

**Pittwater House**

# Annual Report 2019



**The Pittwater House Schools Limited**

A Company Limited by Guarantee

ABN 87 000 655 845

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# Theme 1: A Message from Key School Bodies

## 1.1 Message from the School Board

*Extract from the Chairman of the Board in the 2019 School Magazine*



The words family and community are readily applied to any discussion of Pittwater House. The way we see ourselves and are seen beyond our gates reflects the students, parents, teachers and support staff who combine to provide the energy that is the lifeblood of the School. As our community reads the stories and memories and view the pictures captured in our varied communication channels, be grateful for the year past. As Chairman of the Board of Directors, it has been my privilege to witness and hear of the passion and drive within our community; to learn of new initiatives and dwell on ways to support our School to strive for an even better tomorrow.

Through the course of 2019, the Board of Governors and its Master Planning Committee have engaged excitedly on planning our future and shaping our Campus. I thank the Board for their commitment at each meeting and the ongoing calls on their time. The focus on the needs of 21<sup>st</sup> Century learners is at the heart of our work whilst ensuring the Campus is enhanced for generations to come.

We have acknowledged the need for a dynamic Library and Resource Centre for Junior and Senior School students alike. This new building will form Stage 1 of the Masterplan and will also include a Admissions and Reception Office to improve service to existing and new families.

To meet the demands of a growing school population, we have also identified the need for additional classroom spaces and will be responding to the challenges of accessibility and size, particularly in the Junior School. We also intend to improve traffic management for our families with an improved drop-off and pick-up zone that becomes a playground area during the school day.

As a former parent, I look forward to witnessing our young people flourish using the renewed and new facilities we are seeking to provide.

For those leaving Pittwater House at year's end, we trust your commitment to service and to continue to learn is lifelong; as will be your connection to us through our Alumni Association. To all those engaged with the increasingly complex organisation that is Pittwater House, my sincere thanks.

May 2020 provide continuing happiness and success for all.

**Mr Todd Alexis, SC**  
**Chairman**



## 1.2 Message from the School Principal

*Extract from the 2019 Prizegiving Principal's Report*



Whilst global and national challenges abound, the world of education provides us with so many smiles. Pittwater House has had a marvellous year and this Annual Report allows us to reflect on the extraordinary range of opportunities provided to our students and the many successes the students have enjoyed. The state government is reviewing the educational offering for the first time in 29 years, high-stakes testing has had a battering with the online NAPLAN experience and wellbeing and occupational and safety requirements remain at the forefront of decision making. Yet amongst these substantive issues, 2019 has seen so much laughter, fun and curriculum fulfilment and the achievement of academic milestones.

We acknowledge the students who make our community special and different, supported as they are by a staff who spend their lives seeking further ways to enrich the daily offering. And in turn, a parent body who work with us in pursuit of a common goal. Each year we have a raft of new offerings and experiences and we are grateful to all those whose work is devoted to this rich tapestry of life at Pittwater House. Whilst we have sat in awe and wonder at many events, this joy is often tempered by the highs and lows that challenge our resolve; how do we make sense of the global tragedies that once more have shaken our faith? How do we shield our young students from the sadness they are exposed to, yet support them to understand the world about them? We need to find the strength to close gaps that too often tear our nation or world apart and seek the wisdom to shape a better, kinder world.

Which events across these four terms of 2019 should be highlighted? Who, within our ever-growing community should be singled out? How can the programs and academic challenges be addressed adequately? Our varying communication channels have allowed our community to appreciate the breadth of engagement for their children. This is after all the contemporary way for us to deliver messages in the timeliest fashion. The key decision for our community through 2019 was the delivery of news of the long-awaited Masterplan after two years of planning.

The objectives of the Masterplan are numerous:

1. To increase the number and facilities of classroom spaces across the School; to improve their accessibility and their size in the Junior School
2. To develop an innovative library and resource centre for Junior and Senior School students that facilitates study and provides flexible meeting spaces
3. To provide a seamless and safe drop-off/pick-up experience for School families that does not compromise the playground space available to children
4. To provide a single Reception/Admissions Office for new and current families that is easy to find and access.

To achieve the first objective, we will need to re-house many of the offices and services from existing buildings and grounds. Once this has taken place, upgrades to furnishings, fittings and technology can occur to ensure all our classrooms are of a high standard.

Part of the classroom focus will be the creation of a K-2 Discovery Hub. This will provide our youngest members the opportunity to work and play in a more fluid fashion, to allow vertical socialisation and integration across the years. To achieve this, the Discovery Hub will utilise the outdoors in fun and creative ways and provide a learning environment that caters to more individual student needs.

A new building will be constructed, connected by a bridge to the Junior School, which will house a Junior Library on the ground floor and a Secondary Library on the first floor. Aside from providing large zones for books and reading areas, these light and bright spaces are designed to engage students in individual learning and provide options for group study. The building will also contain meeting hubs, a Makerspace (where students can come together to develop creative projects) and a technology interface for the whole School. Importantly too, it will provide another meeting space housing 80-100 students.

On the ground floor of this building, a combined Reception and Admissions office on South Creek Road will provide a single access point and meeting spaces to current and visiting families for School matters, which is easily visible and accessible from the carpark.

After reviewing the challenge of dropping and collecting students to/from the campus, a new driveway has been planned further along South Creek Road which will allow cars to enter the campus for a brief period in the morning and again at pick up time. This solution has been designed in conjunction with a traffic management firm to arrive at the best possible scenario to manage School and local traffic.

Outside of these brief drop-off and pick-up times, the gate to this driveway will be locked, when the area will become play space for our students. This model has been used in other school settings and is judged to be the most flexible use of our site.

The Masterplan is comprised of several stages. The new building is the first and largest stage, followed by landscaping, accessibility and changes to existing buildings. We ask for your forbearance as this work moves with intensity to the initial building phase. It is an exciting time for us, yet we are well aware of the need to allow for our 900 students to continue to engage in all the activities that comprise each day.

In achieving this plan, I wish to acknowledge with thanks the work of the Board of Governors under the Chairmanship of Mr Todd Alexis SC and the Masterplan Committee members Mrs Kathy Waters and Mr Les Galbraith. This additional work together with the requirements of a Board serving an increasingly diverse and complex community seeks a commitment and skill set that our Board provides.

I congratulate and thank the wonderful student leadership team for 2018-2019 under Head Prefects Naveen Dhillon and Lara Huby-Stewart. Our School is the richer for their focus and determination to make a difference and leave a mark; they have established an enduring SRC for the secondary school and made sure the charitable works and environmental needs of our community have been central to their leadership.

To the PHPA under the Co-Presidency of Mrs Connie Pople and Mrs Kate Parsons, an enormous vote of thanks for their drive, passion and initiatives to cement further the great sense of community we enjoy at Pittwater House. Finally, to the Staff, your role each and every day has allowed our School to be the best it can be – Semper Diligens. My sincere thanks.

**Dr Nancy Hillier**  
**Principal and CEO**

### 1.3 Message from the Pittwater House Parents Association

The mandate of the Pittwater House Parent' Association (PHPA) is to raise funds to enhance our School's facilities and to promote and foster a strong sense of community spirit between students, their parents and guardians and the Staff of Pittwater House School. This is done by organising numerous social events during the year and providing crucial services to the School via the School Canteen and the Second Hand Uniform Shop. All money raised goes back to the School to fund various projects, equipment, resources and upgrades to benefit all students and enhance our School.

The PHPA Committee is made up of a group of volunteer parents from across year groups within the School. The PHPA meets each term with an AGM at the end of Semester 2 where all parents and guardians are invited to attend.

In 2019 the PHPA organised several events to facilitate our objectives:

1. Welcome Drinks
2. Mothers' Day Lunch
3. Fathers' Day Breakfast
4. Comedy Night
5. Golf Day



In 2019 we continued to focus on increasing awareness of what the PHPA does as well as building a vibrant and thriving community. The PHPA folder on SkoolBag enables parents to easily access information on what we do, how to contact us and information about upcoming events and how to get involved.

The funds raised in 2019 will be carried forward to 2020 and will continue to be put towards refurbishing the pool precinct.

The PHPA is a wonderful parent body, made up of very dedicated and hardworking volunteer parents. We rely heavily on the efforts of the wider School Community and this collaboration has shown time and again the wonderful things we can achieve through being involved and connecting with each other in our shared goals of enhancing our School facilities and promoting and fostering a strong sense of community spirit.

The PHPA truly appreciates all the effort and hard work of everyone who has contributed throughout the year, helping to create our vibrant and thriving community alongside raising such an amazing amount in 2019.

Kate Parsons and Connie Pople  
Co-Presidents Pittwater House Parents' Association

### 1.4 Message from the Head Prefects

*Extract from the 2019 School Magazine*

My head spins when I begin to reflect on 2019. For the Year 12 cohort, it was a blur of late nights and early mornings, due dates and coffee runs. It was as equally fast-paced and chaotic, as it was emotional and rewarding. Our final year of school has taught us that a bad mark or negative experience should not be viewed as a reason to give up; instead, let it be a source of motivation, to surpass future expectations.

I have loved every minute working alongside the incredible leadership team this year, and I am unbelievably proud of what we have achieved together. Our focus for each term was ensuring that the School had a strong charity drive, the highlights being our fundraiser for The Fred Hollows Foundation, and our Winter Care Pack appeal.

Naveen and I have always seen the value in having pastoral care programs that are entirely student-led, and are passionate about fostering connections and creating support networks across all year groups. Both the College Union Program (CUP) and Big Bro's have undergone significant changes this year, and we hope they have evolved into something all students can engage with and benefit from.

We also introduced a Student Representative Council (SRC) – our intention being to increase the presence of a student voice within the School. This created an opportunity for students from Years 7-11 to interact regularly with the Prefects, refining and developing their own leadership qualities. I have confidence in the upcoming Year 12's to embrace these initiatives and put their own twist on things, adjusting them as required to suit the needs of the students.

As I reminisce on the last 12 months, I am beyond grateful to have been a part of the Pittwater House community, and to have led this community with the support and friendship of Naveen. We hope to have sparked positive change within the School, whilst inspiring and reassuring every student that they have the capacity to do the same.

Lara Huby-Stewart, College Head Prefect

Where do I begin? So much has happened in what feels like such a short period of time that it seems impossible to pinpoint just a few moments in the hectic and exciting daze that has been 2019.

Late last year, Lara and I both stressed the importance of listening to the comments made by students and expressed our commitment to considering this feedback. The Students' Representative Council (SRC) was introduced as a way of giving students a greater voice within the School by encouraging interactions between the Prefect team and the student body. The success of the SRC has been most evident during school-based events, particularly the various fundraisers for The Fred Hollows Foundation and our Winter Care Pack appeal which have been some of the most memorable points of the year.

