



Pittwater House

Student Handbook

Semper Diligens (Always Hardworking)

achieve a balance

co-educational campus | single-sex education

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Our Core Values

Pittwater House stays true to our six core values, which form the foundation of the School, these being:



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.

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

Using these values, we facilitate a quality contemporary education which seeks to transform individuals and to encourage critical minds, striving at all times to develop responsible global citizens.

Form Class List

The Form Class List is available on the School Portal under the School Information Tab: [here](#)

Bell Times

The Bell Times are available on the School Portal under the School Information Tab: [here](#)

Term Dates 2021 and 2022

The Bell Times are available on the School Portal under the School Information Tab: [here](#)

How to use Skoolbag and Edumate for Attendance

Pittwater House utilises Skoolbag and Edumate to record Attendance.

Skoolbag App: Is used to submit all attendance notifications to the school. Select *Attendance Notifications* within the Skoolbag app. This is to inform the school of any upcoming full day absences, late arrivals, early departures, leave and exemption applications. As an alternative to using Skoolbag parents can email: attendance@tphs.nsw.edu.au or phone Reception on 9981 4400.

Edumate: is used to view any outstanding past absences and update student attendance with a reason/s for the absence.

For instructions on how to do this within Edumate, please go to the Edumate Instructions located in the Portal on the TPHS website under the heading “How to View Recent Absences and Enter Absence Reasons”: <https://www.pittwaterhouse.com.au/portal/edumate>

For detailed instructions please go to the ‘Attendance’ tab on the School portal: [here](#).

Booklists

Junior School: for information for Junior School Booklists and Stationary Packs please see the ‘School Information’ tab on the Portal: [here](#).

Senior School: for information on Senior School Booklists please see the ‘School Information’ tab on the Portal: [here](#).

NOTE: For information regarding the BYOD program please see the ‘Technology and eLearning’ tab located on the School Portal: [here](#).

House Dinners

The House Dinners form an important part of our House structure. They are held annually in the Great Hall involving students from Years 5 to 12. The House Dinners are organized as a team effort between the Heads of House, the House Co-ordinators and the students in each House. The aim of these events is to foster House Spirit. Therefore, they are a compulsory event and students are expected to attend in full school uniform. House Dinner dates are available on the Portal under the School Information tab under the document heading ‘Important Dates’ [here](#).

Outdoor Education and Camps

The School’s camping program enables students to further their learning and social skills development in a non-school setting. Camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our School. School camps are an integral part of the co-curricular and pastoral program. Camps are compulsory and no alternate program will be run.

Aims

- To provide all children with the opportunity to participate in a sequential camping program.
- To provide each year a different camp location and environment.
- To provide shared class experiences and a sense of group cohesiveness.
- To reinforce and extend classroom learning.
- To provide a program that delivers skills and knowledge that may lead to a lifelong involvement in worthwhile leisure pursuits.
- To provide a program that promotes self-esteem, resourcefulness, independence, leadership, good judgement, cooperation and tolerance.

Outdoor Education Schedule

Please see schedule on the Portal under the document heading ‘Important Dates’ [here](#). Please note that these dates are subject to change. Changes will be communicated via Skoolbag.

Parent / Teacher Communication

Although each grade has a formal parent teacher night each year, parents are encouraged to contact teachers for feedback via email, phone or in person if ever they have a concern academically or pastorally. If an in-person interview is preferable, please contact the teacher directly via email to make an appointment. If an interview with a class or subject teacher is sought, it should be arranged with the teacher directly.

Parents are always encouraged to go through the classroom or Form teacher first if they have any concerns. However, if necessary, for academic issues, the Faculty, Year Co-ordinator or Assistant Heads should be contacted next and for pastoral issues the Head of Grammar, College or Junior School can be contacted if the Form teacher has been unable to resolve any problem. Academic issues that have not been resolved by the Class Teacher and the Faculty/Stage Heads, should be elevated to the Deputy Principal.

Formal Parent / Teacher Interviews

Formal Parent / Teacher interviews are scheduled throughout the year. Junior School meetings usually take place in classrooms and Secondary meetings take place in the Hall. Due to the Covid restrictions, some parent teacher interviews will take place via zoom. Students are encouraged to attend these interviews in uniform with their parents. Interviews are vital for the exchange of ideas between staff, parents and students.

The list of Parent / Teacher interviews are available from the Portal under the document heading ‘Important Dates’ [here](#). Please note that these dates are subject to change. Changes will be communicated via Skoolbag.

Parent Communication Briefings are scheduled at different points in the year to cover a number of needs, including new year information, transition into the Secondary school, BYOT evenings, HSC information nights, wellbeing talks and subject selection nights. Students are reminded that they must always wear full school uniform to all School events unless otherwise specified. Some of these key events are scheduled for.

The list of Parent Communication Briefings are available on the Portal under the document heading ‘Important Dates’ [here](#). Please note that these dates are subject to change. Changes will be communicated via Skoolbag.

Communication

The major official channels of communication of Pittwater House are:

Appointments with Class Teachers, Year Co-ordinators, Heads of School, Deputy Principal which can be made as required by telephoning the office for a mutually convenient time on 9981 4400 or by direct email.

The Pittwater House publications of HouseNews and HouseUpdate are prepared on alternate weeks and are posted on the School's website and Skoolbag. Parents / caregivers are notified via Skoolbag as soon as the latest publication has been posted.

School Directory

The 'School Directory' is available on the Portal under School Information: [here](#).

Principal / Parent Coffee Mornings

These provide an opportunity for parents to have input into school programs and a voice for parent opinion. Each grade has a coffee morning scheduled each Semester.

The Principal / Parent Coffee Morning dates are available on Skoolbag within the first few weeks of Term 1.

For further enquiries please contact the Principal's Personal Assistant on: 9981 4400.

Network Parent Meetings

These take place once a term for each section of the school and are another event aimed at providing parents with a voice in the direction of the school. Network parents request agenda items in the lead up to this event and distribute the minutes after the meeting. These meetings are chaired by the Principal.

Student Daily Notices

These are read to students in form class every day as required.

Student Assemblies

These are held Friday for special announcements, presentations, sports announcements and student briefings.

Student Handbook

This will be updated each Semester and placed on the School's website.

Assessment Policy Booklets

All classes from Years 10 to 12 are distributed with hard copies of the annual assessment booklet in the first week of school each year. The HSC Assessment Booklet is distributed in Term 4.

Electronic copies can be found on the Portal under the School Information tab: [here](#).

Curriculum Information Guides

An "Elective Subjects for Year 9" booklet is published and distributed to Year 8 students in Term 2. A "Senior Handbook for Year 11" is published and distributed to Year 10 in Term 2.

Laptops

Today's students think, connect and communicate differently from those who were at school only a few years ago. Laptop Trial research showed that students with 1:1 access are:

- more motivated and engaged in learning
- better organised, which improves literacy and numeracy outcomes
- better able to collaborate and think analytically

Laptops promote better learning in and out of school by providing:

- anywhere, anytime access to learning
- independent, self-initiated learning, e.g. promotion of problem-solving skills, along with the ability to access a wide range of resources to answer their questions
- collaboration between students in different schools, states and even countries
- the ability to teach students how to communicate appropriately and safely on social websites
- the ability to access homework and school information online and offline
- more time for teachers to teach students to use the Internet appropriately as a learning tool
- greater access to real-time information, digital learning resources and educational software
- online spaces such as Canvas, where students can access varied content to support their level of understanding in a subject area
- the ability to digitally capture any learning medium, such as videos or photographs, to create digital stories and other projects.
- opportunities to discuss cyberbullying, online safety and social media as real-life issues during class.

Policy Guidelines for the service of student owned devices

Students at TPHS are afforded a high level of technical support for their personal laptops or tablets and in some instances mobile phones. This support is via both the School's Learning Technologies Team [LTT] and in class support from their teacher and other staff.

When a student undertakes activities within the classroom and/or surrenders the device for technical support the following principles apply that students, their families and school representatives need to be aware of.

Value 1: Student's right to privacy

We value and respect a student's right to privacy as defined in legislation and in keeping with the values of the School. This includes the information, files and actions that are contained on a student's personal laptop or other device. At all times the School's representatives will hold these values and confidentiality in the highest regard and will maintain and protect the confidentiality of any information to which they may, in the course of their duties have accessed.

Value 2: Keeping students safe

Notwithstanding the values of privacy, as outlined above, the School's representatives will uphold the highest levels of legal and ethical responsibility in order to keep our students safe. As such if teachers or LTT technician, in the course of their duties, become aware or suspect practices, behaviours and/or files that indicate unsafe behaviours they are entitled to investigate a student's laptop and obliged to refer their suspicions to the relevant School pastoral and child protection frameworks. These take precedence over privacy concerns.

