



Pittwater House

# Pittwater House

## Annual Report 2021



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# Theme 1: A Message from Key School Bodies

## 1.1 Message from the School Board

*Including extract from the Chairman of the Board message in the 2021 School Magazine*



The impact of COVID on our school community has been significant yet as a Board of Directors we have been delighted at the swift transition to Remote Learning once again, and the level of appreciation families have for the policies and processes implemented to ensure this seamless approach. In all decisions, we have been guided by NSW Health, who continue to provide a pathway in the preparation of COVID safe practices for the return of face-to-face learning, being ever mindful of the impact, and varying degrees of trauma, experienced by students: locally, nationally and globally. Never has children's mental health been so widely discussed.

For the Board of Governors, our year has been punctuated by the preparatory work for the Master Plan. The first project, the kiss and drop facility, responds to our constant concern for student safety. And with the additional works to both the South and West Wings providing much needed wide walkways, opportunities for outdoor learning and a fresh exterior, the whole Campus will give an outstanding amenity for our School, with an enrolment that now surpasses 900 students. Our purchase of 74 South Creek Road will provide further opportunities for development in the future with its interim use providing the opportunity to relocate services that then give us the ability to enlarge our Junior School classrooms. Even through the lengthy period of lockdown, improvements of our Campus have taken place and will offer both students and families superior amenity upon their return.

In addition to our ongoing corporate responsibilities, the year has seen the appointment of a further Board Member, Alumna, Monique Macri who attended Pittwater House for the duration of her primary and secondary schooling, being recognised as College Head Prefect in her graduating year. With her e-commerce, digital marketing and customer relationship management focus, Monique provides a further dimension to our Board discussions. When one door opens another closes, our Company Secretary and Business Manager since 2011, Lynn Phelan will be relinquishing her role at year's end. Lynn's impact has been profound given the pivotal role she has had in the understanding and oversight of some many areas of operation. Lynn brings both wisdom and wit to her work each day and Pittwater House in 2021 is the strong and vibrant place we know it to be thanks to the role Lynn has played in our exciting journey.

At year's end, my hope is for our families to gather for Christmas with open borders and a positive sense for all that lies ahead for Pittwater House in 2022.

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

## 1.2 Message from the School Principal

*Extract from the 2021 School Magazine*



Reflecting on the past twelve months is like a roller-coaster. So, let me begin at the top of the big dipper.

The cause for celebration is widespread in this our 60th birthday year. We were feeling buoyant through Term 4 2020, with energy restored and seeking to finish the year strongly, knowing we had achieved a commendable feat having conquered remote learning 1.0. The changed format for Prize Giving in Stage or Year Levels allowed a greater student input and engagement, and the future looked rosy for our newly inducted Student Leadership team as they navigated their first term of HSC studies whilst seeking to make their mark with new ideas and practices.

Having successfully ridden the wave of the Northern Beaches Christmas lockdown, spirits were high as we set sail for a new academic year. With a very large new cohort of students ready to start their Pittwater House journey, how much we had to look forward to, and how many wonderful opportunities have arisen through the first Semester. These enriching experiences have allowed our leaders both in the secondary and junior schools, to find their voice and encourage their peers to increasingly find theirs. There was a good mix of the tested and tried approaches to student engagement along with new ideas being canvassed and finding significant support across our School. Student voice is so important to us in our quest to educate the whole person and thus when students come forward to staff with ideas and plans, we try to navigate through the challenges to allow these thoughts to flourish. Among those taking shape were the online Student Newspaper, the College Film Night, the whole of Grammar Swim in support of Head Above Water, and the significant support from our charity collection for the Wayside Chapel. When these secondary ideas are added to the Junior School initiatives such as the RSL Aged Care artwork presentations and the P6 random acts of kindness throughout the School, progress has clearly been made. In each of these areas of service and despite the challenges that COVID safe restrictions place, the students have been inspired to live out their School Motto of *Semper Diligens*.

A significant development for our School will occur this year as our long-awaited Master Plan begins its journey to fruition. During our Masterplan preparations, it became apparent that the house at 74 South Creek Road would be an ideal purchase. Fortuitously, it came on to the market and we were delighted to make the purchase, albeit much sooner than anticipated. The house will form part of the longer-term Masterplan activities.

Any ride on a big dipper has highs and lows... and Remote Learning 2.0 has tested the resolve of our wonderful community. Whilst not undermining the extraordinary challenge everyone has encountered since the late June lockdown, I continue to be comforted by the way our school family has responded to the depth of challenge, a time with no apparent end, as we grapple with the stubborn number of daily cases and a vaccination rate still below one that will hopefully allow freedoms to be granted. Thus, the way our students and Staff have responded to their learning and the extent of gratitude shown to all Staff, keeps me focused on the multitude of issues that require new and creative responses. None of us has experience of living and working through a pandemic. For this achievement, I must extend my unreserved thanks to our Deputy Principal, Mr Walmsley for his daily oversight of our school, ensuring the smooth operation expected from Pittwater House, to prevail. In these times, a strict adherence to Government directives and Health orders has meant constant attention to the often conflicting and confusing and changing advice from which we must make policy and procedure workable. Our Workplace Health and Safety Committee have driven this in consultation with the Executive team. I thank them all. There remain so many images of this



phase of our School History: Mrs Achurch taking care of the small group of children of essential workers who came on site each day for their learning; the forlorn oval, devoid of students throughout the day, the silence as we walked around a campus normally brimming with live and vitality, the screens into which we peered for hours on end as we worked magic to provide a sense of normality at a time when nothing was normal.

However, we all live for the time when the big dipper once more rises to its dizzying heights, and we welcome everyone back on campus to resume our lives in the way we know best. My thoughts have been constantly with all our families, and our Staff throughout this period.

This year marks the departure of significant members of our Staff. Known affectionately as The Rev, Reverend Butterworth has been a member of Staff since 1965. I doubt in the history of independent schooling nationwide, that few would surpass such length of service. Initially a humanities teacher before undertaking his religious training, the Rev has covered many roles over the years.

Generations of students will recall their interactions with The Rev when they gather in the years to come. We wish The Rev every happiness at his country property, interacting with the folk who are a treasured part of his life's work, at Pittwater House or in the wider community. We wish you every happiness Rev and our grateful thanks for all you have meant to our school family. The name Butterworth will live on, given that our current House Names: Butterworth, Morgan and Orrock came into being in 2009.

