



Annual Report 2025

Pymble Ladies' College



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Theme 1



Message from the Chair of the Board

As we step into 2026 and the final triennium of our Watch Us Change the World Strategic Direction with confidence and optimism, we look back on 2025 with gratitude and pride.

A major milestone was the completion of the Hunter and Vicars Centre, delivered on time and on budget for the start of the 2026 school year, thanks to the hard work and dedication of all involved, not to mention generous donors to our *Pymble* Foundation Building Fund.

The new Hunter and Vicars Centre features a contemporary STEM Learning Lab, a fully integrated Health and Wellbeing Centre, a dedicated Dance Centre, expanded Out of School Hours

Care facilities, and an Early Years School – a significant first for the College, and a welcome service for staff and families seeking quality early years education and care for their daughters and sons from six months of age. Together, these facilities expand and strengthen the continuum of learning at *Pymble* and support the essential connection between student wellbeing and successful educational outcomes.

2025 also saw extensive works completed at our Vision Valley

“Together, these facilities expand and strengthen the continuum of learning at Pymble and support the essential connection between student wellbeing and successful educational outcomes.”

outdoor campus, including the refurbishment of the remaining original lodges, construction of two outdoor classrooms, and renovation of lakeside facilities and surrounding areas. Further planned upgrades to the main building at Vision Valley will be completed in 2026 to support the many cohorts of students from *Pymble* and other schools who use this facility for character-building outdoor programs.

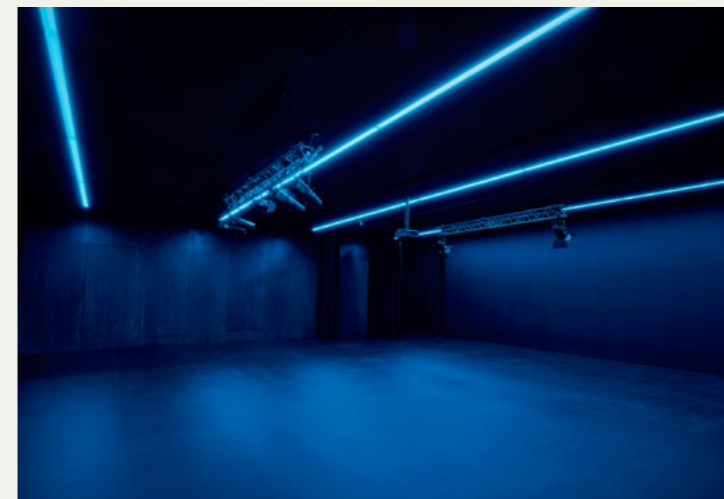
In other Master Planning updates, the Board has also approved the refurbishment of the Secondary School Library and submitted project plans

for the Secondary Innovation Precinct (SIP) to the NSW Department of Planning. Having our Green Travel Plan successfully reviewed and endorsed by Transport NSW was an important step in the process of obtaining our occupational certificate for the Hunter and Vicars Centre and as part of our development for the SIP, and the College continues to promote our range of green travel options to students, staff, families and our local community.

As we look towards our 110th birthday celebrations in 2026, we also remain focused on strengthening ongoing

connections with *Pymble* Alumni and creating more opportunities to support our graduates at all stages of their careers – from entry level to mid-level and, ultimately, Board level. This includes expanding current networking and mentoring programs and events.

In terms of Social Impact, in 2025 our generous community continued to financially support the education of three refugee students from Afghanistan, now in their third year at the College. Our community also raised funds to welcome five more refugee students in 2026 on *Pymble* Foundation





Bursary Scholarships. This program sits alongside our First Nations Scholarship Program which is now in its 20th year and supports the education of 21 girls from First Nations Countries across the nation.

Much of this work is guided by the collective expertise and commitment of volunteer Board members, whose stewardship ensures the College remains well positioned to lead educational excellence in a rapidly evolving world. I am deeply grateful to work alongside fellow Board members, including Deputy Chair Mrs Melinda Graham, Mr Ziyang Chen, Ms Eve Clark, Rev Dr Rosalie Clarke MacLarty, Professor Emeritus Donna Cross OAM, Rear Admiral Lee Goddard, CSC, QM; Rev Dr Chris Goringe; Dr Kate Highfield, Ms Li-Enn Koo, Ms Suzy Nicoletti, Dr Fiona Roughley SC, and Mrs Kristen Wydell. In particular, I'd like to acknowledge Suzy Nicoletti and Fiona Roughley, who stepped down from their roles at the Annual General Meeting on 28 May 2025. We thank

Fiona and Suzy for their commitment, insight and valuable contribution to the governance and strategic direction of the College over the years.

Ziyang Chen, Rosalie Clarke MacLarty and Donna Cross represent our newest directors, having joined the Board in 2025, and we warmly welcome them for the professional insights and expertise they bring to our Board.

Finally, *Pymble* would not be the College we know and love today without the dynamic and inspired leadership of the Principal, Dr Kate Hadwen, the wisdom and commitment of the Senior Executive team and the dedication, professionalism and expertise of academic and professional services staff at the College. Our students have the good fortune to be known, challenged and guided by leadership teams and staff who truly care about the outcomes and futures for the students in their care. Heartfelt thanks must also go to our parents and

carers for their trust and for working in partnership with the College to nurture their daughters as compassionate and influential young changemakers who seek to make the world a better place for all.

It has been an honour and a privilege to work with Dr Hadwen, the Board, our staff, parents and the wider *Pymble* community to support the delivery of these opportunities, and more, for our students in 2025.

MR CHRIS FYDLER OAM
CHAIR OF THE BOARD





Message from the Principal

2025 was a joyful and purposeful year for students at Pymble. Our designated Year of Respect invited students to notice, practise and celebrate our College value of Respect in all its forms. Across the year, this focus was expressed through an emphasis on daily manners and courtesy in Term 1, diversity and inclusion in Term 2, communicating effectively in Term 3, and caring for our immediate environment in Term 4.

Our focus on Respect was complemented by our Prefects' theme, 'Come Alive in '25', which encouraged students to acknowledge and appreciate the unique gifts, talents and passions that bring energy, joy and meaning to their lives.

We are delighted to celebrate this lively cohort's HSC results, which included:

- 2 First in Course rankings
- 2 perfect ATARS of 99.95 to top of list
- 8 Top Achievers in Course rankings
- 40 All-Round Achievers
- 230 Distinguished Achievers
- 154 students with ATARs >90
- 90 students with ATARs >95
- 23 students with ATARs >99
- 66 nominations and 6 selections for major works to be showcased at

NESA exhibitions celebrating the best in Visual Arts, Dance, Drama, Design and Technology, Textiles and Design, and Music courses.

In another highly competitive academic arena, our Year 8 da Vinci Decathlon team won both the NSW competition and the National Championships – a truly remarkable achievement for students from a non-selective school.

2025 saw the implementation of our new Teaching and Learning Framework, developed in partnership with the Centre for Curriculum Redesign in Boston, and introduction of the Cambridge IGCSE Mathematics course in Year 9. Our inaugural Cambridge class exceeded our high expectations in their first examination block, with

more than 90% of students achieving A* or A results, which bodes well for the introduction of additional Cambridge courses in 2026.

Establishing partnerships supporting STEM pathways continued to be a strategic focus of the College to extend student learning beyond the classroom and into the workplace. Collaborations included work experience programs with Optus and Tesla, and an experiential two-week Aviation and Space Expo in collaboration with Qantas, The ADF, Surf Life Saving Australia, Macquarie University and UNSW.

We increased co-curricular STEM learning opportunities for our girls by launching the *Pymble* Drone Academy



“Our girls’ curiosity, enthusiasm and willingness to step forward with open hearts and minds inspires us every day.”

and forming a team of Year 6 students to participate in the international Formula Goblin Greenpower EV engineering and racing tournament. Such was their success, our Drone students qualified to represent Australia at the World Robotics Competition in Korea, and our EV team was invited to return to the UK to compete again in 2026 and operate as a lighthouse Greenpower School in Australia.

Student achievements across sport and the performing arts were equally thrilling. *Pymble* was the most successful igsas school in 2025, winning seven overall igsas championships across Athletics, Cross Country, Swimming, Rowing, Hockey, Football and Artistic Gymnastics. The College was also recognised by Tennis Australia as a National Talent Development Hub and continued to strengthen elite sporting pathways by establishing partnerships with the Rafa Nadal Tennis Academy in Majorca and Tottenham Hotspur Football Club in the UK.

Underpinning our students' academic and co-curricular success is our unwavering focus on wellbeing. We implemented the CASEL framework to provide a comprehensive, evidence-based structure for teaching social and emotional skills that supports student

wellbeing, academic success and a positive school culture. We also took the proactive step of launching our Wise Phone program to delay under 16s from having access to social media from the start of the year, and before the new social media regulation took effect in December. Early indicators showed positive impacts on sleep, focus, relationships and engagement, and we are grateful to our community for supporting this world-leading initiative.

Our ongoing commitment to serving communities in need was formalised by the introduction of our College-wide Service Learning Framework. This outlines our structured approach to taking collaborative, respectful and transformational steps to make a positive difference in the lives of girls and women in local, national and global contexts.

In total, our community participated in countless acts of service and raised more than \$100,000 for 35 partner organisations, including our two nominated College charities for the year, Mahboba's Promise and HerVillage Foundation. This is in addition to raising \$1.27m at our *Pymble* Foundation Gala Ball to fund the education of eight refugee students in 2026.

Pymble would not be the exceptional school it is today without extraordinary governance, leadership and staff. My deepest gratitude goes to our College Board, led by Chair, Mr Chris Fydler OAM, and the entire *Pymble* team. From our Deputy Principals and Senior Executive to our teachers, professional services staff, boarding staff, chaplains, coaches and support staff: each person plays an important role in shaping opportunities and outcomes for our students. I would also like to thank our parents and carers, including our tireless *Pymble* Parent Association volunteers, for trusting our leadership, partnering in their daughters' learning, and contributing so willingly to the life of our community.

Our girls' curiosity, enthusiasm and willingness to step forward with open hearts and minds inspires us every day. It is a privilege to walk alongside them as they learn and grow into compassionate and influential young women who make our world a better place.

DR KATE HADWEN
PRINCIPAL



Message from the Pymble Parent Association (PPA)

The Pymble Parent Association (PPA) is a crucial part of Pymble life, organising and supporting many key events and activities that bring us together throughout the year. The Icebreaker event held at the start of the year gathered about 629 parents, 82 staff members and 30 senior student volunteers. It was a great opportunity to make connections between parents and staff across all year groups from Kindergarten to Year 12.



Trivia Night was one of the highlights of the PPA's social calendar. The event was attended by 283 parents from Kindergarten to Year 12. The theme was 'Time Travel' and parents dressed up in amazing costumes. The parents on the organising committee brought so much enthusiasm and effort to create an amazing event. Our parent community was so generous in donating items, bidding in the silent auction and live auction and purchasing raffle tickets. Lunch with Dr Hadwen for a group of girls and lunch for a group of girls with Mrs Brown were popular items for the live auction. It was wonderful to have their support in hosting these lunches as auction items. The Community

Engagement team donated various College items which were also very popular as silent auction prizes on the night. The event raised \$19,918 and parents enjoyed a night of great fun and excitement.