Value 3: Acceptable and appropriate behaviour

TPHS students are to uphold the spirit of the School rules and its culture. This includes their behaviours on their personal devices. The School's usual disciplinary or behaviour management practices apply at any time, including activities on a student's personal device. If a teacher or a LTT technician become aware of or suspect that practices, behaviours and/or files that indicate a violation of the School rules they are obliged to refer their suspicions to the relevant School

discipline framework. As a matter of course, the school has a close and continuing relationship with local Police particularly their School Community Officer. Should a behaviour on a student’s personal device warrant the involvement of the police then the School is obliged to refer the matter.

Within the school – what this means in practice

	Process
LTT finds or suspects a behaviour file or practice that is unsafe or not in keeping with the school’s rules and values.	<ol style="list-style-type: none"> 1. Behaviour identified or suspected by technician 2. Technician refers this to the Director of Learning Technologies or in the instance of Reportable Conduct direct to Head of Agency 3. Director of LTT to document incident via photos, print outs or screen shots. 4. School’s pastoral and/or discipline structures and processes are implemented
A teacher observes, finds or suspects a behaviour file or practice that is unsafe or not in keeping with the school’s rules and values.	<ol style="list-style-type: none"> 1. Behaviour identified or suspected by teacher 2. Teacher brings in Curriculum/Stage Leader or HoS to look at the student’s device. Teachers are not to do this alone. 3. In the instance of Reportable Conduct teacher refers directly to Head of Agency 4. School’s pastoral and/or discipline structures and processes are implemented.

NOTE: For information regarding the BYOD program please see the Technology and eLearning page located on the School Portal: [here](#).

Years 5-12: Information Technology Acceptable Conduct and Use Agreement

Pittwater House provides many technology tools and resources to support student learning. This agreement covers the guidelines for proper use. Students are expected to use technology in ways that are safe, productive, responsible and respectful.

In accepting this agreement, students and parents acknowledge the following rules and conditions:

As a Pittwater House student, I understand that my school network, school software and school email accounts are owned by the School and are not private. Pittwater House has the right to access my information at any time. I also understand that a teacher, as part of their classroom management, may request that I show them the applications I am using and that I am aware that an overview of my classroom technology tasks and internet traffic are monitored. The following guidelines encompass government laws, online safety, netiquette, and TPHS rules and behaviours.

Being a productive digital citizen

1. I will be a responsible, respectful technology user and use these tools for approved learning and communication activities. I will check with a teacher or my parents if I am unsure about whether a particular website, program, game or other computer use is safe and responsible.
2. I will not copy, sell, or distribute any copyrighted software, images, songs, videos, files or other media without written permission from the author.

3. I will not copy and paste another person's writing, images, music, videos or other media and submit it as my work. I understand that it is stealing another person's work and is called plagiarism. I will use my own words and give credit to owner/author for any work I include as part of my projects or papers.
4. I will use personal cloud storage drives, network folders, mobile devices and other storage devices to back up my files. When submitting my device for repair I will ensure that my files are backed up and that any private information is secured.

Being a safe digital citizen

5. I understand that I am a representative of Pittwater House in all my online activities and that my behaviour should be respectful in all ways towards myself, fellow students, teachers, and my school.
6. I will never give out personal information such as my name, address, phone number, or school name through any Internet access, including email. I understand that it could put me at risk.
7. I understand that passwords are private information, only to be shared with teachers and parents. I will not share my password or allow someone else to use my password or accounts, nor will I use theirs.
8. I will comply with the School's requirements for cybersafe management software on all my devices.

Being a respectful digital citizen

9. I will not tamper with, or damage any technology resources supplied by Pittwater House, including attempting to bypass technology management tools or attempt to access information that I am not entitled to.
10. I will use all online communications politely and responsibly. I will not use computers, mobile phones, personal digital devices or the Internet to send or post hate or harassing mail or messages, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other hurtful behaviours either at school or at home. I understand that online spaces such as blogs and wikis are to be treated as classroom spaces.
11. I will not take photographs or recordings of students or teachers without their permission. Nor will I distribute electronically photographs of other students that are in my possession.

Consequences for Violation of this Agreement

The Principal or an appointed delegate will decide what conduct is considered to be inappropriate, and consequences may range from loss of computer privileges to suspension or expulsion from Pittwater House. The Principal (or their appointed delegate) will consider each incident and determine the appropriate punishment, and their decision is final.

All parent or guardians should read and discuss this Acceptable Use Agreement with their child. Computer Access is provided for educational purposes in keeping with the academic goals of Pittwater House, and that Student use for any other purpose is inappropriate. It is also necessary to recognise that it is impossible for Pittwater House to restrict access to all controversial materials. Children's computer activities at home should be supervised, as they can affect the academic environment at school.

Assessment Policy Years 10 to 12

Note: More specific details are outlined for each year group in the grade assessment booklets distributed at the start of each academic year. A copy of these booklets can also be found on the Portal located on the School's website under Handbooks [here](#).

Secondary Assessable Task Schedule

All students in Years 10 to 12 will receive at the start of each year a schedule outlining the assessable tasks for each Year 10-12 subjects and their weightings. The timings are correct at the date of publication, but faculties have the discretion to amend the timetable in accordance with the syllabus requirements and in consultation with the Deputy Principal.

Notice of Tasks

Students will be given a minimum of 14 days' notice of assessable tasks. Students are responsible for finding out about tasks set in their absence. However, all tasks are on Canvas. The published schedules distributed at the start of the year are considered the first notification of the due date of the task.

Late Submission of Assessable Tasks

It is the responsibility of the student to ensure that assessable tasks are submitted by the due date.

In Year 10 unexplained late work will be reduced by 10% of the total mark for work submitted on the first day after the due date, 50% of the total mark for work submitted on the second day after the due date and 100% of the total mark for work submitted on or after the third day after the due date. In Year 10 a doctor's certificate or proof of suitable exceptional circumstances is required.

In Year 11 and 12 students will receive zero for all work submitted after 8.30am on the due date unless a successful appeal has been made. Students need to use the Appeals and Misadventure form to undertake an appeal. Year 11 and 12 students need to account for school absence the day prior to a due date. This should also be done through the 'appeals' form process.

Years 11 and 12 Appeal Procedures

- Students who fail to submit or attend a task on the advised date will receive a mark of zero for that task. The student may choose to appeal this mark if they consider that they have reasonable grounds for appeal. A Medical Certificate must accompany all medical related appeals.
- These may include illness and misadventure as defined in the ACE Manual, absence due to an approved school activity or exchange provided that the time lost does not prevent the student from completion of the course requirements.
- Appeals should be submitted on the School Appeals Form to the Deputy Principal within 48 hours of the task or the student's return to school. The student and staff member concerned should complete the appeal before submitting it to the Deputy Principal.
- The School's Appeals Committee includes the Deputy Principal, Stage 6 Co-ordinator, the Head of School and the Faculty Co-ordinator.
- If the Appeals Committee grants the appeal, they may suggest an extension, or an alternate date for the task, or a substitute task. If all of these are not feasible, then the Committee may advise the teacher on how a satisfactory estimate might be achieved.

Medical Certificates

Medical Certificates written by a doctor closely related to the student will not be accepted as valid documentation. Medical certificates:

- Should be issued during the period of illness
- Should state the nature of the illness
- Should state the date the student visited the doctor.

Medical Certificates must be submitted with an Assessment Appeals Form within 48 hours of the student returning to school. It is the student's responsibility to provide the Deputy Principal with the appropriate misadventure documentation for consideration to be given to the task.

Submission of Tasks

All research based tasks will be submitted via Canvas. This will automatically run the task through 'Turnitin', which will provide a check on plagiarism and academic practice. Assignments submitted via Canvas do not require a cover sheet as this is built into the system, hard copy tasks that are submitted must have an assignment cover sheet attached.

All tasks whether in hard copy or via Canvas, unless specified otherwise, must be submitted by 8.30am. All tasks submitted after 8.30am will receive 0%. Students must submit an assessment appeals form if they have a legitimate reason for a task being submitted late.

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work. Malpractice, including plagiarism, could lead to a student receiving zero marks and may jeopardise a student's assessment results.

Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date;
- assisting another student to engage in malpractice.

Plagiarism is the dishonest representation or copying of the whole or part of work, data or ideas, or presenting substantial extracts from books, articles, computer software or the Internet without proper acknowledgement.

Where a student's work is brought under question with regard to malpractice/plagiarism, the School will examine available evidence and determine the appropriate action (if any) to be taken. Such action may include:

- The deduction of marks as considered appropriate
- The parent or guardian to be notified
- The assigned work to be redone (or a substitute task done) by the student.
- Or any other punishment deemed appropriate by the school.

Examinations and Testing

Allwell Testing

All Pittwater House students in Years 4, 6, 8 and 10 will undertake Academic and Diagnostic Testing each year. The aim of this testing is to assist the School in tracking the student progress, identifying areas of particular strength and weakness and to provide rich data to the teachers that will assist them to effectively differentiate the curriculum. The Year 6 testing is also used as a placement test to assist us in streaming the Mathematics and Science classes effectively in Year 7.