This year too marks the departure of Ms Lorna Probst. Ms Probst joined Pittwater House in 2012 as Head of the Girls College, bringing to us a vast toolkit of knowledge and understanding in her work with girls over the years. In the time with us, Ms Probst has been key to so many of the achievements in the College. Known for her extraordinary focus on pastoral care and the wellbeing of girls, the pastoral program has been written and constantly modified by Ms Probst as new issues and challenges have surfaced. Constant connection with the girls and their families has seen Ms Probst meeting, phoning, and messaging families at all hours of the day, ensuring their safety, and working in team on their self-esteem and happiness.

Ms Probst has made an enormous contribution to the way the Girls' College has prospered and we all join in extending our praise and gratitude for the legacy she has created.

In this our 60th birthday celebratory year, I thank all our community for your commitment through the enormous challenges we have faced. Your steadfast support, public gratitude and belief in use to deliver a program of depth, challenge and lifelong worth to your children, has made this year one that will be long remembered.

**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 usually done by organising numerous social events during the year and providing a crucial service to the School via 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 early in Term 1 where all parents and guardians were invited to attend via Zoom.

In 2021 the PHPA planned to host several events to facilitate our objectives which included:

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

And this is where a review of the PHPA's activities in 2021 concludes! With the exception of the Mother's Day Lunch which was held off-site, COVID restrictions prevented these social activities from taking place. It was nevertheless important to maintain a sense of community via several open air meetings or Zoom sessions allowing Network Parents to hear from the Principal, Dr Hillier, who gave updates on remote learning and back to school adjustments.

The PHPA truly appreciates all the effort and hard work of everyone in their particular focus through such a difficult year and are looking forward to the resumption of as many events as possible in 2022.

Kate Parsons and Sheridan Millward  
Co Presidents, Pittwater House Parents' Association

### 1.4 Message from the Head Prefects

*Extract from the 2021 School Magazine*

What a crazy year we have had together, full of some incredible and unexpected events.

I am honoured and very grateful to have been selected to be your College Head Prefect throughout Term 4 of 2020 and Terms 1 to 3 2021.

Despite the given circumstances, I am so proud of each and every one of us, for the way we have handled our schooling when on campus or online.

Although a lot did not go to plan, we have formed some amazing memories and I have been so encouraged by the growth and development our School community has shown over the year.

We have been fortunate to be able to partake in both our Swimming and Athletics Carnivals, support a wide range of charities (with great success at that), and enjoy a few formal assemblies as an entire school.

I am so delighted with the initiative and engagement demonstrated by the College in the newly introduced College Union Program (CUP). I have really enjoyed watching us girls, in all Year groups, open-up and form new connections from all over the school. I have recognised a sense of comfortability that has been shaped by the activities performed in these sessions. What a wonderful outcome!

When appointed as Head Girl at the end of 2020, I set myself a range of goals designed to support not only the College but the School as a whole. I wanted the students to feel they always had somebody they felt comfortable talking to, whether that was asking a simple question, for advice, or just seeing a friendly face!

Although my time at Pittwater House is coming to an end, I want all students to know I will continue to be this person, so feel free to always reach out to me, or get in contact.

Thank you all again for such an amazing opportunity, and a fabulous year!

Mali Jenkins, College Head Prefect

As Head Prefect for the Grammar School in 2021, I have been given the opportunity to work alongside the rest of the prefect team as well as the Year 12 cohort to ensure the school environment is a safe and supportive space.

Despite the challenges that COVID-19 has placed on Term 3, the resilience and perseverance of the Pittwater House community has been extremely commendable particularly through the seamless transition into online learning.

I would like to thank all the teachers and members of staff for their ongoing commitment to our education and the continuous support available.

The prefect team in 2021 achieved great success through fundraising by supporting Head Above Water, Wayside Chapel, Barnardos, The Smith Family and The Food Bank.

These actions have highlighted the supportive nature of those within our school community to assist those in need. I would like to thank everybody who helped with all aspects of these fundraisers, as I know our efforts were greatly appreciated by the charities.

I would like to thank Dr Hillier, Mr Walmsley, Mrs Murray, Mr Heath and Ms Probst for their guidance and assistance to the school community through this challenging year, ensuring that every student still makes the most out of every opportunity they are given.

It has been an honour being Head Prefect of the Grammar School in 2021, participating in experiences that will be utilised in my life post-school. I look forward to seeing Pittwater House continue to thrive and achieve great success in the future.

Nicholas Hawkins, Head Prefect Grammar

## Theme 2: Contextual Information about the School

### 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 some 905 students, 487 boys and 418 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 to Year 6) and the Junior Boys' Preparatory School (Kindergarten to Year 6)
- The Girls' College - Years 7 to 12
- The Boys' Grammar School - Years 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)  
Mr David Heath (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 2021 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 February 2010 to present
Mr Rhett D Tregunna	Non-Executive Director	7 June 2011 to present
Ms Tracey L Spicer	Non-Executive Director	8 February 2016 to present
Mrs Connie Pople	Non-Executive Director	25 February 2020 to present
Ms Monique Macri	Non-Executive Director	16 February 2021 to present
Dr Nancy Hillier	Executive Director	26 October 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.