The annual Garden Party was held in September. The PPA Secondhand Uniform stall and the PPA Barbecue stall were both a great success. The convenors of the Secondhand Uniform stall worked very hard to collect items, sort through them and present them professionally at the stall. Thanks to the great work of the convenors and stall volunteers they were able to raise \$10,500 and provide a valuable service to our parent community.

“The support and generosity of parents in organising these events throughout the year meant that we were able to give back to our community.”

It was wonderful to have parents and members of staff volunteering together at the Barbecue stall. These stalls provide a wonderful opportunity for parents to volunteer and to model the spirit of service. Our Year Co-ordinators also play a key role at Garden Party in organising all of the Year Group stalls.

The PPA hosted a wonderful lunch for teachers and staff in celebration of World Teachers' Day. This was an opportunity for parent volunteers to serve lunch to all our teachers and staff and thank them for their ongoing support and dedication to our girls. This year we served a paella lunch which was very popular with the staff members and lots of fun for our parent volunteers as well.

Throughout the year the PPA, the Secondary School Parent Group (SSPG) and Junior School Parent Group (JSPG) and many parent volunteers generously donated their time and resources to organise and host numerous events throughout the College. Some of these events included:

- SSPG Mother/Daughter day event and Father/Daughter overnight camp at Vision Valley
- JSPG Pedal Your Own Smoothie Day
- JSPG Easter Cookie Decorating Activities
- JSPG Autumn Market
- JSPG Parent Daughter Dance
- JSPG Mother/Daughter and Father/Daughter camps at Vision Valley
- JSPG Memory Box Activity
- JSPG Athletics Carnival Stall
- JSPG Jeans for Genes Sausage Sizzle.

The support and generosity of parents in organising these events throughout the year meant that we were able to give back to our community. The JSPG made donations to a number of charities including the Hornsby Ku-ring-gai Women's Shelter, Jeans for Genes and the Indigenous Literacy Foundation. The JSPG also raised funds for the Formula Goblin and the Year 6 girls' trip to London.

The PPA sponsored annual Professional Learning Grants for staff and hosted the World Teachers' Day luncheon. In addition, the PPA donated two modern drinking fountains which provide filtered water and are installed at two different locations at the College. The PPA also donated a commercial grade umbrella to provide shade in the waiting area next to Archie's Café.

We are looking forward to another wonderful year in 2026 and the opportunity to continue building a strong parent community in partnership with our College and creating many avenues for service and lasting memories as we go through the journey of our daughters' school years at Pymble.

SHIVA RICH
PPA PRESIDENT





Message from the Head Prefects

2025 was a year defined by positive energy, encouragement, and a deep sense of togetherness. Guided by our College-wide theme, 'Come Alive in '25', which was inspired by the song from the much loved film The Greatest Showman, we sought to foster a community grounded in acceptance and inclusivity, where every Pymble student felt empowered to embrace her authentic self.

Throughout the year, we encouraged our peers to dream boldly, pursue their ambitions with perseverance, and believe wholeheartedly in their unique gifts. In celebrating both individuality and unity, our hope was that every member of the Pymble community would feel inspired to step forward with confidence and bring her aspirations to life.

To kick off the year, our Year 12 cohort arrived bright and early on the first day of Term 1, 2025, to welcome students back to campus. Their enthusiasm and leadership set the tone for 2025, and the College campus truly did *Come Alive!* Along with the smiling students, the campus also featured bubble machines, *Greatest Showman*-themed floor decals and flags, and our personal favourite, wiggly inflatable men. Another standout moment was bringing the

Come Alive theme to life through our banner launch assembly in Term 1. The launch featured a spectacular Year 12 flashmob, alongside an incredible aerial silks performance from two talented students. To add a special touch, a group of Year 12 students dressed up as characters from *The Greatest Showman*. We continued our *Come Alive* spirit with a festive Christmas in July initiative at the beginning of Term 3. Our prefects decorated the College for the first day of term, and the campus came alive with Christmas music, bauble decorating, and a special wintry treat from Chartwells. To top it all off, our Principal, Dr Hadwen, and her husband, Mr Bell, dressed up as Mr and Mrs Claus at Combined Assembly, bringing laughter and holiday spirit to the student community.

Our Prefect Team also played an integral role in strengthening bonds across the College throughout the year. In addition to leading the annual Swimming Carnival, Athletics Carnival and Cross Country Carnival to foster House spirit and friendly competition, our prefects introduced several exciting initiatives. A highlight was the 'Swap 'Til You Drop' sustainability initiative, hosted by the Environment and House Prefects. Students were encouraged to bring pre-loved clothing to exchange with one another, promoting responsible fashion choices and reducing waste, all while enjoying a fun and collaborative experience. The College's Space and Aviation Expo, guided by our Learning Prefects, provided students with the opportunity to both thrive in the present and plan confidently for the future. Students engaged in aviation-themed



"This past year has been a remarkable journey, filled with smiles and colour, and we have loved every second of it."

activities, including a flight simulation experience, and were inspired by the achievements of leading women in the industry, such as Qantas CEO Vanessa Hudson, alongside engineers, flight attendants and members of the Australian Defence Force. Our Technologies Prefect successfully delivered an AI Symposium, offering students the opportunity to explore emerging developments in Artificial Intelligence and engage in thoughtful discussions regarding its ethical and practical implications. The symposium fostered innovation, critical thinking and curiosity about the rapidly evolving digital landscape. The Intercultural Prefects and the Student Intercultural Committee celebrated the rich cultural diversity of Pymble through events such as the Autumn Family Festival, which welcomed students and families to share cultural performances, traditional food stalls and personal stories. In addition, vibrant Diwali and Lunar New Year celebrations further highlighted the diversity within our community by strengthening mutual understanding, appreciation and inclusivity across the College. Finally,

the Performing Arts Prefects continued to cultivate creativity and enthusiasm through the annual Performing Arts Competition (PAC), providing students with the opportunity to showcase their artistic talents and support one another in a spirited celebration of music, dance and performance.

None of these initiatives would have been possible without the dedication and commitment of the staff and leadership team at Pymble. We extend our sincere gratitude to our Deputy Principal, Ms Rockwell, for her dedication to fostering an inclusive College environment; to our Deputy Principal – Students (K–12), Mr Raymond, for his constant care and support of the student community; to our Deputy Principal – Academic (K–12), Mrs Kenny, for encouraging us to pursue excellence in our studies; to our Head of Wellbeing, Mrs Hunt, for cultivating a culture of positivity and kindness; Rev Dr Blake and Rev Hemsworth-Smith for their guidance and spiritual support; to our Head of Senior School, Mrs Wyse, and Deputy Head of Senior School,

Ms Gallardo, for their invaluable mentorship; and to our Heads of Year, Mrs Richter and Mr Levin, for their unwavering encouragement as we navigated our final years at the College.

We would especially like to express our sincere thanks to our Principal, Dr Hadwen, who has served as our wise mentor throughout our leadership term. As an excellent exemplar of what selfless leadership looks like, she has inspired us to develop as leaders, encouraged us to grow as the best version of ourselves, and made our journey through Pymble truly wonderful.

This past year has been a remarkable journey, filled with smiles and colour, and we have loved every second of it. It has been a true privilege to serve such an extraordinary community, and we know that the friendships, laughter and lessons will stay with us long beyond our time at the College.

EMILY ABADÉE AND ANG YA KOO
2025 HEAD PREFECTS



Contextual information about the school

Pymble offers exceptional opportunities for girls and young women. Students enjoy extensive curricular and co-curricular programs, advanced learning technologies, 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 a desire and values to contribute meaningfully to her local and global communities.

Our five core values – Care, Courage, Integrity, Respect and Responsibility – reflect the spirit and heritage of our community, our identity as a school of the Uniting Church of 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.

Pymble offers a multidimensional, holistic approach to wellness and growth through our Mind-Body-Spirit Framework, which underpins our *Watch Us Change the World* strategic direction and its five key learning pillars: Academic Intelligence, Social Intelligence, Emotional Intelligence, Digital Intelligence and Opportunities.

The College comprises 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 precinct within the College grounds, including 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). Four Boarding Houses are 'home away from home' for 137 Boarders. We also have Vision Valley, at Arcadia, for outdoor activities, experiential learning and residential programs.

Each school has its own Head of School, Deputy Head(s) and Heads of Year.

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





Characteristics of the student body

Our five College values, Care, Courage, Integrity, Respect and Responsibility are the anchor for the behaviours we expect our students to show every day and they provide a strong foundation for explicit teaching in our wellbeing 'Compass' program and academic programs.

JUNIOR SCHOOL (KINDERGARTEN TO YEAR 6)

In 2025, our College had a specific focus on the value of Respect and this was reflected in curriculum and Compass lessons and opportunities for the students.

Our Junior School assemblies and grade assemblies also highlighted our College values each week and students were recognised with assembly awards that reflected their demonstration of the value through their academics or social and emotional learning and behaviour. During 2025, some students and staff were also awarded with special Respect awards to highlight this specific value and the behaviours evidencing that value.

During assemblies, individual student talents and accrued skills were recognised and respected through celebrations of achievements and musical/dance performances which helped to build a community of respect, kindness and inclusion.

During 2025, respecting student voice was a key priority. Students were offered the opportunity to propose clubs they would like to lead and clubs including K-pop, art and reading were all introduced and led by students from Years 4 to 6 throughout the year supported by a supervising teacher. A special initiative led by students in 2025, was our cultural understanding assemblies. Led by a group of students, two assemblies were hosted to showcase dance, music and history and to build conversation and understanding of different cultures within our Junior School community. This initiative will continue in 2026 as it was so successful and well received by the students and parent community.

In 2025, we introduced a buddy system for all students across Kindergarten to Year 6, with older girls acting as buddies and mentors to their younger peers. Across the year, the buddies connected and engaged in a series of activities to foster conversation, respect and

sisterhood. These sessions formed an integral part of our social and emotional learning and Compass programs.

A central focus of our Junior School is kindness – to self, others and to the environment. We use this language purposefully across Kindergarten to Year 6 to develop the students' understanding of their responsibility for their behaviour and to help them build social relationships based on respect. A key part of our social kindness and responsibility is our commitment to service in the community. Groups of Years 5 and 6 students regularly attended local Uniting Care aged-care centres throughout the year and developed authentic connections with the residents. In 2025, we extended our partnerships through a partnership with an additional aged-care centre. Additionally, we had a group of Year 5 students who launched a service project, Bead4Love, inspiring the Junior School students, particularly younger students, to work together at lunchtimes



“A central focus of our Junior School is kindness, to self, others and to the environment.”

to bead more than 150 bracelets which were then gifted to elders in the aged-care centres as Christmas gifts. Across the year, suggested activities are shared with all Junior School families to encourage a service mindset through simple acts of kindness at home and in the local community.

Empowering student voice has been a growing focus within our Junior School through peer elected term-based leadership positions available to girls from Year 1 to 6 as Kindness Captain, STEM Captain, Sustainability Captain and Student Representative Council Captain. Year 6 students are offered additional roles of responsibility as House Leaders, leaders of each Captain group and as Chapel Leaders. Each of these student leaders was mentored weekly by a teacher or member of the Junior School leadership team.

