying goes, "all good things must come to an end" and this includes my tenure as the PPA President. I would like to thank all the parents who kindly donated their time to assist with the various functions throughout the year; without your help these events would not happen. I would also like to thank the PPA group; Sunny Hres (Vice President), Jon Ruiz del Portal (Treasurer), Lalenya Waterhouse (Record Keeper) and Denis Brown (lead for Dads@Pymble) for their help, ideas and dedication during '22. I wish the new PPA, under Sunny's guidance, all the best for 2023.

BRIGID ROBSON
PPA PRESIDENT

Message from Head Prefects

Pymble has always been a place of empowerment. Throughout 2022, our aim was to build on this supportive environment, encouraging students to feel comfortable reaching for their goals and dreams. Inspired by Taylor Swift's iconic anthem '22', we rallied under the banner of 'Feeling '22', guided by the three values of Connection, Compassion and Creativity. Given this was our first full year back on campus after lockdown, all our initiatives centred around helping to strengthen the networks between students, the College and our broader community.

Encouraging connections between students began in Term 4 2021 while we were still in lockdown, learning online. Hoping to prepare students for life back on campus, the friendly House-based competition of Countdown2Campus was designed to inspire interaction among students and excitement about returning to school post-lockdown. Once back at school, we continued to build connections amongst students by creating a time capsule of favourite lockdown memories and keepsakes from each Compass group. Buried on campus on Foundation Day in February 2022, our time capsule will hopefully serve as an everlasting memory of the unprecedented challenges we navigated

together as a College community.

Throughout the year, a key focus of our weekly address at assembly was compassion, as we hoped to inspire students to consider the perspectives of others. In particular, we hoped to shed a light on the hard work of every member of our community by spotlighting and thanking various students, teachers and staff members. Beyond the College, our Prefect team connected with multiple organisations, such as the Alliance of Girls' Schools Australasia and the Uniting Church to discuss topical issues impacting education and social justice across our community. Brainstorming with professionals, teachers and peers

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ISABEL DEAN AND CHLOE HOANG

sparked similar discussions at our own school and eventuated in a multitude of different initiatives, including The Village Championship Afghan Cultural Festival and Football Match, orchestrated by Year 12 student Tahmara Thomas, to support the Afghan refugee community.

Influenced by Dr Hadwen's enthusiastic promotion of 'Let's Get Creative', the Prefect body similarly hoped to facilitate a welcoming environment for students to pursue and showcase their own passions. Personally, we took advantage of online assemblies to step out of our own comfort zones and inspire a little fun in the students. Events such as the Kpop Random Dance Plays were also designed to unite students from the Junior School to Year 12 in a celebration of creativity. The launch of PYMBOARD was another initiative to tap into this sense of passion, giving students avenues to explore leadership and support to realise their ideas. This creative sense of leadership and initiative was exemplified by the Anti Racism and Allyship Group, led by a team of Year 12 students. Together with Professor Fiona White from the University of Sydney, the group built a unique curriculum, which addresses issues of discrimination and encourages greater social awareness and empathy.

With every Prefect initiative, there was a huge team of people behind the scenes helping us to make it possible. A huge thanks to our IT staff, who set up every possible online venture we could ask for. To our Head and Deputy Head of Senior School, Mrs Wyse and Ms Gallardo, thank you for your wisdom, reassurance and advice. To our Heads of Year, Mr Heggie and Ms Mimmo, thank you for all the positivity, enthusiasm and guidance you provided to us and to all the other Senior School students during the past three years. To the amazing assistants and administrators, Mrs Hawkins, Mrs Haynes, Mrs Sengupta, Mrs Chambers and Mrs Hickson, thank you for organising our lives, doing all the behind-the-scenes work and still finding the time to ask us how we are.

To our Senior Deputy Principal, Mrs Shaw, our Deputy Principal – Students, Ms Rockwell, and our Principal, Dr Hadwen, thank you for being our mentors and the best role models we could look up to as we took on the most chaotic, fast-paced roles of our lives to date. And, of course, we can't forget the Prefect team – no project at *Pymble* is possible without a massive team behind it, and the same was true for us! Thank you for turning up to the meetings, supporting each other and always being exemplary role models for the rest of the school.

Finally, to our fellow students, thank you for motivating us to be the best leaders we could be. We have learnt so much from each challenge, failure and success. Each one of you possesses unique talents, dreams and goals, but one thing that remains common is your kindness and compassion for others. We know you will continue to spread connection, compassion and creativity amongst the *Pymble* community and beyond – and we feel truly fortunate to have been your leaders in 2022.

ISABEL DEAN AND CHLOE HOANG
HEAD PREFECTS 2022

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 to service, contribution and giving back to the community.

Our vision is to foster influential and compassionate women. Our mission is to develop young women with a passion for learning and scholarship, a strong assurance of her own worth and the desire and values to contribute meaningfully to her local and global communities.

Five core values – Care, Courage, Integrity, Respect and Responsibility – reflect the spirit and heritage of our community, our identity as a school of the Uniting Church in Australia and our commitment to providing a nurturing and meaningful learning experience for every *Pymble* girl.

The College motto of *All' Ultimo Lavoro – Strive for the highest* inspires our students and staff to be the best version of themselves.

The College has four distinct schools on the one campus, providing four tiers of leadership opportunities and age-specific academic and personal care for each student. Each school has its own distinct precinct. We have a Junior School (Kindergarten to Year 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 120 Boarders, and we also have a campus called Vision Valley, at Arcadia, for Outdoor Education and Residential Programs.

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 3

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

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

NAPLAN 2022 Literacy and numeracy assessments were undertaken in Years 3, 5, 7 and 9. Please visit the My School website for a full breakdown of Pymble Ladies' College NAPLAN results for 2022. The results can be found in graphs, number and bands.

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

Theme 4

Senior secondary outcomes (student achievement)

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

Rigorous study patterns, a focus on progress through a growth mindset, and determination have enabled our students to achieve or exceed their academic goals this year. These wonderful results are also a testament to the high-impact teaching practices used by our outstanding professional staff in the classroom as they support each student to triumph in various ways that may not involve a number.

In 2022, 239 students from *Pymble* Ladies' College sat for the NSW Higher School Certificate in 51 courses. 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 47% of students across the state in the same subjects.

An incredible 75% of our students had at least one Band 6 result (above 90), which placed them on the Distinguished Achievers list, and 28 students were named as All-round Achievers having achieved Band 6 or E4 in 10 or more units.

Our highest-performing subjects this year saw 100% of students achieve Band 5 and 6 (above 80) for 2-unit courses and E3 and E4 for extension courses in: Chinese Continuers, Dance, Drama, Music 1, Music 2, Visual Arts, French Extension, History Extension, Latin Extension, Science Extension, Chinese Extension, Classical Greek Extension, English Extension 2, Japanese Extension and Music Extension.

Pymble also excelled in the following subjects in which the combined Band 5/6 results were 30% or more above the state percentages: Agriculture*, Ancient History*, Biology, Business Studies*, Design and Technology, Economics, English EAL/D, Food Technology*, Geography, Hospitality*, Investigating Science*, Italian Beginners, Legal Studies*, Mathematics Advanced, Mathematics Standard*, Modern History*, Physics and Studies of Religion 1. (Subjects with an * also had three times the state average of Band 6 students.)

These wonderful results are also a testament to the high-impact teaching practices used by our outstanding professional staff in the classroom as they support each student to triumph in various ways that may not involve a number.

Notable improvements this year were seen in English Advanced, Economics, Drama, Hospitality, Mathematics Advanced, Mathematics Standard, Music 1 and Visual Arts. Record numbers of students were nominated for HSC Showcases in Dance, Drama, Music, Design and Technology, Textiles and Design and Visual Art. It takes enormous commitment and courage to complete and display a major work. We were very excited to learn *Pymble* had students selected to have their major work performed or exhibited at ARTEXPRESS, OnSTAGE (Drama), Callback (Dance) and ENCORE (Music).

Of our Class of 2022, 172 students received a total of 428 early entry university offers before the HSC results were released and many more offers, including scholarships, have come through since, providing our students with vast options for 2023 both nationally and internationally.

We hope that our newest graduates will continue their love of learning and stretch themselves to take on new and exciting challenges in the future.

BEST IN SUBJECT

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

- English Advanced
- Italian Beginners.

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

- English Advanced (2nd)
- Chinese Continuers (2nd)
- Italian Beginners (2nd)
- Music Extension (3rd)
- Music 2 (4th)
- Investigating Science (5th)
- English Advanced (12th).

ALL-ROUND ACHIEVERS

28 (12%) 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 Extension courses in 10 or more units.

DISTINGUISHED ACHIEVERS

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 2022, *Pymble* students earned 530 mentions, achieved by 198 individual students, which equates to 75% of the HSC cohort.

HSC SHOWCASES AND EXHIBITIONS

In 2022, *Pymble* students earned nominations and inclusion in the following HSC showcases and exhibitions:

- ARTEXPRESS – nine nominations and five students selected to exhibit their body of work.
- CALLBACK – seven nominations and one student selected to showcase her major performance for Dance.
- OnSTAGE – seven nominations for individual performances, three nominations for group projects, five nominations for projects, and two students selected to exhibit their projects for Drama.
- ENCORE – eight nominations for Music 2 and Music Extension, one nomination for Music 1, and one student selected to showcase her major performance for Music Extension.
- SHAPE – five nominations for Design and Technology.
- Texstyle – one nomination for Textiles and Design.

RECORD OF SCHOOL ACHIEVEMENT

In 2022, the formal Record of School Achievement (ROSA) was awarded to two students who were unable to complete Year 12 due to health reasons, and four students who completed their first year of Year 12 doing Pathways and are entering university using alternative entry pathways. One student is completing her second year of Pathways at the College in 2023.