Big Bro's has remained a central part of student life in the Grammar School with a new focus in fostering an environment where students can support and feel comfortable interacting with one another. Pastoral care programs like Big Bro's and CUP Groups continue to play a prominent role in the School's approach to the mental health of young people. We hope that by broadening the program this year, we have helped students form a fundamental support network which often proves invaluable during those emotionally stressful moments in Senior School.

The Cadet Unit has also continued to change and naturally evolve as it remains one of the most recognisable and enduring youth development programs at Pittwater House. As the Senior Under Officer (SUO), I have been incredibly lucky to have had the honour of working with such a capable and dedicated group of individuals. Through the work that they have done, I hope that Cadets will have the same impact on the lives of younger students that it has had on mine.

It would not be possible to reflect on 2019 without acknowledging Dr Harrison and the immensity of his contributions to the Grammar School through his compassion and unfaltering dedication. I must also thank Lara for the tremendous work she has done for the School and as well, the Pittwater House community for its continual support during these past twelve months. I have the utmost confidence in next year's leadership team, who I know will continue to shape and positively influence the School with their own vision of the future.

Naveen Dhillon, Head Prefect Grammar

## Theme 2: Contextual Information about the School and the Characteristics of the Student Body

### 2.1 About Pittwater House

Pittwater House School is an independent, non-denominational, private school which offers a predominantly single-sex education on a co-educational campus. The 3.5 hectare campus caters for students from Pre-school through to Year 12 and is located in Sydney's idyllic Northern Beaches at Collaroy. The majority of students live within geographically accessible suburbs to the School, on the Northern Beaches. The school runs 5 bus services to Avalon, Mosman, St Ives, Forestville and Manly demonstrating the majority of our drawing power.



Pittwater House School was founded in 1962 and has grown into a School that now caters for nearly 900 students, 474 boys and 395 girls. Pittwater House is managing its growth, as it wishes to remain a relatively small and boutique school that provides a truly nurturing experience for its students.

Through nurturing and offering our students exceptional academic, extra-curricular and sporting facilities, we hope to create a student body that can make a meaningful contribution to society.

### 2.2 The School's Structure

Within the Pittwater House campus there are three schools that run cohesively:

- The Junior School - this incorporates the Early Childhood Centre (pre-school), the Junior Girls' College (Kindergarten - Year 6) and the Junior Boys' Preparatory School (Kindergarten - Year 6)
- The Girls' College - Year 7 to 12
- The Boys' Grammar School - Year 7 to 12

The School is managed on a daily basis by the School Executive, which comprises the following members:

Dr Nancy Hillier (Principal and CEO)

Mr James Walmsley (Deputy Principal)

Ms Lynn Phelan (Business Manager)

Ms Lorna Probst (Head of Pittwater House Girls' College)

Dr Col Harrison (Head of Pittwater House Grammar School)

Mrs Ruth Achurch (Head of the Junior Schools and ECC)

Ms Janet Lovell (Head of Teaching and Learning)



## 2.3 Governance

The Board of Governors volunteer their services as directors and all profits are reinvested back into the school. The members of the Pittwater House Board of Governors for 2019 are listed below:

Mr Todd A Alexis SC	Chairman	24 June 2008 to present
Mr Leslie G Galbraith	Non-Executive Director	24 June 2008 to present
Mr Tod S McGrouther	Non-Executive Director	24 June 2008 to present
Mrs Kathleen J Waters	Non-Executive Director	2 Feb 2010 to present
Mr Rhett D Tregunna	Non-Executive Director	7 June 2011 to present
Mr Jason A Mahoney	Non-Executive Director	8 February 2016 to 3 Dec 2019
Ms Tracey L Spicer	Non-Executive Director	8 February 2016 to present
Dr Nancy Hillier	Executive Director	26 Oct 2010 to present

## 2.3 Vision

Pittwater House will continue to be recognised as a leading learning community, committed to excellence in all its endeavours and where every student matters every day as they experience true balance in education.

## 2.4 Mission

Pittwater House is committed to developing high achieving students who are connected to each other and to the communities in which they live and in which they will serve.



## 2.5 Core Values

Each interlinked value provides guidance to students and staff on how to respond to challenges and opportunities that present in our everyday lives.



### Honesty and Integrity

We challenge our community to develop and practise the qualities of kindness, honesty, moral courage and good character.



### Excellence

We aspire to excellence in effort, determination and dedication in academics and all our endeavours.



### Respect and Care

We nurture and model respect and care in self, others and our environment. We respect and care for individuals for who they are.



### Origins

We celebrate the journey of our traditions.



### Innovation

We encourage originality, enquiry, risk-taking and critical thinking where students have the courage to imagine.

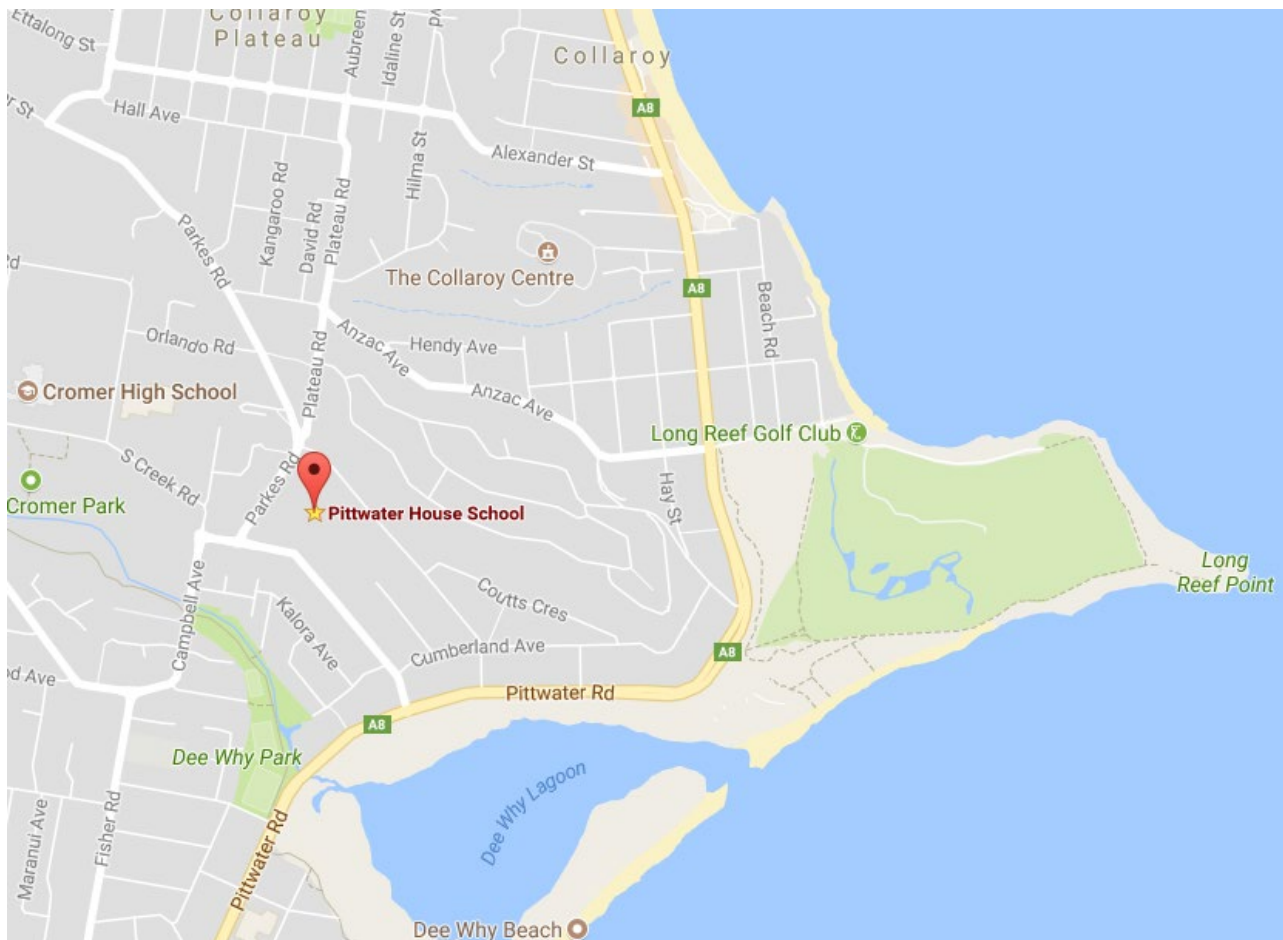


### Community

We connect our students, families, staff and alumni.

## 2.6 Where to find us

Pittwater House School is located at 70 South Creek Road in Collaroy and is bordered by Parkes Road and Westmoreland Avenue.



The School can be contacted by calling 02 9981 4400 and more information about Pittwater House is available at: [www.pittwaterhouse.com.au](http://www.pittwaterhouse.com.au) and on the MySchool website at: <http://www.myschool.edu.au/50500>

## Theme 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

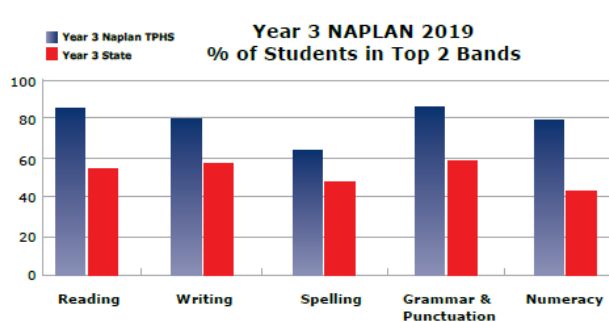
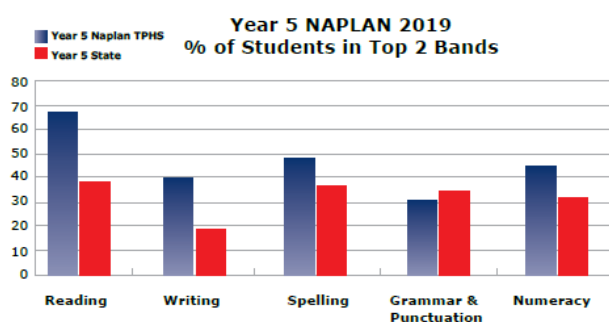
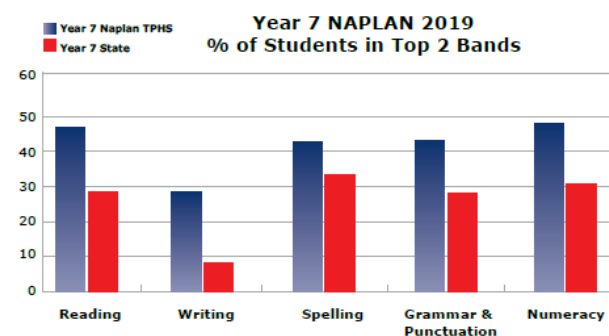
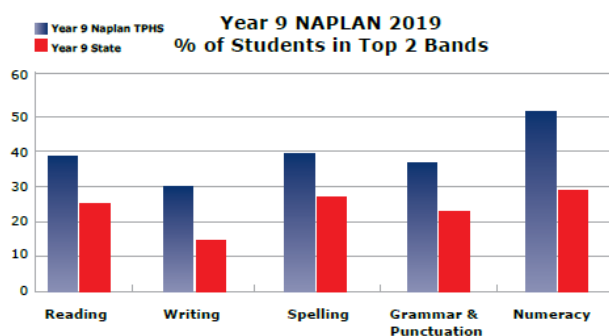
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9 comprised of tests that cover reading, writing, language conventions and numeracy (data, measurement, space and geometry, number patterns and algebra). In this year's NAPLAN results we were thrilled to see our students demonstrate substantially above average gain in literacy and numeracy achievement. Student gain is a way to measure the impact a school has on student progress in relation to its teaching and learning capabilities.