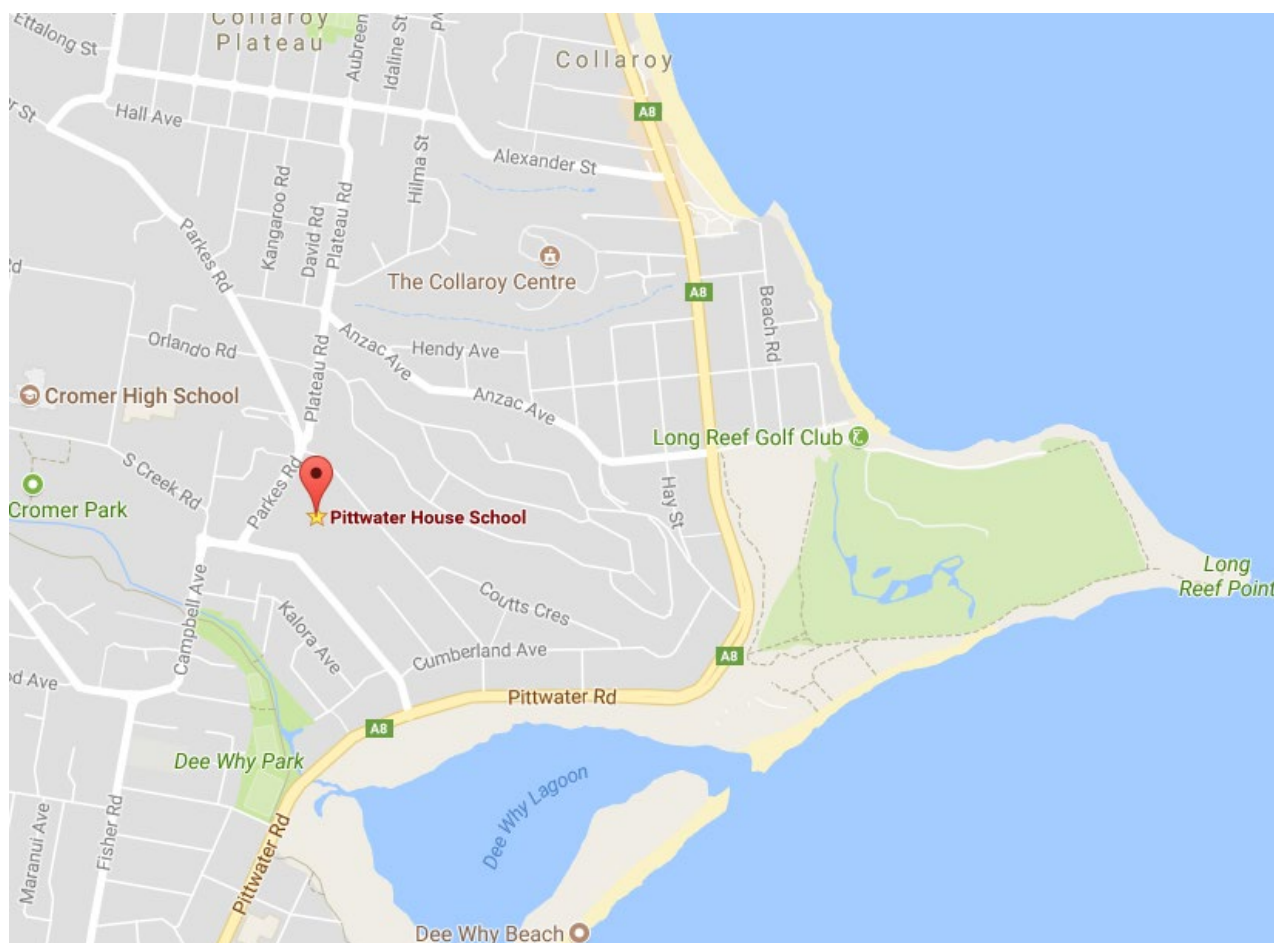


### Community

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: <https://www.pittwaterhouse.com.au> on the MySchool website at: <http://www.myschool.edu.au/50500>

## Theme 3: Student Outcomes in the Higher School Certificate

Above all, at Pittwater House our education program is focussed on preparing students for their future. Scholastic achievement in the form of an ATAR is but one important milestone on this journey and 90% of our Class of 2021 students received pre-HSC offers to their first choice of university. Some highlights in our results were:

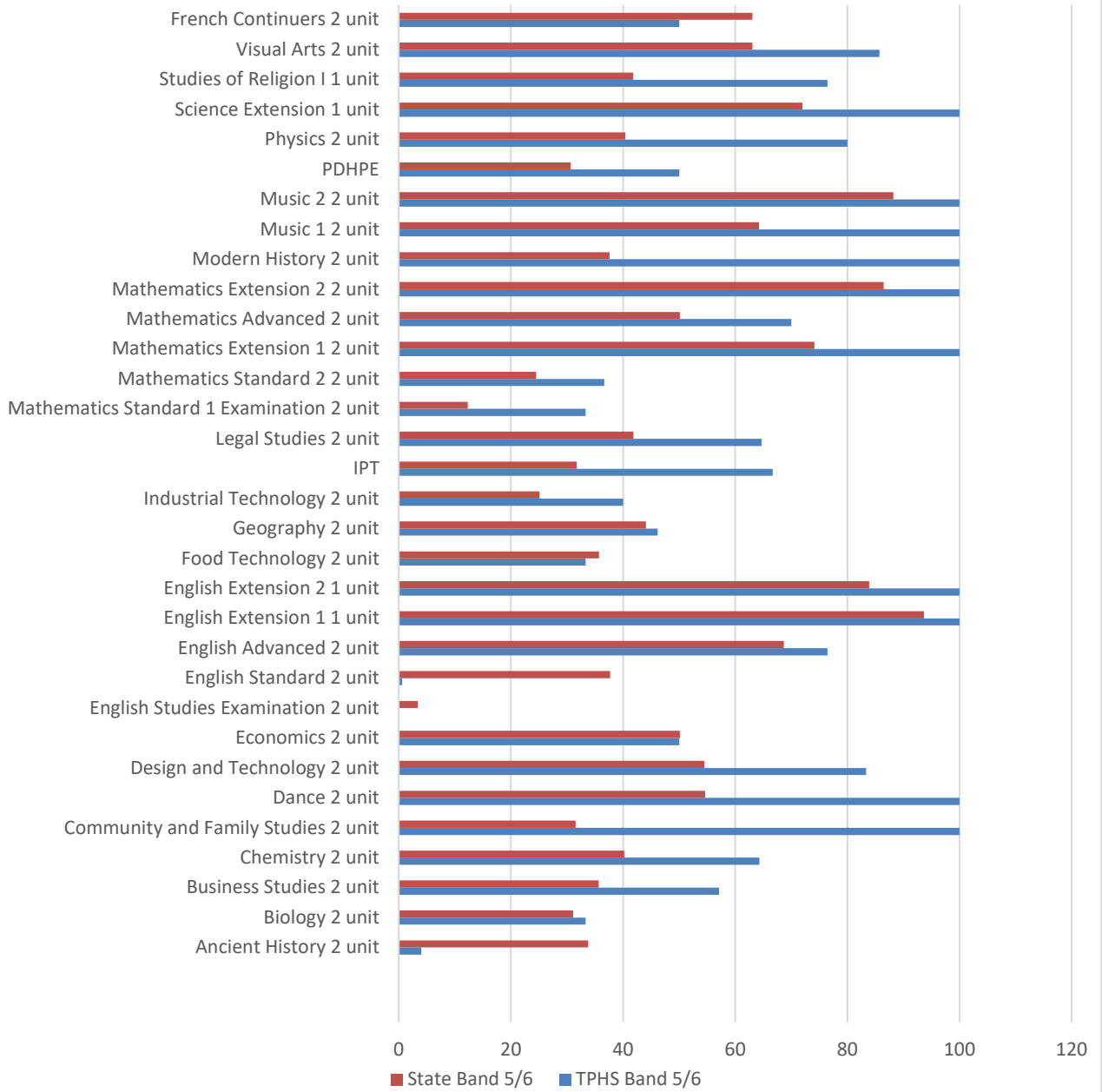
### 3.1 A Comparison over time of Pittwater House HSC performance to state-wide performance