These tests take place on alternate Years to NAPLAN, which allows the school to have from Year 3 to Year 10 an annual external assessment being done on the student's literacy and numeracy skills and to effectively track their progress throughout that period in the lead up to their HSC. Like NAPLAN, it is not possible to study for these tests as they are based on literacy and numeracy skills rather than the specific class curriculum.

NAPLAN Testing

The NAPLAN Testing will take place in Term 2, Week 3 and Week 4, 11th-21st May. All students in Years 3, 5, 7 and 9 will participate. A more detailed timetable will be distributed when it is released.

Pittwater House Secondary Examination Periods

Pittwater House has several examination periods throughout the year for Years 7 to 12.

Years 7 and 8:	Yearly Examination (Term 4, Week 4)
Years 9 to 10:	Yearly Examination (Term 4, Week 5)
Year 11:	Yearly Examination (Term 3, Weeks 9 and 10)
Year 12:	Trial HSC Examination (Terms 3, Weeks 3 and 4)

Examination Procedures

- All Years 7 to 12 examination periods will have a formal timetable
- Years 7 to 9 cannot go home during examinations
- Year 10, with parental permission may choose to study at home during examination weeks when they have no examination scheduled.
- Years 11 and 12 only attend school when they have examinations
- All students will be given an examination outline prior to the start of the examination period

Examination Rules

- Silence at all times in the examination room. Any talking will result in loss of marks or the cancellation of a student's paper.
- Candidates are not allowed to borrow equipment from each other or pass anything to each other.
- Candidates are not allowed to eat anything in the examination room.
- Candidates must not behave in any way likely to disturb the work of any other candidate – only communication with the supervisor is permissible.
- Candidates are not allowed to take bags, notes or pencil cases into an examination room. All water bottles must be in clear bottles and required equipment in clear bags. Liquid paper and liquid paper tape are not allowed in the examination room.
- Candidates obey the instructions of the supervisor at all times.
- Year 11 and 12 Candidates only, in line with HSC rules may not leave the examination during the first hour of the examination or during the last 15 minutes of the examination. Year 7 to 10 students cannot leave the examination early.
- Candidates must make a serious attempt at the examination. They must also come with the necessary equipment.
- Candidates must use only approved calculators when called for in certain examinations.
- Dictionaries (electronic or otherwise) are not allowed in examinations.
- Watches must be taken off wrists and placed on desks. All Smart watches must be placed at front with phones.
- No mobile phones are permitted to be on the students during examinations. All mobiles must be turned off and left at the front desk of the examination room.
- Students should use toilet facilities before examinations start.
- Year 11 and 12 students must use their student examination number instead of their name on all examination papers. Year 7 to 10 students will use their name.

Illness / Misadventure

- Years 7 to 9: If illness or misadventure prevents you from attending or affects your performance in an examination, it is your responsibility to inform the school before the examination starts. It is also your responsibility to arrange a 'make-up' examination with the Deputy Principal.
- Years 10 to 12: If illness or misadventure prevents you from attending or affects your performance in an examination, it is your responsibility to inform the school before the examination starts then lodge a doctor's certificate and Assessment Appeals Form to the Deputy Principal as soon as possible after the examination day. It is also your responsibility to arrange a make-up examination with the Deputy Principal.

Note: Year 12 students should also see the NSW Education Standards Authority (NESA) "Rules and Procedure" booklets that were distributed at the start of Year 12.

Homework

Introduction

Homework is an integral part of the academic life at Pittwater House. Children's learning can be enhanced through providing opportunities to review, reinforce and apply what is learned at School. Moreover, an important part of developing a strong community partnership is keeping parents informed about, and involved in, what their children are doing at the School. Homework achieves both objectives. The aim is to help every student to achieve his or her full academic potential. It is expected that students will fully co-operate by taking the responsibility for their own progress. This means that they need to concentrate and participate in class and develop a conscientious approach towards all homework tasks.

The School believes that homework is a valuable aspect of the learning process and contributes to the development of sound study habits.

Outcomes

As a result of this policy, it is intended that:

- Each child's learning will be enhanced through the regular completion of homework tasks.
- Parents will know more about their child's schoolwork and ability.
- Parents will have the opportunity to be actively involved in assisting children with homework.

The focus at Pittwater House is a home-school partnership. We need the support of families to ensure that homework is always completed.

Procedures

Homework is implemented according to the following guidelines:

- Each student will be assigned homework in each subject on a regular basis. This is recorded by the student and teachers via Canvas.
- While the amount of homework will vary according to age and learning needs, every student will be assigned some homework on each day of the School week, with a focus on Core subjects.
- The Head of each Academic Faculty and Stage will be responsible for determining and reviewing annually the homework program and practices for the students in their care.

Time Commitment

Homework is important for completing and consolidating work done in class, developing independent study habits, revising and reading. It should be remembered that homework tends to be set with the average student in mind, and it would be unrealistic to expect every student to spend exactly the set time on work. However, the amount of time spent doing homework should not be such that a child is deprived of experiences other than those which stem from the School.

Suggested Homework

Kindergarten:	10 minutes homework average/approx.
Year 1:	10 minutes homework average/approx.
Year 2:	15 minutes homework average/approx.
Year 3:	20 minutes homework average/approx.
Year 4:	30 minutes homework average/approx.
Year 5:	40 minutes homework average/approx.
Year 6:	40 minutes homework average/approx.
Year 7:	60 minutes per evening including assignment work and revision
Year 8:	90 minutes per evening including assignment work and revision
Year 9:	90 minutes per evening including assignment work and revision
Year 10:	120 minutes per evening including assignment work and revision
Year 11:	2 to 3 hours per evening including assignment work and revision
Year 12:	3 hours per evening including assignment work and revision

Homework for Junior School students is planned by the teacher to support the learning taking place in the classroom. Homework commences in Kindergarten in the form of sound and sight word recognition, reading and number activities. At this Early Stage 1 level homework is timed at 10 minutes per daily session.

From Year 3 to Year 6 homework is usually given in the form of a weekly contract to allow for students to attend other co-curricular activities that may fall on weeknights making homework difficult to complete on a nightly basis. Where special considerations need to be made due to the student's capacity to perform specific tasks, suitable adjustments will be made and noted by both the teacher and parent. Homework is submitted on the Friday of any given week and no homework is given over the weekend. Should homework not be completed, for any reason, a note from the parent in the School diary is required.

Years 7 to 12 Referencing and Bibliography Policy

In all research assessment tasks in all subjects it is necessary to clearly identify and reference the source of all ideas, images, and quotes that you use in your work. This allows the teacher to locate the original source in the bibliography at the end of your work. All sources used in your research must be acknowledged in the bibliography.

This is necessary for ethical reasons, to inform the marker of the extent of your research, and often for reasons associated with copyright. Sources you use that need to be included in your bibliography might include:

Advertisements	Other students' work	Others' ideas	Blogs
Encyclopaedia articles	Personal interviews	CDROMs and DVDs	Letters
Pictures	Magazines	Maps	TV programs
Pamphlets	Journals	Newspapers	Movies
Artworks	Teachers	Lecturers	Books
Websites	Emails	Discussion groups	Music

The Pittwater House Schools uses the ‘APA bibliography structure’ this can be accessed through the ‘citation maker’ web program and Office 2010 also has an option under the ‘References’ tab that will assist in creating correctly formatted APA style references and bibliographies. It is necessary that this APA is used for all bibliographies to ensure a standardised format.

Reference

We need to acknowledge all sources used in all research tasks. We do this when:

- we quote directly from a book or article,
- where your work draws upon the ideas and arguments of others,
- you copy images, pictures or diagrams
- you summarise or paraphrase an author's work.

If you fail to do this you are guilty of plagiarism.

How do we reference (cite sources)?

There are many different styles or referencing. The style that is to be used across the Pittwater House Senior Schools is a simplified version of referencing within the text (APA).

Examples of Citations being used after quotes

1. An author being quoted from a book by John Starr:
“The report was well received by the community” (Star, 2016, p. 12).
Or
Starr stated that “the report was well received by the community” (2016, p. 12)
2. A web page being quoted from, where there is an author and a date published:
“Hitler was responsible for the anti-Semitism in Germany” (Richards, 2018).
3. A web page being quoted from where there is a title (Hitler’s Germany), but no date or author:
“Hitler’s policy of Blitzkrieg was responsible for Germany’s initial victories” (Hitler's Germany, n.d.).
4. A source being quoted from a film shown in class:
“Germany invaded Poland in 1939 using the tactic of Blitzkrieg” (Adams, 2018).

Note: Below is a sample bibliography for the above citations using Microsoft Word. It automatically formats each source correctly and puts them in alphabetical order.

Bibliography

Adams, J. (Director). (2018). *Hitler at War* [Motion Picture]. London. Retrieved September 27, 2018
Hitler's Germany. (n.d.). Retrieved September 27, 2018, from www.hitlersgermany.com
Richards, P. (2018, June 12). *A History of Germany*. Retrieved from History Today: www.historytoday.com
Star, J. (2016). *History*. London: Penguin.