We are extremely proud of our students in all Years who have shown tremendous results against the state in the Top 2 Bands as demonstrated below – particularly in reading and numeracy.

Every year we pay great attention to the core skills but last year we dedicated particular focus to literacy and in particular, writing, so it's very rewarding to see these efforts resulting in such success for our students, with our Year 3-5 achieving a remarkable increase in growth here as well as the exceptional gains made by our Year 7-9 in numeracy.

### 3.1 NAPLAN 2019 – Comparison of Pittwater House Students to the State Bands



### 3.2 NAPLAN 2019 Performance Band Achievement as a Percentage of Student Number

2019 NAPLAN Test	Year 3 Percentage of students in band		Year 5 Percentage of students in band	
	Bands 3-6	Bands 1-2 (Band 1 in Benchmark in Year 3)	Bands 4-8	Bands 1-3 (Benchmark Year 5)
Reading	97.5	2.5	100	0
Writing	100	0	100	0
Spelling	95	5	100	0
Grammar	95	5	100	0
Numeracy	97.5	2.5	100	0



2019 NAPLAN Test	Year 7 Percentage of students in band		Year 9 Percentage of students in band	
	Bands 5-9	Band 4 (Benchmark in Year 7)	Bands 6-10	Band 5 (Benchmark Year 9)
Reading	100	0	100	0
Writing	99.1	0.9	99	1
Spelling	99.1	0.9	100	0
Grammar	99.1	0.9	100	0
Numeracy	100	0	100	0

## Theme 4: Senior School Outcomes

### 4.1 Record of School Achievement (RoSA)

The formal record of school achievement credential was awarded by NESA to 2 students in 2019.

### 4.2 Higher School Certificate

74 students completed their HSC studies in 2019. All 74 were eligible for an ATAR. The maximum ATAR achieved by a student in 2019 was 99.05. The school mean for the majority of the subjects studied at Pittwater House continued to be significantly above the state mean. 40% of the Girls' College and 36% of the Boys' Grammar School reached the Distinguished Achievers list, for achieving Band 6 (or equivalent) result.

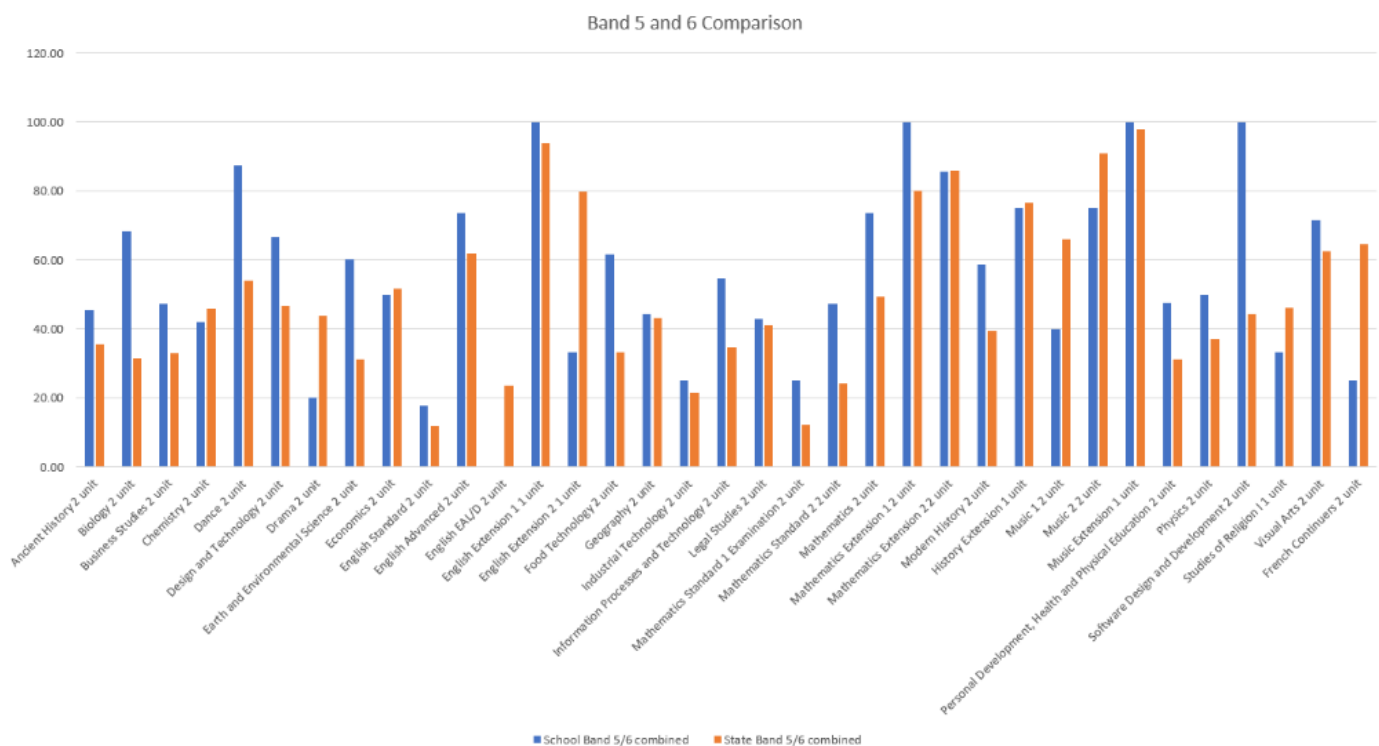
All subject's studies by students at Pittwater House were eligible for an ATAR. One student undertook a VET course as part of his 10 Units of study for the HSC.

A comparison of Pittwater House HSC Examination performance with statewide performance over 2016 to 2019	School Mean 2019	State Mean 2019	School Mean 2018	State Mean 2018	School Mean 2017	State Mean 2017	School Mean 2016	State Mean 2016
Ancient History	76.20	72.62	82.05	72.76	76.64	71.67	76.64	71.16
Biology	83.97	71.93	73.1	74.09	81.24	74.30	80.84	73.71
Business Studies	77.72	72.18	79.22	73.62	79.87	73.17	78.9	73.21
Chemistry	75.23	75.38	76.2	74.82	82.25	75.28	78.38	75.59
Dance	88.45	78.44	84.6	78.89	NA	NA	90	77.12
Design and Technology	77.40	77.82			73.98	76.75	74.98	76.41
Drama	80.80	78.31	80.04	77.71	84.16	77.68	83.3	77.83

<b>A comparison of Pittwater House HSC Examination performance with statewide performance over 2016 to 2019</b>	<b>School Mean 2019</b>	<b>State Mean 2019</b>	<b>School Mean 2018</b>	<b>State Mean 2018</b>	<b>School Mean 2017</b>	<b>State Mean 2017</b>	<b>School Mean 2016</b>	<b>State Mean 2016</b>
Earth and Environmental Science	82.20	72.52	76.49	74.31	75.23	74.60	NA	NA
Economics	81.63	77.34	81.48	76.25	83.62	76.60	82.38	76.55
English Standard	71.94	69.16	73.59	68.66	70.46	69.19	74.36	68.7
English Advanced	83.93	80.73	80.69	80.6	80.65	80.96	87.32	80.72
English (EAL/D)	70.60	70.73	76.47	70.56	68.90	69.72	73.87	70.31
English Extension 1 (scored out of 50)	42.42	41.68	40.2	42.08	41.96	41.26	89.3	83.82
English Extension 2 (scored out of 50)	34.07	39.14	80.06	74.71	32.50	38.68	75.4	76.94
Food Technology	80.03	73.84						
Geography	73.27	74.66	76.83	68.01	73.38	74.87	NA	NA
Industrial Technology – Multimedia	76.83	68.69	74.03	73.28	75.05	67.54	81	69.02
Information Processes and Technology	80.04	72.46						
Legal Studies	76.11	73.66	82	75.05	81.02	75.86	82.49	75.01
Mathematics Standard 1	73.18	69.84						
Mathematics Standard 2 (note prior to 2019 it was General Mathematics)	79.35	70.68	77.44	69.92	81.32	68.51	79.61	68.51
Mathematics	86.25	78.01	71.23	78.2	86.33	77.96	81.05	77.84

<b>A comparison of Pittwater House HSC Examination performance with statewide performance over 2016 to 2019</b>	<b>School Mean 2019</b>	<b>State Mean 2019</b>	<b>School Mean 2018</b>	<b>State Mean 2018</b>	<b>School Mean 2017</b>	<b>State Mean 2017</b>	<b>School Mean 2016</b>	<b>State Mean 2016</b>
Mathematics Ext. 1	87.97	79.98	77.6	79.29	85.57	81.09	87.51	79.68
Mathematics Ext. 2	83.09	81.59	79.68	81.36	81.40	81.17	89.15	81.03
Modern History	80.49	73.44	80.88	73.88	75.62	73.73	79	74.45
History Extension 1	39.60	38.92	34.17	38.85	38.20	38.74	NA	NA

A comparison of Pittwater House HSC Examination performance with statewide performance over 2016 to 2019	School Mean 2019	State Mean 2019	School Mean 2018	State Mean 2018	School Mean 2017	State Mean 2017	School Mean 2016	State Mean 2016
Music 1	80.12	81.85	NA	NA	NA	NA	81.9	80.91
Music 2	83.95	87.67	78.95	87.55	81.90	86.72	81.72	86.97
Music Extension 1 (scored out of 50)	44.53	44.98	32.7	44.78	37.43	44.19	42.63	43.17
PDHPE	77.73	72.57	82.63	72.29	80.82	71.03	81.18	72.13
Physics	77.78	73.20	75.85	73.18	76.22	73.45	70.89	72.65
Software Design and Development	87.73	75.22	NA	NA	76.36	73.67	79.47	74.63
Studies of Religion 1 Unit	38.37	38.24	38.95	37.03	NA	NA	NA	NA
Visual Arts	84.09	80.77	82.54	79.8	79.9	79.74	80.24	79.55
French Continuers	76.90	82.29	76.9	81.75	82.6	81.75	76.53	82.11



**Note:** Band 5 results represent marks in the HSC above 80% and Band 6 results represent marks in the HSC above 90%.

Pittwater House in the majority of areas produced Band 5 and Band 6 results at a greater percentage than the rest of the State.