A comparison of Pittwater House HSC Examination performance with statewide performance over 2018 to 2021	School Mean 2021	State Mean 2021	School Mean 2020	State Mean 2020	School Mean 2019	State Mean 2019	School Mean 2018	State Mean 2018
Ancient History	81.60	71.06	80.90	72.10	76.20	72.62	82.05	72.76
Biology	75.68	73.38	81.53	72.39	83.97	71.93	73.1	74.09
Business Studies	80.17	73.32	77.95	71.99	77.72	72.18	79.22	73.62
Chemistry	81.66	74.37	83.52	75.52	75.23	75.38	76.2	74.82
Community and Family Studies	85.70	74.28						
Dance	87.00	79.42	86.80	79.71	88.45	78.44	84.6	78.89
Design and Technology	84.47	79.11	82.24	78.54	77.40	77.82	-	-
Drama	-	-	-	-	80.80	78.31	80.04	77.71
Earth and Environmental Science	-	-	-	-	82.20	72.52	76.49	74.31
Economics	79.13	77.66	79.01	77.02	81.63	77.34	81.48	76.25
English Standard 2	75.6	70.47	74.63	69.93	71.94	69.16	73.59	68.66
English Advanced	83.57	81.92	83.86	81.33	83.93	80.73	80.69	80.6
English (EAL/D)	-	-	73.20	70.27	70.60	70.73	76.47	70.56
English Extension 1 (scored out of 50)	44.6	42.07	40.60	41.66	42.42	41.68	40.2	42.08
English Extension 2 (scored out of 50)	43.5	39.56	33.53	39.43	34.07	39.14	80.06	74.71
English Studies Examination 2 unit	64	55.87	64.35	50.06	-	-	-	-
Food Technology	80.27	73.36	-	-	80.03	73.84	-	-
Geography	79.02	75.75	77.60	74.45	73.27	74.66	76.83	68.01
Industrial Technology – Multimedia	75.88	69.42	80.60	69.45	76.83	68.69	74.03	73.28



<b>A comparison of Pittwater House HSC Examination performance with statewide performance over 2018 to 2021</b>	<b>School Mean 2021</b>	<b>State Mean 2021</b>	<b>School Mean 2020</b>	<b>State Mean 2020</b>	<b>School Mean 2019</b>	<b>State Mean 2019</b>	<b>School Mean 2018</b>	<b>State Mean 2018</b>
Information Processes and Technology	81.28	70.97	71.88	70.97	80.04	72.46	-	-
Legal Studies	81.59	74.72	80.47	74.97	76.11	73.66	82	75.05
Investigating Science	-	-	73.38	70.79	-	-	-	-
Mathematics Standard 1	71.47	69.46	-	-	73.18	69.84	-	-
Mathematics Standard 2 (note prior to 2019 it was General Mathematics)	76.46	69.15	75.57	68.40	79.35	70.68	77.44	69.92
Mathematics Advanced	84.26	78.41	83.43	79.20	86.25	78.01	71.23	78.2
Mathematics Ext. 1	83.74	78.21	81.88	78.49	87.97	79.98	77.6	79.29
Mathematics Ext. 2	85.35	83.07	84.74	81.46	83.09	81.59	79.68	81.36
Modern History	83.48	72.85	77.51	72.53	80.49	73.44	80.88	73.88
History Extension 1	-	-	39.04	38.36	39.60	38.92	34.17	38.85
Music 1	89.60	81.34	84.30	81.56	80.12	81.85	NA	NA
Music 2	89.00	87.57	81.28	87.03	83.95	87.67	78.95	87.55
Music Extension 1 (scored out of 50)	-	-	38.24	45.10	44.53	44.98	32.7	44.78
PDHPE	78.18	72.19	81.07	72.46	77.73	72.57	82.63	72.29
Physics	83.42	75.34	79.26	73.99	77.78	73.20	75.85	73.18
Software Design and Development	-	-	-	-	87.73	75.22	NA	NA
Science Extension 1	37.15	37.05	40.83	37.04	-	-	-	-
Studies of Religion 1 Unit	40.74	37.38	39.23	37.69	38.37	38.24	38.95	37.03
Visual Arts	85.94	80.99	84.44	81.02	84.09	80.77	82.54	79.8
French Continuers	76	82.05	67.33	81.92	76.90	82.29	76.9	81.75

### Pittwater House vs State - Top two Bands Per Subject 2021



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

## Theme 4: Senior School Outcomes

### 4.1 Record of School Achievement (RoSA)

The formal record of school achievement credential was awarded by NESA to 5 students in 2021.

No 2021 Year 12 students undertook a VET course as part of their HSC pattern of study.

Year 12 Students attaining Year 12 certificate or equivalent VET qualification

Year 12	Qualifications/Certificate	Percentage of Students
2021	HSC	100%
2021	AQF Certificate III or above	0%

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

### 5.1 Professional Learning

In 2021, the school continued its focus on Student Agency. Despite the disruption of the pandemic, the school continued its association with the Association of Independent Schools (AIS) in the research-based teaching and learning framework known as Deep Learning. The majority of whole-school professional learning, albeit interrupted by COVID, was aimed at teachers developing the design principles of the framework, to establish modules for implementation into their existing teaching and learning programs.

Professional Learning during lockdown due to the COVID-19 Pandemic led to a remote learning environment. All off-site professional learning was initially paused or shifted to online adaptations where possible. During lockdown, the focus for the school shifted to a range of school-run sessions to upskill support teachers in the tools and processes required to power effective remote learning. In addition to external online professional development, staff were offered a suite of online modules to enhance and support agile learning.