VOCATIONAL EDUCATION AND TRAINING

Pymble offers one Vocational Education and Training (VET) course: Hospitality. In 2022, 14 students sat for the HSC examination in the course and 11 students achieved Certificate II in Kitchen Operations and Cookery.

2022 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	7	85	1.08	28.57	7.92	42.85	18.16	28.57	27.25
Ancient History	32	88.12	1.09	46.87	8.5	37.5	25.39	15.62	29.82
Biology	107	81.51	0.86	17.75	6.35	45.79	20.47	27.1	26.51
Business Studies	59	87.49	1.13	38.98	10.49	55.93	24.37	3.38	29.98
Chemistry	64	81.6	0.65	18.75	9.22	42.18	23.94	32.81	30.8
Chinese Continuers	4	91.5	0.54	50	41.06	50	34.29	0	18.35
Classical Greek Continuers	2	71.5	-1.41	0	66.66	0	0	100	33.33
Dance	3	93.33	1.33	100	19.28	0	47.14	0	25.59
Design and Technology	15	85.60	0.76	20	12.75	66.66	34.34	13.33	34.89
Drama	20	93.65	1.29	90	20.55	10	38	0	29.34
Earth and Environmental Science	11	80.81	0.65	0	5.53	54.54	26.61	45.45	36.37
Economics	29	86.34	0.73	41.37	14.52	44.82	34.92	10.34	26.47
English (Advanced)	207	87.55	0.7	41.06	14.52	48.3	52.64	8.69	26.06
English (Standard)	32	75.40	1.1	3.12	0.56	21.87	14.89	59.37	40.25
English EAL/D	2	83.00	0.57	0	3.56	50	15.26	50	27.3
Food Technology	21	85.47	1	42.85	8.76	33.33	21.48	19.04	27.01
French Continuers	4	82.25	0.2	0	26.07	75	31.71	25	27.23
Geography	40	84.15	0.69	22.5	10.82	57.5	31.47	17.5	30.68
German Continuers	3	83.66	0.15	0	26.57	66.66	30.06	33.33	27.97
Hospitality Examination (Kitchen Operations and Cookery)	14	87.28	1.08	50	7.06	35.71	37.2	14.28	35.68
Investigating Science	8	80.87	0.78	25	4.37	37.5	21.05	25	37.62
Italian Beginners	21	85.19	0.58	38.09	23.04	38.09	22.69	9.52	25.53
Japanese Continuers	7	86.71	0.57	42.85	23.86	42.85	33.78	14.28	22.92
Latin Continuers	9	82.55	-0.2	33.33	38.29	22.22	36.17	33.33	18.43
Legal Studies	87	87.87	0.96	48.27	14.63	41.37	26.33	8.04	25.2
Mathematics Advanced	130	87.99	0.78	53.84	22.58	26.92	26.41	17.69	27.42
Mathematics Standard	101	86.12	1.14	35.64	7.38	45.54	21.68	13.86	25.05
Modern History	63	84.95	0.85	38.09	9.83	38.09	24.6	19.04	33.49
Music 1	5	88.6	0.67	40	21.69	60	47.92	0	19.86
Music 2	4	94.00	1.2	100	33.91	0	52.19	0	13.01
PDHPE	30	83.6	1.1	16.66	24.12	6.66	29.65	3.33	16.92
Physics	14	84.00	0.67	14.28	12.35	64.28	29.09	21.42	26.54
Software Design and Development	12	80.41	0.42	8.33	13.78	41.66	24.19	33.33	31.61
Studies of Religion I	5	41.00	0.54	20	10.39	60	30.46	0	39.34
Textiles and Design	13	86.38	0.64	30.76	17.03	46.15	37.23	23.07	25.11
Visual Arts	25	91.84	1.18	72	16.45	28	49.37	0	26.08

2022 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	46.00	0.58	100	59.01	0	39.34
Classical Greek Extension 1	1	45.00	-1.29	100	100	0	0
English Extension 1	27	43.74	0.33	59.25	39.59	37.03	52.96
English Extension 2	2	49.00	1.34	100	29.46	0	55.55
French Extension	1	36.00	-0.72	0	13.26	100	73.46
History Extension	28	44.21	0.68	57.14	25.39	42.85	58.28
Japanese Extension	2	47.00	0.64	100	45.34	0	45.34
Latin Extension	7	46.14	0.07	71.42	78.31	28.57	16.86
Mathematics Extension 1	68	51.07	0.28	32.35	34.76	55.88	38.8
Mathematics Extension 2	15	83.33	0.14	40	39.55	46.66	45.55
Music Extension	4	50.00	0.94	100	76.2	0	21.24
Science Extension	7	41.28	0.52	28.57	8.2	71.42	70.51

TRENDS IN HSC STUDENT PERFORMANCE

The following table reflects trends in ATAR range from 2019 to 2022

ATAR	2022	2021	2020	2019
>99	7%	6%	7%	5%
>95	33%	26%	28%	26%
>90	54%	47%	44%	46%

The following chart reflects the trend in mean ATAR from 2018 to 2022.
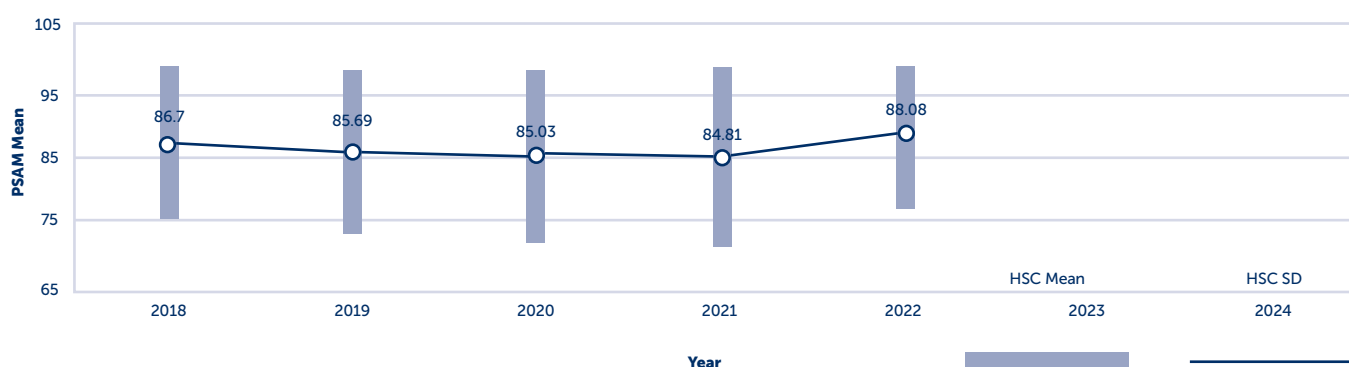
The College makes extensive use of our teachers' individual passions, skills and talents as researchers, leaders and facilitators of professional learning...

Theme 5

Teacher professional learning, accreditation and qualifications

Pymble invests in its teachers in order to encourage them to flourish in their professional lives as educators of the highest calibre. In 2022, professional learning included a strong focus on Diversity with Inclusion, with more than 700 staff attending workshops and keynote sessions hosted by the College.

Pivoting from a well-established professional learning culture, 2022 was a year of review and revitalisation following the disruption of the COVID-19 pandemic. The College has continued to value, support and create multiple professional learning pathways that grow the individual strengths, talents and interests of our staff. Significant financial and human resources are provided to support and deliver a diverse range of professional learning opportunities including internal and external workshops and courses, the funding of postgraduate study and research grants, the support of accreditation processes and the provision of professional learning to grow educational leadership.

2022 CONTEXT

At the start of the 2022 academic year, the COVID-19 pandemic continued to disrupt education at all levels including teacher professional learning. Access to external professional learning opportunities, especially accredited professional learning, was limited. Nevertheless, the College was able to support an exceptional level of professional learning across the year.

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

i.   Internal Opportunities: A suite of workshops is available through the College's Professional Learning Catalogue (e.g., single interactive sessions of 60 minutes to whole-day duration). Internal goal setting procedures were paused as the College took the opportunity to review their efficacy, while social distancing guidelines limited the ability for teams and teachers from different faculties to meet. In the interim, Executive, Heads of School and Heads of Learning Areas worked to ensure all teachers were able

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.

to strategically select high value professional learning opportunities with time and space to authentically embed their professional learning within their day-to-day work. The review and reshaping of the College goal setting program, Reflect-Review-Renew (RRR) was informed by feedback from an advisory group of teachers.

ii. Collaborative Planning: Teams of teachers meet to respond to faculty and/or stage curriculum, pedagogy and syllabus demands. With a focus on improving practice, responding to new curriculum requirements and designing for rigour in learning and assessment, faculty and year-based teams used this time to re-imagine current programs of value or to design/re-design units of work. A revised timetable enabled teachers to engage in collaborative planning and professional learning withing the daily schedule.