In 2019, Pittwater House in the HSC:

- Produced a top ATAR of 99.05
- Top two Bands were achieved by 100% students in English Extension 1, Mathematics Extension 1, Music Extension 1 and Software Design and Development.
- Was published in the NESA Distinguished Achievements List for Biology, Physics, Business Studies, Dance, Advanced Mathematics, Mathematics Extension, Advanced English, English Extension, PDHPE and Economics.

Year 12 Students attaining Year 12 certificate or equivalent VET qualification

Year 12	Qualifications/Certificate	Percentage of Students
2019	HSC	100%
2019	AQF Certificate III or above	0%

## Theme 5: Teacher Professional Learning, Accreditation and Qualifications

### 5.1 Professional Learning

During 2019, there was a School emphasis on Assessment. Professional Learning groups researched assessment practices and all teachers set individual and group goals based around reviewing and embedding meaningful assessment practices. All teachers attended an AIS-facilitated workshop at the beginning of 2019 to start this process.

In addition, teaching staff attended the following professional learning activities throughout 2019:

Professional Learning Activities	Number of Staff Participating
<b>Professional Learning Groups</b> – all teaching staff met 6 times throughout the year in cross-school groups to research particular aspects of Assessment	All
<b>Key Learning Area Specific Courses</b> – a variety of courses and conferences related to specific teaching areas	51
<b>Stage 6 and Stage 4 Syllabus Development</b> – workshops in a range of subject areas to prepare curriculum for the new NESA syllabuses	14
<b>ICT</b> – a range of courses and conferences in the area of Learning Technologies	3
<b>Assessment</b> – Teachers who attended a variety of workshops addressing assessment approaches	7
<b>Curriculum Framework</b> – investigation of a range of curriculum frameworks and other courses based around the School’s Student Agency focus	16
<b>Behaviour Management</b> – a range of workshops looking at equipping teachers with strategies to manage challenging behaviours within their classroom	5
<b>Literacy and Numeracy</b> – a range of Literacy and Numeracy Workshops	9



Professional Learning Activities	Number of Staff Participating
<b>Teaching Strategies</b> - workshops addressing a range of teaching strategies including feedback, problem solving, and a range of intervention strategies	1
<b>Network Meetings and Conferences</b> – a range of network and subject related meetings including IPSHA Umbrella Group Meetings (Art, Learning Support, Gifted) as well as Careers and Accreditation Network Group meetings	14
<b>Wellbeing/Pastoral</b> – a range of wellbeing conferences and courses addressing school priorities, including National Boys’ Education Conference and other courses addressing mental health	14
<b>Accreditation</b> – AIS Experienced Teacher workshops	2
<b>Teacher Induction</b> – A series of initial and follow up workshops for all teachers new to the School	14
<b>Compliance</b> – All teachers attended either a Child Protection session run by the NSW Ombudsman’s office OR completed an AIS online module All teachers completed either First Aid or CPR qualifications	All
<b>Compliance</b> – range of sessions attended	All
<b>Leadership</b> – Conferences for members of the Executive and Head of Department/ Stage Leader courses and teacher leaders	7

## 5.2 Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	4
Provisional	6
Proficient Teacher	97
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	107

## 5.3 Teacher Qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	107
Teachers having a bachelor degree from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines but lack formal teacher education qualifications	0

## Theme 6: Workforce Composition

With regard to the information available to the School's Administration, there are no members of the workforce who identify as indigenous. Pittwater House School employs staff from a variety of backgrounds, races, religions and ethnicities. More information available at <https://myschool.edu.au>

School Staff 2019	
Teaching Staff	107
Full-time equivalent teaching staff	96.2
Non-teaching staff	69
Full time equivalent non-teaching staff	56.15

## Theme 7: Student Attendance, and Retention Rates and Post-School Destinations in Secondary Schools

### 7.1 Student Attendance Rates

The average daily student attendance rate was 96.16% each school day in 2019. This has increased compared to the daily attendance in 2018 of 96.03%.

2019 Attendance Rates	
Year Level	Attendance Percentage
Kindergarten	96.10%
1	96.70%
2	97.00%
3	96.40%
4	96.90%
5	96.60%
6	95.80%
7	96.50%
8	95.80%
9	95.00%
10	95.40%
11	95.50%
12	96.40%
<b>Total</b>	<b>96.16%</b>

### 7.2 Management of Non-Attendance

Pittwater House has a strong pastoral focus where matters of attendance are monitored closely by the Head of Junior School, Heads of Grammar and College, Stage Leaders, Form Teachers and others charged with the care of the individual student's welfare.

Pittwater House takes daily attendance from the Period 1 roll and identifies unexplained absences. We notify parents with a daily SMS alert and email and follow-up with a reminder at 5 days. The school reviews attendance on a fortnightly basis to monitor reasons for leave and exemptions. Daily and weekly absence and truant reports are created to ensure that the pastoral leaders have accurate information to ensure that all students are accounted for and plans can be put into place for students with regular attendance issues.

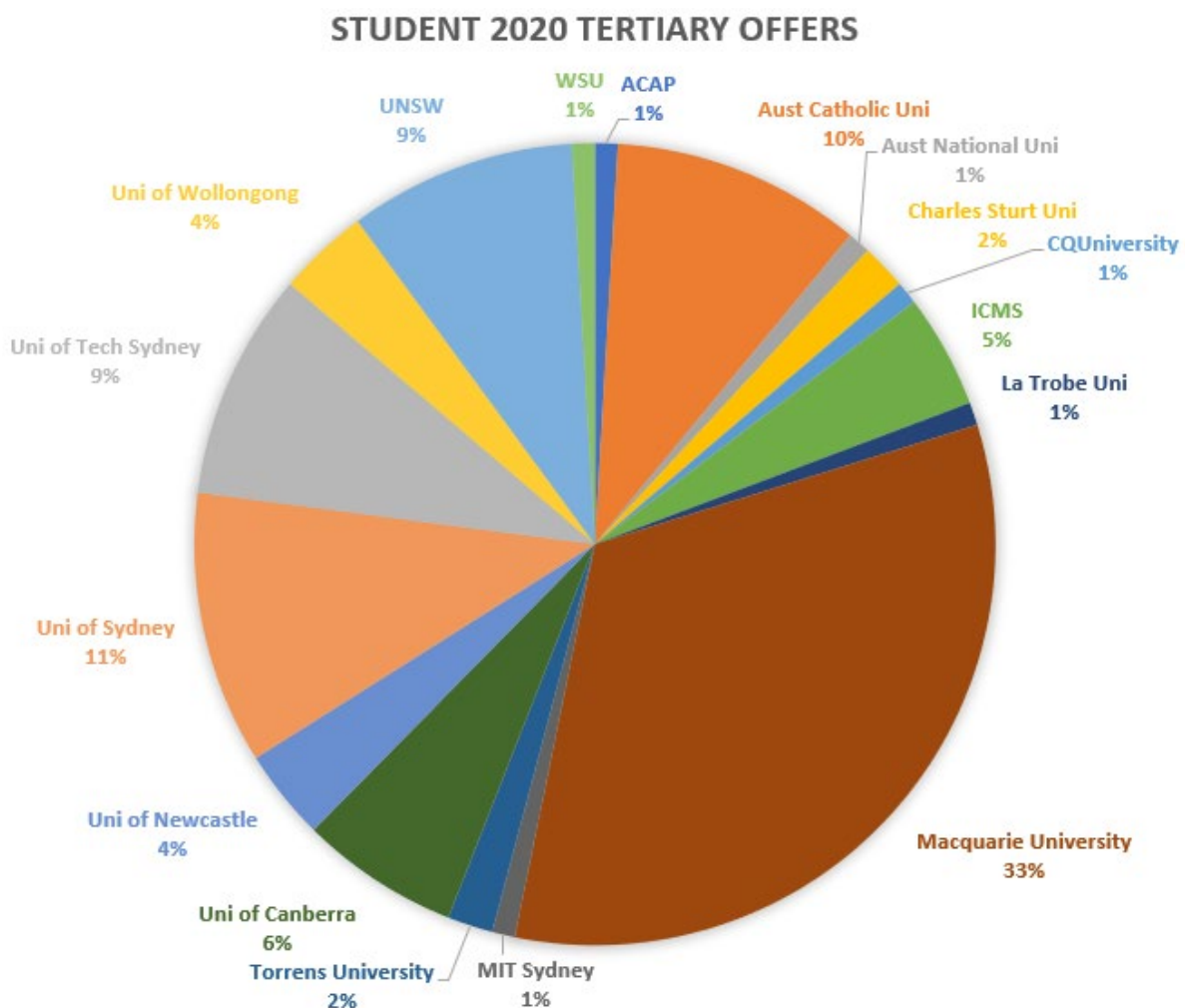
### 7.3 Retention Rates Years 10-12

76% of the 2019 Year 10 cohort completed Year 12 in 2019. Based on the information provided to the school when students leave it would appear that many of the students who leave at the end of Year 10 or during Year 11 do so due to either relocation overseas, to pursue employment or vocational training or to attend a different educational facility that provides a different learning structure. Of the 23 students that did leave the school, the following reasons were stated:

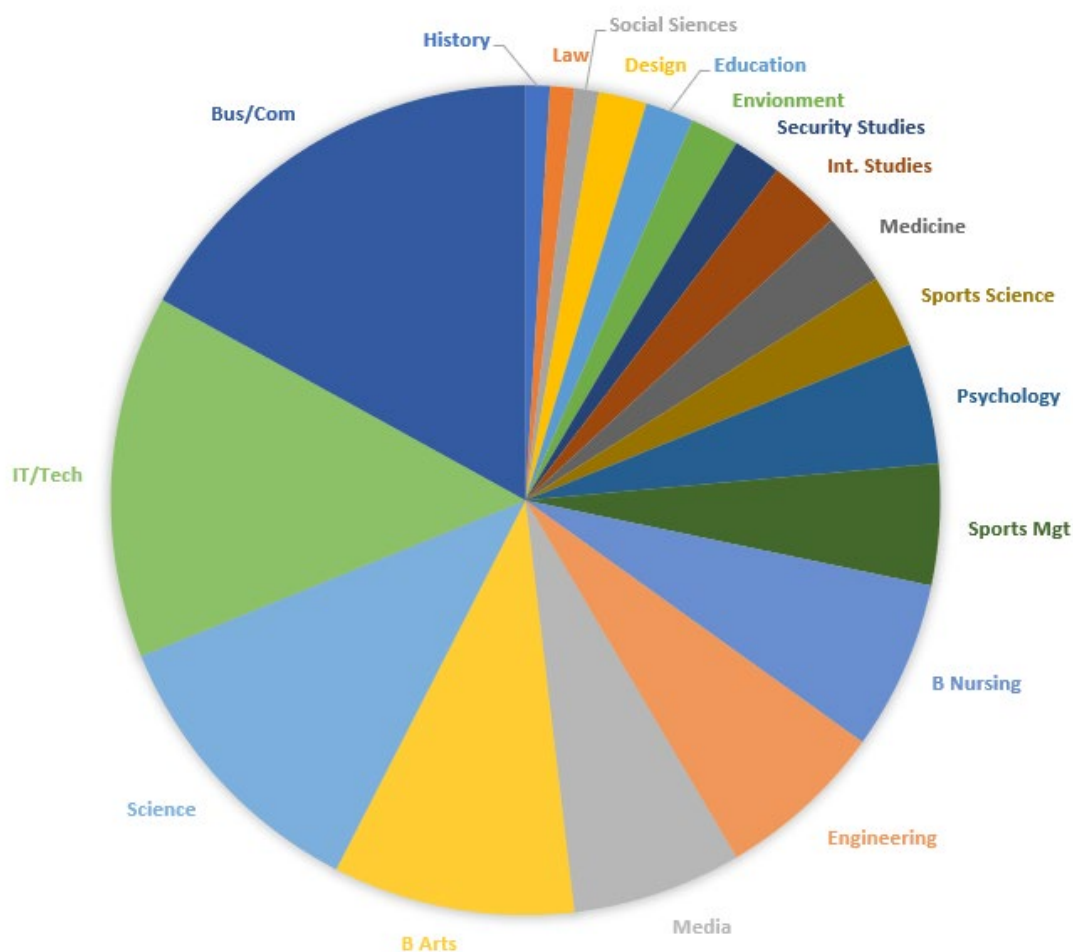
- Five students transferred to a University Foundations Course
- Eight students received offers from other schools
- Two students relocated overseas
- One student due to subject choice
- Three students transferred to TAFE to study a trade.
- One student due to Subject Selection
- Three students due to reasons such as financial, medical/illness and returned overseas due to homesickness

### 7.4 Post School Destinations

The 2019 Higher School Certificate graduates were extremely successful with their university offers. Most of the Pittwater House students choose to go onto further university study. The following tables outline the offers made by Tertiary institutions for 2020 and the locations our students will undertake their study.



## POST SCHOOL TERTIARY COURSES



## Theme 8: Enrolment Policies

### 8.1 Introduction

Pittwater House is a small, independent, non-denominational school offering education for students from Pre-school to Year 12.

With one of the best student:teacher ratios on the Northern Beaches at just 9.4, our small class sizes allow every child to receive exceptional attention from their teachers, who tailor teaching to individual learning needs in an innovative twin schooling environment in which boys and girls mix on the same campus but are predominantly educated in single-gender classes.

Applications can be made at any time by the parents/carers of the student to enrol at any year level and at any time of the year.

Applications are viewed on an individual basis with regard to available positions for the year of application, including any definite places offered for future years.

Applications are required to be submitted via the School's application form and are subject to an admissions process outlined in more detail below and on the School's website. The terms and conditions of enrolment are also available on the application form and on the School's website, which will always have the latest information.



## 8.2 Major Intake Years

While enrolments can be put forward for any year, the major intake points are as follows:

- Early Childhood Centre (ECC): The ECC offers a 3 year-old program and a 4 year-old program. All children must be able to toilet independently before they can be enrolled.
- Kindergarten: Only children turning 5 before April 30 are eligible for entry into Kindergarten, however, the final decision on school readiness will be carefully considered by teachers.
- Year 5 Pittwater House moves to a possible two classes of boys and two of girls in Year 5.
- Year 7 A scholarship year.
- Years 9 and 11 are both scholarship years and are minor intake years.



## 8.3 Continuity

The continuity of all enrolments is dependent on the terms and conditions of enrolment being adhered to. Pittwater House may terminate an enrolment at any time if the terms and conditions are not adhered to, including but not limited to payment of fees.

A child enrolled in any year from Kindergarten onwards is considered to be enrolled through to the end of Year 12 unless expressly stated at the time of enrolment. While there will be key times during the course of schooling when intentions to continue at Pittwater House will be sought, this does not remove the obligation of the parents/carers to give appropriate notice as listed in the terms and conditions of enrolment available on the enrolment form and on the website. The website details may be changed from time to time and are the most current and binding terms and conditions.

Places in Kindergarten are allocated based on the age of applying for a definite place and the readiness of the child to enter Kindergarten as assessed by the Director of the ECC or her delegated staff. The determination by ECC staff on the school readiness of the child to transition into Kindergarten is an absolute requirement for entry.

## 8.4 Assessment of enrolment and priority status

Enrolment at Pittwater House is at the absolute discretion of the Principal or her delegate. When assessing an application, the School may consider:

- If the child is already enrolled in the ECC and a Kindergarten place is being sought, their existing enrolment status may be considered
- If the child has siblings in the School
- The number of children in one family for whom applications are being made
- The date of the application

- The date the definite place fee was made
- If the parents are alumni of the School
- If the child is a returning student
- If the Waiting Place fee has been paid
- The attitudes, values and priorities of the family and the consistency of the attitudes, values and priorities with those of the School.
- The ability and willingness of the student to participate in, and contribute to, the life of the School community
- The willingness of the family to positively contribute to the life of the School community

The extent of consideration given to each of the attributes shown above is at the absolute discretion of the Principal or her delegate.

## 8.5 Interview Requirements

Pittwater House requires all prospective students and their parents/carers to attend an interview with the appropriate Head of School or their delegate before an offer of enrolment can be made. While not a requirement, a tour of the School is strongly encouraged.

## 8.6 Enrolment Process

### Year 7 Admission

All applications for Year 7 are placed on a waitlist and processed together approximately 2 years prior to the year of commencement. Interviews will be conducted and from there offers made.

### Kindergarten and Early Childhood Centre

All new applications to enter Kindergarten or the 4 year-old program in our ECC will be offered 12 months in advance.



### Immediate Enrolment Procedures (within 2 years)

Complete and submit Enrolment Form with supporting documentation and payment for the Application Fee.

Application is placed on waitlist.

Should a place become available, the School will contact the family and arrange an interview.

### Future Enrolment Procedures (over 2 years)

Complete and submit Enrolment Form with all supporting documentation including payment of the Application Fee.

Once processed a letter will be sent to confirm a place on the Waiting List.

## Once a Waiting List Position Has Been Offered

Approximately 18-24 months prior to planned commencement of school, the applicant will be contacted for interview.

Following the interview, the application will be forwarded to the School's Admissions Board for assessment.

Following the assessment, the family will be notified if a 'Definite Place' offer is being made.

Acceptance of Definite Place offer is secured when the applicant has returned all subsequent documents signed with the Fee within 14 days of the letter.

## International and Interstate Enrolments

Each year Pittwater House welcomes students from all over the world.

Applications for enrolment should be organised before arrival in the country or move interstate. Full details for International students are available on the School's website.

## 8.7 Prerequisites for Continuing Enrolment

A student's enrolment may be withdrawn where a breach of School rules has occurred or fees are not paid.

# Theme 9: Other School Policies

## 9.1 Student Wellbeing

Policy Summary	Changes in 2019	Access to Full Text
<p>Pittwater House Student Wellbeing Program is based on recommendations and advice contained in recent enquiries and research in education, psychology and adolescent well-being. It recognises the role of educational institutions in contributing to the development of social capital. This research highlights the importance of respect, acceptance, connectedness, resilience and strong character development as significant protective factors for young people. Key components of this policy include:</p> <ul style="list-style-type: none"><li>• Junior School Buddy Program; to help students connect with each other and join in experiences that promote learning, sharing and role modelling opportunities</li><li>• The Empowerment and Connections Program; to help students to develop their</li></ul>	<p>Pittwater House continues to recognise the role of educational institutions in contributing to the development of social capital. The School also recognises the importance of respect, acceptance, connectedness, resilience and strong character development as a significant factor for young people. The</p>	<p>The full text of the school's student wellbeing policy can be accessed by request from the Principal, from the school website and/or intranet. The student diary contains important information on school behaviour, expectations of students in regard to sickness, absence, property, uniform, use of technology and well-being.</p>

Policy Summary	Changes in 2019	Access to Full Text
<p>social relationships and to encourage the students to respect themselves and others.</p> <ul style="list-style-type: none"> <li>• Student Leadership programs; formal and informal leadership including prefects, the Army Cadet ranking officers, College Union Groups and the Big Bros, SEA; Self, Ethics and Acceptance; positive engagement in wider society and the many cultural groups to promote understanding mutual respect and tolerance.</li> <li>• INSPIRE – An Acronym added in 2018 which is used to categorise key components of the Student Wellbeing policy throughout the Pastoral programs.</li> </ul>	<p>policy was amended slightly to reinforce the importance of Aspiring to Inspire our students to become the best version of themselves.</p> <p>The Wellbeing Programs were highlighted and it was made clear what the inspire stood for. The Wellbeing Policy also emphasised the hierarchy of care.</p>	

## 9.2 Bullying Prevention

Policy Summary	Changes in 2019	Access to Full Text
<p>Pittwater House is committed to providing a safe and caring environment, which allows students to learn and enhance feelings of self-esteem, courtesy and respect for other members of the School community. Our school's Bullying Prevention policy seeks to affirm each student's worth and dignity and enable them to receive their education free from humiliation, oppression and abuse.</p>	<p>No updates.</p>	<p>The full text of the school's Bullying Prevention policy can be accessed by request from the Principal, from the school website and/or intranet.</p>

## 9.3 Student Discipline

Policy Summary	Changes in 2019	Access to Full Text
<p>Elements of discipline, both self-imposed and imposed externally, are necessary in all aspects of overall human development. Learning involves making mistakes and finding more appropriate ways to behave in the future. The Pittwater House School's discipline policy is intended to support the development of student self-respect and respect for the rights of others.</p>	<p>Some changes were made to ensure that it was very clear to all staff the importance of student rights and responsibilities.</p>	<p>The full text of the school's student discipline policy can be accessed by request from the Principal, from the school website and/or intranet.</p>

Policy Summary	Changes in 2019	Access to Full Text
<p>The School's policy relating to the discipline of students attending the School are based on the principle of procedural fairness and DO NOT permit corporal punishment of students by school or non-school persons.</p> <p>The disciplinary approach adopted at Pittwater House is intended to further develop a student's ability to make decisions, to resolve problems and to develop healthy respect for self and others. As such, there is a tiered system in both the Junior and Senior Schools to ensure students are given opportunities to recognise unacceptable behaviours and to make the necessary changes needed prior to reaching the most serious levels in the discipline hierarchy. This will usually involve parents as well as their children, especially once discipline matters move beyond the classroom level.</p>	<p>Also added were strategies which promote effective learning and reinforce student achievement. Due to the Pastoral structure changing in 2019 the Discipline Policy included additions regarding staff roles and responsibilities so it was clear to all concerned the process to follow should disciplinary measure need to be put in place. A Behavioural Response Workflow for Years 7-9 and 10-12 was included. The policy also highlighted wherever possible, behavioural consequences rather than punitive sanctions should be preferred.</p>	

#### 9.4 Reporting Complaints and Resolving Grievances

Policy Summary	Changes in 2018	Access to Full Text
<p>Pittwater House values the feedback it receives from parents and the community. Responding to both affirmative and negative feedback demonstrates the School's commitment to open communication with the School Community and the community at large. Complaints about any aspect of the School's operations, service or personnel will be handled using procedural fairness, responsively, openly and in a timely manner, with the aim of resolving any complaint via an articulated process and respecting the confidential nature of such matters. Complaints are treated as constructive suggestions which may be used to improve standards and may prevent cause for further complaint.</p>	<p>No updates</p>	<p>The full text of the Complaints and Grievance Resolution Policy can be accessed on the school website and by request from the Principal.</p>



Policy Summary	Changes in 2018	Access to Full Text
The aim of this policy is to outline how procedural fairness will be used when dealing with complaints from parents and students. It includes processes on how complaints should be raised, the process of procedural fairness, confidentiality, the procedures for making a complaint and how the school will respond.		