In addition, teaching staff attended the following professional learning activities throughout 2021:

Professional Learning Activities	Number of Staff Participating
<b>Deep Learning</b>	All
<b>Dr Ruth Phillips</b> – Conceptual Programming	20
<b>Key Learning Area Specific Courses</b> – a variety of courses and conferences related to specific teaching areas	18
<b>Virtual and Remote Learning</b>	10
<b>Curriculum Framework</b> – investigation of a range of curriculum frameworks and courses related to the school’s Student Agency focus	16
<b>Literacy and Numeracy</b> – a range of Literacy and Numeracy Workshops	4

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	4
<b>Network Meetings and Conferences</b> – a range of network and subject related meetings including IPSHA Group Meetings (Art, Learning Support, Gifted) as well as Careers and Accreditation Network meetings	6
<b>Wellbeing/Pastoral</b> – a range of wellbeing conferences and courses addressing school priorities, including courses addressing mental health	8
<b>Gifted and Talented</b>	1
<b>Accreditation</b> – AIS Experienced Teacher workshops	3
<b>Compliance</b> – All teachers completed AIS online modules eg: workplace safety and compliance - All teachers completed either First Aid or CPR qualifications	All
<b>Leadership</b> – Leading from the Middle	17

## 5.2 Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	3
Proficient Teacher	96
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	100

## 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	100
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 2021	
Teaching Staff	105
Full-time equivalent teaching staff	97.7
Non-teaching staff	61
Full time equivalent non-teaching staff	52.2

## 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 down due to COVID lockdowns.

2021 Attendance Rates	
Year Level	Attendance Percentage
Kindergarten	98.4%
1	92.3%
2	90.5%
3	95.7%
4	91.5%
5	91.3%
6	90.5%
7	88.3%
8	88.3%
9	85.9%
10	89.2%
11	89.4%
12	88.6%

## 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.

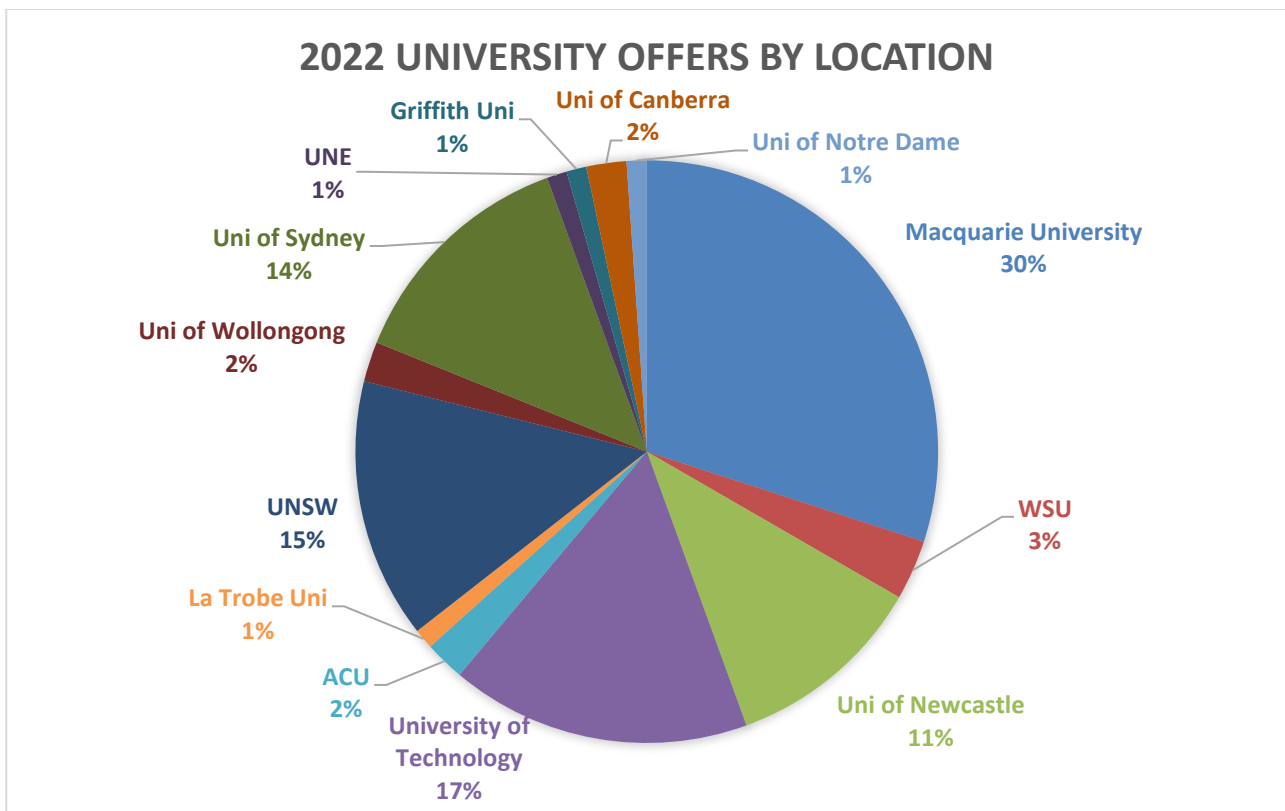
Pittwater House takes daily attendance from the Period 1 roll and identifies unexplained absences. We notify parents with a daily SMS alert and email and follow-up with a reminder at 5 days. The school reviews attendance on a fortnightly basis to monitor reasons for leave and exemptions. Daily and weekly 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

At the end of 2019 school year 22 students left the Year 10 cohort to complete their school in other schools and did not continue into Year 11 at Pittwater House School:

## 7.4 Post School Destinations

The 2021 Higher School Certificate graduates were extremely successful with their university offers. Over 90% had received a university early offer prior to sitting their first HSC examination. The Majority of the Pittwater House students choose to go onto further university study. The following tables outline the offers made by Tertiary institutions for 2022 and the locations our students will undertake their study.