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

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 contextual needs. In 2022, the College defined its suite of internal professional learning opportunities around its Strategic Pillars and key priorities:

- Academic Intelligence
- Emotional Intelligence
- Social Intelligence
- Digital Intelligence
- Compliance and Accreditation
- Research and Innovation

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

Academic Intelligence	Participants
Library Support for Teaching, Learning and Research	19
To IMA or Not to IMA... That is the Question	23
The Art of Asking Questions	24
Teaching for High Potential Years 7 to 12	25
Teaching for High Potential Years K to 6	16
Using the ATAR Estimate Program	**20**
Passport: Promoting Reflection and Celebration of Self	**17**
Using Student Voice and STEM Pathways	**15**
Making Impactful and Equitable Adjustments for Students with Disabilities in the Classroom	7
Elective History Programming Day	6
Total participants:	169

Social intelligence	Participants
A Step Towards Promoting Diversity with Inclusion	47
Chinese Cultural Competency	50
Anti-racism and Allyship	40
Growing Diverse Teams	34
Working with Multi-lingual Learners	42
Leading and Working in Diverse Teams and Groups	62
Exploring Unconscious Bias through Online Tools	49
Diversity in Practice	39
Total participants:	313

Digital Intelligence	Participants
Excel Basics	11
Excel Intermediate	16
Excel Pivot Tables	10
Graphic Design using CANVA	8
Graphic Design using CANVA ONLINE	8
Graphic Design using CANVA – Face to Face	4
Tech Tips and Shortcuts	27
What's Possible? Exploring Digital Technology	25
Leveraging the iPad as a Teaching Tool	32
Total participants:	141

Emotional Intelligence	Participants
Youth Mental Health First Aid Course	78
Social Emotional Learning across the Curriculum	12
Circles Training – Social Emotional Learning	280
Creating a *Pymble* Definition of Wellbeing	31
Total participants:	**418 Attendances**

Compliance and Accreditation	Participants
Experienced Teacher Supervisor Training	14
Introduction to Experienced Teacher	14
Introduction to Proficient Teacher	9
Pymble Accreditation Processes, Systems and Policies	20
Emergency First Aid – *Pymble*	420
Provide First Aid – *Pymble*	21
Reception Training for Emergency	24
Warden Training	93
Identifying and Responding to Children and Young People at Risk – *Pymble* through AIS	479
NSW Reportable Conduct and Allegations	479
Mock Court Training Prevention Bullying Harassment Discrimination	448
Total participants:	**2021**

Research and Innovation	Participants
2022 *Pymble* Research Conference – Conversations about Research	60
Bright Field Mentoring	3
Total participants:	**63**

SECTION B: COLLABORATIVE PLANNING

Collaborative planning was used by faculty and school teams in Semester 1 to review and re-imagine how the benefits of blended learning could be maintained as students re-entered on-campus learning. Time was divested to faculty and Year-based teams to reinvigorate teaching and learning units with a return to synchronous teaching. In Semester 2, collaborative planning time was used to meet the professional learning needs of faculties in the Secondary School. This included the sharing of high impact teaching practices, the review of Scope and Sequence documents and opportunities for faculties to design learning experiences based on need.

In the Junior School, collaborative planning focused on developing strategies to support student wellbeing, which included the Butterfly Body Bright project. Additionally, collaborative planning was used to introduce the new K-2 English Syllabus and strengthen the work done in the areas of Mathematics, Spelling and Learning Support.

SECTION C: EXTERNAL OPPORTUNITIES

External opportunities for professional learning continue to be significant for *Pymble* staff and focus principally upon remaining engaged with current directions in learning theory and educational research, discipline-specific knowledge and networking with a wide range of educators. Teaching staff engage in conferences and workshops, webinars, lectures and online courses. The table below indicates the number of external courses in which *Pymble* teachers participated and the external experts/networks/partnerships with which *Pymble* teachers engaged.

External Experts / Relationships / Partnerships / 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/ courses external to the College	**201**
Courses	**No of 2022 participants**
Accreditation	11
Careers	35
Senior School Curriculum	25
Debating	1
Digital Technologies	13
Disability Provisions / Educational Support	26
Early Childhood	4
High Potential Learners	6
Discipline specific - HSIE	19
Discipline specific - GBE	11
Discipline specific - English	7
Discipline specific - Art	3
Discipline specific - Languages	12
Disciplines specific - PDHPE	14
Discipline specific - Science	9
Discipline specific - Performing Arts	8
Discipline specific - Maths	17
Discipline specific - TAS	5
Junior School Curriculum	92
Leadership	30
Library	8
Partnerships	3
Research	13
Secondary Curriculum	2
Wellbeing	98
First Nations Societies and Cultures – National Museum of Australia (Online)	75
Working with RMIT University to develop a suite of microcredentials to help students build leadership and future of work skills – RMIT	3
Working with Celestino development company to progress to Phase 2 of existing partnership, which involves pathways, mentoring and internships for student participants – Celestino	3
HSC Marking	
GBE	5
English	2
Mathematics	2
Visual Arts	2
TAS	4
HSIE	3
Languages	4
Performing Arts	2
Science	7

External Experts / Relationships / Partnerships / Courses (continued)	
Faculty based relationships/ PL with external experts	
English – English consultant with the University of Sydney and the AIS, Axel Kruse hosted two workshops on teaching TS Eliot to Year 12	16
Spelling K-6 – with Jill Ryman from AISNSW	50

CHANGES TO THE NSW PROFESSIONAL LEARNING LANDSCAPE: LOOKING TO 2023

At the end of 2022, the changes to NESA Accreditation shifted the focus of accredited professional learning to ensure that accredited teachers complete professional learning in all four priority areas:

- delivering and assessing NSW Curriculum
- student/child mental health
- students/children with disabilities
- Aboriginal education and supporting Aboriginal students/children.

As an accredited course provider, the College is looking to expand the internal accredited professional learning courses offered to staff. Courses will be designed to support and compliment the rollout of new NESA Syllabus documents.

In 2023, we will introduce the revised Reflect-Review-Renew program with the new name, Goals and Growth. Goals and Growth is designed with the dual intents of:

- developing the skills and expertise of our staff to provide individually and collectively for the best possible student learning outcomes; and
- nurturing and developing the careers of our staff, as a key to job satisfaction and wellbeing.

There will be a significant focus in 2023 on Leadership Development. Working in partnership with Tracey Ezard, 126 leaders will develop their expertise in leading with a collaborative mindset to focus on student-centered improvement goals.

As an accredited course provider, the College is looking to expand the internal accredited professional learning courses offered to staff.

Theme 6

Workforce composition

College staff	Total
Teaching staff	255
Aboriginal/Torres Strait Islander teaching staff	4
FTE teaching staff	236.1
Non-teaching staff	211
Aboriginal/Torres Strait Islander non-teaching staff	0
FTE non-teaching staff	174.3
Total staff:	**466**

Teacher standards	Total
Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AE1-NOOSR) guidelines	259
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:	**259**

OPERATIONAL STAFF CONSISTED OF:

- Administration
- Boarding
- Chaplains
- I.T.
- Facilities
- Human Resources
- Finance
- Risk and Compliance
- Community Engagement
- Project Management
- Psychological Services
- Health Care Centre
- After School Care
- Theatre Staff
- Technicians (Library, Science, TAS and Visual Arts
- College Shop
- Operational Services
- Vision Valley
- Outdoor Education
- 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 9 (employed full-time since November 2006)

- PDHPE Teacher – Secondary School (employed part-time since January 2020)

- PDHPE Teacher – Preparatory School (employed part-time since January 2017)

- K-6 Classroom Teacher – Junior School (employed full-time since April 2019.)

Theme 7

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

ANNUAL ATTENDANCE REPORT 2022

Class	Percentage
Junior School	
Kindergarten	94
Year 1	94
Year 2	96
Year 3	95
Year 4	96
Year 5	95
Year 6	95
Middle School	
Year 7	93
Year 8	92
Upper School	
Year 9	92
Year 10	90
Senior School	
Year 11	91
Year 12	91

ATTENDANCE SUMMARY CALCULATION ASSUMPTIONS

SECONDARY SCHOOL

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

- Students are calculated as 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 2020 Year 10 cohort completed Year 12 in 2022. The retention rate remains very high. Two students were unable to complete the HSC due to mental health reasons.

POST-SCHOOL DESTINATIONS

In 2022, 239 students over the age of 17 years left the College.

Four students completed their first year of the HSC via Pathways and have sought entry to university via alternative entry. Over 90% of the cohort received an offer of a place at a university that is managed by UAC. In addition, 172 students received a total of 428 course offers via direct early entry.

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 imple-menting 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 Manda-tory 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. It should be read in conjunction with the Enrolment Procedure.

DEFINITIONS

Nil.

POLICY

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

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

Students enrolling at the College for the first time will be five (5) years of age on or before 31 July.

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

- Family relationship with the College
  - sibling of a current or ex-student
  - mother or grandmother attended the school
  - attitudes, values and priorities that are compatible with the College ethos.

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

- The College
  - ability to meet the special needs or abilities of the student.