Our Outdoor Education Program challenges the students, encouraging them to step outside their comfort zone,

immersing them in nature and offering myriad activities designed to foster collaboration, responsibility, resilience and character development. In addition, we offer each student the challenge of choosing to engage with 100 Adventures to complete before leaving the Junior School. The aim of these simple activities is to encourage students to be off screens, creative or active. The students are empowered to assume responsibility for recording the completion of each activity by uploading photos of the activity. These are then shared in our weekly assemblies to celebrate those achievements and those who complete the 100 challenges are respected with the awarding of a special certificate from the Head of Junior School.

MRS KATE BROWN
HEAD OF JUNIOR SCHOOL



“This year 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 open their eyes and take responsibility.”

MRS JENNY O'DONNELL
HEAD OF MIDDLE SCHOOL

MIDDLE SCHOOL (YEARS 7 AND 8)

Throughout 2025, the Middle School team worked to ensure that the girls were appropriately supported as they embraced holistic experiences that stretched them academically and nurtured their 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 with teachers and peers. Our engaging Mind-Body-Spirit programs for Stage 4 provided students with abundant opportunities to explore relevant issues and in turn, develop strategies to foster better connections as individuals whilst finding their place within the Secondary School context.

Our extensive Year 7 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 across sub-schools and allowed for authentic mentoring conversations to build trust. By foregrounding and valuing student voice and clearly articulating Middle School expectations, students were able to set formal goals and challenge themselves to step up. This provided a framework that promoted individual responsibility and independence. The girls 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 more Middle School assemblies to celebrate achievements, share experiences and promote opportunities. Alongside Inter-House Games, Gloucester Gatherings of craft and sporting activities during lunchtimes, a *Year 7's Got Talent* competition; a diverse range of opportunities were made available to the students.

Our Heads of Year and Compass teachers worked to establish connections with individual students across Mind-Body-Spirit time each day and through regularly scheduled one-on-one conversation. Our Mind-Body-Spirit Framework and Compass Curriculum 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 they were held accountable for their choices. The team also worked to begin embedding the CASEL framework across programs introducing the concepts of Social Emotional Learning: Self Awareness, Self-Management, Responsible Decision Making, Respectful Relationships and Social Awareness.

Year 7 enjoyed a Mind-Body-Spirit Day at Long Reef, where they learned to surf and explored the coastline, to further consolidate connections. Year 8 had the opportunity of visiting a museum, art gallery or Parliament before coming together for a picnic in the Botanic Gardens and a walk across the Harbour Bridge. In 2025, we again focused on nurturing individual talents and recognising and celebrating students who embraced diversity and demonstrated Respect – our College focus value for the year. One key initiative was the introduction of the Aretha Award for Respect – a student nominated recognition.

Digital Nutrition is an important aspect of the Middle School program, promoted through various Compass activities in conjunction with recommendations from the eSafety Commissioner. The WISE Phone Initiative was rolled out as a compulsory offering for Year 7 and on an opt-in basis for Year 8. With the assistance of our IT Hub, the girls' access to social media was blocked and an age-appropriate suite of apps was programmed. Parents were most supportive of the initiative as a way to

ensure safety online and a focus on learning without distractions. 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 is seen as something every Middle School girl should aspire toward, either through formal positions such as our Middle School Leaders, Compass Captains, Chapel Leaders, House Liaison Leaders, Sustainability Leaders, Wellbeing 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. Our Year 12 Prefects ran workshops to upskill Middle School girls around writing leadership position applications and honing interview skills. The girls always take 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 portfolio committees. This mentoring initiative was enthusiastically embraced throughout 2025 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. Celebrating diversity and tradition is an important pillar for the Middle School. Taking time to understand our foundations and encouraging aspirations for the future is

an important Middle School milestone.

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 students were stationed at Vision Valley for four days and Year 8 students were invited to join a five-day program facilitated by Somerset on the Colo River. The girls took part in a vast array of physical and mental challenges that built resilience and fostered new connections. The Year 8 National Exchange program provided 35 students with the opportunity to travel across the country to attend school and explore the city of our six partner schools. We also facilitated connections with our First Nations partner school in Milingimbi, inviting eight students to visit, attend school and stay with our billeting families. Sharing culture was a two-way learning experience that enriched all involved.

The team worked to assist the girls to recognise their responsibility as global citizens and foster the importance of giving back. Our celebrations of International Women's Day foregrounded Mahboba Rawi, of Mahboba's Promise – a not-for-profit organisation that works with Afghan refugee children. By educating the girls about challenges beyond our borders, we hope to foster greater understanding and empathy. *Pymble* Foundation sponsored three Afghan refugee students who continued in Year 8 in 2025.

This year 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 open their eyes and take responsibility.

UPPER SCHOOL (YEARS 9 AND 10)

In 2025, the Upper School placed a strong emphasis on the College value of Respect, with a particular focus on developing respectful relationships through both learning and lived experience. This was reflected in the growth of co-educational opportunities and service initiatives, which encouraged students to practise empathy, collaboration and responsibility in meaningful, real-world contexts.

All Year 9 students participated in the Vision Valley Residential Program, a significant milestone in their Upper School journey. The four-week experience supported students to develop independence, resilience and self-awareness through adventure-based learning, journey-based expeditions and a complete digital detox. During two of the four terms, students were joined by peers from Anglican Church Grammar School (Churchie) for a co-educational experience that promoted healthy and respectful relationships.

A new service partnership between Vision Valley and St Edmund's College provided students with opportunities to demonstrate leadership and empathy, as they supported their peers to participate in outdoor activities including archery and the Sugar Glider. This collaboration highlighted the patience and respect shown by students as they guided others through unfamiliar challenges. A Reintegration Workshop was also

introduced to support students as they transitioned back into school life.

Within the broader Upper School, students continued to build a positive and welcoming culture, making strong use of the Upper School Common Room during breaks, Compass sessions and special events. Co-educational experiences with peers from Knox Grammar School and Shore School further supported students to practise respectful communication and collaboration. The Knox-Pymble Social Cup offered a variety of shared activities including sport, cooking, trivia and volunteering, while the Shore-Pymble Dance ('Shormal') provided a relaxed and enjoyable setting for students to connect socially.

The International Exchange Program continued to thrive, with 42 students taking part in overseas experiences across 10 schools that broadened their perspectives and built confidence. We are excited to have built partnerships with three additional schools to join the program in 2026.

Outdoor education remained a key focus for Year 10 students. In 2025, students selected from one of five destinations, allowing them to choose a program aligned with their level of comfort and readiness for challenge. Activities included hiking, canoeing, canyoning and whitewater rafting, supporting the development of resilience, teamwork and self-belief.

The Future You Festival in Term 4 provided Year 10 students with opportunities to engage with alumni and representatives from a range of universities, prompting thoughtful reflection on future study pathways, career possibilities and personal aspirations.

Our Upper School student leaders met weekly to exchange feedback, co-ordinate key events and introduce initiatives. In 2025, the leaders launched a termly Upper School Update magazine, showcasing news, events and areas of interest across the Upper School. Students also led lunchtime activities and assemblies celebrating achievements, contributing to a strong sense of belonging and shared purpose.

In addition to these programs, the Upper School offered a range of initiatives designed to nurture respect, responsibility and wellbeing, including:

- Road Safety Awareness training through RYDA
- The Urban Challenge
- Peer Support with Year 10 mentoring Year 7 students
- A Drug and Alcohol Awareness presentation with Paul Dillon.

Collectively, these experiences reflected our Upper School vision to empower students who are socially conscious, respectful of themselves and others, and confident in their capacity to contribute positively to the wider community.



“In 2025, the Upper School placed a strong emphasis on the College value of Respect, with a particular focus on developing respectful relationships through both learning and lived experience.”

MRS VICTORIA HARRISON
HEAD OF UPPER SCHOOL





“Senior School students contribute to a wide variety of service activities within the College and the broader community. .”

MRS NIKKI WYSE
HEAD OF SENIOR SCHOOL



SENIOR SCHOOL (YEARS 11 AND 12)

As the most senior students in the College, those in the Senior School take on a range of formal and informal leadership roles, setting a strong example for their peers and younger students. They are encouraged to engage in meaningful advocacy, using their voices to bring attention to issues that matter to them. Through this work, students come to understand that change is possible and that diverse perspectives help shape thoughtful and respectful views.

Senior School students contribute to a wide variety of service activities within the College and the broader community. These experiences deepen their understanding of local, national and global contexts and inspire reflection on how privilege can be used to make a positive difference in the lives of others. By participating in service and community initiatives, students develop a clear sense of purpose as the College models how shared responsibility and an appreciation of diversity can lead to genuine and lasting change.

To strengthen the values of respect, responsibility and belonging, several initiatives were introduced to enhance

connections within the Senior School and across the wider College community. The Senior School team delivered targeted programs designed to build relationships among students. Throughout the year, staff members were supported by visiting experts including Paul Dillon from DARTA (drug and alcohol education), Brent Sanders (personal safety), Galomatics, and the GPs in Schools program. Each contributed their knowledge to support the College’s focus on promoting wellbeing, responsibility and mutual respect.

Daily Compass classes continued to provide a foundation for connection and care, while wellbeing lessons during pastoral care time created opportunities for students to reflect on their wellbeing, consider their future pathways and appreciate different experiences and perspectives. These sessions reinforced the importance of community, self-care and preparation for life beyond school. Current students also benefited from opportunities to connect with alumni for guidance, mentoring and encouragement.

Senior School students participated in a rich range of co-curricular experiences across academics, sport, STEM and the arts. Through these pursuits, they honed



their skills and shared their talents as mentors and leaders of younger students, co-ordinating activities, meetings, events and competitions. In doing so, they developed adaptability, creativity and problem-solving skills that strengthened their confidence, resilience and gratitude while reinforcing their sense of respect and responsibility.

Every Senior School student participated in a Compass class within their House group, building strong House spirit, belonging and connections across year levels. Year 11 and Year 12 students led many of their House initiatives and service projects, taking on leadership roles that helped them grow in confidence and purpose. The Senior School Centre remained a valued learning environment, offering flexible spaces for collaboration and independent study. Here, students continued to develop independence, self-respect and respect for others,

preparing for life beyond school whether through further study, employment or other endeavours.

A voluntary mentoring program provided students with the opportunity to choose a senior staff member as a personal mentor. This program supported tailored coaching, encouragement and guidance, allowing students to take ownership of their goals and make the most of their time at school. Each Senior School student was also paired with a Year 5 or 6 student, offering leadership through encouragement and support and demonstrating the positive effect they can have on others.

The *Pymble* Knox Connections program continued to play an important role in fostering positive social connections and respectful relationships between students from both schools. Through a mix of structured activities, discussions,

collaborative projects and social events, students built confidence, empathy and communication skills. The program encouraged genuine dialogue, new friendships and a deeper understanding of mutual respect and co-operation.