## 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 Educational Leader of the ECC or 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: School Policies

### 9.1 Student Wellbeing

Policy Summary	Changes in 2021	Access to Full Text
<p>Pittwater House Student Pastoral 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 Pastoral Care Program Yrs7-12; helps students stay connected to peers, their family and the school community. It also aims to ensure students are empowered to make decisions that have significant impact on their life, while encouraging the students to respect themselves and others.</li> <li>• Student Leadership programs; formal and informal leadership including Prefects, SRC, the Army Cadet ranking officers, College Union Groups and the Big Bros.</li> </ul>	<p>Development of a draft Pastoral Care handbook that will replace a suite of policies relating to student wellbeing by 2023.</p> <p>This document will include a student code of conduct, behaviour justice schema and relevant policies relating to access of the pastoral care staff.</p>	<p>The full text of the school’s student pastoral 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>

## 9.2 Bullying Prevention

Policy Summary	Changes in 2021	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>Development of a draft Pastoral Care handbook that includes a safe school policy that will replace the bullying prevention policy by 2023.</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 2021	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>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>Development of a draft Pastoral Care handbook that includes a behaviour justice schema that will replace the student discipline policy by 2023.</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>

## 9.4 Reporting Complaints and Resolving Grievances

Policy Summary	Changes in 2021	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>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.</p>	No updates	The full text of the Complaints and Grievance Resolution Policy can be accessed on the school website and by request from the Principal.

## 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 2021 Priorities

Areas	Priorities for 2021	Achieved in 2021
Teaching and Learning	<p>Continue Deep Learning Framework rollout:</p> <ul style="list-style-type: none"> <li>• Increase teacher confidence in designing opportunities for students to develop the Character Competency</li> <li>• Develop teacher understanding of the other 5 Competencies</li> <li>• Support teachers to design Deep Learning units of work to increase student agency and engagement</li> </ul>	Ongoing

Areas	Priorities for 2021	Achieved in 2021
	<ul style="list-style-type: none"> <li>• Support teachers to measure impact of this approach on student engagement and learning</li> <li>• Increase visibility of Deep Learning in the school</li> <li>• Communicate the goals of Deep Learning with parents</li> </ul> <p>Consider the impact of Deep Learning in other areas of school processes and culture</p>	
	<p>Designing quality teaching and learning experiences in the Junior School:</p> <p>Engagement of expert in differentiation and concept-based programming, Dr Ruth Phillips to work with all teachers in the Junior School</p>	Ongoing
	Review academic reporting and markbook templates in Semester 2, after the rollout of new school administration platform.	Completed
	Review our NCCD practices to ensure further collaboration, record keeping and meeting of student needs.	Ongoing
	K-2 Discover Hub	Completed
Welfare	Social and Emotional Development – looking to achieve this via our partnership with The Resilience Project, specific year level pastoral programs and Tomorrow Man/Woman.	Ongoing
	Connection – looking to maintain connection for the student to their family, peers and school community via our Time & Space Program, specific year level pastoral programs, the Cocurricular and Outdoor Education Program and our Year 7 transition programs.	Ongoing
	Cyber Awareness – Achieved through our partnership with the YSafety Group.	Ongoing
	Drug and Alcohol Education – Achieved through both our PDHPE department and our partnership with Independent Drug Education Australia.	Ongoing
	Increase our school counselling resources through the employment of a full-time counselling coordinator and additional part-time counsellor.	Completed
	K-6 looking to introduce The Brave Program and the Secret Agents Society	Ongoing
	K-6 embed further Bounce Back and UR Strong Friendology programs with specific intensive intervention for some students	Ongoing

Areas	Priorities for 2021	Achieved in 2021
Facilities and Resources	Install new pool heaters	Complete
	Retile swimming pool	Incomplete
	Refurbish existing School building to become new uniform shop	Complete
	Completely renovate and fit out 6 new Junior School classrooms	Complete
	Renovate and refit Secondary School art room	Complete
	Roll out Apple TV across campus	Ongoing
	Implement new whole of school administration system	Ongoing
	Replacement of Teacher devices	Ongoing
	Build parent portal	Complete
	Scope and design automated document management system	Complete
Implement new backup system	Ongoing	

## 10.2 Priorities Set for 2022

Areas	Priorities for 2022
Teaching and Learning	Continue with the implementation of the Deep Learning framework across the school.
	Streamline and clarify the procedures around NCCD evidence collection
	Ongoing emphasis on literacy skills development K-12 – working towards whole school literacy plan
	Ongoing emphasis on numeracy skills development K-12
	Plan and implement new K-2 Syllabus and commencement of Year 3-6 planning and implementation
Welfare	Student wellbeing survey to seek feedback on current state of student wellbeing and to give direction for our pastoral care program.
	Positive reinforcement HEROIC Award system to recognise and reward positive student behaviour linked to our core values.
	IT Filtering – introduction of Assure Saasyan product to replace family zone in monitoring students of concern and online behaviour.
	Behaviour schema – refinement of the behaviour justice schema for equity in student behaviour.



Areas	Priorities for 2022
	Change in structure of our pastoral care model to mirror our twin schooling model – stage coordinators 7-10 and year coordinators 11-12.
	Positive Behaviour Management System introduced to K-2. This system encourages students to reflect on their actions and gives them an opportunity to reset positive behaviour. Mirroring the model of the Years 3- 6.
Facilities and Resources	Roll out of Apple TV to continue
	Ongoing upgrade of interactive whiteboards to LCD Smart Screens
	Ongoing implementation of TASS school administration portal
	Replacement of stage lighting in Creative Arts Centre
	Upgrade of Hall sound system
	Building refurbishment and commencement of construction of building balconies
	Construction of new “Kiss and Drop” zone
	Replacement of Senior school classroom furniture
	Refurbishment and refurnish Senior Common rooms and Learning spaces
	Upgrade 2 classrooms to Science Labs
	Reconfigured Junior School classroom
	Refurbishment of corridor space in West Wing
	Renewal of all Campus signage, directional and buildings
Creation of a office/breakout space for Counselling team and Learning Support	

## 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 10 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 provide 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, Inclusive Learning Staff and Year/Stage Coordinators 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 pastoral care 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



The Pastoral sessions in the Junior School are based on the UR Strong Program, Friendology. This program addresses teaching children how to develop and maintain healthy friendships and how to manage conflict in a positive way. These essential social skills are key to creating kind, happy children who have a tool kit to use to prevent bullying and exist in a safe and caring learning environment. The students use a common language that is explicitly taught in their pastoral time and utilised on the playground and in class. In addition to 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.

#### Intensive/Small Group Programs

At Pittwater House Junior School, we understand that many students will require extra support and intervention at various times throughout their primary school journey. We provide specific and intensive intervention for students who may require support with the social skills or managing their worries.