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

The College 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 any member of staff. 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 a warning 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 2022	Access to full text
STUDENT WELLBEING		
This Policy outlines the College: • Commitment to the holistic development or growth of students, intellectually, physically, socially, emotionally and spiritually • 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 • Organisationalstructures, curriculum, programs and positive behaviour management for student health and wellbeing.	There were no changes to the *Student Health and Wellbeing Policy* in 2022. It provides an overview of the structures and wellbeing systems within the College and is implemented in conjunction with the *Student Mind-Body-Spirit Framework, Student Code of Behaviour* and the *Student Behaviour Management Policy*.	The full text is available on the internal College Policies portal and is available to parents via *Pymble* Knowledge or upon request to the Principal.
Anti-Bullying Policy (Student)		
This Policy includes processes based on the principles of procedural fairness and restorative justice for responding to and managing allegations of bullying.	No changes were made to the policy in 2022.	The full text is available on the internal College Policies portal and is available to parents via *Pymble* Knowledge portal or upon request to the Principal.
Student Behaviour Management Policy		
The College provides a social context in which students are supported whilst being taught how to accept responsibility for their own behaviour. Breaches to the Student Code of Behaviour may result in disciplinary procedure. Where it may result in suspension or expulsion, students and parents will be informed of the allegations and procedural steps to be followed. 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.	This policy was under review in 2022.	The full text is available on the internal College Policies portal and is available to parents via *Pymble* Knowledge portal or upon request to the Principal.
Complaints Policy		
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.	No changes were made to the policy in 2022.	The full text is available on the internal College Policies portal and is available to parents via *Pymble* Knowledge portal or upon request to the Principal.
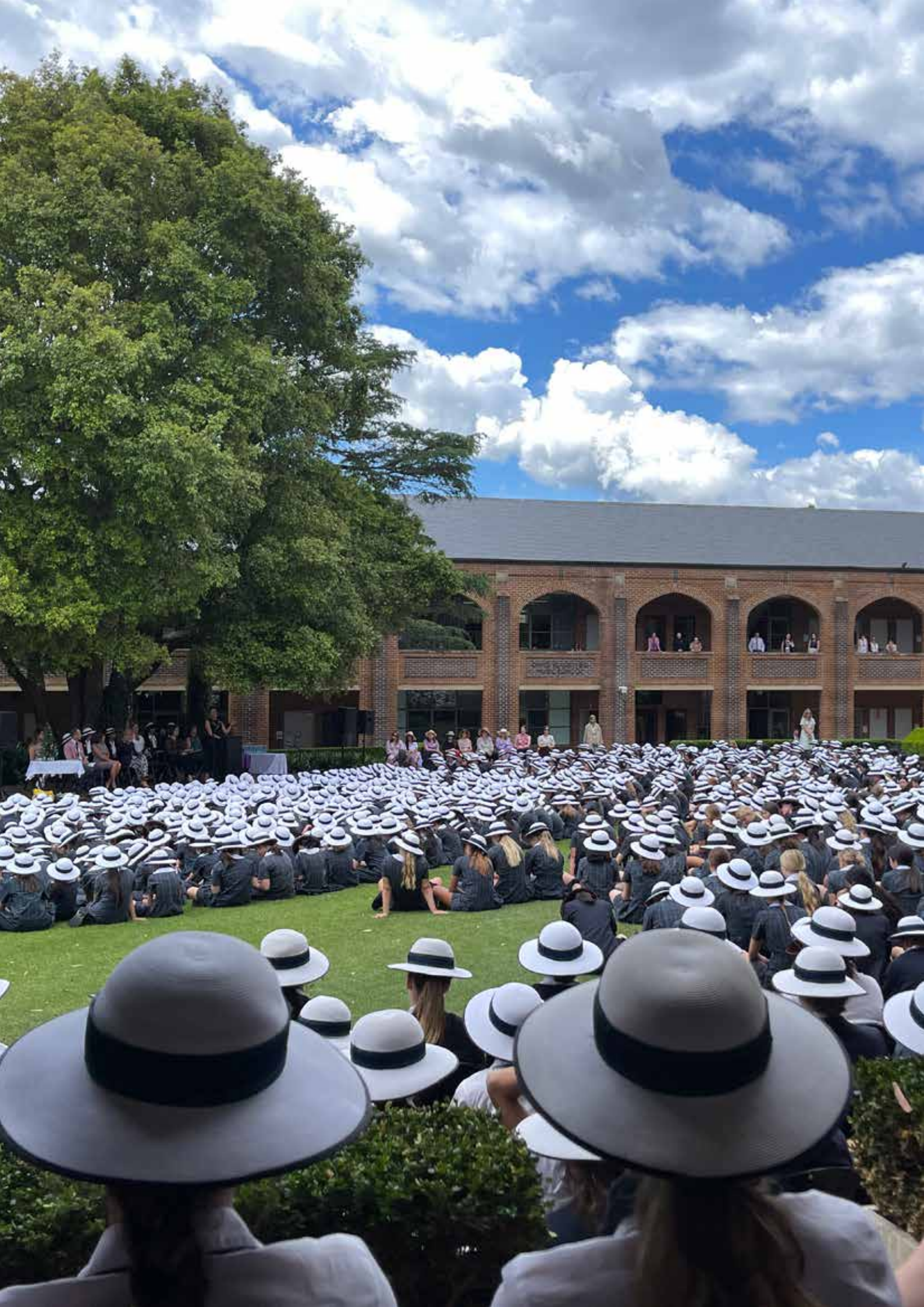
Theme 10

School-determined priority areas for improvement

INTENTS AND ACHIEVEMENTS FOR 2022

Priorities	Intents for 2023	Achievements 2022
Academic Intelligence	**HSC Excellence** Review and refine the high impact strategies designed and implemented to increase student performance in the HSC.	• A deliberate focus was provided to support teachers and students of our two largest subjects, English and Mathematics. • We positively impacted the performance of most students through effective use of time and resourcing to support quality feedback, instruction and mentoring. • Additional resourcing was provided to after-hours and holiday study programs so more teachers were available for 1:1 support. • The refurbishment of the Year 12 common area promoted both independent and collaborative study habits amongst this cohort.
	Vision Valley Residential Program Design the curriculum for the Vision Valley Residential program and provide opportunities for teachers to design intensive learning opportunities at Vision Valley.	The four-week Vision Valley Residential Program commenced in August. Two Year 9 cohorts undertook the program to challenge and grow their awareness of self, others and the natural world. The academic program supported continuity of work in core subjects and electives, and took advantage of the natural environment. During the program, students engaged in: • Academic time for learning and study. • 2 x three-day expeditions. • Outdoor Education activities. • A five-day trip from Vision Valley back to *Pymble* main campus on foot. During 'The Great Return', students apply all the learning and skills from the program, carry all their food and equipment, and sleep outdoors in tents.
	Metrics of Success Redefine the metrics of success used by the College to judge the performance of our Year 12 graduates.	• An audit of additional measures of success were developed. • Cohorts were surveyed to understand how to capture additional data around tertiary preferences. • Draft additional measures of success were developed.
	Growing Learning Leaders Invest in the development and growth of teacher and student learning leaders to positively influence academics at *Pymble*.	• A professional learning program on leadership was developed for implementation in 2023. • Data was collected from staff to better understand priority areas. • Experts have been selected to work with our leaders in 2023. This includes Tracey Ezard, who will work with our leaders under the banner of 'Ferocious warmth – school leaders who inspire and transform'.
Emotional Intelligence	**Outdoor Education** Provide Outdoor Education opportunities for every student and engage staff, parents and students in the value of the Outdoor Education Program (OEP).	The graph shows the percentage of student attendance at OEPs in 2022.
	Year 9 Residential Program Pilot a four-week residential program involving students from St Ignatius College, Riverview and embed Knowing People, Knowing *Pymble* into the experience.	Our first program commenced on Sunday 7 August with 56 *Pymble* girls. Forty Riverview boys joined them one week later. The second program was attended by *Pymble* girls only and commenced on Sunday 23 October. Both programs were highly successful, with students reporting they 'would attend the program if it was offered to them again'.

Priorities	Intents for 2023	Achievements 2022
Emotional Intelligence	**Mind-Body-Spirit Assessment Tool** Develop assessment tools to measure the effectiveness of the Mind-Body-Spirit Framework and the increase of knowledge and skills due to elements of the program.	We have established measurements to assess the effectiveness of some of the Years 7 to 10 outcomes of our MBS curriculum, including child and youth resilience, perceived stress scale and academic/emotional regulation. These tools will be piloted in Semester 1 2023.
	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.	The iYarn pilot continued in 2022. All Year 11 students responded weekly to a series of questions to track quality of sleep, exercise habits, energy, stress, relationships, organisational skills, schoolwork satisfaction, service to others and gratitude. Captured information was used by each student and their Compass Teacher to focus on specific areas of wellbeing.
	Knowing People, Knowing Pymble Change the language from 'Rites of Passage' to '*Knowing People, Knowing Pymble*'. 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).	K to 12 parent events were reviewed to ensure optimal engagement. Several events were hosted to give an opportunity for students and families to develop deeper connections, including: • Honouring ceremonies for students transitioning from Year 6 to Year 7, Middle School to Upper School, and Upper School to Senior School. • A lunch and Honouring Ceremony for Year 12 students and their parents, where each student was presented with a framed photo of themselves in a *Pymble* activity, a specially chosen quotation and a graduation pin. • Honouring ceremonies for *Pymble* and Riverview students (and their parents) taking part in the Year 9 Residential Program. Planning is underway for termly Sharing Stories activities and honouring sessions between Year 11 and Year 5 students in 2023.
	House History Continue to increase students' sense of belonging, pride and vertical connection across K to 12. Includes the development of House emblems and mottos.	Mottos for each of the eight Houses were written by a group of students from each House and executive staff responsible for the Emotional Intelligence pillar. Students in each House voted for their top three mottos, which were presented to the Principal for final approval. Students were also invited to participate in a design competition for House emblems to reflect the history of each House. The launch of House mottos and emblems will take place in a flag ceremony in Term 1, 2023.