Engagement with the wider community continued to be a strong focus for the Senior School. Students participated in initiatives including the annual Sony Camp with Shore School, International Women’s Day, the Senior School Knit-In for Wrap with Love, NAIDOC Week, ANZAC Day and Remembrance Day. Senior students also volunteered their time to assemble sanitary kits for Days for Girls and supported the Sir David Martin Foundation, which assists young people in crisis. In addition, students had the opportunity to take part in cultural, sporting and service tours both within Australia and overseas, developing cultural understanding, empathy and global awareness.



Theme 2

Outcomes and results

Standardised 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 2025 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 2025. The results can be found in graphs, number and bands.

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

Post-school destinations

95% of students who left school following the completion of Year 12 were offered places at university via UAC, with many receiving an early offer before they sat their HSC exams. Most offers were for NSW universities – USYD, UTS, Macquarie University and UNSW.

- One student received the prestigious Tuckwell Scholarship at ANU.
- Four students were awarded Co-op Scholarships providing full tuition and internship opportunities.
- Six students were offered to study at universities overseas in the UK (including two at Cambridge – Engineering and Biology/Philosophy, University of St Andrews Scotland – Linguistics, Imperial College London, Manchester, Queen Mary and Edinburgh Universities).
- 12 students have applied to the US (including one student with an athletic scholarship to Columbia New York and another athletic scholarship to Long Island University New York).
- One student has applied to Canada and one to Hong Kong.
- One Year 11 student has been offered a place at Cambridge University to study Mathematics. She has accelerated in Extension 2 Mathematics and Biology and has already completed her HSC subjects in these subjects.
- Some students have chosen to take a gap year and are working in schools in the UK. They have deferred their university offers.



Senior secondary outcomes

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

HSC AND RECORD OF SCHOOL ACHIEVEMENT

In 2025, 285 students (100%) were awarded their HSC.

myschool.edu.au/school/43846/seniorsecondary/2024

One student is doing her HSC via pathways. She will complete her HSC subjects in 2026.

VOCATIONAL EDUCATION AND TRAINING (VET)

Pymble offers two VET courses: Hospitality and Entertainment Industry.

47 students (17%) sat for the HSC examination in Hospitality (Food and Beverage) and 47 students (17%) achieved Certificate II in Food and Beverage.

Note that Senior Secondary Outcomes are documented on the My School website:

myschool.edu.au/school/43846/vetinschools

HSC Results

2025 HSC OVERVIEW

285 students from *Pymble Ladies' College* sat for the NSW Higher School Certificate in 50 courses and were eligible for an ATAR. 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 well above the state. On average, 83% of *Pymble* candidates across all 2 Unit courses offered at the College achieved results in Bands 5 and 6, compared with 49% of students across the state in the same subjects.

“Pymble offers a comprehensive and balanced educational experience and nurtures students to make the most of their individual potential.”

BEST IN SUBJECT

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

- Modern History
- Textiles and Design.

In addition, 10 students earned a place in the Top Achievers List across a variety of courses:

- Biology (9th)
- Chemistry (6th)
- Classical Greek Continuers (5th)
- Classical Greek Continuers (2nd)
- English EAL/D (5th)
- Hospitality Examination (Food and Beverage) (8th)
- Latin Extension (2nd)
- Mathematics Standard 2 (15th)
- Modern History (9th)
- Visual Arts (8th).

Outstanding subjects this year with 100% of students in Band 6 or E4 were:

- Classical Greek Continuers
- Classical Greek Extension
- Drama
- Japanese Continuers
- Japanese Extension
- Music Extension.

Pymble students excelled in the following 2-unit subjects in which the combined Band 5/6 results were 30% or more above the state results:

- Aboriginal Studies
- Agriculture
- Ancient History
- Biology
- Business Studies
- Chemistry
- Dance
- Design and Technology
- Drama
- Earth and Environmental Science
- Economics
- English EAL/D.

- Food Technology
- Geography
- Hospitality
- Investigating Science
- Italian Beginners
- Japanese Continuers
- Legal Studies
- Mathematics Standard
- Modern History
- Music 1
- PDHPE
- Society and Culture
- Textiles and Design
- Visual Arts.

In addition, these subjects had 100% of students in Bands 5 and 6 (above 80) for 2-unit subjects and E3 and E4 for Extension subjects:

- Agriculture
- Chinese Continuers
- Chinese in Context
- Classical Greek Continuers
- Dance
- Drama
- English EAL/D
- Investigating Science
- Japanese Continuers
- Latin Continuers
- Music 1
- Music 2
- Visual Arts
- Chinese Extension
- Classical Greek Extension
- English Extension 1
- English Extension 2
- History Extension
- Japanese Extension
- Latin Extension
- Mathematics Extension 2
- Music Extension
- Science Extension.

ALL-ROUND ACHIEVERS

40 (14%) of *Pymble* students were named in the NESA All-round Achievers List. This list acknowledges the results of students who achieved Band 6 results (90 or better) in 2-unit courses or a Band E4 result (45 or better) in an Extension course in 10 or more units.

DISTINGUISHED ACHIEVERS LIST

The NESA Distinguished Achievers List acknowledges students who earn a Band 6 result (90 or better) in a 2-unit course or a Band E4 result (45 or better) in an Extension course in one or more subjects. In 2025, *Pymble* students earned 630 mentions, achieved by 230 individual students or 81% of our cohort.

HSC SHOWCASES AND EXHIBITIONS

In 2025, *Pymble* students earned 66 nominations in total and inclusion in the following HSC showcases and exhibitions:

- **ARTEXPRESS** – 16 nominations, five students selected for inclusion.
- **CALLBACK** (Dance) – 17 nominations.
- **OnSTAGE** (Drama) – 9 nominations for individual performances, 2 nominations for group projects, 1 student selected for inclusion for her individual project.
- **ENCORE** (Music) – 6 nominations for Music 2 and Music Extension, and one nomination for Music 1.
- **SHAPE** – 3 nominations for Design and Technology, 4 nominations for Textiles and Design.

Trends in HSC student performance

HSC RESULTS BY COURSE 2021-2025

Pymble students continue to achieve well above the state percentages in Bands 5 and 6 across a wide range of courses including Extension courses. This is seen in our results from 2021-2025.

Performance Band achievement by percentage

Year	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 %
2025	Aboriginal Studies	7	81.09	0.63	28.57	11.24	42.85	23.57	28.57	22.61
2024	Aboriginal Studies	6	89.3	1.14	33.33	10.93	66.66	26.35	0	23.45
2023	Aboriginal Studies	9	83.8	0.71	33.33	12.8	44.44	25.48	22.22	24.32
2025	Agriculture	13	90.34	1.27	69.23	11.39	30.76	23.31	0	27.68
2024	Agriculture	14	84.69	0.96	21.42	11.15	57.14	20.03	14.28	27.09
2023	Agriculture	19	87.1	1.08	36.84	10.43	47.36	20.31	15.78	26.86
2022	Agriculture	7	85	1.08	28.58	7.92	42.85	18.16	28.57	27.25
2021	Agriculture	17	85	0.91	47.05	10.69	29.41	23.72	11.76	20.72
2025	Ancient History	30	86.12	0.95	33.33	8.77	53.33	26.69	13.33	30.09
2024	Ancient History	50	87.14	1	44	9.6	40	27.68	14	28.14
2023	Ancient History	24	83.6	0.82	37.5	9.27	33.33	23.43	16.66	28.29
2022	Ancient History	32	88.12	1.09	46.87	8.5	37.5	25.39	15.62	29.82
2021	Ancient History	13	87	0.96	46.15	9.58	38.46	24.76	15.38	27.92
2025	Biology	107	86.75	1.06	38.31	7.41	50.46	28.32	10.28	29.69
2024	Biology	87	86.97	1.12	42.52	6.7	44.82	28.89	11.49	34.51
2023	Biology	108	82.5	0.79	23.14	8.31	43.51	23.67	26.85	31.92
2022	Biology	107	81.51	0.86	17.75	6.35	45.79	20.47	27.1	26.51
2021	Biology	88	84	0.93	29.54	7.16	40.9	24.14	25	34.79
2025	Business Studies	70	86.18	0.98	38.57	11.75	44.28	25.83	14.28	29.46
2024	Business Studies	63	86.48	0.97	46.03	10.53	34.92	26.92	15.87	26.98
2023	Business Studies	48	83.3	0.76	22.91	11.39	50	24.69	22.91	28.05
2022	Business Studies	59	87.49	1.13	38.98	10.49	55.93	24.37	3.38	29.98
2021	Business Studies	39	84	0.79	41.02	9.49	35.89	26.6	12.82	30.4
2025	Chemistry	66	83.82	0.75	28.78	11.15	42.42	26.88	25.75	33.17
2024	Chemistry	83	82.42	0.64	18.07	11.44	48.19	27.37	30.12	28.44
2023	Chemistry	83	84.7	0.82	30.12	12.41	45.78	25.9	20.48	27.99
2022	Chemistry	64	81.6	0.65	18.75	9.22	42.18	23.94	32.81	30.8
2021	Chemistry	51	83	0.65	23.52	10.96	45.09	29.42	15.68	25.88
2025	Chinese Continuers	6	90.33	0.36	33.33	54.79	66.66	23.95	0	12.87
2024	Chinese Continuers	7	94.23	0.96	100	46.64	0	32.15	0	15.19
2022	Chinese Continuers	4	91.5	0.54	50	41.06	50	34.29	0	18.35
2021	Chinese Continuers	7	84	-0.07	42.85	43.06	14.28	28.22	28.57	18.18
2025	Chinese in Context	9	91.69	0.27	77.77	67.27	22.22	27.27	0	4.54
2025	Classical Greek Continuers	1	94.4	0.36	100	100	0	0	0	0
2024	Classical Greek Continuers	1	98.2	1.02	100	60	0	20	0	20
2023	Classical Greek Continuers	3	91.0	0.46	66.66	47.36	33.33	31.57	0	15.78
2022	Classical Greek Continuers	2	71.5	-1.41	0	66.66	0	0	100	33.33
2025	Dance	11	89.31	0.71	36.36	21.89	63.63	48.4	0	22.13
2024	Dance	11	93.02	1.12	81.81	18.84	18.18	48.52	0	22.26
2023	Dance	10	87.4	0.54	40	16.85	50	51.99	10	22.77
2022	Dance	3	93.33	1.33	100	19.28	0	47.14	0	25.59
2021	Dance	12	87	0.82	25	12.72	50	42.03	25	30.53