- **Cool Kids Club** - The Cool Kids Program is a world-renowned skills-based program that teaches children (including teenagers) and their parent(s) how to better manage anxiety.
- **The Brave Program** - is an online program supporting childhood and adolescent anxiety. BRAVE is based on **cognitive behavioural therapy** (CBT), the most effective method for overcoming anxiety in children and teenagers.
- **Secret Agents Society** - Pittwater House is using SAS to help guide the writing and implementation of individual learning plans – clear goals, child motivation, strategies and resources to support many students. This breakthrough social skills approach is used with 8 to 12-year-old children with a range of social and emotional challenges.

### **Inter-House Challenges**

Whereas one might associate House challenges to be related to sporting competitions, the Heads of House have 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.

The World Challenge Program did not take place in 2021 due to COVID19 restrictions. Plans underway for 2022 and an Australian based immersion experience for students in Years 9-11.

### **Pastoral Care Program - 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. We also want to ensure we give students the resilience to cope in our everchanging world.

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.
- Resilience

### **Pastoral Care Program - 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
- Resilience

### **Pastoral Care Program - 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 their role and responsibility in the School community and wider community. Again, resilience is an important tool for all our students.

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.

Combining with the PDHPE Faculty, 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 Program - Year 10/11/12 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, consent, gender stereotypes and drugs and alcohol.

### **The College Union Groups and Big Bros Program**

These ground-breaking 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 challenges 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, a sense of connection and vertical integration.

### **Leadership**

We believe every one of our students can become a great leader. Students are provided with both formal and informal leadership opportunities including SRC, Senior Prefect group, co-curricular leadership and year level specific programs.



## Student Representative Council

The Student Representative Council is very important in allowing all students a voice and offers an opportunity for students to lead their peers. This student-led group meet throughout each term to discuss initiatives and issues that are relevant to the student body. The SRC is led by current prefects and each year group within the Senior School from both College and Grammar School.



Pittwater House believes that in order to achieve a well-rounded education, students 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	Gymnastics	Strength and Conditioning
Athletics Academy	Hockey	Surf Education
Baseball	Netball	Surf Life Saving
Basketball	Rugby League	Swimming
Basketball Academy	Rugby Union	Tennis
Cricket	Snow Sports	Touch Football
Cross Country	Soccer	Triathlon
Fitness	Soccer Academy	Volleyball
Golf	Softball	Water Polo



## Sport – Junior School

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

## Performing Arts

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

- Kindergarten to Year 12 – Music and Dance specialist teachers delivering an inclusive and sequential program
- All students exposed to Drama, with specialist teachers from Years 5 to 12
- 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 Performing Arts Night – Dance, Drama and Music – Kindergarten to Year 6
- Music Festival – Individual Music – Kindergarten to Year 12
- Senior Performing Arts Night – Dance, Drama and Music – Years 7 to 12
- Higher School Certificate Performance Night – Dance and Music

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)
- Big Band (7 to 12)
- Junior String (Beginner String players K to 4)
- String Ensemble (Experienced players 3 to 12)
- Cantabile Singers (2 and 3), Vocal Ensemble (4, 5 and 6) and Show Choir (7 to 12)
- Stage 1, Stage 2, Stage 3 Eisteddfod Dance Groups
- Junior Lyrical Dance Group
- Stage 4 Jazz (7 and 8) and Senior Contemporary (8 to 12)
- 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:

- ANZAC Day Services – School and community based
- Remembrance Day
- School Foundation Day Event
- Mothers' Day Lunch
- Easter Parades
- School Assemblies
- Prize Giving

Looking towards the future, the Pittwater House Performing Arts are always endeavouring 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 and 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 busy year for the Cadet Unit. Due to the ongoing Covid-19 situation in Australia training was disrupted on numerous occasions. The Unit was able to conduct a three-day Training Bivouac during the April school holiday period but the Annual Field Exercise to be held in September was cancelled. Training continued with some online components during the third term but this was of a limited format. Due to the lockdown, the Unit was unable to conduct a formal Ceremonial Parade and Dining-In Night to farewell the outgoing senior leadership. The change-over in cadet leadership occurred without any problems in early October and planning for the new year's program continued seamlessly.

Ceremonies of Remembrance in the Community for ANZAC Day were able to be conducted in conjunction with the Manly Dam War Memorial Trust, Avalon Beach RSL Sub-Branch and Collaroy RSL Sub-Branch. Remembrance Day events were unfortunately cancelled due to concerns about the transmission of Covid-19 between the cadets and older members of the community. A major milestone was the attendance of six of the senior cadets at the Adventure Training Award held at Holsworthy Barracks. All six of the candidates were successful in gaining the ATA award.

Many of the activities performed as part of cadet training and field activities can directly contribute to the Duke of Edinburgh Awards scheme. Many tertiary institutions and employer groups are becoming more aware of the leadership opportunities that are part of the progression of the training in cadets and a number of the senior cadets have had early entry into university courses assisted by their involvement in the Cadet Unit at the school. Cadets allows many students to excel in ways that differ from the academic focus of the School and this 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.

## **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. The lengthy period of lockdown created challenges for the depth of feedback achieved.

### **12.1 Parent Voice**

All new families received a phone call from a member of the Executive. These opportunities complemented the range of opportunities for engagement with teachers.

From this Junior School families reported their children were experiencing a high level of engagement academically and with the cocurricular opportunities being particularly well received.

Teachers were universally praised for their engagement and challenge. The transition was seamless and often note was made of the Network Parents as a great source of information and welcome. Communication was praised for its breadth.

Secondary school families were more mixed in their sense of happiness, generally due to the huge challenge from expectations at local primary schools to that of Pittwater House. All students were availing themselves of either cocurricular sport or performing arts, or both. Other secondary students were reported as having a seamless transition and were loving the academic challenges. The culture of the School was frequently mentioned.

The Principal convened through zoom, Network Parent meetings.

A survey was sent to all families through the Remote Learning period as we sought to ameliorate elements of our offering. This was in addition to the ongoing surveying occurring from class and form teachers. Families were highly appreciative of the opportunity to comment and be heard. Parents rated all elements of the Remote Learning experience, highly. Through this we felt we had the pulse of the community and made decisions not only out of best practice but also with community sentiment in mind.

Through the lengthy period of Remote Learning, Staff were in constant contact with families at a subject or form teacher level. The theme was recurring; a real sense of appreciation of all that Pittwater House was doing in support of student learning and wellbeing. The extent of gratitude shown to Staff came in many forms: social media postings and videos, gifts to individuals, letters and emails of appreciation and highly complementary comparisons made with experiences elsewhere.