Priorities	Intents for 2023	Achievements 2022
Social Intelligence	**Women and Girls** Re-launch *Pymble* Index with a focus on women and girls, and accessible and engaging student delivery. Engage students to use *Pymble* Index through integration with Directions lessons and relevant curriculum areas K-12.	Based on Executive feedback, the *Pymble* Index will be retired from objectives until a reliable tool is created.
	Experience Exchange Offer each student the opportunity to experience an exchange during her *Pymble* journey.	Trips to regional NSW, Northern Territory and overseas were undertaken by groups of students from Year 5 to Year 12 for cultural or language immersions or for Drama, Robotics, First Nations or educational opportunities.
	Student Leadership Establish Intercultural Committee team (Years 7 to 12) to contribute to a culturally inclusive College community.	Our student-run Intercultural Committee held regular meetings, developed a Student Survey to identify cultural issues and used results to assist Conde Library purchase more culturally diverse resources.
	Sharing Stories Increase opportunities for diversity of thought, and make inclusive mindsets more visible across the College.	Our Student Intercultural Committee ran events engaging Years 1 to 11 in cultural and diversity focused lunchtime activities. These included our first Diwali celebration showcasing Indian food, dress and customs, and 'Wear It Purple Day' recognising gender diversity.
	First Nations Perspectives Embed First Nations perspectives into the curriculum, operational, classroom and wellbeing practices across the College.	• Aboriginal Studies courses were introduced for Stages 5 and 6. • Stage 4 First Nations Culture and History course was prepared to commence in 2023. • First Nations Curriculum Support role advertised. • 70 teachers attended the National Museum Australia's First Nations accredited professional learning.
	Professional Learning Extend professional learning and growth opportunities to operational and administrative teams.	Plenary session, workshops and activities held around the theme of Diversity, Inclusion and Culture were attended by all operations, administration and teaching staff.
	Reconciliation Action Plan 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.	• Officially opened our First Nations Garden and Yarning Circle. • Updates to our RAP were made through Reconciliation Australia's Narragunnawali site. • Professional learning included Aboriginal and Torres Strait Islander Youth Mental Health. • Indigenous Counselling partner was engaged to work with First Nations students.
Digital Intelligence	**Digital Festival** Deliver K-6 STEM Festival in Semester 2 with support of *Pymble* senior students, community and industry partners.	Junior School STEM Festival was held in August. Across the week, girls participated in coding, scientific investigations to find solutions to current environmental issues, and activities around the 2022 National Science Week theme, 'Glass: More than meets the eye'.
	Pymble Passport Used by students in Years 5 to 12 to showcase achievements with authentic application.	The *Pymble* Passport program has been implemented to support student growth and wellbeing and capture stories that demonstrate development of character strengths, skills, motivation and impact.
	Digital Learners Launch Data Science course in Semester 1 with the support of students and external partners, and deliver the Data Science UCLA course in 2022.	Our Data Science Course was launched in March with an interactive event attended by a group of industry professionals, keynote speaker Yotpo Vice President and General Manager JAPAC, Suzy Nicoletti, parents, students and staff. Introduction to Data Science course was integrated into Stage 5 and 6 timetables. *Pymble* is the first school in the Southern Hemisphere to offer this course, which includes: • The Common Core State Standards for High School Statistics and Probability relevant to data science. • Data demands of good citizenship in the 21st century. • Rigorous learning that fuses mathematics with computer science through the use of R/RStudio, an open-source programming language/environment that has long been the standard for academic statisticians and analysts in industry.
	Streamline Parent Communications Design a platform that consolidates all communication between the College and parents regarding their daughter's education and commitments. The aim is to help parents stay well-informed, organised, and ensure that they complete any necessary tasks related to their engagement with the College.	Launched the new version of *MyPymble* to parents. *MyPymble* works on both phone and via a website and streamlines communication and information for families. Based on the constructive feedback from our parent community, we continue to improve the experience.

Priorities	Intents for 2023	Achievements 2022
Digital Intelligence	**Increase Cyber Security for our Community** Protect the online identity of users and better protect the data they access.	In August, the College rolled out Multi-Factor Authentication (MFA) for all staff to login to *Pymble* IT systems. In 2023, we will be exploring how to introduce similar escalated identity safety for our students.

INTENTS FOR 2023

Priorities	Intents for 2022
Academic Intelligence	**HSC Improvement** Continue to implement high impact strategies to maintain *Pymble*'s SMH Top 100 Schools rank within 20-25th in the state, and expand our after-hours study programs and academic mentoring programs. **Future-focused Academic Excellence** Review recently introduced courses and explore opportunities for new STEM pathways in Years 7 to 10 and bespoke experiences for Year 10 students within the elective timetable. **Growing Learning Leaders** Develop a shared understanding of leadership excellence, lead a consistent leadership approach across the college and increase staff attention on impact of leadership on student learning. **Additional Metrics of Success** Determine three or four metrics to track and engage key stakeholders to design, prototype and refine a Metrics of Success dashboard.
Emotional Intelligence	**House Spirit and Belonging** Continue to focus on building House spirit and a sense of belonging by establishing House zones for students participating in lunchtime activities on campus, diversifying the range of activities and launching an Arts Festival. **Being of Service** Develop a K to 12 service continuum and engage students and staff in action and reflection to achieve community objectives and a 'giving back' disposition. **Recognise and Honour** Evolve our recognition and award systems to include new structures for honouring and acknowledging a diversity of achievement and effort among students.
Social Intelligence	**Data and Demographics-driven Planning** Report and create an infographic of College cultures and languages, and use this data to inform the development of a framework for intercultural activities for students as well as recruitment strategies for staff. **Skill-building for Belonging and Connectedness** Create a communications toolkit to assist in discussing intercultural issues with our community, continue to offer professional learning resources to promote cultural awareness and inclusive leadership, and expand our student-developed prejudice reduction curriculum in the Junior and Secondary Schools. **Celebrate Diversity and Inclusion** Create a Parent Intercultural Engagement Calendar, encourage and share visible examples of cultural and linguistic diversity across the College, and increase staff and student involvement in Student Intercultural Committee events. **Establish Leadership Pipelines** Identify staff from a range of backgrounds to lead strategic objectives under each pillar and provide mentorship to enhance staff leadership skills.
Digital Intelligence	**Amplify the Arts through STEM** Students to participate in an international digital Shakespeare festival, and STEM focussed dance performances. **Junior School STEM Festival** Extend STEM Festival and introduce an inter-house robotics competition. **Authentic Application of *Pymble* Passports** Introduce the *Pymble* Passport to students in Years 3, 4, 7 and 8, and encourage its use in Compass learning discussions and to capture co-curricular stories. **Amplify 7-12 Curriculum with STEM** Embed new Digital Intelligence units in the curriculum for Stages 4, 5 and 6. **K-6 Digital Curriculum Continuum** Students from Kindergarten to Year 6 to participate in integrated digital opportunities across various learning contexts and showcase experiences with the broader community. **Promote wise use of AI** Staff to be trained in and aware of AI and how to best augment their teaching practice and student opportunites in the light of AI tools that create.

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. Each of our four sub-schools provided a range of age-appropriate opportunities for girls to develop the specific values of respect and responsibility in 2022, as outlined below.

JUNIOR SCHOOL (KINDERGARTEN TO YEAR 6)

Throughout 2022, the values of respect and responsibility were deeply embedded within the Junior School to inspire students to develop personal awareness, self-respect and increasing responsibility for online safety and personal wellbeing. Our five College values (outlined in the introduction) underpin behaviour expectations throughout the Junior School and provide a foundation for students to reflect on their behaviour and develop personal responsibility, independence and sense of self.

One of our five College values was highlighted each week in the Junior School Diary and assembly, where the Head of Junior School and Deputy Head of Junior School – Students presented awards recognising acts of respect and self-care/responsibility by individual students. Celebrating individual talents and passions in our weekly assemblies helped to build a community of kindness, acceptance and inclusion.

"Our focus on kindness to others and kindness to the environment afforded students the opportunity to be of service and build a sense of social responsibility and respect."

MRS KATE BROWN, HEAD OF JUNIOR SCHOOL

Students in Kindergarten to Year 3 worked through the Kimochis® program to build skills in identifying and articulating emotions. As students progress through the program, they develop capacity to regulate emotions and take responsibility for their behaviour choices. All students from Kindergarten to Year 6 explored the URSTRONG program to develop capacity to foster and maintain healthy friendships and navigate the inevitable changes in friendships with respect and kindness.

A central focus in the Junior School is kindness; kindness to others, kindness to the environment and kindness to self. Kindness sits alongside the focus on our College values and students are taught that they are responsible for their behaviour choices; whether they are kind or mean on purpose. The language of 'mean on purpose' is deliberate and helps students understand they are responsible for their own behaviour and therefore need to own and reflect upon behaviour choices that do not reflect their best self.

Students were encouraged to connect with nature through the Junior School Outdoor Education Program and our Mind Body Spirit days. These nature immersions offered a diverse and abundant range of activities designed to challenge students and empower them to develop their sense of self and personal strengths. Stepping outside their comfort zone, students participated in a series of physical and mental challenges that fostered new friendships and heightened resilience.

Our focus on kindness to others and kindness to the environment afforded students the opportunity to be of service and build a sense of social responsibility and respect. Students were encouraged to undertake acts of service at home and in their local community over the course of two terms. As part of our wellbeing program, students in each grade were given the opportunity to work collaboratively on a shared service project including knitting squares for animal welfare centres, using food scraps to grow vegetables, creating a cookbook to sell and support the OzHarvest FEAST program, and writing and illustrating picture books to support the global initiative for literature through the UpSchool program.

Student voice was empowered through opportunities for leadership across Years 1 to 6 with peer elected term-based positions of Kindness Captain, ICT Captain, Sustainability Captain and Student Representative Council member. Year 6 students were afforded additional responsibility opportunities as House Leaders and leaders of each captain group. Student leaders were mentored weekly by a teacher who

"2022 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 responsibility."

MRS JENNY O'DONNELL, HEAD OF MIDDLE SCHOOL

supported them in planning and leading initiatives across the Junior School.

Compass teachers worked with each student in Years 3 to 6 to develop personal goals outlining the next steps to take in their learning journey and checked in with each student throughout the year to discuss their progress towards the goals.

Students were encouraged to develop an open mindset and to embrace challenge. Mistakes are talked about and celebrated as 'fabulous failures' to help students understand the impact of growth in the learning process.

Understanding their social responsibility and digital footprint is key to our digital skills program. From Kindergarten to Year 6, students were co-taught online safety by their Compass teacher and one of our College Digital Learning Leaders.

As part of our College Social Intelligence strategic pillar, a new focus for the Junior School in 2022 was to start taking steps to connect with country and our First Nations People. A group of Year 5 students were invited, along with the Head of Junior School and the Deputy Head of Junior School, to Goodooga Central School in New South Wales to participate in the Indigenous Games.

The aim is to continue developing meaningful learning partnerships with rural schools across NSW in 2023.

2022 was a year of significant growth in our focus on personal and social responsibility for our Junior School students as they collaborated on activities to drive positive change in their local community and simultaneously build a strong sense of self through their acts of service.