The above examples are all for quotes. However, if you use the ideas of another source, even if it is written into your own words, then it must be cited and included in the bibliography. This is done the same as the above examples, but just doesn’t have the direct quote “”. There is no need for page numbers for web sites.

Turnitin – all Year 7 to 12 research-based assessment tasks are submitted through Turnitin via Canvas. This helps you and the teacher to see that all sources have been referenced correctly.

Student Wellbeing

Policy Rationale

Pittwater House School is committed to safety, security and support as it nurtures sound relationships and works in the interest of student and staff protection.

Framework for Student Wellbeing

The aim of the Pittwater House School in relation to student wellbeing is to Aspire to Inspire our children and youth to become the best versions of themselves that they can be. Our student wellbeing, discipline and bullying prevention policies are designed to support this aspiration in the following areas:

- I** Innovation and Creative Thinking
- N** Nurture
- S** School Community
- P** Physical
- I** Intellectual
- R** Respect and Relationships
- E** Emotional

Pittwater House School Student Wellbeing focusses on these seven factors which we believe will help build core strength, resilience and happiness in our young people and enable them to flourish throughout their lives.

Wellbeing Aims

In our dealing with each other, the school encourages us all to show:

- courtesy, humility, tolerance, good humour and integrity
- respect for and appreciation of the talents of others
- a spirit of enquiry, independence and personal initiative

Counselling and Support Services for Students

The School aims to provide a supportive environment that will help students to realise their potential. By providing clearly defined support systems, and the opportunity to pursue social, cultural and extra-curricular, in addition to academic excellence, the School aims to facilitate and promote positive mental health, happiness and well-being.

The School seeks to implement these aims by:

- providing a range of support services including the School's network of pastoral care, student counselling and referrals to medical and non-medical people if necessary
- encouraging students with problems to seek help
- ensure that the availability of support is accurately and widely publicised to all students
- provide on-going guidance and training to people involved in the support and care of students.

Pittwater House has an extensive system of student support comprising the School's network of pastoral care and the Student Counsellor.

The School's network of pastoral care includes:

- Class Teachers
- Faculty Co-ordinators
- Form Teachers
- Stage Leaders and Year Coordinators
- Assistants to the Head of the Junior School
- Careers Counsellor
- School Counsellors'
- Heads of School/ Deputy Principal
- Principal

Heads of School

For all students, the Head of School together with the Student Counsellor assists the students deal with a wide range of issues, which may affect the student in their personal or academic life. Among others, they may include:

- personal relationships
- academic issues/study issues
- Family issues
- stress, depression/loneliness
- support on an issue of academic exclusion
- disciplinary action
- harassment and/or discrimination of any kind.

Year Level Co-ordinator

The Year Level Coordinator works closely with the Form teacher, Subject teachers and Faculty Co-ordinators. They support all students and work with the students to ensure there is an atmosphere of courtesy, cooperation and care in the Year group.

The Co-ordinators encourage the students to develop a relationship of mutual trust and with the Form teacher continually look at ways to nurture a sense of belonging to the Form Group, Year level and School. The Year Level Co-ordinators want to positively promote student engagement in the complete range of School activities – both the pastoral and the academic. It is important to all the Co-ordinators that they foster a supportive relationship with parents as well as the students. Students and Parents should see the relevant Year Level Co-ordinator if they are concerned about academic or social issues.

The Form Teacher

For all students at the School the Form Teacher is an important person. The Form Teacher is seen regularly by the students and is able to monitor the student's emotional and academic growth. It is important that the Form Teacher establish a warm and caring relationship with all students. Students should be able to raise issues that concern them. Form Teachers and teaching staff have an interest in all of the students attending the School and should liaise on a regular basis with the Counsellor or Relevant Head of School and monitor the student's progress. The focus of the Form Teacher is to collect a broader picture of the student and understand their strengths, weaknesses and social interactions." after the second sentence which concludes "monitor the student's emotional and academic growth.

School Counsellors

The School's non-medical pastoral care enables most problems to be addressed and is appropriate for resolving practical or academic problems which give rise to stress or anxiety. However, if the problem is more serious and the student requires other professional intervention, the student will be referred to the relevant people by the Head of School or the School Counsellor. The School liaises with specific medical practitioners particularly experienced in the care of school students.

They have an established relationship with the School and liaise with the School Counsellors over health issues. They can refer students to other agencies if necessary. The safety of the individual concerned and of those around them is paramount. The School Counsellor has the expertise and knowledge of specialist help in the management of any major crisis.

Careers Co-ordinator

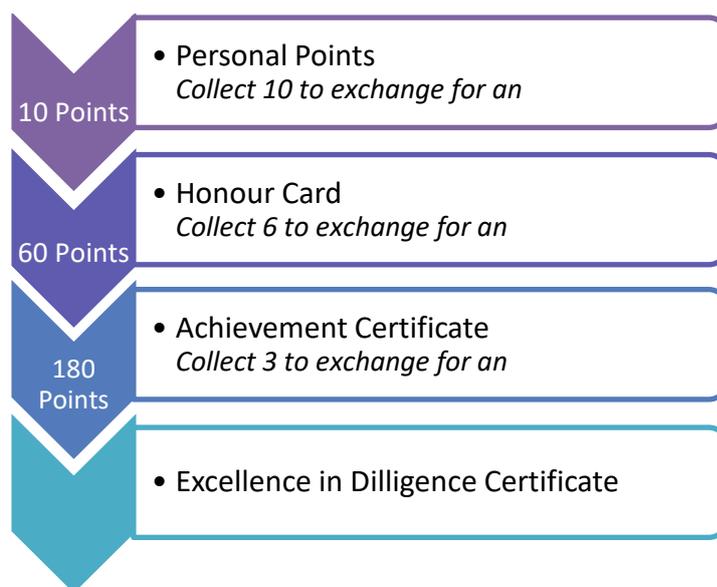
For all students completing HSC subjects, the Careers Counsellor is able to assist senior students with course selection, preparation for HSC and career advice on a regular basis. The Careers Counsellor provides individual and group counselling and access to careers and tertiary education information. The Careers Counsellor will notify all students of relevant Open Days at tertiary institutions and will offer advice about study in Australia and abroad. Careers events bring together representatives from various career fields and tertiary institutions.

Students can make an appointment to discuss their particular concerns regarding career selection or subject selection. Students may bring a parent, guardian or fellow student to all meetings.

Pittwater House Recognition of Achievement

Junior School Academic Awards

Each student's academic progress is monitored and recorded by the form teacher throughout the year. There are four progressive levels of achievement that the student must attain and move through to gain the highest award form of classroom achievement. These are as follows:



Personal Points and Honour Cards are awarded in class by the teacher, Achievement Certificates are presented by the Head of School in Assembly and the **Excellence in Diligence Certificate** is awarded at the Final Junior School Assembly at the end of the Year. Each level of award attained from Achievement Certificate level is noted on the student's report.

Academic Achievement Certificates are awarded to each Kindergarten student at the conclusion of the year, recognising their first year of formal education. These are presented at the annual Prize Giving Ceremony.

White Academic Badges are awarded at the annual Prize Giving Ceremony to those students from Year 3 to Year 6 who have gained one of the top 2 places academically in their class. These places are determined through class formative and summative assessments and tasks, as well as daily performance.

The Silver Jubilee Prize is awarded at the Annual Prize Giving to those students gaining first place academically in each class from Kindergarten to Year 6. The first place academically in Year 6 in the Preparatory School and the Junior Girls' College is also named *Dux*.

General Merit Awards (max 2) are presented to those students who have demonstrated an impressive year academically, however, have not gained first place. This award may also be given to a student who has made outstanding gains in their personal performance academically.

The Semper Diligens Prize is presented to a student who embodies the School motto, 'always hardworking'. This student must have received an Excellence in Diligence award as a result of achieving three Achievement Certificates.

The HEROIC Prize is awarded to a student who reflects the School's Core Values of honesty and integrity, excellence, respect and care, innovation and community. This student also exhibits a spirit of friendliness, mutual respect, manners and recognition of achievement in others.

The School Community Involvement Prize is in recognition of a student's involvement in as many of the opportunities Pittwater House offers in both the curricular and co-curricular spheres. It is awarded to one student in each class from Year 3 to Year 6, as well as one student from the Junior College and one student from the Preparatory School from Kindergarten to Year 2.

Other Significant Awards – Character Strength Awards An integral part of the Junior School Pastoral Program and student well-being is the acknowledgement of the 24 Character Strengths. Students are recognised for their understanding and modelling of these, appropriate for their age eg. Kindergarten students receive the Kindness award.

Secondary Academic Awards

Types of Awards

1. Academic Awards for Excellence and Endeavour;
2. Secondary Certificates for accumulating credits; and
3. Prize Giving Awards for subject and pastoral excellence.

1. Academic Awards

Each term teachers have been asked to indicate which of the students in their classes they believe should receive Academic Excellence Awards and which students should receive Academic Endeavour Awards. These awards are presented at assemblies throughout the year. At the end of each Semester (half year) students who have achieved the top three places in each year level will receive an **academic badge** that can be worn on their ties and/or blazers.