Year	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 %
2025	Design and Technology	17	86.65	0.9	41.17	11.12	47.05	37.75	11.76	35.52
2024	Design and Technology	26	87.12	0.93	38.46	12.08	50	35.94	11.53	29.42
2023	Design and Technology	22	85.1	0.67	31.81	12.21	45.45	35.1	22.72	30.71
2022	Design and Technology	15	85.60	0.76	20	12.75	66.66	34.34	13.33	34.89
2021	Design and Technology	27	87	0.70	37.03	17.07	55.55	37.58	7.4	28.1
2025	Drama	10	95.12	1.38	100	23.33	0	35.43	0	30.76
2024	Drama	15	95.17	1.47	93.33	22.98	6.66	38.92	0	30.24
2023	Drama	27	89.8	0.9	55.55	21.54	44.44	38.8	0	27.82
2022	Drama	15	85.60	0.76	20	12.75	66.66	34.34	13.33	34.89
2021	Drama	13	83	0.37	23.07	18.27	46.15	27.26	30.76	37.21
2025	Earth and Environmental Science	12	85.17	0.89	33.33	7.65	50	30.13	16.66	32
2024	Earth and Environmental Science	14	79.96	0.61	21.42	5.71	42.85	26.95	14.28	30.99
2023	Earth and Environmental Science	12	79.1	0.49	16.66	7.36	25	26.32	41.66	27.06
2022	Earth and Environmental Science	11	80.81	0.65	0	5.53	54.54	26.61	45.45	36.37
2021	Earth and Environmental Science	18	80	0.68	22.22	5.24	38.88	22.85	27.77	34.32
2025	Economics	51	88.39	0.9	52.94	14.33	41.17	38.34	3.92	25.4
2024	Economics	47	84.78	0.6	25.53	13.8	57.44	37.76	12.76	26.56
2023	Economics	42	85.0	0.67	28.57	13.09	47.61	35.43	21.42	28.08
2022	Economics	29	86.34	0.73	41.37	14.52	44.82	34.92	10.34	26.47
2021	Economics	31	86	0.73	29.03	14.87	61.29	35.37	9.67	27.4
2025	English (Advanced)	243	86.01	0.61	28.39	13.45	59.25	51.77	12.34	31.49
2024	English (Advanced)	246	86.04	0.56	33.33	15.09	56.09	52.47	10.56	28.95
2023	English (Advanced)	241	85.6	0.5	29.46	13.79	54.35	53.39	15.76	28.16
2022	English (Advanced)	207	87.55	0.7	41.06	14.52	48.3	52.64	8.69	26.06
2021	English (Advanced)	183	86	0.47	30.6	16.3	54.09	52.47	14.75	25.11
2025	English (Standard)	39	75.65	0.52	0	0.42	17.94	12.45	76.92	54.98
2024	English (Standard)	36	74.84	0.42	0	0.55	19.44	12.85	66.66	53.88
2023	English (Standard)	31	72.3	0.23	0	0.31	3.22	12.86	77.41	46.51
2022	English (Standard)	32	75.40	1.1	3.12	0.56	21.87	14.89	59.37	40.25
2021	English (Standard)	23	70	-0.12	0	0.59	4.34	16.03	52.17	41.2
2025	English EAL/D	4	89.8	1.54	50	4.52	50	18.88	0	33.31
2024	English EAL/D	3	82.07	0.91	33.33	6.01	33.33	18.86	33.33	28.41
2023	English EAL/D	4	86.6	1.23	50	4.98	25	16.77	25	31.72
2022	English EAL/D	2	83.00	0.57	0	3.56	50	15.26	50	27.3
2021	English EAL/D	9	87	1.36	33.33	2.39	66.66	20.86	0	35.01
2024	Entertainment Industry	8	84.85	0.66	37.5	15.63	37.5	29.14	25	32.1
2023	Entertainment Industry	10	43.9	0.95	70	14.76	20	29.66	10	33.42
2025	Food Technology	33	85.42	1.02	36.36	8.76	39.39	23.57	21.21	30.97
2024	Food Technology	26	87.65	1.18	50	9.57	30.76	22.85	19.23	29.18
2023	Food Technology	26	84.9	1.04	23.07	6.75	69.23	23.43	7.69	34.73
2022	Food Technology	21	85.47	1	42.85	8.76	33.33	21.48	19.04	27.01
2021	Food Technology	20	87	1.00	45	10.92	45	25.51	0	26.23
2025	French Continuers	8	88.53	0.68	75	28.07	0	34.8	25	27.69
2024	French Continuers	4	90.95	0.93	75	25.18	0	37.86	25	28.12

Year	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 %
2023	French Continuers	5	90.8	0.99	60	25.44	40	33.46	0	33.85
2022	French Continuers	4	82.25	0.2	0	26.07	75	31.71	25	27.23
2021	French Continuers	8	84	0.14	25	32.94	37.5	30.1	37.5	24.58
2025	Geography	37	85.24	0.86	27.02	10.21	54.05	27.75	18.91	35.52
2024	Geography	37	85.24	0.86	27.02	10.21	54.05	27.75	18.91	35.52
2023	Geography	26	86.2	0.87	38.46	9.91	42.3	32.02	19.23	35.8
2022	Geography	40	84.15	0.69	22.5	10.82	57.5	31.47	17.5	30.68
2021	Geography	31	85	0.75	25.8	9.28	58.06	35.16	3.22	29.78
2024	German Continuers	4	74.45	-0.75	0	31.79	25	27.74	50	29.47
2024	German Continuers	4	74.25	-0.82	2	25.84	25	34.83	75	30.33
2023	German Continuers	3	86.9	0.54	33.33	26.54	33.33	30.24	33.33	32.09
2022	German Continuers	3	83.66	0.15	0	26.57	66.66	30.06	33.33	27.97
2021	German Continuers	2	96	1.14	100	36.84	0	30.92	0	17.1
2025	Hospitality Examination (Food and Beverage)	47	85.49	1.16	29.78	4.17	55.31	25.9	14.89	41.18
2024	Hospitality Examination (Food and Beverage)	28	86.56	1.36	46.42	3.61	35.71	25.65	17.85	45.33
2023	Hospitality Examination (Kitchen Operations and Cookery)	16	40.7	0.53	18.75	7.61	50	31.27	25	38.85
2022	Hospitality Examination (Kitchen Operations and Cookery)	14	87.28	1.08	50	7.06	35.71	37.2	14.28	35.68
2021	Hospitality Examination (Kitchen Operations and Cookery)	11	82	0.73	36.36	6.03	27.27	27.99	27.27	35.13
2025	Investigating Science	6	91.73	1.53	83.33	8.11	16.66	30.71	0	33.41
2024	Investigating Science	7	85.94	1.08	42.85	7.37	28.57	28.66	28.57	33.41
2023	Investigating Science	9	91.4	1.53	66.66	7.44	33.33	26.81	0	37
2022	Investigating Science	8	80.87	0.78	25	4.37	37.5	21.05	25	37.62
2021	Investigating Science	12	89	1.14	41.66	8.44	50	32.35	8.33	34.2
2025	Italian Beginners	19	84.83	0.52	36.84	25.17	47.36	24.48	5.26	19.38
2024	Italian Beginners	17	86.75	0.63	64.7	25.34	5.88	27.39	11.76	20.89
2023	Italian Beginners	15	85.9	0.64	43.75	19.82	37.5	28.01	12.5	28.44
2022	Italian Beginners	21	85.19	0.58	38.09	23.04	38.09	22.69	9.52	25.53
2021	Italian Beginners	14	84	0.52	28.57	20.8	35.71	27.32	28.57	26.08
2025	Japanese Continuers	7	94.91	1.26	100	23.17	0	32.61	0	23.67
2024	Japanese Continuers	7	91.4	0.97	71.42	22.57	28.57	37.48	0	21.75
2023	Japanese Continuers	9	91.8	1.05	77.77	23.21	22.22	32.47	0	23.06
2022	Japanese Continuers	7	86.71	0.57	42.85	23.86	42.85	33.78	14.28	22.92
2021	Japanese Continuers	5	93	1.03	100	26.58	0	31.32	0	20.41
2025	Latin Continuers	6	90.77	0.31	50	57.14	50	23.57	0	16.42
2024	Latin Continuers	6	94.17	0.74	100	54.86	0	36.28	0	6.19
2023	Latin Continuers	6	93.5	0.9	100	45.62	0	38.12	0	11.25
2022	Latin Continuers	9	82.55	-0.2	33.33	38.29	22.22	36.17	33.33	18.43
2021	Latin Continuers	5	92	0.67	80	47.4	20	29.87	0	14.93
2025	Legal Studies	70	87.11	0.88	53.62	15.41	28.98	29.27	15.94	23.69
2024	Legal Studies	88	86.57	0.87	45.45	15.39	36.36	28.17	13.63	25.87
2023	Legal Studies	77	85.3	0.79	32.46	13.96	50.64	28.54	11.68	26.96

Year	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 %
2022	Legal Studies	87	87.87	0.96	48.27	14.63	41.37	26.33	8.04	25.2
2021	Legal Studies	77	85	0.73	44.15	14.79	33.76	27.55	14.28	26.81
2025	Mathematics Advanced	132	86.22	0.6	43.93	23.15	32.57	28.31	21.96	29
2024	Mathematics Advanced	138	85.79	0.64	46.37	22.32	31.88	27.69	18.11	27.32
2023	Mathematics Advanced	128	85.7	0.6	47.65	22.34	26.56	27.45	18.75	25.6
2022	Mathematics Advanced	130	87.99	0.78	53.84	22.58	26.92	26.41	17.69	27.42
2021	Mathematics Advanced	99	85	0.46	34.34	23.24	39.39	26.97	20.2	28.54
2025	Mathematics Standard	118	83.73	0.91	31.35	8.53	40.67	21.24	21.18	30.19
2024	Mathematics Standard	108	85.4	1.06	42.59	9.35	38.88	19.39	13.88	30.35
2023	Mathematics Standard	101	83.8	0.89	25.74	9.21	53.46	22.41	14.85	26.22
2022	Mathematics Standard	101	86.12	1.14	35.64	7.38	45.54	21.68	13.86	25.05
2021	Mathematics Standard	77	81	0.87	20.77	5.62	42.85	19.12	19.48	26.56
2025	Modern History	67	86.56	0.97	46.26	10.15	34.32	25.74	19.4	33.9
2024	Modern History	56	86.92	1	41.07	10.43	50	28.8	7.14	32.31
2023	Modern History	57	85.8	0.95	36.84	10.27	49.12	24.83	10.52	29.08
2022	Modern History	63	84.95	0.85	38.09	9.83	38.09	24.6	19.04	33.49
2021	Modern History	44	86	0.86	43.18	10.71	34.09	27.28	20.45	27.09
2025	Music 1	8	89.75	0.79	62.5	21.84	37.5	45.04	0	20.46
2024	Music 1	7	92	1.05	71.42	20.22	28.57	47.36	0	22.02
2023	Music 1	8	93.0	1.1	75	22.64	25	46.32	0	20.84
2022	Music 1	5	88.6	0.67	40	21.69	60	47.92	0	19.86
2021	Music 1	7	86	0.51	28.57	19.99	57.14	44.34	14.28	25.12
2025	Music 2	5	91.88	0.74	80	40.28	20	45.8	0	13.64
2024	Music 2	11	87.16	0.14	45.45	36.11	45.45	48.1	9.09	13.5
2023	Music 2	8	92.8	0.95	75	34.8	25	50.48	0	13.48
2022	Music 2	4	94.00	1.2	100	33.91	0	52.19	0	13.01
2021	Music 2	6	95	1.09	100	45.21	0	43.23	0	11.12
2025	PDHPE	38	83.68	0.85	26.31	8.59	47.36	26.7	26.31	32.71
2024	PDHPE	38	83.9	0.88	31.57	8.51	36.84	26.44	26.31	32.31
2023	PDHPE	42	82.6	0.88	23.8	6.43	42.85	24.55	28.57	32.5
2022	PDHPE	30	83.6	1.1	16.66	24.12	6.66	29.65	3.33	16.92
2021	PDHPE	25	82	0.83	20	6.94	44	23.97	24	29.43
2025	Physics	34	80.83	0.56	20.58	12.54	41.17	25.18	29.41	25.74
2024	Physics	30	80.92	0.54	26.66	12.4	26.66	25.91	36.66	26.8
2023	Physics	28	84.5	0.8	42.85	13.1	28.57	25.84	25	28.55
2022	Physics	14	84.00	0.67	14.28	12.35	64.28	29.09	21.42	26.54
2021	Physics	20	83	0.53	20	12.42	40	28.19	35	30.71
2025	Society and Culture	13	84.22	0.62	38.46	12.18	38.46	34.57	23.07	35.3
2024	Society and Culture	13	84.22	0.66	23.07	12.06	53.84	33.29	23.07	33.42
2023	Society and Culture	17	84.1	0.66	17.64	11.64	58.82	33.21	23.52	35.37
2025	Software Design and Development	7	79.63	0.43	0	8.2	57.14	27.6	28.57	37.04
2024	Software Design and Development	7	75.31	0.08	14.28	12.64	42.85	25.81	14.28	29.8
2023	Software Design and Development	10	79.4	0.44	10	12.13	30	23.17	50	29.91
2022	Software Design and Development	12	80.41	0.42	8.33	13.78	41.66	24.19	33.33	31.61