MIDDLE SCHOOL (YEARS 7 AND 8)

In 2022, the Middle School team worked to ensure the girls were appropriately supported as they embraced holistic experiences that stretched them academically and nurtured personal growth. Throughout our programs and initiatives, the team continued to focus on fostering a culture of inclusivity within the community. We acknowledged the importance of empowering students to demonstrate a Growth Mindset in their approach to learning opportunities; as well as the importance of developing respectful relationships amongst teachers and peers. Our engaging Directions programs for Stage 4 provided students 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.

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 provided a platform for student leaders to take responsibility and grow from the experience. We continued to run our Year 10 Peer Support program which fostered bonds between the girls and allowed for authentic conversations based on trust. By foregrounding and valuing student voice and clearly articulating Middle School expectations, individuals were able to set formal goals and challenge themselves to step up. This provided a framework that promoted individual responsibility and independence. The girls were 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.

Providing opportunities for Years 7 and 8 to come together to build their social networks and work in respectful collaboration underpins a healthy community. We introduced initiatives such as Combined Assemblies to celebrate achievements and share

talents, Inter-House Games, Gloucester Gatherings of craft and sporting activities run during lunchtimes, a Year 7's Got Talent competition, the Principal's Project, and social justice opportunities through *Pymble Gives Back*. Our Heads of Year and Compass teachers worked to establish connections with individual students across Mind Body Spirit time each day and through regular one-on-one conversation.

Our *Mind-Body-Spirit Framework*, Directions curriculum and Compass programs emphasised the importance of balance through reference to "5 Ways to Wellbeing: Connect, Take Notice, Keep Learning, Be Active and Give." The girls were encouraged to take responsibility for ensuring their routines reflected this balance and were held accountable for their choices. Guest speaker Michelle Chevalley-Hedge

presented a workshop to Year 7 entitled "A Healthy View," which was informative and empowering. Years 7 and 8 had the opportunity to enjoy a Mind Body Spirit day at our Outdoor Education campus, Vision Valley, to further consolidate these priorities. The '5 Ways to Wellbeing' were also actioned regularly within the weekly Compass schedule, where the focus was on establishing and maintaining respectful relationships and taking responsibility for our own wellbeing.

Recognition and celebration of individual talents across Middle School in 2022 fostered a climate that embraced diversity and encouraged acceptance. Through the Values Award and the Jacaranda Award, students were acknowledged and encouraged to live the College motto of "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 National Day of Action Against Bullying and International Women's Day featured engaging guest speakers and dynamic student-created murals and installations that marked our commitment to inclusivity. During 2022, the Middle School continued to promote social responsibility through our Service Projects, including:

- Heart to Heart project – crafting felt hearts for babies in Westmead Hospital's Neonatal Intensive Care Unit (NICU).
- Connecting with the elderly in our community – sending residents of local aged care facilities video messages, recorded performances and hand-written letters.

- WIRES care packages – knitting joey pouches for orphaned animals.
- Thank You Thursdays – showing gratitude to their teachers by composing personal cards that were hand delivered.

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 from YSafe. YSafe and Family Zone are two useful platforms that assisted us to monitor the girls' digital profiles and limit online access in partnership with parents. Police Liaison Officer, Senior Constable Lynda Hart also spoke with the girls to facilitate a better understanding of the implications of dangerous online behaviour whilst promoting responsible digital citizenship.

Leadership was seen as something every Middle School girl should aspire to through formal positions such as our Middle School Leaders, Connect Captains, Chapel Leaders, House Liaison Leaders, Sustainability Leaders, Transition Leaders and SRC representatives, or via more informal opportunities such as our volunteer Tour Guides for *Pymble* Mornings. The concept that representation imbues responsibility was celebrated and encouraged through mentoring opportunities with the Upper and Senior Schools. The girls took great pride in representing the College and acting as role models for others. The 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 to build 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) throughout the year, which provided 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 join 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.

2022 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 responsibility.

UPPER SCHOOL
(YEARS 9 AND 10)

Weekly Directions lessons for Upper School students were further developed in 2022 to promote pro-social behaviour. Underpinned by our *Mind-Body-Spirit Framework*, students explored the themes of relationships, purpose, character, resilience and awareness. These lessons were delivered by experienced Wellbeing practitioners using a Circles Solutions model, empowering students to lead the narrative in taking control of constructive conversations and mutual learning. Each module of Directions lessons contained activities pertaining to respectful relationships, together with personal and digital safety.

Our Upper School student leaders met regularly to share feedback from their cohorts, discuss new initiatives, and plan for key events throughout the

year. Key student-led events included fundraising initiatives, an Upper School disco to commemorate the end of year, and termly Upper School assemblies to celebrate their peers.

We were excited to reinstate our regular Upper School Social Responsibility programs in 2022. 82 students attended our Residential Program at Vision Valley, where they undertook service opportunities including the removal of invasive weeds, planting of a community garden, and general service around the site. Additionally, 54 of these pioneers undertook a week of service learning whilst their classmates were on their Outdoor Education Program. Volunteering for Cook for Good, Easy Care Gardening, the Exodus Foundation and a variety of Schools for Specific Purposes, the girls spent the week supporting others in need. This group of students also spent their Residential

Program in conjunction with students from St Ignatius College, Riverview. This strategic partnership helped to build stronger understanding and connection, and a greater appreciation of the need for respectful relationships between young men and women.

Additionally, our entire Year 10 cohort spent two days at the end of their Future You Festival engaging in a variety of onsite and offsite service opportunities, including Kids Giving Back, Cook for Good, Days for Girls and the creation of birthing kits. Involvement in these programs 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.

Our girls also supported several fundraising initiatives, running a

> *"Each module of Directions lessons contained activities pertaining to respectful relationships, together with personal and digital safety."*
>
> **MR TOM RILEY, HEAD OF UPPER SCHOOL**

disco to raise money to support the obstetric and gynaecological work of Dr Andrew Browning and the Barbara May Foundation in remote Africa; and leading a badge-designing competition and resultant sales for UNICEF's support in Ukraine. These experiences truly enabled our girls to gain a greater understanding of the challenges faced by others and the role they can play in achieving social justice for all.

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

- The SPARK program promoting improved year-group connection and cohesion, facilitated by Burn Bright.
- The Butterfly Effect Program promoting positive self-concept, facilitated by Enlighten Education.
- Your Choicez promoting wider awareness of consent and healthy, respectful relationships, facilitated by Katie and David Kobler.
- Road Safety Awareness training, facilitated by RYDA.
- The Urban Challenge.
- Peer support – Year 10 mentoring Year 7 students
- Paul Dillon's Drug and Alcohol

Awareness presentation.
- Consistent recognition of the College values at year assemblies and student-led Upper School assemblies.
- Leadership positions across Years 9 and 10, and our eight spirit Houses.
- Participation in the Duke of Edinburgh's Award.

SENIOR SCHOOL (YEARS 11 AND 12)

The Senior School includes the final Stage of formal schooling at the College and, in consequence of being the oldest students, Senior girls assume formal and informal leadership positions of responsibility and provide strong role models for their younger peers. The College endeavours to show, by way of practical example, how taking responsibility for our role within our communities and respecting diversity can create genuine and meaningful change. The Senior School responded to a range of local, national and global crises by leading and managing fundraising events, collections of goods for less fortunate communities and reaching out to connect with isolated people. In this way, students understand the influence and positive effect they can have on those in need, and also build a stronger sense of purpose and focus in their lives.

A number of 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. Following some disrupted years of schooling as a result of the COVID pandemic, the Senior School team designed and applied targeted experiences to build the sense of connection and community across and between the students. The Senior School staff were supported throughout the year by experts including David and Katie Kobler from Your Choicez (consent education), Paul Dillon from DARTA (drug and alcohol education), Brent Sanders (personal safety), Katherine Taylor from Turning Point Consulting (leadership and values) and YLead. These speakers were able to enhance and support College programs designed to build a sense of personal and communal responsibility and respect.

The Senior School also delivered a student-designed program which aimed to build stronger diversity with inclusion, through an active student voice. Thriving schools strive for respect for and understanding of cultural diversity with inclusion. This is both an individual and shared responsibility. Concerned at

rising anti-Asian media commentary and its possible consequences in society, a group of Senior School students proposed to develop a student-led response to bring new awareness and positive change in a culturally safe way. This was done in consultation with Professor Fiona White, University of Sydney. Through a series of lessons delivered to fellow final year students, the group's primary aim was to increase opportunities for diversity of thought and inclusive mindsets.

Compass classes met daily to foster connections and support, and Directions classes delivered the wellbeing curriculum. These lessons and activities encouraged the students to understand and experience the importance of community, monitor their own wellbeing and look after themselves, prepare for post-school life, and build respect for each other's experiences and perspectives.

Senior School girls who were members of co-curricular activities across academics, sport and cultural pursuits were encouraged to be creative in connecting with younger students and acting as role models and mentors. 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.

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

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

More flexible study sessions during the day, on weekends and in the evening allowed the girls to assume greater accountability for managing their own study patterns and commitments. A series of study camps also took place during the term breaks. The girls in Years 11 and 12 demonstrated self-directed, responsible work habits, gaining more independence as they prepared to leave school for tertiary study, travel or the workplace.

Senior School girls also participated in a voluntary program of mentoring which allowed the students to choose

"Senior girls assume many formal and informal leadership positions of responsibility and provide strong role models for their younger peers."

MRS NIKKI WYSE, HEAD OF SENIOR SCHOOL

a senior staff member as a mentor to engage in one-on-one coaching and mentoring conversations. This program encouraged the girls to assume responsibility for challenges that they may face and to seize available opportunities.