Academic Certificate Criteria

Faculty Co-ordinators need to nominate recipients of these awards after each major assessment task.

- **Academic Excellence Awards** are given to those students who excel in a particular subject. The Award is given to the top two or three students in the class for a particular task. The aim of this award is to reward consistent, outstanding academic achievement. These awards will be presented in the fortnightly Grammar and College Assemblies.

- Academic **Endeavour** Awards are given to those students who have industriously and consistently applied themselves to their studies. This award is given to the two or three students per class who display the highest levels of endeavour (as judged by the teachers). These awards will be presented in the weekly Grammar and College Assemblies.

Academic Badges Criteria

Academic Badges will be awarded to those students who receive either first or second place in the grade in either the Mid-Yearly or Yearly progressive assessments.

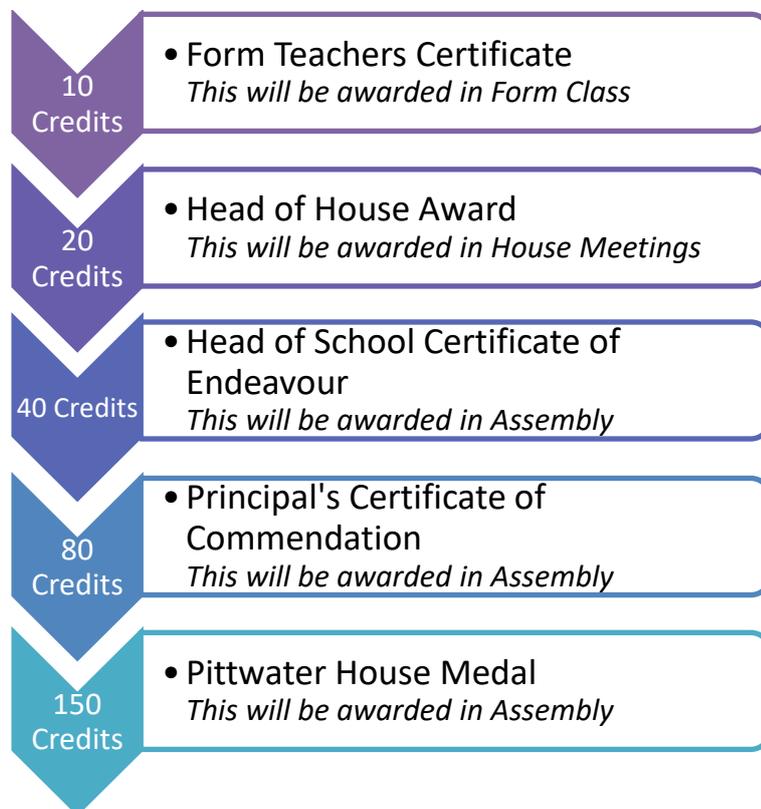
- Blue Badge – Years 11 and 12
- Red Badge – Years 7 to 10
- White Badge – Years 3 to 6

2. Secondary Certificates Awarded for Accumulating Credits

Based on Credits recorded by teachers for student merit in areas such as:

- Academic
- Sport
- Co-curricular
- Community
- Wellbeing
- Core Values

Teachers enter the credits in the Welfare area of Edumate and these credits will be visible to parents and will automatically accumulate towards the certificates listed below. These certificates will be processed by admin and passed for distribution to either Form teachers, Year Co-ordinators, Heads of House or Deputy Principal according to level.



3. Annual Prize Giving (Secondary)

There are two Prize Giving assemblies each year. Year 12 have theirs at the end of Term 3 and the Years 7-11 one takes place on the last day of each academic year. Prizes are awarded for two main categories (separate Grammar and College):

- Citizenship: students who exemplify the core values
- Academic Awards:
 - > Years 7 to 11
 - Top Achievers in each year level
 - 1st in each course
 - Semper Diligens Award – student judged to have worked hardest in each year
 - > Year 12
 - 1st in each course
 - Dux of School (note: this is presented in February of each year, based on student who achieves highest ATAR).

Discipline Policy

Aspire to Inspire

Pittwater House School is a school community that aspires to inspire students to foster creativity and individuality whilst striving for academic success. The students discipline policy sits within the suite of student wellbeing policies to help create a safe and supportive learning environment for all of our students.

The aim of this policy is to provide our school community with a clear structure and expectations around managing student behaviour and to foster consistency, equity and justice in all student and teacher interactions.

Duty of Care

The Duty of Care for students underpins and to a large extent drives many of our policies and practices.

The School seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures all our students feel safe and secure.
- Supports the physical, social, academic and emotional development of students
- Provides coherent student wellbeing policies and programs that develop a sense of self-worth and foster personal development.

Pittwater House School and our school staff have a duty of care to students whilst they are involved in School activities. The Duty of Care is to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. This requires not only protection from known hazards but also protection from harm that could foreseeably arise and against which preventative measures can be taken. Students are expected to treat each other with consideration and mutual respect.

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. All students have the right to be treated fairly and with dignity. Discipline is very necessary to ensure the safety and wellbeing of all our students, teachers and staff and to provide a conducive learning environment

Pittwater House School wants to ensure that it continues to develop and provide a culture of positive discipline by setting very clear expectations of students and always encourage positive behaviour.

To ensure a positive environment the School aims to work with families to

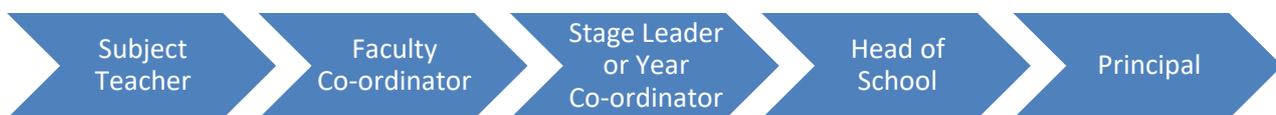
- clearly set behavioural expectations
- establish teaching and learning programs that are differentiated to respond to individual student needs
- communicate expectations with the wider School community
- address student behaviour which may negatively impact the safety and/or learning of other students in a timely and appropriate manner.

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. Discipline is intended to develop self-respect and respect for the rights of others.

Effective self-discipline requires as a basis the acceptance of individual responsibility through an understanding that all behaviour is purposeful and is the result of a decision by that individual to act in a particular way. All mistakes offer the opportunity to help young people find a more appropriate way to behave.

The responsibility for classroom management in the first instance lies with the classroom teacher or form teacher. However, classroom teachers should not feel hesitant to discuss student management problems with colleagues, Stage or Year Leaders/Faculty Coordinators, Counsellors, Assistant Heads, Heads of School and the Principal.

Management chain the Secondary School



Management chain in the Junior School



The Discipline Policy is designed to develop a sense of responsibility in students. The student must, therefore, take the key role in examining his/her own behaviour and making necessary changes.

1. Misbehaviour should be examined in the light of the School's policies
2. Students should be encouraged to see their behaviour as one in which they made a choice
3. Students should experience the logical consequences of their actions
4. Students should be involved in finding ways to make up for what they have done and to make more appropriate choices next time
5. The teacher's response should be one which models good problem solving and effective conflict resolution strategies
6. The policy should be understood and supported by the whole school community if it is to be effective.

The disciplinary approach adopted at Pittwater House is intended to further develop in children the ability to make decisions, to resolve problems and to develop healthy respect for self and others.

Credits and Debits

Credits and Debits are awarded by the classroom teacher. For Years 7-12 students, these can be viewed by parents by logging into Edumate.

Consequences of student breaches of discipline (Secondary only)

“Where the use of ‘consequences’ for student behaviour is indicated, a consistent approach must be maintained at all times. Consequences should be timely and appropriate to each situation. Cooperation between teacher and students in all aspects of schooling should occur wherever possible.

Procedural fairness is implemented by striking a balance between correction and acknowledgment of positive behaviours and effort. The School believes that students will more often respond to praise and encouragement than to correction and punitive measures.

Wherever possible, behavioural consequences rather than punitive sanctions should be preferred, i.e. calm, reasoned positive direction which focus on student responsibility for action and the belief in the student to make better personal choices in the future. School discipline should not, therefore, be about punishment and retribution. A punishment imposed by a teacher may interfere with a student’s right to learn more about his or her behaviour and decision-making capacity. It may also inhibit a student’s right to learn to be responsible for what he or she has done.

However, the involvement of the student in solving the problem should not be confused with a laissez faire approach, where children are permitted to ignore the rights of others. Rather, the disciplinary approach adopted at Pittwater House School is intended to further develop a student’s ability to make decisions, to resolve problems and to develop healthy respect for self and others. Where appropriate, punitive measures may be selected to support students to make positive choices for their behaviour and learning. In such cases, the following approaches may be implemented.