## Theme 10: School Determined Priority Areas for Improvement

Pittwater House has an ongoing commitment to quality teaching and pastoral care through its strong professional development of staff, goal setting and reflection.

### 10.1 Achievement of 2018 Priorities

Areas	Priorities for 2019	Achieved in 2019
Teaching and Learning	Study Skills Program – implement a Year 7-12 substantial study skills program using Elevate and internal resources	Completed
	Partnership with AIS to develop and refine an academic strategic plan for the school	Ongoing
	Partnership with AIS to assist in use of student result data to inform academic priorities and direction	Ongoing
	Implement new Year 12 Syllabuses in Mathematics Standard, History, English and the Sciences	Completed
	Implement new stage 4 Technology Syllabus	Completed
	Implementation of new French and Chinese Syllabuses across K-6 and 7 and 9	Completed
	Preparing for the implementation of new Year 12 Mathematics Advanced and Extension 1 Syllabuses from Term 4 2019	Completed
	Implementing new K-6 and Year 7 and 9 PDHPE Syllabuses	Completed
	Implementation of HSC Science Extension 1 Syllabus	Completed
	Implementation of new Investigating Science Syllabus	Completed
	Implementation of the new Technology Mandatory Syllabus Stage 4	Completed
	Implement and teach the Year 10 STEM Elective	Completed
	Establish a Year 8 accelerated Mathematics program for G&T students	Implemented
	Schoolwide review of assessment processes and policy	Completed

Areas	Priorities for 2019	Achieved in 2019
	Professional learning focus on Assessment as a priority, particularly on Formative on-going assessment	Completed
	Review of gender-based research and practice	Completed
	Development of Teaching and Learning Framework	
Welfare	U.R. Strong – Friendology – K-6. Wellbeing and resilience strategies.	Implemented
	Establishment of Secondary School Student Representative Council	Implemented
	Establishment of Year 7-10 Co-ordinators for both Grammar and College	Implemented
Facilities and Resources	Implement Familyzone Mobilezone BYO device cyber-safe tool	Ongoing
	Upgrade the Fibre Optic internet service including additional site access pits and conduit	Implemented
	Implement new whole of school accounts system	Implemented
	New Data centre back up hardware and retention strategy	Implemented
	Business continuity and security audit and strategy	Ongoing
	Staff laptop renewal	Implemented
	Install emergency evacuation and communication system	Ongoing
	Single Sign on planning	Ongoing
	Planning Community Intranet portal, including data aggregation	Ongoing
	Data cabinet consolidation	Implemented
	Roll out of staff communication tool via Edumate Spaces	On hold
	Box of Books digital textbook service to be implemented	Implemented
	Detailed design stage – Phase 1 Masterplan	Completed
	Install new bells and emergency communication system	Ongoing
	Complete temperature control of Hall	Completed
	Build new canteen kitchen	Completed
	Expanded and refurbished junior Visual Arts space	Scoped
	Commence work on K-2 Junior precinct refurbishment	Ongoing
	Establish example classroom to trial hearing loop audio system for hearing impaired students	Implemented

## 10.2 Priorities Set for 2020

Areas	Priorities for 2020
Teaching and Learning	K-2 Discovery Hub to be established
	Continue our school-based audits and developments of all teaching and learning programs – K-6
	Transition project in Literacy and Numeracy in Stages 3 and 4
	Increased focus on G&T programs with the employment of a full time Coordinator
	Implementation of the K-10 PDHPE programs
	Start roll out of Student Agency as a school focus and priority
	Strategic Planning for Deep Learning
	Professional Learning of and piloting of <i>Character</i> Competency
	Development of a Pittwater House Framework
	Embedding new Formative assessment and reporting structures
	Professional Learning on Gender-based teaching strategies
	Restructuring of leadership framework in K-6 to appoint a Curriculum Coordinator
	Implementation of continuous reporting to include Year 10
	Increased focus on NESA standards in reporting rather than being primarily marks based
	Increased support for Learning Support with the creation of an additional full-time position
	Implementation of Stage 6 Community and Family Studies in Year 11
Restructure of Creative Arts into more specialised departments to increase Teaching and Learning Outcomes	
Welfare	Implementation of a resilience program
	Implementation of student personal and academic goal setting with a focus on student agency
	Implementation of Deep Learning program, which a focus on character
	Implementation of a sequential program with Reach for Years 7-10
	Restructuring of leadership framework in K-6 to appoint a Wellbeing Coordinator
	K-6 ‘Just Like Me’ program to be implemented through Cerebral Palsy Association
	K-6 ‘Cool Kids’ program implemented to reduce anxiety and improve student resilience
	K-6 Welfare Framework is being established
	Increase in school Counselor staffing

Areas	Priorities for 2020
Facilities and Resources	Upgrade network switches
	Upgrade Firewall and Cybersecurity measures
	Scope and build Parent Portal
	Scope and design automated document management system
	Move booking to cloud
	Move Backups to cloud
	Continue the implementation of FamilyZone cyber-safe tool
	Business continuity and security audit and strategy
	Install emergency evacuation and communication system
	Single Sign on planning
	Planning Community Intranet portal, including data aggregation
	Complete refurbishment of K-2 Hub
	Continue painting upkeep of campus. Science block hallways and various classrooms.

## Theme 11: Initiatives Promoting Respect and Responsibility

### 11.1 Respect and Responsibility

There is a strong link between the emotional, social and academic wellbeing for young people. Young people need to be healthy and resilient to meet life's challenges. Because of the physical and psychological changes taking place, students can be susceptible to a host of different issues such as: family instability, mental health problems, anxiety, stress, school and study challenges, and relationship difficulties. Vital growth and development occurs during childhood, particularly associated with the brain. Adolescent brains show more activity in the emotional parts of the brain – which can make young people vulnerable to mental health issues, like depression and anxiety.

We see it as being so important that Pittwater House helps build emotionally resilient, community-minded young people. We achieve this through our intensive Pastoral Care Program such that students feel simultaneously challenged and supported.

Pastoral care runs throughout everyday life at Pittwater House, giving our students support at every age and every stage. At the same time, we encourage our students to step up and take on leadership positions in a variety of areas, both within school and in the wider community. Parents and students enjoy our pastoral care services. Pastoral care starts in pre-school and extends until the end of Year 12; it is continuously evolving to adapt to changing issues.

## 11.2 Hierarchy of Care

When students join Pittwater House, they join a network of care where there is always someone to reach out to. It starts with the Form groups. Every student from Kindergarten to Year 12 is placed in a single-sex Form group. These are the nucleus of the pastoral care network. Each Form group is led by a Form teacher who acts as the first point of contact for students and their parents with regards to any aspect of life at Pittwater House. Students can seek support and talk to their Form teacher about issues.

The Junior Girls' College, Preparatory School, Girls' College and Boys' Grammar School are each led by the Heads of School who provides further pastoral support and guidance to the students under their care. The Heads of the Schools work in close collaboration with the Deputy Principal and the Principal ensuring that every student is given the maximum support to achieve their potential and enjoy their time at Pittwater House.



Additional staff members, including qualified School Counsellors, Assistant Heads and Stage Leaders are also available to assist students and parents at any time.

## 11.3 Respect and Responsibility Program

Our Pastoral Care Program is made up of the various, formal sub-programs designed to encourage mutual respect within the School community and responsible behaviour towards others and to the wider school.

## 11.4 Whole of School Initiatives

### **Vertical Care through House Structures**

The House System at Pittwater House commences in Kindergarten, or at the time of enrolment. Students are assigned a House, one of three being Morgan (Red), Orrock (Blue) and Butterworth (White). Students assignment to a House is not just for sporting purposes, but to build a sense of camaraderie and teamwork, a brotherhood or sisterhood, of mateship, support and team spirit. House Dinners are held annually to celebrate the achievements of the individual members in any walk of life; academic, the wider community, sport, creative arts and so on. In the Junior School, House buddy activities are held once a term, with the Head of House overseeing their organisation.

### **Building Genuine Self-esteem**

Our wellbeing programs go deeper than just external confidence. They help build life-long skills in resilience, helping students find their inner strength and sense of purpose. They help our students go into the world with self-acceptance, self-awareness and strength.



## 11.5 Junior School Initiatives

### Strengths and Reflections

In our current Pastoral sessions, the Junior School students follow the Bounce Back Program. As well as this structured program the teachers include opportunities for general well-being, mindfulness, buddies, ethical discussions, moral tales and, modelling good manners and acceptable and appropriate behaviours.

One of our most celebrated and successful achievements in this area has been the continuation of the Character Strength Awards, whereby students are recognised for the positive traits they demonstrate as they go about their day, both in class and on the playground. Not only do the students recognise these traits within themselves but also notice them in others.

The personal beauty and value of these character traits is demonstrated once each fortnight with a class taking the opportunity to present what a specific character strength looks like in a real-life experience. Teachers take turns to create the relevant discussion questions, activities and songs, suited to the different stages. There are also opportunities for vertical discussion groups.

### Buddy Program

Our Buddy Program helps students feel confident when entering the next phase of their education.

Buddies start in the Junior School where each class is assigned a buddy class with whom precious links are made. Students in Year 5 buddy with the youngest children in the Early Childhood Centre and Year 6 buddy with Kindergarten, assisting them negotiate the Junior School playground. Year 4 buddies with Year 2 and Year 3 with Year 1. Buddies look out for each other and form strong bonds. Buddy classes meet 2 to 3 times a term to connect with each other and join in experiences that promote learning, sharing and role modelling opportunities.