The Senior School served their community across a broad field, with students involving themselves in a range of activities including our annual Sony Camp in collaboration with Shore School, International Women's Day, the Senior School Knit-in for the Wrap with Love charity, NAIDOC Week, Anzac Day and Remembrance Day. Finally, a large number of Year 11 students participated in a collaborative initiative with Knox Grammar School to promote positive relationships between young women and men. By participating in these groups, the College is encouraging students to develop a strong voice for change, empathy and respectful relationships.

Theme 12

Parent, student and teacher satisfaction

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.
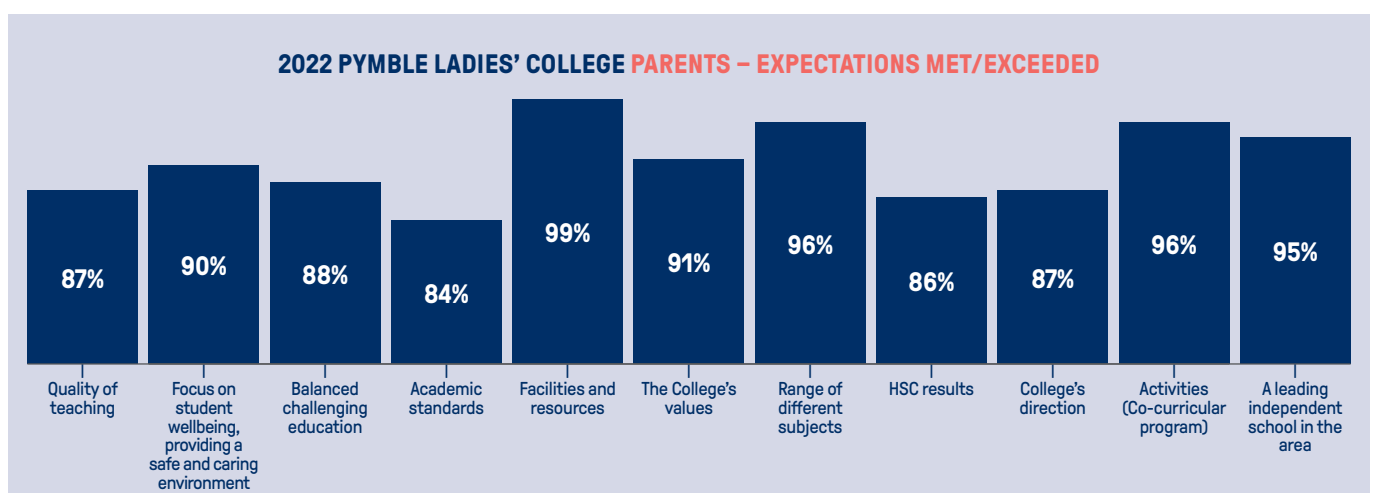
In 2022, 422 parents and 758 students from selected year groups participated in surveys and provided views on academic performance, student wellbeing, boarding, co-curricular programs, sport, communications, reputation and facilities. Academic and operational staff were also invited to complete a staff 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. 87% of parents noted their expectations were met or exceeded in relation to the quality of teaching.
2. 90% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment.
3. 88% of parents noted their expectations were met or exceeded in relation to the balanced, challenging education.
4. 84% of parents noted their expectations were met or exceeded in relation to academic standards.
5. 99% of parents noted their expectations were met or exceeded in relation to the facilities and resources.

2022 PYMBLE LADIES' COLLEGE PARENTS – EXPECTATIONS MET/EXCEEDED

Quality of teaching	Focus on student wellbeing, providing a safe and caring environment	Balanced challenging education	Academic standards	Facilities and resources	The College's values	Range of different subjects	HSC results	College's direction	Activities (Co-curricular program)	A leading independent school in the area
87%	90%	88%	84%	99%	91%	96%	86%	87%	96%	95%

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:

- opportunities provided
- personal growth, development and achievement
- happiness attending school
- academic curriculum and standards
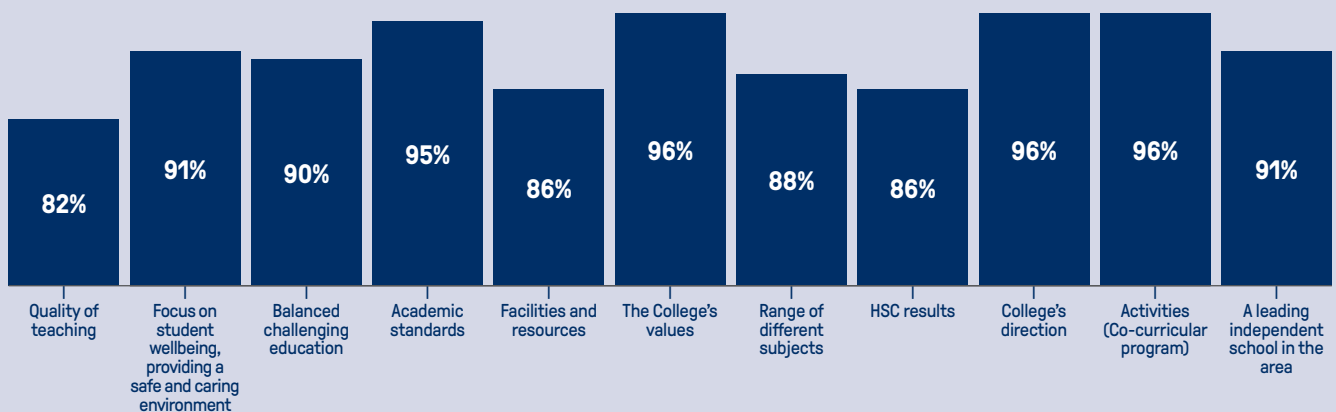- quality of teachers and staff.

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. 82% of students noted their expectations were met or exceeded in relation to the quality of teaching.
2. 91% of students noted their expectations were met or exceeded in relation to a balanced and challenging education.
3. 90% of students noted their expectations were met or exceeded in relation to academic standards.
4. 96 % of students noted their expectations were met or exceeded in relation to the facilities and resources.
5. 86% of students noted their expectations were met or exceeded in relation to the College's values.

2022 PYMBLE LADIES' COLLEGE STUDENTS – EXPECTATIONS MET/EXCEEDED

Quality of teaching	Focus on student wellbeing, providing a safe and caring environment	Balanced challenging education	Academic standards	Facilities and resources	The College's values	Range of different subjects	HSC results	College's direction	Activities (Co-curricular program)	A leading independent school in the area
82%	91%	90%	95%	86%	96%	88%	86%	96%	96%	91%

"Pymble is a great school for my daughter. She has grasped on to so many learning opportunities that I did not expect. She has a growing confidence in her learning abilities and has widened her interest in subjects I did not imagine she would be interested in at all."

PARENT QUOTATIONS ON WHAT THEY VALUE ABOUT THE COLLEGE:

"I have been so impressed by the caring nature of my daughter's teachers. They are willing to listen and respond. I have had personal calls and emails sharing their thoughts and concerns when needed. I cannot thank them all enough and want them to know they have shared in raising our beautiful daughter and filled her with the potential to be amazing."

"Pymble has fabulous resources and gives girls access to a huge variety of co-curricular activities."

"I am happy to help and become involved with the school when I know my daughter is very happy to go to school. I love that my daughter takes advantage of every opportunity given to her. We think the school is an excellent school and highly promote it."

"It's the best decision we made sending our daughter to Pymble. Beyond the incredible grounds and wide range of activities to explore it is a place she feels brave to try new things, explore and develop dreams and passions and the confidence to know that it's ok to fail."

"The honesty of the engagement I have had with the teaching staff and with my daughter's head of year is highly valued. Several of the teachers are great role models and really showed they cared about my daughter on a personal level (they weren't just ticking a box)."

"We value the Alumni and PPA associations as it brings purpose and community to us as a family."

"My daughter has had some challenges and needed to use health care, the health care team is truly amazing and have gone above and beyond to assist us in a difficult time."

"Pymble puts emphasis on its academic excellence, extracurricular richness and social responsibility in a most balanced way. Girls with different strengths are offered with competent opportunities to explore their potential to excel. Pymble reacts positively and bravely in changing environments, which provides the girls with the best protection and comforts."

"The Mentoring program has been really good and her Mentor has been excellent - she is generous with her time, provides constructive coaching and guidance and has been a highlight of our daughter's senior years at Pymble."

"What I value the most about Pymble is the experiences it offers. They have so many fun and educational ways to learn, and I am very interested to see what I do next year."

STUDENT QUOTATIONS ON WHAT THEY VALUE ABOUT THE COLLEGE:

"I have been at Pymble since Kindergarten and I am completely satisfied with the experience, especially the many sporting activities and other after-school activities. I have made many friends at my time at Pymble. The teachers value you and make you the best you."

"I like how there are so many opportunities for sport. I also like how well cared for the grounds are."

"What I value the most about Pymble is the experiences it offers. They have so many fun and educational ways to learn, and I am very interested to see what I do next year."

"I value how everyone is included, making everyone feel connected with peers and teachers."

"I value the weight placed on self-care and wellbeing as I believe that it is a very important but overlooked aspect of health. I think that Pymble acts well

at promoting a work-life balance and provides a variety of high-quality co-curriculars for students."

"Something I value most about my association with Pymble would be the co-curricular program and my participation in robotics."

"I value the extensive musical and co-curricular programs I have been involved with since the start of my time at the College."

"I am proud of my school and its academic success."

"I also really value the opportunities on offer here, especially the STEM ones, because they give me the chance to explore and learn things outside of the school curriculum."

"I can honestly say that I belong at Pymble and feel safe going to my school. I am a proud Pymble girl and think that Pymble has done its best to support my education in the years I have been here. I also value that

Pymble equally appreciates all academic subjects and tries to support all subjects in the best way possible. Furthermore, I appreciate how the College listens to student feedback; I know that extending Chapel time was a point raised by some students during last year's survey, and the College acted on this request. Thank you, Pymble!"