Respect and Responsibility Contracts

Students may be asked to carry a feedback sheet to class for faculty based, or whole school misdemeanours and required to seek feedback from their teachers on aspects of their behaviour either throughout the day or for a specific subject. Except in special circumstances, these contracts would rarely extend beyond one full cycle or two weeks. Negotiation may be undertaken for the duration to be reduced on the accumulation of positive comments, or extended where the student is not addressing the stated concerns

Detentions

Detentions at Pittwater House take place either at lunch time or after school.

After School Detention – These take place on a Friday afternoon from 3.30 to 4.30. After school detentions will be issued at the discretion of the Faculty Coordinator/Year Coordinator/Stage Leader or Head of School or when a significant incidence has occurred, breaching School rules and expectations.

The Head of School, Year Coordinator or Stage Leader will issue the detention form, which will be sent home for parental signature.

Suspension

For more serious disciplinary matters, the School may resort to excluding students from class for a specified period of time.

The measures available include:

- Internal suspension where the student is removed from class for a period, is officially suspended and works in a withdrawal space until the suspension period is completed. In this case students are not allowed contact with other students during the course of the school day.
- External suspension where the student is sent home for a period specified by the Principal under the supervision of parents

There are a number of matters which are considered:

- Natural justice and procedural fairness: this involves the right of a fair hearing. Both students and parents need to be told why a suspension is being initiated. The student being suspended should be able to explain any mitigating circumstances before the suspension comes into effect.
- An Emergency Situation: where the safety of other students or staff is at risk, immediate suspension may be necessary. The Principal can then make a later decision on the action to take. Possession of a suspected illegal drug, violent or threatening behaviour or possession of a prohibited weapon fall into this category.
- Notification: Proper written notification to students and parents is critical in the observation of natural justice.

Expulsion

Expulsion is usually as a result of a major breaking of school rules, such as a student being in possession of illegal drugs, or as a last resort when all other disciplinary measures have failed.

As a general rule, the behaviour should be so serious that suspension is inadequate to deal with the behaviour and the need of the student to receive an education is outweighed by the need to ensure the wellbeing and safety of other students and the need to maintain order and discipline.

The Principal may also cancel the enrolment (as opposed to expulsion) of an above school age student who is failing to take advantage of the educational opportunity provided by refusing to participate in the program of instruction.

Three Level Behaviour Management Years 3-6 Only

Goal: To provide optimum opportunities for the learning, engagement and wellbeing of every student.

	Level 1	Level 2	Level 3
Behaviour	<p>Hurting a schoolmate's body Hurting a schoolmate's feelings Disobeying a teacher Being disrespectful to an adult Constant interruptions during a lesson Not caring for our school Not caring for our uniform Unexplained or repeated lateness to class Repeated homework not done with no note Repeatedly wearing incorrect uniform Inappropriate use of technology Going out of bounds Inappropriate possessions</p>	<p>Repeated Level 1</p> <ul style="list-style-type: none"> • 3 Incident Reports within one term <p>OR</p> <ul style="list-style-type: none"> • Not honouring commitments • Lying • Poor bus behaviour • Swearing • Punching • Teasing • Spitting • Stealing • Repeated disobedience 	<p>Repeated Level 2 With timing at the discretion of the Head of Junior School/ Assistants to the Head of Junior School (two-three lunchtime detentions)</p> <p>OR</p> <p>Significant consequences for:</p> <ul style="list-style-type: none"> • Major vandalism • Physical violence • Pattern of bullying • Racism • Truancy • Severe breach of technology contract
Action	<p>Issued with a Level 1 Incident Slip Counselling with teacher who witnessed the behaviour / 10 minute related consequence</p>	<p>Assistants to the Head of Junior School to monitor lunchtime detention, offer further counselling and complete Reflection Sheet</p>	<p>Two-three lunchtime detentions result in a meeting with Head of Junior School / Assistants to the Head of Junior School / Parents, to discuss incidents and options Counselling Playground suspension In-school suspension</p>
Responsibility	<p>Teacher who witnessed the behaviour</p>	<p>Teacher who witnessed the behavior Assistants to the Head of Junior School to manage lunchtime consequence</p>	<p>Referred to Head of Junior School / Assistants to the Head of Junior School Classroom teacher informed Counsellor informed (when necessary)</p>
Communication	<p>Behaviours recorded in an Incident Report and placed in diary, thereby informing parents Class teacher to keep a record</p>	<p>Recorded in diary, thereby informing teachers and parents Reflection Sheet added to the database Send copy of student reflection home</p>	<p>Head of Junior School / Assistants to the Head of Junior School organise parent interview Discuss options with parents for significant consequence Summary notes of parent interview added to database</p>

School Rules

These rules will help us all achieve the school's wellbeing aims:

- *show courtesy and respect for others*
- *allow students to learn and teachers to teach*
- *care for the environment in which we live and work*

Enrolment in the School means accepting a contract to honour the rules, practices, traditions and good name of the School. Any behaviour or appearance which adversely reflects upon the School will be considered contrary to School Rules. This applies in and out of the School (i.e. in public, at weekends, at home, etc., as well as in class or on the sports field) regardless of whether the student is in uniform or not.

It is the individual student's responsibility to find out and learn the rules. Ignorance is no excuse for failure to comply. It is the student's responsibility to learn the specific rules that apply to particular areas, Houses, buildings and amenities (e.g. library, gymnasium, oval, etc.) and these rules must also be observed.

Property

- No student may touch, borrow, interfere with, or damage any property of the School and its employees or of any other person.
- Any damage to property must be reported immediately to an appropriate member of staff.
- Vandalism is not tolerated.
- Each student is responsible for any property allocated to them and also for their own property, which must be maintained in good condition, stored tidily and clearly marked.
- Students should not have more money in their possession than is absolutely necessary and the School accepts no responsibility for items of value.
- Students must use their lockers to store property and ensure that the lockers are securely padlocked.
- Please do not bring large sums of money or valuable property to school. If it has to be brought to School for some urgent reason it must be given to a Head of School immediately upon arrival for safe-keeping until needed.
- Students are not permitted to buy or sell property at School.

Alcohol

No student may possess or consume any alcoholic beverage at school, on a school activity or whilst travelling to or from school. No member on the School Roll, of whatever age, may consume liquor in public in School uniform. No student under 18 years of age is permitted to consume alcohol.

Drugs – Zero Tolerance

Any suggestion of a student trafficking in, using or abusing drugs (prescribed or otherwise) will lead to summary expulsion and reporting to the appropriate authorities. Any student carrying medicine at school must register this fact with the Health Centre in M Block. No student may ever give a medicine to another student for whom it is not prescribed.

Smoking/Vaping

The whole Pittwater House Campus is a NON-SMOKING area. No student is allowed to smoke/vape at school or whilst travelling to or from school or at any time in school uniform. (This is not intended to suggest that they should smoke/vape at home or anywhere else). No student may carry tobacco, cigarettes or other smoking/vaping apparatus on his or her person or in belongings whilst at or travelling to or from school. The School reserves the right to inspect all personal clothing or property from time to time if the breaking of this rule is suspected and to apply appropriate sanctions. Smoking/vaping is addictive and causes serious illness and premature death.

Sexual Harassment

The School has always adopted a policy of non-discrimination and has never condoned harassment of any sort. Severe penalties now exist under both State and Federal Law regarding sexual harassment by senior students (16 years and over) or by adult members of staff in the organisation.

Mobile Phones

ECC to Year 4 Students

Students are not to have mobile phones or Smart watches on the school grounds. Exemptions to this rule, for example the use of phones to support and monitor a medical condition, need to be discussed with and approved by the Head of the Junior School.

Year 5 to 6 Students

Students are encouraged not to bring mobile phones to school. However, requests for exceptions to this rule need to be submitted via Skoolbag to the Head of the Junior School. Students who have been approved to bring their phones to school must keep them switched off while on school grounds and have them secured in their school bags throughout the day. Please see Fig. 1. for more details.

Year 7 to 10 Students

Students may bring their phone to school, however, there are limited times when they are allowed to access them. Students are to:

1. Turn phones off and lock them in their lockers between 8.30am and 3.25pm. Lockers must be locked with padlocks. Phones are not to be accessed during these times.
2. At times teachers may require students to bring their mobile devices to class for a specific learning activity. Students must then return their phones to their lockers at the next available break.
3. Please see Fig. 1. for more details.

Year 11 to 12 Students

Students may bring their phone to school, however, there are limited times when they are allowed to access them.

1. May carry phone with them.
2. They should not be used or seen in class without teacher approval.
3. Students can not walk around campus during breaks with headphones on.
4. See Fig. 1 for detail.

Mobile phones/devices are brought to school entirely at the owner's risk. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.

Fig. 1 Mobile Phone Policy Details

	Year E-4	Year 5 and 6	Year 7-10	Year 11-12
Phone access	No phones or Smart watches.	With approval, must be switched off in bags.	Must be locked in locker and switched off.	May be carried on student, but not to be used in class.
Between class	No	No	No	No
Recess and lunch	No	No	No	Limited
Before and after school	No	Yes	Yes	Yes
Co-curricular	No	No	No	Yes
Excursions	No	No	Under teacher direction	Under teacher direction
Camps	No	No	No	No

At all times, students may go to reception or their Head of School to contact parents or receive a call. Parents may only contact students during the school day via School Reception.