Year	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 %
2021	Software Design and Development	7	78	0.28	42.85	12.48	0	23.74	14.28	30.98
2023	Studies of Religion I	1	40.8	0.4	0	13.9	100	34.72	0	35.51
2022	Studies of Religion I	5	41.00	0.54	20	10.39	60	30.46	0	39.34
2021	Studies of Religion I	7	86	0.92	42.85	13.03	42.85	28.92	14.28	27.39
2025	Textiles and Design	15	87.35	0.86	53.33	16.05	26.66	32.45	20	28.94
2024	Textiles and Design	17	89.74	1.01	76.47	16.35	11.76	33.17	11.76	26.44
2023	Textiles and Design	17	84.4	0.56	35.29	16.55	35.29	34.97	23.52	27.05
2022	Textiles and Design	13	86.38	0.64	30.76	17.03	46.15	37.23	23.07	25.11
2021	Textiles and Design	14	91	0.99	71.42	16.9	21.42	39.78	7.14	24.3
2025	Visual Arts	27	93.52	1.49	92.59	16.33	7.4	47.83	0	28.19
2024	Visual Arts	32	93.27	1.42	84.37	17.11	15.62	49.81	0	26.99
2023	Visual Arts	47	92.5	1.26	74.46	18.5	25.53	47.08	0	25.73
2022	Visual Arts	25	91.84	1.18	72	16.45	28	49.37	0	26.08
2021	Visual Arts	39	88	0.71	43.58	16.95	46.15	46.23	7.69	27.51

2021-2025 EXTENSION COURSES

Performance Band achievement by percentage

Year	Course	Number of Students	School Mean /50	Z Score	Band E4 School %	Band E4 State %	Band E3 School %	Band E3 State %
2025	Chinese Extension	4	43.15	-0.32	50	64.15	50	35.84
2024	Chinese Extension	3	47.2	0.82	100	63.01	0	32.87
2022	Chinese Extension	2	46.00	0.58	100	59.01	0	39.34
2021	Chinese Extension	2	47	0.58	100	67.34	0	30.61
2025	Classical Greek Extension 1	1	48.8	0.77	100	100	0	0
2022	Classical Greek Extension 1	1	45.00	-1.29	100	100	0	0
2025	English Extension 1	24	44.67	0.48	70.83	42.15	29.16	53.07
2024	English Extension 1	32	44.29	0.4	53.12	41.96	46.87	53.54
2023	English Extension 1	28	44.62	0.52	75	40.88	25	53.52
2022	English Extension 1	27	43.74	0.33	59.25	39.59	37.03	52.96
2021	English Extension 1	14	45	0.5	57.14	41.08	42.85	52.85
2025	English Extension 2	11	43.02	0.35	54.54	34.57	45.45	53.82
2024	English Extension 2	7	43.86	0.51	71.42	33.94	28.57	53.41
2023	English Extension 2	6	42.11	0.33	16.66	28.83	83.33	56.81
2022	English Extension 2	2	49.00	1.34	100	29.46	0	55.55
2021	English Extension 2	8	45	0.78	62.5	25.15	37.5	59.17
2024	French Extension	1	42	0.34	0	25.61	100	63.63
2023	French Extension	1	41.00	0.35	0	17.69	100	66.37
2022	French Extension	1	36.00	-0.72	0	13.26	100	73.46
2021	French Extension	2	41	0.33	0	24.24	100	55.3
2023	German Extension	2	43.10	-0.51	50	61.53	50	35.89
2025	History Extension	28	43.67	0.64	53.57	25.6	46.42	61.84
2024	History Extension	27	44.27	0.68	48.14	28.05	51.85	58.37
2023	History Extension	20	44.44	0.74	70	26.35	30	58.95
2022	History Extension	28	44.21	0.68	57.14	25.39	42.85	58.28
2021	History Extension	17	44	0.76	64.7	23.42	29.41	54.01

Year	Course	Number of Students	School Mean /50	Z Score	Band E4 School %	Band E4 State %	Band E3 School %	Band E3 State %
2025	Japanese Extension	5	46.52	0.76	100	51.49	0	44.02
2024	Japanese Extension	2	43.9	0.28	50	45.89	50	49.31
2023	Japanese Extension	5	47.44	0.97	100	50.34	0	37.93
2022	Japanese Extension	2	47.00	0.64	100	45.34	0	45.34
2021	Japanese Extension	3	47	0.65	100	60.24	0	31.32
2025	Latin Extension	5	45.38	-0.06	60	80	40	17.5
2024	Latin Extension	4	47.78	0.62	100	79.03	0	20.96
2023	Latin Extension	6	47.13	0.46	100	81.52	0	16.3
2022	Latin Extension	7	46.14	0.07	71.42	78.31	28.57	16.86
2021	Latin Extension	4	48	0.51	100	78.21	0	16.83
2025	Mathematics Extension 1	83	84.64	0.36	45.78	34.71	40.96	42.62
2024	Mathematics Extension 1	82	83.36	0.24	39.02	34.95	47.56	45.37
2023	Mathematics Extension 1	94	82.88	0.32	48.93	34.27	31.91	37.65
2022	Mathematics Extension 1	68	51.07	0.28	32.35	34.76	55.88	38.8
2021	Mathematics Extension 1	63	82/100	0.2	44.44	37.26	31.74	36.99
2025	Mathematics Extension 2	29	88.78	0.49	58.62	41.49	41.37	42.92
2024	Mathematics Extension 2	25	84.98	0.19	32	40.23	68	46.13
2023	Mathematics Extension 2	37	90.60	0.7	70.27	37.82	29.72	47.96
2022	Mathematics Extension 2	15	83.33	0.14	40	39.55	46.66	45.55
2021	Mathematics Extension 2	17	91/100	0.6	70.58	42.81	29.41	43.81
2025	Music Extension	4	49.73	0.83	100	76.28	0	21.92
2024	Music Extension	9	48.43	0.63	100	69.74	0	27.43
2023	Music Extension	6	47.20	0.44	100	70.46	0	25.38
2022	Music Extension	4	50.00	0.94	100	76.2	0	21.24
2021	Music Extension	4	49	0.8	100	64.04	0	31.23
2025	Science Extension	4	42.58	1	25	7.01	75	69.47
2024	Science Extension	7	43.3	1.03	42.85	8.88	57.14	72.67
2023	Science Extension	4	37.54	-0.3	0	7.17	75	70.78
2022	Science Extension	7	41.28	0.52	28.57	8.2	71.42	70.51
2021	Science Extension	5	39	0.25	0	10.48	100	61.67

TRENDS IN ATAR

In 2025, the highest reported ATAR achieved was 99.95 which was achieved by 2 students. Other outstanding ATARS included a further 9 students with an ATAR on or above 99.50.

Trend in ATAR range from 2019 to 2025

ATAR	2019	2020	2021	2022	2023	2024	2025
>99	5%	8%	6%	7%	11%	8%	8%
>95	26%	28%	26%	33%	33%	38%	33%
>90	46%	44%	47%	54%	51%	59%	56%

Trend in Mean and Median ATAR from 2019 to 2025

This data demonstrates an increase in median ATAR and mean ATAR in 2025.

ATAR	2019	2020	2021	2022	2023	2024	2025
Median	88.65	88.5	88.7	90.9	90.45	92.4	91.45
Mean	85.69	85.03	84.81	88.08	86.7	88	88



We treasure our caring, inclusive and collegiate community, which we often refer to as our Pymble family.

Theme 3

Staffing

Our academic, co-curricular and professional services staff members are integral to the exceptional educational experiences we offer to students and their families. We express our appreciation for our talented staff in many ways, including through recognition programs, story sharing, celebrations, feedback and competitive remuneration and benefits.



TEACHER ACCREDITATION

Teacher Accreditation	Total
Conditional	4
Provisional	23
Proficient	278
Total staff:	305

WORKFORCE COMPOSITION

Workforce Composition	Total
Teaching Staff	305
FTE Teaching Staff	279.5
Non-teaching Staff	248
FTE Non-teaching Staff	213.79
Aboriginal / Torres Strait Islander Staff	4*

* Approximation of Teaching and Operational staff, based on a voluntary staff survey.

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Pymble invests in its teachers to encourage them to flourish in their professional lives as educators of the highest calibre. In 2025, professional learning included a strong focus on differentiation to amplify the learning of students. Additionally, the College provided extensive training opportunities for staff in the use of Artificial Intelligence. With approximately 3,249 attendances at workshops and keynote addresses offered by the College, there was a clear intent from the *Pymble* community to ensure that our teachers work at the forefront of innovation and best practice.

A significant commitment of financial and human resources enabled *Pymble* to support and deliver a diverse range of internal and external professional learning opportunities which included, workshops, courses, postgraduate study, research grants, accreditation and educational leadership training.