STAFF FEEDBACK

Our three-year People and Culture Strategy was launched in 2021 and is focused on four strategic priorities:

- talent acquisition and onboarding
- staff wellbeing, diversity and inclusion
- staff engagement, development and performance
- recognition, remuneration and benefits.

COMPREHENSIVE ONBOARDING AND PROFESSIONAL DEVELOPMENT FOR ALL STAFF

In 2022, a new comprehensive staff onboarding program was launched. Rather than being an annual program for new starters in Term 1 only, it is now run every team for our new starters. We have approximately 100 new starters each year.

- *"Thank you to Pymble's HR team for the fabulous job you have done to ensure our new staff feel warmly welcomed into our family. On Friday night, every single new staff member who spoke with me went out of their*

way to mention how professional, organised, warm and welcoming the team has been during their transition into the College."

- *"I've worked at many top schools, but the Pymble Welcome Program for new staff is by far the best. It was excellent and a ten out of ten. Well done."*

We also refreshed our professional learning programs for academic, operations and administration staff. Programs included Writing with Impact, Advanced IT skills, Career Planning, Diversity and Inclusion Workshops (including a three-hour Mock Court workshop attended by 265 staff).

One hundred percent of respondents said they would recommend the Career Grow program to a colleague and agreed with the statements it was a valuable learning experience, and, allowed them to think about their career in a reflective and structured way.

- *"It shows that the business cares*

> *"I've worked at many top schools, but the Pymble Welcome Program for new staff is by far the best. It was excellent and a ten out of ten. Well done."*

about its employers and wants them to grow and thrive in their careers and makes one feel valued" - Teacher

- *"It encourages people to look at their own career as a whole, not just in the context of Pymble. It is a benefit for Pymble as it makes staff more aware of their strengths and what direction they would like to take"* - Operations manager.

PARENTAL LEAVE AND FLEXIBLE WORKING

The College has also introduced several new resources and benefits to staff who are welcoming a new baby into their family, including a Pymble Baby Bag of practical items and information to support our new mums and dads. We also invite staff on parental leave to bring in their babies and partners to connect with their managers and colleagues at a 'Keeping in Touch' Morning Tea hosted by the Principal twice a year.

The College has partnered with our EAP provider Benestar to deliver the Win-Win Online Parenting Seminars series and we have created a Staff Health and Wellbeing Microsite (Hub) with a variety of resources for new parents.

The College has also promoted and supported a range of flexible work arrangements such as part-time work, job shares for teachers and graduated return to work from parental leave.

- *"I wanted to thank you so much for the gorgeous and very thoughtful bag of goodies that I was presented*

with from the wonderful Wellbeing Committee. I am overwhelmed by the generosity and kindness of this gesture and love all the special little bits and pieces that have been so kindly sourced and packed. Thank you, I feel very blessed."

- *"When I went on maternity leave the first time, no one in the PDHPE faculty had previously been approved to return part-time. After Kate Hadwen joined the school as Principal, I was able to come back part-time (four days), which was a great balance for me and my family. When I returned to work after taking parental leave with my second son, I was able to work in a job share arrangement (five-day fortnight). I'm now on my third parental leave, having had three boys under three and a half years of age, and Pymble has supported me to extend my leave and take all next year off."*

- *"I felt really supported by Pymble. I had to go on leave earlier than expected for health reasons. As I had worked at the College for several years, I was able to take sick leave for the extra time off I needed before my baby was born. That allowed me to start my parental leave on the day we had originally agreed, which means I can take the full year off to be with my daughter."*

- *"I've found it really easy to stay connected with Pymble through the morning tea and regular emails. I have also kept in touch with the person doing my role, so I know things are going in the right direction while I am away."*

- *"I've taken parental leave twice at Pymble. Getting the time off was instantly approved and I was also given the option to take additional carer's leave to support my wife as she'd had a C-section. In the end, I didn't need to take it as my whole family is helping us out. I also got a baby bag, which was really nice."*
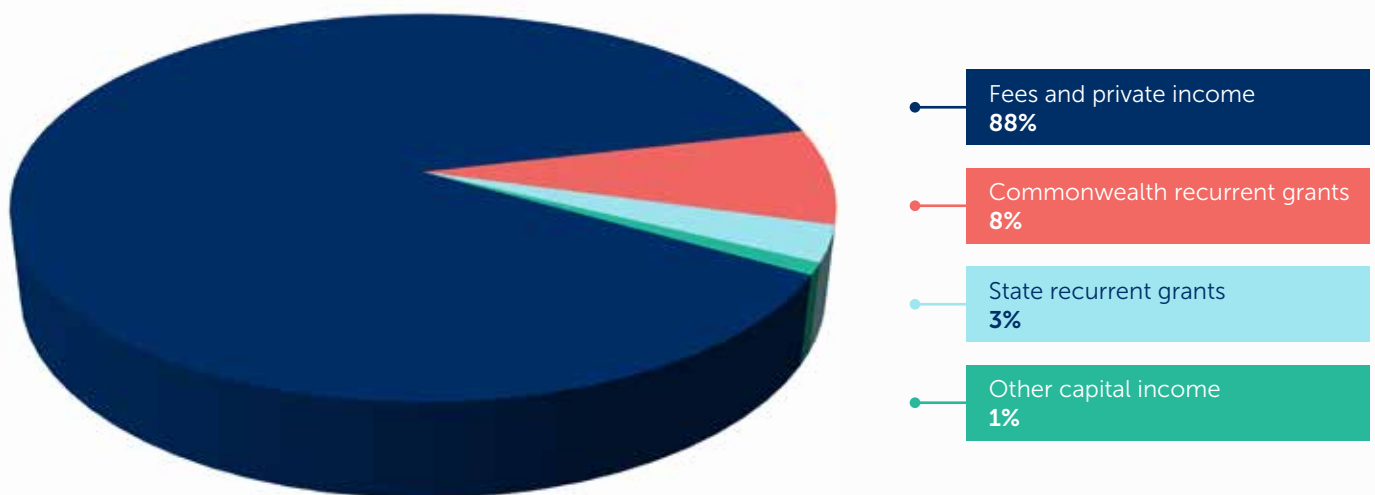
STAFF RECOGNITION

Our L.O.V.E. Awards (Living Our Values Everyday) are held twice yearly and have seen enthusiastic engagement and participation from staff with over 130 nominations received in 2022. Staff take great pride in receiving the award which is presented by the Principal in front of an assembly of all staff.

- *"I still have a grin from ear-to-ear and am on a high after receiving my LOVE award this afternoon. My children were super excited to be there too. It is such an honour and a privilege to work, support and care for the beautiful Pymble community, I love my job!"* - Health Centre Manager.

- *'Thank you for all you have done and the acknowledgment. It means such a lot and helps to make Pymble a very special place to be.'* - Department Head.

- *'I really wanted to win a LOVE Award, but didn't know if I would every get nominated. I am so grateful, it is such a beautiful trophy and such a generous gift too'.* - Administration Co-ordinator.
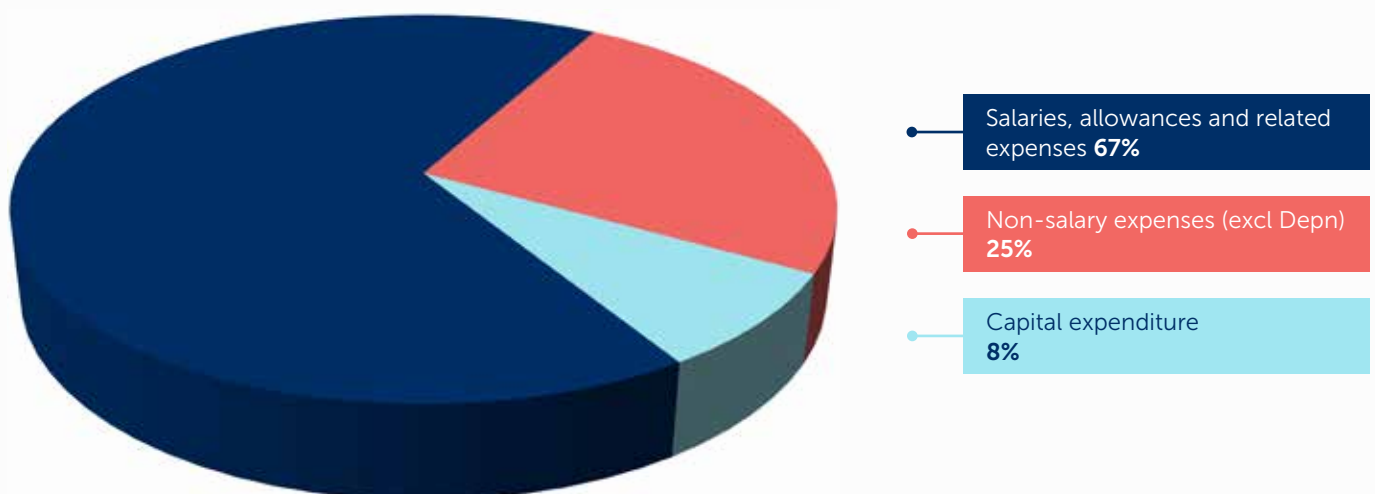
Theme 13

Summary financial information

PYMBLE LADIES' COLLEGE INCOME 2022

- Fees and private income **88%**
- Commonwealth recurrent grants **8%**
- State recurrent grants **3%**
- Other capital income **1%**

PYMBLE LADIES' COLLEGE EXPENDITURE 2022

- Salaries, allowances and related expenses **67%**
- Non-salary expenses (excl Depn) **25%**
- Capital expenditure **8%**

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.

WATCH US CHANGE THE WORLD™

Pymble Ladies' College