### Inter-House Challenges

Whereas one might associate House challenges to be related to sporting competitions, the Head of House has instituted Inter-House Challenges outside the sporting arena. Such challenges have included House Debating, STEM activities, General Knowledge quizzes.

This initiative brings a fresh meaning to the idea of 'House' only relating to sport and children who are involved or excel in sport.

## 11.6 Secondary School Initiatives

### World Challenge

World Challenge helps young people explore their limits and grow in confidence, resourcefulness and global citizenship through life-changing experiences. It allows our students to be responsible global citizens. The program also allows all students to go outside of their comfort zone and give back to a community.

### **Empowerment and Connections - Year 7 College and Grammar Students**

An important part of the School's pastoral commitment is to help students to develop their social relationships and to encourage the students to respect themselves and others.

The objectives of the Year 7 program are to:

- Encourage each student to recognize and share their talents and gifts.
- Respect and value themselves
- Assist them to recognize and value the talents and gifts of others.
- Encourage community building within the Year group.

### **Empowerment and Connections - Year 8 College and Grammar students**

At this stage of their lives – as our students develop greater independence and reflect on who they are and where they belong – we recognise the importance of and strive to foster a strong sense of self-worth and belonging.

The objectives of the Year 8 program are:

- A connected and respectful community
- Positive self-esteem
- Self-discipline
- Effective learning and striving for personal best

### **Empowerment and Connections - Year 9 College and Grammar students**

The Connections Program has been specifically designed by Pittwater House to allow our Year 9 students to develop greater awareness of themselves, their peers and learning beyond the classroom. The Year 9 Pastoral Program aims to assist the students in their development to adulthood and to be respectful young men and women who are conscious of the role and responsibility in the School community and wider community.

The Program looks to help develop the students' sense of self, confidence, self-control and self-reflection. The Program is held over two days per term.

Healthy Living is also looked at both from a dietary perspective and also study and organisation and various methods of stress control.

- Getting to know the real you
- Different Perspectives/Respect and Acceptance
- Empathy/Tolerance

### **Pastoral Care - Year 10 College and Grammar students**

This is a time in the lives of many young people when they feel most acutely the complexities of growing up.

There is a sense of feeling 'on edge'; on the edge academically, socially and negotiating the complexities of relationships and friendships. It is a time of risk taking, of choice and decision-making. To seek to support our students, we have sessions on stress, coping strategies, respect, nutrition and organisation. Students also participate in a 'Party Program' at the Royal North Shore Hospital, where they spend a day in the Intensive Care Unit to help them understand the potential impacts of excessive alcohol consumption and learn about responsible behaviour.

## The College Union Groups and Big Bros Program

These groundbreaking programs, inaugurated and developed by previous student leaders, are aimed at changing the way femininity and masculinity are perceived by the girls and boys at Pittwater House. The underlying goal of the programs is to create a culture of support to allow the students to discuss problems they may have and get help and support from older student leaders. The programs develop strong bonds and provide senior students with the opportunity to share their experiences with younger students. Sessions encourage open discussion, friendship and a sense of connection.



## Leadership Program

We believe every one of our students can become a great leader. The Leadership Program is compulsory for all students in Year 10. This program helps students develop the confidence, skills and professionalism to be an inspiring leader. All Year 10 students are required to complete our Lighthouse Program which encourages participation, contribution and community service. Students wishing to be a school leader in Year 12 must complete the Year 11 program.

## SEA, Teaching Diversity, Understanding and Tolerance

We all want our children to be happy. What's more, we want them to know how to create a happy life in the future. We teach and model this through our Self, Ethics and Acceptance (SEA) program which is led by our student leaders.

Our Self, Ethics and Acceptance Program provides a supportive, guided space where every student can think about different views, religions and cultures. It encourages our students to engage positively in wider society by bringing learning to life to help students understand the importance of respect.

The program develops skills in analysis, interpretation, evaluation and empathy. In this way, students build the qualities of critical thinking, mutual respect, tolerance, understanding and engagement with society.

The **Self** component teaches students to be a good role model and set an example of respect, tolerance and acceptance.

The **Ethics** component explores what heritage and culture mean and how it affects our lives and views of the world. Ethics helps students understand different cultural values and views, which is essential for building working relationships with people from diverse cultures.

The **Acceptance** component teaches how tolerance provides an opportunity to learn from others while respecting and valuing their differences in religious and ethical beliefs.

Pittwater House believes that in order to achieve a well-rounded education, children should be provided with the opportunity to explore more than the fundamentals of numeracy and literacy. Therefore, we offer a comprehensive program within the curriculum and additionally offer students the opportunity to develop their talents beyond the classroom. Pittwater House's broad range of activities and offerings cater for a diverse range of interests and abilities enhancing everyday school life.

## Developing the Mind, Body and Spirit

We encourage our students to open their minds, to aim high in all they do, and to make the most of the opportunities available to them.

At Pittwater House we nurture creativity and provide an environment where students feel comfortable to express their thoughts and abilities. We encourage involvement in clubs: drama, debating, music, arts and participation in co-curricular competitions.



At Pittwater House we also offer a variety of sporting activities and competitive sporting opportunities throughout the year. Unlike many other schools Pittwater House also has the benefit of many 'on-campus facilities' such as a swimming pool, full sized oval, outdoor and indoor courts.

At Pittwater House we offer students a wide selection of co-curricular activities throughout the year.

### Sport – Senior School

AFL	Netball	Surf Education
Baseball	Rugby League	Surf Life Saving
Basketball	Rugby Union	Swimming
Basketball Academy	Running Academy	Tennis
Cricket	Snow Sports	Touch Football
Cross Country	Soccer	Triathlon
Fitness	Soccer Academy	Volleyball
Golf	Softball	Water Polo
Gymnastics	Strength and Conditioning	Swimming
Hockey	Surfing	

### Sport – Junior School

AFL	Modball	Surf Education
Basketball	Netball	Swimming
Basketball Academy	Running Academy	Teeball
Cricket	Snow Sports	Tennis
Cross Country	Soccer	Rugby Union
Golf	Soccer Academy	Water Polo
Gymnastics	Softball	
Hockey	Surfing	

Complementary to these sporting activities Pittwater House competes in the local Peninsula Independent Sporting Association (PISA) competitions in the Junior School. In the Senior School Pittwater House competes in the Peninsula Cup and also the Manly Warringah Basketball Competitions and the Northern Beaches Water Polo Competitions.



## School Sport Pathways

Pittwater House also competes in many sporting areas in the Senior School CDSSA (Combined Districts Schools Sports Association) competitions, which is our Zone level of representation. This is followed by AICES competitions (Association of Independent Co-educational Schools), which is the regional level of representation. This level proceeds to CIS competitions (Combined Independent Schools). CIS select teams to compete at the State All Schools against CHS and CCC.

In the Junior School Pittwater House competes in HICES (Heads of Independent Co Education Schools) which is the regional level of representation. This level proceeds to CIS competitions (Combined Independent Schools). CIS select teams to compete at the State All Schools against CHS and CCC.

## Performing and Creative Arts

Pittwater House offers many opportunities in the Performing and Creative Arts. From the ECC to Year 12, students are exposed to all aspects of the performing and creative arts. These experiences include:

- Kindy to 12 – Music and Dance specialist teachers delivering an inclusive and sequential program
- All students exposed to Visual Arts, with specialist teachers from 3 to 12, Drama, with specialist teachers from 5 to 12 and we offer Photography and Digital Media in 9 and 10.
- Year 3 and Year 4 Instrumental Band Program – With group tuition for all students in Years 3 and 4.



Throughout the year the students at Pittwater House have numerous opportunities to perform and display their works. These opportunities include:

- Junior School Creative Arts Night – Music, Dance, Drama and Visual Art – K to 6
- Junior School Music Festival – Individual Music – K to 6
- Pittwater House Art Prize – Visual Art and Photography and Digital Media – 7 to 12
- Senior Creative Arts Night – Music, Dance, Drama, Visual Art and Photography and Digital Media – 7 to 12
- Higher School Certificate Performance Night – Music, Dance and Drama – 12

Pittwater House prides itself on using students to cover all parts of our shows during performance not only on stage but playing in the Orchestra, running all Staging Elements (Lights, Sound and Backstage) and Front of House.

We offer all students a diverse range of ensembles, some being seasonal, for all of the Performing Arts.

These ensembles include:

- Junior Band (3 to 6)
- Performance Band (6 to 11) and Symphonic Wind Band (7 to 12)
- Fusion Band (7 – 12)
- Orchestra
- Junior String (Beginner String players K to 4)
- String Ensemble (Experienced players 3 to 12)



- Cantabile Singers (2 and 3), Chamber Choir (4, 5 & 6) and Show Choir (7 to 12)
- Stage 1, Stage 2, Stage 3 Eisteddfod Dance Groups
- Stage 3 and 4 Junior Lyrical Dance Group
- Stage 4 Jazz (7 and 8) and Senior Jazz (9 to 12) Senior Contemporary (8 to 12)
- Eisteddfod Dance Groups
- Junior and Senior Guitar Ensemble
- Bass Guitar Ensemble

Pittwater House prides itself in having music at all events throughout the school year. Notable events in the school calendar that encompass the students' talents are:

- House Dinners
- ANZAC Day Services – School and community based
- Remembrance Day
- School Foundation Day Event
- Annual Christmas Carol night
- Mothers' Day Lunch
- Easter Parades
- School Assemblies
- Prize Giving

Looking towards the future, the Pittwater House Creative Arts are always endeavoring to give opportunities to all our students. This will continue with the Years 3 and 4 band program and the continued expansion of our co-curricular program and our ensemble opportunities. We have had a significant rise in students involved in the co-curricular instrumental ensembles. This is due to students continuing their instruments from the Years 3-4 band program and increased enrolments of students into the Secondary School with prior instrumental tuition who join our instrumental music program.

## Cadets

Pittwater House has a long tradition with its Army Cadet Unit. First set up in 1972 as part of the Service Training Unit, it was the first cadet unit in Australia to allow girls to enrol. The cadet program goes far beyond simply providing an avenue for outdoor education. Leadership development and team building are an integral part of the cadet program and this is widely recognized throughout the school and the local community. The unit is run by the students for the students under the supervision of trained Army cadet staff.

This year has been a particularly busy year for the Cadet Unit. It started with the Annual Field Exercise in the holidays in September at Castle Mountain near Wiseman's Creek. Our luck with the weather continued with torrential rain on the afternoon of the fourth day of the camp. The cadets moved into cabins and a very large drying line was strung up in front of a pot-bellied stove to attempt to dry equipment. The leadership team of CUOs, sergeants and corporals in Year 12 worked to keep spirits high and the cadets had a great camp even with the rain.