INTERNAL PROFESSIONAL LEARNING OPPORTUNITIES

Internal Professional Learning Opportunities	2024 Participants
Motivational Mapping	4
History Extension Moderation Marking	4
Research Invested Schools National Conference	9
Differentiating for High Potential Learners Pre-testing (7 - 12)	45
Differentiating for High Potential Learners Modifying the curriculum in response to Pre-testing (7 - 12)	53
Differentiating for students with ADHD (K - 6)	33
Differentiating for students with ADHD (7 - 12)	58
Differentiating for Culturally Diverse Students	83
Differentiating for First Nations Students	54
Evolving Tasks and Units	18
Task Design for Differentiation	46
Differentiated Teaching	46
Supporting Early Career Teachers	14
College Service Framework	33
Dibels Training (JS)	90
AI Champions Course	100
Curriculum Framework Term 3	292
Curriculum Framework Term 4	292
Total Attendances:	1274

Compliance and Accreditation	2024 Participants
Boarding - Warden Training	22
Call Taker	6
CIMT Training	23
ERP Plan Workshop	17
Experienced Teacher Supervisor Training	5
Keeping Pymble Safe – 3 modules including Child Safety	500
Proficient Teacher Orientation Course	7
Provide First Aid	39
Provide cardiopulmonary resuscitation	335
<i>Pymble Plus</i>	4
Warden Awareness Training (Boarding) and Fire Awareness and Fire Fighting	14
Warden Training	78
Compliance and Accreditation Total:	1050

EXTERNAL PROFESSIONAL LEARNING OPPORTUNITIES

Courses	2024 Participants
Accreditation	9
Differentiation including High Potential Learners	34
Discipline specific: Boarding	1
Discipline specific: Early Childhood	4
Discipline specific: English	14
Discipline specific: First Nations	10
Discipline specific: Futures	5
Discipline specific: GBE	11
Discipline specific: History	14
Discipline specific: Language	21
Discipline specific: Languages	7
Discipline specific: Library	7
Discipline specific: Maths	12
Discipline specific: Maths – Junior School	90
Discipline specific: Parts	12
Discipline specific: PDHPE	9
Discipline specific: Religion	5
Discipline specific: Science	46
Discipline specific: TAS	9
First Nations	2
Girls Education	15
General	12
HSC Marking	42
Leadership	22
Professional Networks and Associations	17
Research	8
Wellbeing	20
Total Attendances:	458

External Experts/ Relationships/ Partnerships	2024 Participants
Leadership Development Program – Mark Bilton – Lead Well Live Well Leadership Course	85
Primary Mathematics – AISNSW Year Long Consultancy – Numeracy Project	90
Pymble Curriculum Framework: Charles Fadel – Centre for Curriculum Redesign. Consultancy support and presentations to staff on the competencies and curriculum design needed for our students to thrive in today's (and tomorrow's) world.	292
Total Attendances:	467





Theme 4

Attendance

ANNUAL ATTENDANCE REPORT 2025

Class	Percentage
Junior School	
Kindergarten	96
Year 1	94
Year 2	93
Year 3	93
Year 4	93
Year 5	94
Year 6	93
Middle School	
Year 7	93
Year 8	93
Upper School	
Year 9	92
Year 10	89
Senior School	
Year 11	92
Year 12	90

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.

JUNIOR SCHOOL

- 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 MySchool website for further information on student attendance: myschool.edu.au/school/43846

MANAGEMENT OF STUDENT NON-ATTENDANCE

STUDENT ABSENCE PROCEDURES

- Each school has an absentee line and parents/carers are required to use the absentee line before 9.00am to notify the College if their daughter is to be absent.
- The relevant Administrative Assistants enter this information and the reason for the absence into the system using the appropriate code.
- In the event of an absence or late arrival of a student in the Secondary School, the parent/carer of the student will be notified via an automated SMS to their mobile telephone contact and provided with the reason given by the student.
- Partial absences or anomalies in attendance will be followed up on the day or the following day if it occurs late in the day, by the:
 - Academic Administrative Co-ordinator or the Administrative Assistant in the Secondary School
 - Administrative Assistant or Head of School in the Junior School.
- 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 eg Counsellor, Health Care Centre Nurse, Head of Year, Careers Advisor etc.



RESPONSIBILITIES

The Academic Administrative Co-ordinator (Secondary School), Administrative Assistants and class teachers (Junior School) 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 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 (Junior School) 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.

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 to the Deputy Principal – Students (K-12) by parents/carers for under 100 days of attendance in a year or a request for a student of compulsory school age to leave school to undertake an apprenticeship or traineeship.

The Deputy Principal – Students (K-12) is responsible for:

- Overseeing the process and implementing corrective action as required.
- Advising the Principal of the name of any student who has been absent for more than 30 days so that the Mandatory Reporter 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 5

School policies

The following policies and procedures are available publicly on the Pymble Ladies' College website:

- [Anti-Bullying Policy](#)
- [Anti-Bullying Procedure](#)
- [Child Protection Policy](#)
- [Mandatory Reporting Procedure](#)
- [Reportable Conduct Procedure](#)
- [Working With Children Check Procedure](#)
- [Complaints Policy](#)
- [Complaints Procedure](#)
- [Complaints Policy – Overseas Students](#)
- [Complaints Procedure – Overseas Students](#)
- [Enrolment Policy](#)
- [Conditions of Entry and Continuing Enrolment](#)
- [Privacy Policy](#)
- [Risk Warning \(Sporting and Non-Sporting Activities\)](#)
- [Security Policy](#)
- [Student Behaviour Expectation Policy](#)
- [Student Behaviour Expectation Procedure](#)
- [Student Code of Behaviour Policy](#)
- [Whistleblower Policy](#)

Further, the following policies and procedures are available through the staff portal and available to parents upon request:

- Attendance Policy and Procedure
- Student Health and Wellbeing Policy
- Student Support and Disability Policy and Procedure
- Counselling Guideline
- Health Care Centre Procedure.



Theme 6

Stakeholder satisfaction

Pymble Ladies' College is committed to listening to the views and expectations of key stakeholders, and conducts internal research and commissions independent surveys to provide performance feedback on a wide range of education related topics.

The feedback from these surveys greatly assists the College in its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2025, there were 422 parents and 848 students from selected year groups who participated in surveys and provided views on areas such as academic performance, student wellbeing, drama, sport, communications, reputation and facilities.

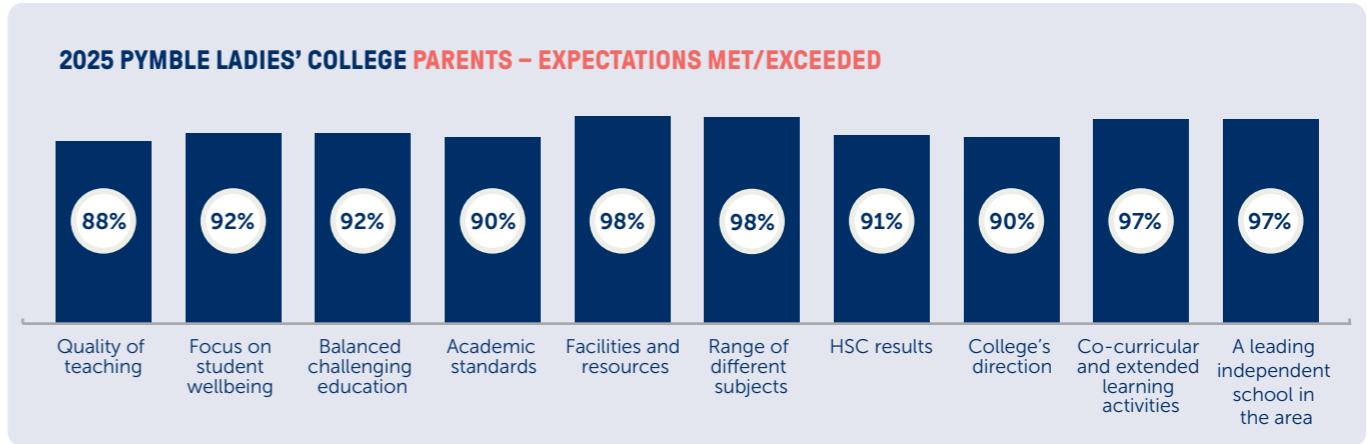
PARENT FEEDBACK

A selection of the parents' top-level findings are 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. **Quality of teaching** – 88% of parents noted their expectations were met or exceeded at Pymble.
2. **Student wellbeing** – 92% of parents noted their expectations were met or exceeded at Pymble.

3. **Balanced and challenging education** – 92% of parents noted their expectations were met or exceeded at Pymble.
4. **Academic standards** – 90% of parents noted their expectations were met or exceeded at Pymble.
5. **Facilities and resources** – 98% of parents noted their expectations were met or exceeded at Pymble.





STUDENT FEEDBACK

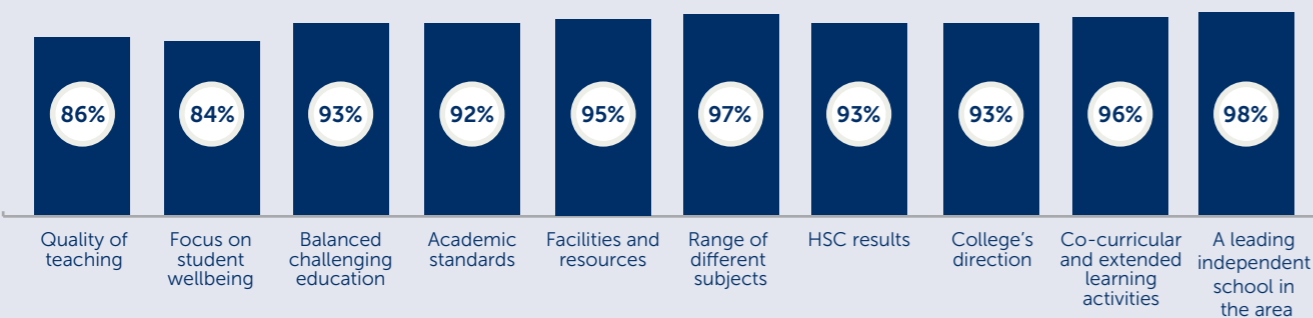
A selection of the students' top-level findings are detailed below, ranked in order of the importance the students placed on reasons for choosing a school.

The top five areas are noted below:

1. **Quality of teaching** – 86% of students noted their expectations were met or exceeded at *Pymble*.
2. **Student wellbeing** – 84% of students noted their expectations were met or exceeded at *Pymble*.

3. **Balanced and challenging education** – 93% of students noted their expectations were met or exceeded at *Pymble*.
4. **Academic standards** – 92% of students noted their expectations were met or exceeded at *Pymble*.
5. **Facilities and resources** – 95% of students noted their expectations were met or exceeded at *Pymble*.

2025 PYMBLE LADIES' COLLEGE STUDENTS – EXPECTATIONS MET/EXCEEDED



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 by parents were:

- Safe, caring and supportive environment
- Daughter's personal growth
- Sports program
- Opportunities provided
- Academic curriculum and standards.

The most frequently nominated aspects by students were:

- Friendship and peers
- Opportunities and exposure
- Supportive community and belonging
- Teachers and staff support
- Academic quality and achievement.

PARENTS SHARE FEEDBACK ON WHAT THEY VALUE ABOUT THE COLLEGE

"A well rounded/balanced school, academic, sporting and wellbeing. Great values are encouraged with students in day to day."

"Being part of a school and parent community that provide great support for its students so they can develop into well-rounded individuals with the skills and confidence to take on future challenges."

"Connections, my daughter's happiness and her obvious engagement in things she would never have done before."

"A strong sense of community, the school's commitment to student wellbeing, and the high standard of education that supports both academic and personal growth."

"Focus on the whole person, strong academic opportunities, strong brand, strong Co-curricular program, excellent facilities, and the whole strong teaching culture."

"Connections, my daughter's happiness and her obvious engagement in things she would never have done before."

“I value everything about Pymble, from the large amount of opportunities for girls and how the school always pushes us to be our best.”