Consequences for Not Following Policy:

Junior School

First Breach of Policy

Mobile device removed and taken to the Head of the Junior School. Recorded in system. Device collected at the end of the day. Verbal Warning.

Second Breach of Policy

Mobile device removed and taken to Head of Junior School. Recorded in system. Device collected at end of day. Parents will be contacted.

Subsequent Breach of Policy

Mobile device removed and taken to the Head of the Junior School. Recorded in system. Parents will have to meet with the Head of the Junior School to collect device.

Senior School

First Breach of Policy

Phone to be confiscated and delivered to reception. Student may collect phone after 3.25pm from reception. Year Coordinator to be notified and record made.

Second Breach of Policy

Phone to be confiscated and delivered to reception. Student may collect phone after 3.25pm from reception. Year Coordinator to be notified and record made. Year Coordinator will meet with student.

Subsequent Breach of Policy

Phone to be confiscated and delivered to reception. Student may collect phone after 3.25pm from reception. Year Coordinator to be notified and record made. Year Coordinator will contact parents and suitable punishment to be implemented.

Boundaries

- A student is out of bounds when in any area of the School (either in a building or outside) without some legitimate and purposeful reason for being in that area.
- Students are not permitted to leave the boundaries of the School grounds during School hours without permission.
- Classrooms may not be entered during breaks and after School without permission.
- Gardens around the School buildings are not to be used as thoroughfares.
- Ball games may only be played in the areas provided for the purpose.

Bicycles, Scooters and Skateboards

- Bicycles must be wheeled, not ridden once on school grounds.
- They should be kept chained in the areas allocated, and the School will accept no responsibility for loss or damage to them.
- Students must wear a helmet whenever they are riding a bicycle, scooter or skateboard.
- Students are not to ride scooters or skateboards on the school grounds at any time.

Behaviour During Co-curricular Activities

Co-Curricular activities are an essential in the 'Whole School Concept' and many of the School's educational aims are achieved through them. The code of behaviour is an extension of the usual code expected of students in curricular activities and must be in evidence both on and off campus. Fair play is paramount.

Pittwater House Core Values must be reflected in all individual, group and team pursuits. Commitment is emphasised as essential in the pursuit of excellence. Adequate training, rehearsal and preparation is therefore expected of all students in Co-Curricular activities.

Courtesy, consideration for others and the co-operative spirit is the hallmark of the Pittwaterman and this is to be displayed in the following ways:

- All participants must be punctual to rehearsal/training sessions as well as the scheduled activity. If in rare instances through genuine emergency, students cannot be present, they must inform the teacher in charge well before the activity takes place.
- Visitors to the campus must be greeted, given direction and made feel welcome. This is everyone's responsibility, but the particular responsibility of student leaders.
- Excellence in performance and play should be recognised by applause, whether it be for the home representatives or a visiting group. Barracking should always be positive, encouraging effort and never designed to provoke activity contrary to the Pittwater House spirit. Students must accept victory and defeat graciously.
- The correct uniform and/or kit must be worn to training and to the activity, otherwise students will not be allowed to participate. School uniform must be worn to and from that activity if travelling by public transport.

Negative behaviour is contrary to the positive educational aims of Pittwater House. Anyone associated with Pittwater House as a spectator, participant or official involved in:

- physical violence or threatening physical violence
- verbal abuse
- bad language
- questioning the decisions of referees, adjudicators, judges or teachers in charge of an activity
- provocative comments intended to incite will be immediately excluded from participation by Pittwater House staff. Serious disciplinary action will follow.

Any genuine problem should be referred to the teacher in charge of the activity so it can be dealt with by the Principal, through the correct channels.

Bullying

Bullying behaviours are behaviours which are designed to hurt, threaten or intimidate others. They are usually a result of a power imbalance either by social or professional status or by the number of individuals involved. Bullying behaviours are learned behaviours and the family environment can contribute to the development or inhibition of these behaviours.

Contributing factors include attitudes held by parents, modelling of inappropriate behaviour, how families resolve conflict and the interaction of all family members in general with good communication at home helping students develop a more positive sense of self, as well as effective coping and social skills.

Bullying behaviours fall into a number of categories:

- Physical – hitting, pinching, punching, shoving, etc
- Verbal – name-calling, putdowns, racial or sexual slurs, etc
- Psychological – isolation, exclusion, notes, graffiti, etc
- Cyber – online trolling, sexting, abusive texts, etc

Bullying behaviours can be a one-off event or a sustained attack on one or more individuals. Bullying behaviours can be overt or covert. Physical bullying is often the easiest form of bullying to identify but most students who engage in bullying behaviour are subtle and hence bullying behaviours are often undetected.

This is especially true of cyber bullying as often individuals can hide behind anonymity to humiliate, hurt or damage the reputation of another individual. The nature of cyber bullying means the individual involved may not even be aware of the extent of the damage they have caused. The ease with which individuals can use technology as a bullying tool, makes it especially important that teachers and parents are vigilant when it comes to the application of learning technologies in their classrooms, around the school and at home

Prevention and Response

The most effective bullying prevention programs are based on a whole school approach which focuses on empathy, respect and the important role of bystanders. To experience a successful reduction in the incidence of bullying behaviours, school programs need to focus on fostering individual strengths, enhancing social and emotional skills, contributing to a positive school environment, clearly defining bullying and other harmful behaviours, developing strategies to respond to bullying and other harmful behaviours, encouraging reporting and effective intervention and staying safe online.

Pittwater House School is committed to the establishment of a positive and inclusive School community where instances of bullying behaviour and harassment are the exception and students are equipped with life-long skills to live harmoniously in a diverse society. Any bullying incidents will be documented. In order to support students, the following programs are available in the School and will be implemented when instances of bullying behaviours have been identified. The type of intervention will depend on the ages of the students involved, their emotional intelligence and the nature of the bullying behaviour. Pittwater House applies one or more of the following methods when students have been identified in an incidence of bullying behaviour. Students can ask their teacher, Year Coordinator or Stage Leader for more information about the following approaches.

UR Strong – using the language of friendship to identify the difference between relationship conflict and bullying behaviour and to develop strategies for resolving each type of conflict

Restorative Practice – systematic, deliberate rebuilding of a damaged relationship which acknowledges wrong doing and seeks to make amends.

Support Group Model – group discussions around issues of conflict in relationships, also called the ‘No Blame Approach’ as this method seeks students to take joint responsibility for resolving a conflict.

Method of Shared Concern – does not involve the student subjected to the bullying behaviour but does involve students who have been involved or are a support to the students involved. This method seeks a group agreement on the strategies which can be employed to support students to make good decisions in relationships.

Students should support each other in reporting instances of harassment or bullying. The School strongly emphasizes the need to empower the bystander. We all have a role in preventing bullies.

Students should

- Try to ignore it; to react may encourage the behaviour
- NEVER obey a bully
- Report persistent, inappropriate behaviour, whether observed or experienced directly, immediately to any person in authority or a teacher with whom the student feels comfortable
- Remember that ‘dobbing’ is when you ‘tell on’ someone in authority for your own gratification. Reporting bullying or harassment is an important aspect of being a member of a community that takes responsibility for its members.

Parents can

- Listen to their son or daughter if they say they are being bullied or someone is bullying others and agree on a course of action
- Notify the School if they feel the situation warrants intervention by the School staff
- Encourage their child to discuss incidents of bullying and reinforce the need to speak out about the behaviour
- Discourage their child from retaliating in kind to incidents of bullying or harassment
- Use appropriate channels to report incidents; NEVER approach other parents or children directly.

The School will

- Ensure that students are taught positive conflict resolution, tolerance and respect for others
- Be vigilant in monitoring the student body for signs of distress or suspected incidents of bullying or harassment
- Use activities to reinforce Pittwater House’s aims with regard to a positive learning community
- Report incidents of bullying or harassment to staff designated to deal with it who will record and investigate the report
- Ensure that counselling is provided where needed for both victims and bullies. Students will receive help with strategies to enable them to handle the situation themselves where appropriate.

Actions Students Should Take

- Students are encouraged to report all incidents of bullying to a trusted teacher, Form Teacher, Counsellor or Head of School, even if the student is not directly involved.
- Students sometimes need support to deal with certain incidents that involve aggression and conflict resolution; therefore, they should speak with a member of the school’s staff, in confidence.

Actions the School Will Take

If bullying / harassment continues the perpetrator may:

- Receive a warning
- Be required to attend a meeting with parents and the relevant Head of School
- Be required to discuss their behaviour with the victim/s and make amends
- Be suspended or expelled in extreme or persistent cases at the discretion of the Principal.

Pittwater House is committed to the establishment of a positive and inclusive School community where instances of bullying and harassment are the exception and students are equipped with lifelong skills to live harmoniously in a diverse society.