There was a major change in the way that the Cadet Unit operated. Training moved from every second Tuesday after lunch to every Monday after school. The rank from Years 10 to 12 stepped up to the new challenge of weekly training and the quality of the training has improved dramatically.

Ceremonies of Remembrance were carried out at Manly Dam, RSL Lifecare, Pittwater House, Glenaeon Village, Brookvale Bus Depot, Avalon RSL, Collaroy Beach and Dee Why Beach across the year. Senior cadets involved in these activities trained for many lunch times to attain the standard of drill required. The Cadet year culminated with the Ceremonial Parade and Dining-In Night in early September. The Reviewing Officer this year was the Commanding Officer of Cadets Australia, Brigadier Michael Ashley. He commented numerous times after the parade and during the Dining-In Night on the quality of the drill, dress and bearing of the cadets and he assured the SUO and Year 12 leaders that the Unit was going from strength to strength.

Many of the activities performed as part of cadet training and field activities can directly contribute to the Duke of Edinburgh Awards scheme. Cadets allows many students to excel in ways that differ from the academic focus of the school and has been shown on many occasions to be an introduction for the students to a military career.

### **Duke of Edinburgh Award**

Pittwater House participates in The Duke of Edinburgh Award Scheme: an internationally recognised program designed to help young people maximise their potential. These awards are available to students 14 years and over. There are three award levels and each one requires students to commit to goals that challenges them. This is a voluntary and self-managing program that requires excellent self-discipline and organisation skills and is structured so students can design their own unique program centered on their interests, passions or existing activities.

The Award's goal is personal challenge, service and responsibility, developed through a range of activities in four mandatory areas; physical recreation, skill, service and adventurous journey.

Congratulations to our Gold Awardees one of whom was presented with her medal by the Chair of the Duke Edinburgh International Award, Prince Edward, Earl of Wessex.

## **Theme 12: Parent, Student and Teacher Satisfaction**

Pittwater House is committed to a continuous review and improvement process. Accordingly, parent, student and teacher comments are sought in varied ways throughout the year.

### **12.1 Parent Voice**

All parents are invited to take part in 2 coffee mornings per annum with their year group, and each Form has a representative on the Parent Network Group which is a sub-committee of the Parent's Association and meets termly. Both meeting types are held with the Principal. In addition, there are a significant range of informal opportunities to gather anecdotal information: School sports days, Mothers' Day Lunch, Fathers' Day Breakfast, mornings where parents are invited in to view their children's work, meetings of the Parents' Association monthly and much more. At each event, the Principal ensures she gathers the latest anecdotal data and reports back to teachers and the School Executive. Changes are often made as a consequence of such feedback.

## 12.2 Student Voice

We acknowledge that student satisfaction can be linked to student attendance and retention rates and additionally, gaining their voice gives us important feedback.

Students' voice is gained in ways such as: weekly Prefect Meetings with the Heads of School, selected students speaking at Parent Information Evenings and *ad hoc* opportunities to respond to potential parent's questions on our four times per week School Tours. On these tours, we take time to visit classes and ask parents to pose any question they may have to anyone in the room, such an opportunity elicits an array of candid comments depending on the parent group on Tour.

The students willingly give of their time to host new student groups and to volunteer in many capacities through the community. Our Cadet Corps serves the Veterans of the Northern Beaches at ANZAC Day Services, Vietnam Veterans Day and Remembrance Day services and are frequently called up to support the people of the Beaches in activities of remembrance.

Extracts from the student's voice in the school magazine 'The Pittwaterman':

### Junior School

"Year 1 was the best year because we learnt new things and played games. In Year 1 we learnt tricky new maths skills that challenged us."

"My favourite thing in Year 1 was reading because we learnt how to write more words and we started to know more about the world."

"I have fun at school. I like Art. I like playing with my friends and I like learning." (P1)

"In Science I love looking at different types of heat and conducting investigations." (P3)

"When we did rock climbing on our camp, I faced my fears and made it all the way up. I was really proud of myself and now I'm obsessed with climbing real rocks." (P3)



### Senior School

"This year has been a blast! Year 7 has had countless opportunities available and has let every single girl and boy in the year thrive and feel happy with themselves every second of the day..." (G7)

"This year in C7 we have thoroughly enjoyed every moment. From the camp where we pushed ourselves to the limit and learnt to bond and create new friends, to where we learnt to trust each other in Reach." (C7)

"The Big Brogram was a smash hit with us this year. We think it is integral for our mental health and to understand the thoughts and expressions of our peers. The senior school students were crucial for this becoming fun and important." (G8)

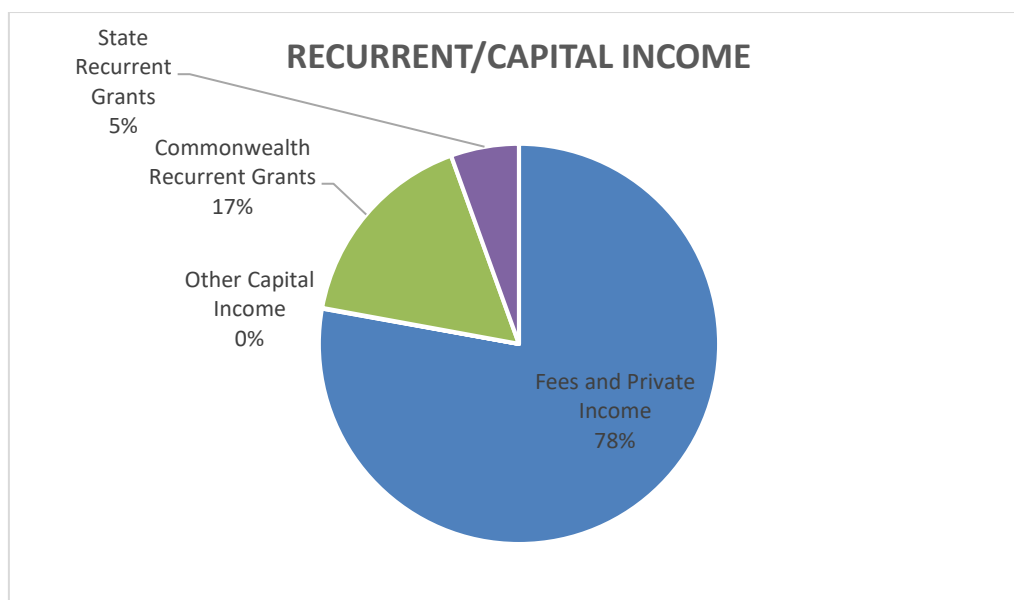
“The points of discussion this year have been around our future academic and career paths: our Form teachers and year coordinator have organised a variety of workshops and empowerment sessions, as well as the workshop that ran early in Term 2. This was an opportunity for us to hear from a diverse range of women about their varying career paths. This was inspiring, encouraging us to consider careers we may want to pursue in our future.” (C10)

“Through the stressful but rewarding academic challenges that we faced this year, the bond and connection between the girls in the College has allowed us to rely on the unshaking support that those around us provided, creating a shared strength that has carried us through the year. The strength of emotion shared by the whole College regarding the closing of this chapter of our lives is a testament to the deep connections that we have made over the last six years. I am extremely grateful to have been included in such an amazing group of girls, as they have played an enormous role in helping me and all of the College develop into the young women we are today.” (C12)

### 12.3 Teacher Voice

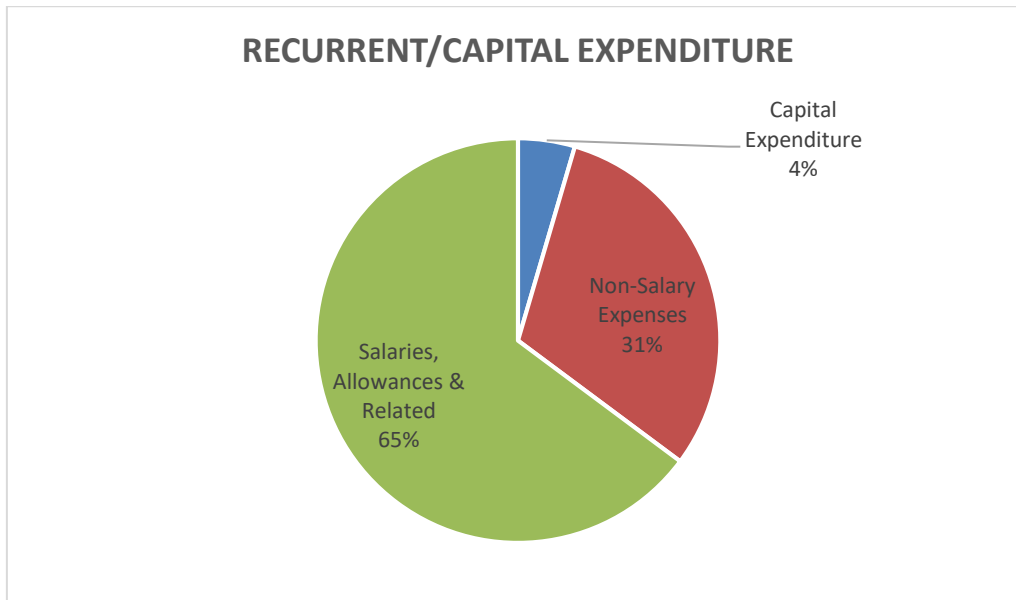
The level of Teacher satisfaction is gained through a rotating group of 8-10 staff who come from both the Teaching and Business Services staff and who meet each Term with the Principal. This forum provides both specific feedback across all employees and a more holistic response to areas which the Staff Improvement Working Party feel may benefit the working conditions and general culture of the Campus. The goodwill of Staff in coming to these meetings and the range of feedback suggests a level of enthusiasm toward making our School better for their engagement.

## Theme 13: Summary Financial Information



### Income Summary

Whole of school	
Fees and Private Income	19,167,095.24
Other Capital Income	11,966.31
Commonwealth Recurrent Grants	4,090,781.16
State Recurrent Grants	1,356,956.12



#### Expense Summary

Whole of school	
Capital Expenditure	1,131,146.11
Non-Salary Expenses	7,630,101.52
Salaries, Allowances and Related	16,140,380.19

## Theme 14: Publication Requirements

As well as being available online, a hard copy of this report can be made available on request from the school.

Pittwater House School is required to publish an Annual Report on or prior to the 9<sup>th</sup> of October in the year following the reporting year. Pittwater House has set up a reporting policy and a series of compliance tasks to ensure that key obligations under the NSW Registration Manual are managed effectively.

The Annual Report is co-ordinated by the Principal with the Deputy Principal taking responsibility for the collection, analysis and storage of performance data and the Business Manager taking responsibility for the collection, analysis and storage of financial data.

Additional information will be made available to the Minister on request by contacting the Principal or the Deputy Principal.