Despite this, the impact of the Remote Learning period was evident and undeniable.

## 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.

Student voice is gained in a variety of 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 during 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 and such an opportunity elicits an array of candid comments depending on the parent group on Tour.



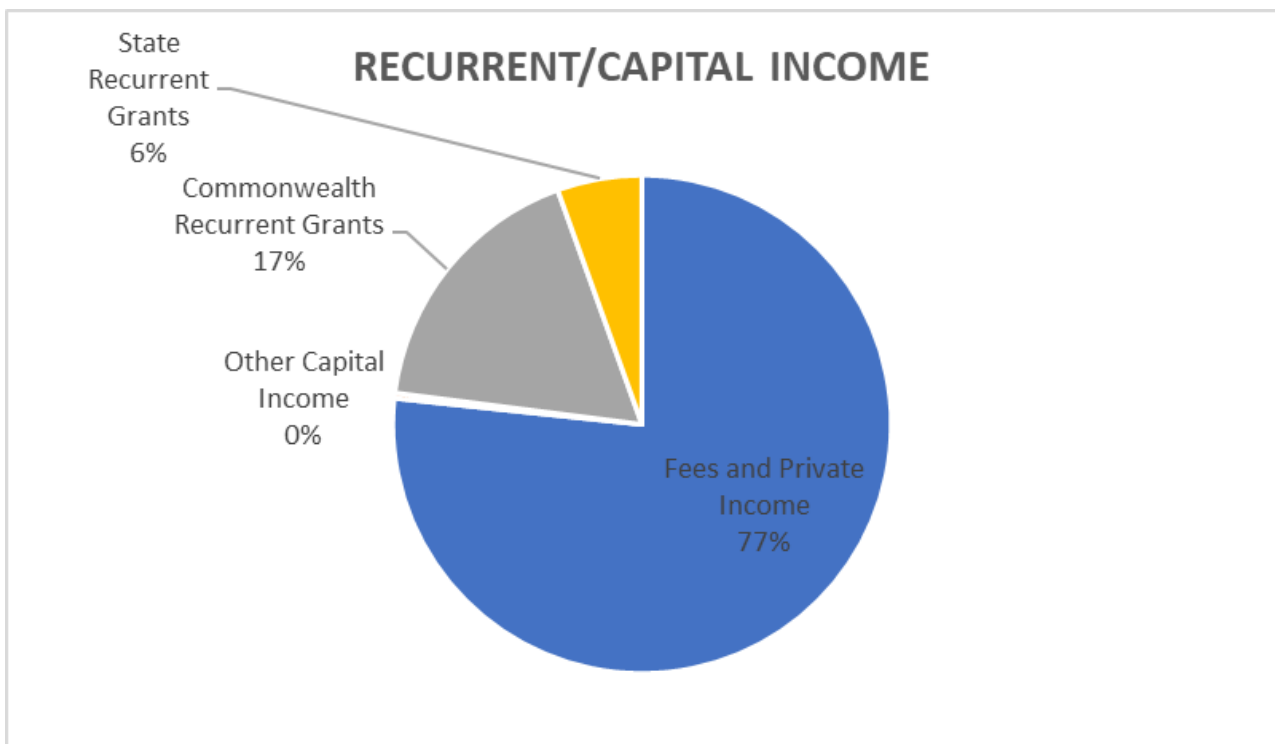
Within the more limited framework caused by COVID 19 conditions for operation, students willingly gave of their time to volunteer in the community. Our Cadet Corps serves the Veterans of the Northern Beaches at ANZAC Day Services, Vietnam Veterans Day and Remembrance Day services and are frequently called up to support the people of the Beaches in other activities of remembrance.

The Prefect driven video of appreciation for all that Staff did throughout the period of lockdown was testament to the esteem in which they held our Staff. It was highly appreciated by the Staff.

### 12.3 Teacher Voice

As with parent and student voice, the opportunities for our usual forms of data collection were limited by the challenge of remote learning. The previously applied staff meetings, forums and networks for such information gathering, could not take place face to face, and we found Zoom and Teams meetings a poor replacement for authentic discourse. Nevertheless, the professionalism of the Staff throughout lockdown was inspirational.

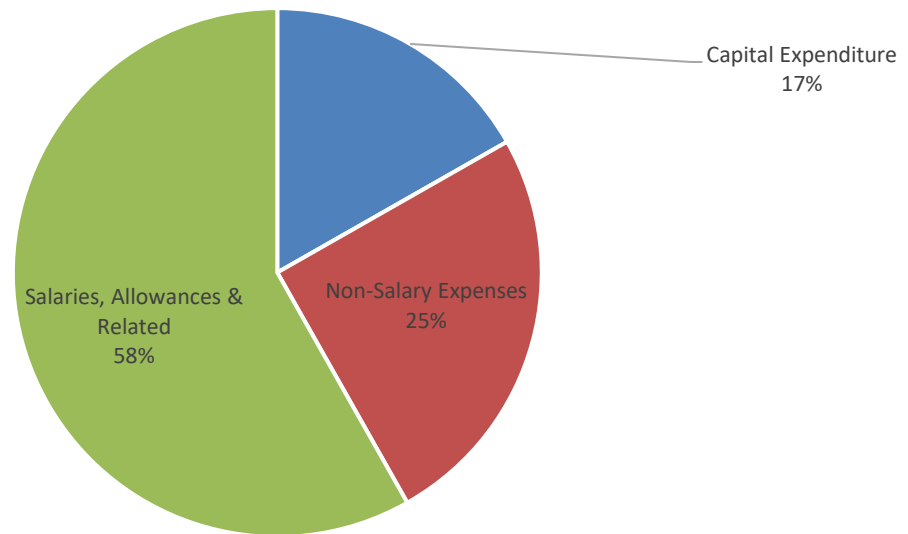
## Theme 13: Summary Financial Information



### Income Summary

Whole of school	
Fees and Private Income	18,909,044.89
Other Capital Income	82,395.00
Commonwealth Recurrent Grants	4,311,889.42
State Recurrent Grants	1,356,950.80

## RECURRENT/CAPITAL EXPENDITURE



### Expense Summary

Whole of school

Capital Expenditure	4,897,186.57
Non-Salary Expenses	7,319,635.97
Salaries, Allowances & Related	16,997,818.95

## 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 30 June 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.