STUDENTS SHARE FEEDBACK ON WHAT THEY VALUE ABOUT THE COLLEGE

“I love the specialist lessons and the English class at Pymble because they are fun and give us a chance to show others our hard work in the lesson.”

“I value the connections that the Pymble community provides through during and co-curricular activities. The friendship that I have created during my time in Pymble.”

“I value everything about Pymble, from the large amount of opportunities for girls and how the school always pushes us to be our best.”

“I value most the education and kindness Pymble provides. I love being associated with those things and the opportunities Pymble provides.”

“I value how my participation and opinions that are considered vital to the College. Eg new uniform, partnered charity etc.”

“I enjoy the positive reputation it upholds and continues to strive for, and I love the student community voice that officials at Pymble always consider when making school decisions.”



STUDENT RETENTION

In 2025, 292 students over the age of 17 years left the College, with 98% of 2023 Year 10 cohort completing Year 12 in 2025. The retention rate is the same as in 2022.

Of the five students, who left before the end of the year under the age of 17 years, two left to pursue vocational training due to wellbeing reasons. One left to attend a university pathway due to wellbeing. The other two students relocated to schools overseas.

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

PARENT ENGAGEMENT AND ATTENDANCE

In 2025, the College held more than 27 events across the year aimed at fostering connections between fellow parents and carers, students and the wider Pymble community. Collectively, these events had a total of 10,231 parent and carer attendances.

STAFF SATISFACTION AND ENGAGEMENT

Our People and Culture Strategy 2021 to 2025 is focused on four strategic pillars:

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

The strategy is also focused on risk management and compliance.

PROFESSIONAL DEVELOPMENT FOR ALL STAFF

In 2025 we continued our staff Welcome Program which is run twice a year for new staff to help them make a positive and confident start to their roles. The program was expanded to include a tour of our facilities at Vision Valley and a more comprehensive Information Technology skills session. Feedback from staff included:

“Being able to navigate tech is a major source of angst starting at a new workplace, and addressing this upfront and seeing the calibre of the Digital Learning leaders supporting us, really allowed me to breathe out and know it

was going to be all good – I was in the safest of hands.”

“It was the sweet spot of just enough, without being too much to take in all at once. What I really liked was that I felt like I got a sense of who they are as people and leaders, not just their resume and portfolio – loved the tone!”

Feedback on the visit to Vision Valley:

“A highlight of the welcome program – this was a very special experience and I am grateful I was able to participate in it. Thank you.”

“We were given such an amazing opportunity to see this stunning environment and experience the people that run it.”

“Such a highlight and devoting time to this during onboarding showed its importance as part of the Pymble education.”

In 2025, we ran several Professional



Development sessions for our Professional Services Staff with both external and internal facilitators. Topics included:

1. Presenting with Impact
2. Jump into Life – Living Your Best Life Over 50
3. Writing with Impact
4. Effective Meetings

Feedback from staff included:

“Keep up the great work offering diversity in PD courses especially for non-academic staff” – General Feedback

“Some very simple and effective messages – just-in-time, training in its truest form - it was fun, engaging and

poignant” – General Feedback

“Thank you so much for organising such wonderful workshops for the Professional Services staff. I can appreciate how much time, and effort went into organising these. I would have loved to have attended all the workshops on offer, as they were all so appealing and relevant to my work and life. The instructors were amazing, and so knowledgeable. I gained so much from these workshops. Thank you again!” – General Feedback

“The ideas and tips he gave that could be used immediately were great” – Presenting with Impact

“The helpful tips for improving your

own “state” when going to present” – Presenting with Impact

“Content was thought-provoking and it was great having an external presenter” – Jump into Life

“In particular the section on formatting emails to improve clarity and reader engagement” – Writing with Impact

“Having examples and discussing them, of how to write clear and precise emails. There were some great tips given that I am looking forward to including in my work” – Writing with Impact

“We were given an amazing opportunity to see this stunning environment and experience the people that run it.” – Vision Valley Welcome Program Participant

PARENTAL LEAVE BENEFITS

The College has maintained its program of benefits for staff welcoming a new baby or seeking greater flexibility in their work arrangements.

We created the resource, *We are Family – Your Guide to Parental Leave at Pymble* which was designed especially for Pymble staff with practical information, tips and links to a wide range of resources to help staff navigate this next stage of life.

Content includes: sharing news of pregnancy, managing fertility treatment around work, adopting and fostering, coping with miscarriage, applying for parental leave, returning to work, and organising childcare.

The guide includes the upgraded Pymble Parental Leave Policy and the Pymble Flexible Work Arrangements Policy.

Pymble aims to provide staff with market-leading parental leave benefits, including paid leave for foster care, adoption and fertility treatment. In 2025 the College expanded the number of weeks available to Secondary Carers to 14 weeks, if the Primary Carer returned to work or studies.



STAFF RECOGNITION AWARDS

Our L.O.V.E. Awards (Living Our Values Every Day) are held twice yearly and have seen enthusiastic engagement and participation from staff in 2025. Staff take great pride in receiving the award which is presented by the Principal in front of an assembly of all staff. Recognition helps employees feel valued and appreciated, leading to higher job satisfaction and a positive attitude toward their work.

“The LOVE Award was a lovely surprise. To be acknowledged and recognised by peers and colleagues for my contribution was an absolute honour, especially when there are so many deserving recipients. It really solidified how much I enjoy my work and motivates me to continue living our values every day.”

“To receive the Love Award was a true honour, particularly working alongside not only our Year 6 girls in STEM but all the students across the Junior School. Watching them take risks, solve authentic problems, and grow in confidence is what makes this work so meaningful. Pymble is an extraordinary school that provides incredible opportunities for both students and teachers to learn, lead and thrive.”

PYMBLE PEOPLE SURVEY (FORMERLY KNOWN AS THE PYMBLE PULSE SURVEY)

In 2025, our leaders collaborated with their teams to develop action plans aimed at addressing the issues identified in our 2024 Engagement survey.

We are running another survey in Term 2 2026.

HEART HEALTH CHECKS

In August 2025 we offered free Heart Health Checks, giving staff convenient access to an important health measure. The initiative was very successful, with 148 staff attending appointments. This initiative is well received by staff due to its convenience and flexibility.

FITNESS PASSPORT

In 2025, Independent Schools NSW introduced Fitness Passport (a discounted workplace health and fitness program available to school staff and their families) to all member schools.

FINANCIAL WELLBEING SEMINARS

In October 2025, we held the annual ‘Financial Wellbeing Week,’ during which we provided a series of seminars

and online information sessions, focusing on the following key topics:

- Understanding your Superannuation – NGS Super
- Salary Packaging – SouthGate
- Financial Planning – Strategy First
- Smart Spending – Reward Gateway
- Taking Care of Your Financial Wellbeing – TELUS Health (EAP)

Feedback from staff:

“Hi HR,

I just wanted to extend my gratitude for the Financial wellbeing week activities. After I watched a pre-recorded webinar from your email, I booked in for a 1:1 zoom meeting and I really benefitted from it. I feel like my financial literacy has been quite low my whole life and it feels a bit embarrassing at times but the 1:1 session I had with Michael Lang made me feel seen, reduced my anxiety, gave me more confidence and gave me a great starting point on how to better support my needs and financial goals. I hope the good feedback can be transferred onto Michael’s organisation as well for a job well done. Whole-heartedly, thank you so much!”

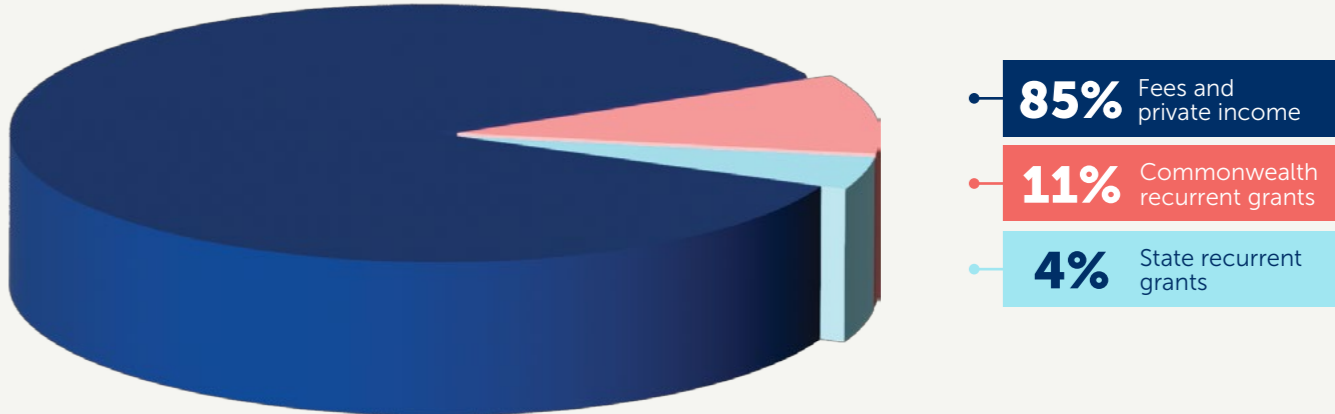




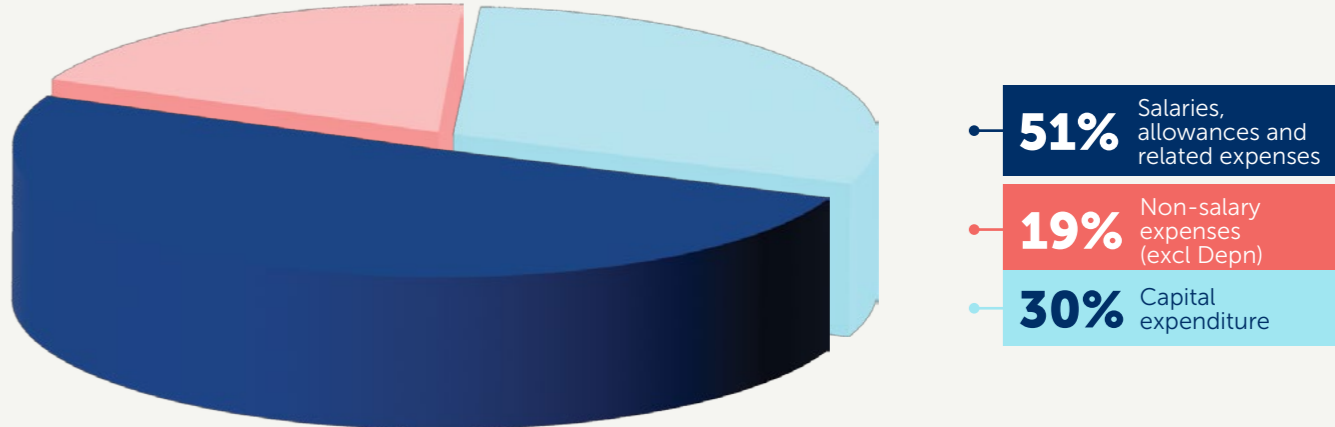
Theme 7

Financial information

PYMBLE LADIES' COLLEGE INCOME 2025



PYMBLE LADIES' COLLEGE EXPENDITURE 2025



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

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CHANGE
THE WORLD™**

Pymble Ladies' College

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