Uniforms and Appearance

The School uniform should always be worn correctly. This means that students may not mix and match items of sport uniform and the regular uniform. Full School uniform is always to be worn to and from School, even if travelling by car or bus. The uniform needs to be worn correctly both at School and in the general public.

- K-2 may be directed to wear their sports uniform to School on specific days by their teachers depending on when they are holding PE or Sport activities.
- Years 3-6 wear their Sports uniform to and from School on Fridays to coincide with School Sport.
- Years 7-12 must always wear their full School uniform to and from School and change into sports uniform at School if they have training or practical PDHPE lessons. Any exceptions to this rule for special events will be clearly communicated.

Uniform for after hours events held at School: There will be times such as a weekend markets or being in the audience of a School Major Production, where casual clothing is acceptable. However, for formal School organised events such as parent teacher evenings, parent and student information sessions, or House Dinners, where students are required to attend in full School uniform. Students should always double check if they are unclear on uniform expectations.

Uniform for Excursions: When students are attending an excursion, they will wear uniform as deemed appropriate to the nature of the outing by the Head of School or Co-ordinator of the Excursion. The uniform will take one of three forms: School uniform; PE uniform or tracksuit. All students must always wear a School sun hat outside. Students who arrive to the bus or event not in School uniform will not be allowed to attend.

Please Note: If you would like to view the Uniform Shop on the School’s website please click on the link or go to:
<https://www.pittwaterhouse.com.au/join-us/uniforms>

Hairstyles	The School reserves the right to instruct any student to have hair groomed to regulations as interpreted by the School if it is of an unacceptable standard, and/or to suspend the student until the standards are met.	
	General Rules:	
	<ul style="list-style-type: none"> • Hair should be their natural colour. • Length should be no shorter than a #2 cut • Hair should always be neat and tidy. • Lines, scalp designs and extreme length changes cuts are not permitted. 	
	Boys	Girls
	<ul style="list-style-type: none"> • Hair must be neat, off the collar, ears and above eyes under normal circumstances. Hair should not be long enough that it needs to be tucked behind ears to keep off eyes. • Boys must be clean shaven. 	<ul style="list-style-type: none"> • Must be worn off the face. • Hair below the shoulder must be tied back using navy red, white or blue hair accessories or ribbons from the uniform shop. • No other hair accessories with colour are permitted.

Blazers	<ul style="list-style-type: none"> • These are to be worn to and from School during Terms 2 and 3 for students Years 1-12. • During these terms they are to be worn to all assemblies and other formal occasions. • The blazer is to always be worn as the outer layer. The one exception to this rule is when it is raining, and the School raincoat may be worn over the blazer. 	
Hats	<ul style="list-style-type: none"> • In the interests of health all students in the School are obliged to wear a School sun hat (chosen from one of the School styles available from the School Shop) when they are in the playground or taking part in outdoor activities. 	
Jewellery and make-up	<ul style="list-style-type: none"> • Students are not permitted to wear any form of make-up except clear nail varnish. • Students may wear approved School insignia such as School Badges, other badges awarded by the School and Duke of Edinburgh Awards, etc. • No jewellery is allowed except a wristwatch and a single silver/gold stud earring in each ear. Exceptions to this rule due to religious or cultural reasons need to be approved by the appropriate Head of School. • Boys with piercings may wear clear piercing retainers only. • All other piercings such as the nose, eyebrows or cartilage, must be only filled with clear piercing retainers only. 	
School Shoes	<ul style="list-style-type: none"> • K to Year 2: Polished black leather lace-up, Mary Jane or Velcro School shoes are required. • Years 3 to 12: Polished black leather lace-up School shoes are required. These need to have a heel and not be of a flat soled trainer or 'skate shoe' style. • Brightly coloured stitches should not be visible. • Shoes should be in good condition and polished. 	
Socks	Boys	Girls
	<ul style="list-style-type: none"> • Pittwater House Summer Short Sock and Long Socks available from the School Shop. • Summer Socks are to be worn in Terms 1 & 4 with shorts • Long Socks are to be worn in Terms 2 & 3 with shorts and are to be worn just below the knee and students are encouraged to wear garters to assist keeping socks pulled up. • Summer Short Sock is to be worn with trousers. 	<p>Summer</p> <ul style="list-style-type: none"> • K to Year 9: Plain white ankle socks only • Years 10 to 12: Plain black ankle or crew socks <p>Winter</p> <ul style="list-style-type: none"> • K to Year 2: Long blue socks • Years 3 to 12: Navy tights are required. Black tights are not acceptable. Tights should always be in good condition without holes.

School Shorts	Boys	Girls
	<ul style="list-style-type: none"> • Grey knee length shorts. • Must be worn with black belt. • Shorts are optional for Years 7-12. • Purchase only from the School shop 	<ul style="list-style-type: none"> • K to Year 12: tailored navy shorts may be worn as part of the summer uniform only (Terms 1 and 4). • Purchase only from the School shop
School Trousers	Boys	Girls
	<ul style="list-style-type: none"> • Available as an option for Years 7-12 only. • Must be worn with black belt. • Purchase only from the School shop 	<ul style="list-style-type: none"> • K to Year 12: Navy pants may be worn as part of the Winter uniform only (Terms 2 and 3). • Purchase only from the School shop.
Shirts, Ties, Skirts and Dresses	<p>These vary depending on Winter and Summer uniform and stage of enrolment. Please see: https://www.pittwaterhouse.com.au/assets/docs/School-Uniform_Jun2020_LR_FA.pdf</p> <p>Note:</p> <ul style="list-style-type: none"> • Hemlines on girls' dresses or skirts should be at a respectable length, on or near the knee. • Boys ties must be tied correctly with the shirt top button done up. 	
Sports and PE Uniform	<ul style="list-style-type: none"> • These vary depending on gender, age and sporting activity. Please see: https://www.pittwaterhouse.com.au/assets/docs/School-Uniform_Jun2020_LR_FA.pdf • Note: sports fleece is an optional attire • Students must have the correct Pittwater House sports clothing for School Carnivals and will not be able to represent the School at external representative level carnivals without the correct uniform. 	
Raincoat	<ul style="list-style-type: none"> • Pittwater House raincoat is optional, however, is the only raincoat that is to be worn. • Raincoat can only be worn outside, when it is raining. • In Terms 2 and 3, the blazer must still be worn under it when the raincoat is needed to and from School. 	
School Bags	<ul style="list-style-type: none"> • Each student should have a standard Pittwater House School bag as issued by the School Shop in which to carry homework books, lunch and other effects. • Labels, slogans and transfers may not be affixed to the outside of School bags. • Regulation Pittwater House sports bags are available from the School Shop and should be used for sports clothing. 	
Year 12 Jersey	<ul style="list-style-type: none"> • The jersey is a privilege. Therefore, students can only wear it on the condition that they continue to wear their blazer to and from School. 	

Lost Property

It cannot be too greatly emphasised that the School can do little to assist in recovering lost property if the loss is not reported immediately to the Form Teacher, Stage Leader, Assistant Heads or Head of School. If losses are reported at once, the School will take appropriate steps to investigate. Found property is held for a reasonable period at the School Shop. The School has no legal responsibility for personal items. These are brought on campus at the owner's risk and claims against the School for loss of or damage to personal property will be denied. All personal property should be correctly named.

Student Drivers

Parameter: Road traffic accidents are the largest cause of death in Australians between the ages of 17 and 25. The School relies on the goodwill of our neighbours who live in the streets surrounding the campus. Student drivers are reminded that Police have powers to take serious steps against motorists who display disregard for the rights of other road-users, including the confiscation of their vehicles.

Approval: The School view is that driving a motor car is not a 'right'. Student Drivers' conduct as a member of Pittwater House is very much on display through student driving behaviour. Reports of students driving dangerously, heedlessly or selfishly will be taken very seriously and may revoke permission to drive to school. In extreme cases the police will be informed. It is the School's aim to develop safe and responsible behaviour on the road for all its students.

Student Parking

All drivers are to observe whatever parking regulations exist on the neighbouring streets. The School does not accept responsibility for parked vehicles.

Students are not to drive onto the school grounds or enter in their vehicle any school carpark.

Student Card

A Pittwater House Student Card will be issued to all K-12 students. This card formally identifies the bearer as a current Pittwater House student and will be used for all library borrowing and may be required for attendance checks. Cards need to be carried each school day. They can also be used for student discount travel. The card, once charged, can be used for canteen, copying and School Shop purchases.

Withdrawal of Students

Where a student's enrolment is voluntarily terminated the School must receive one full term's written notice, addressed to the Principal, of the intention to withdraw. By way of example, where a student is to be voluntarily withdrawn from the School at the end of Term 3 written notice of this intention must be received by the School no later than the last day of the preceding Term 2.

Student References from School

Students leaving the School (other than those expelled) may apply for a reference from the Heads of School or the Deputy Principal.

Allergy Aware Environment

The School aims to provide a nut-free environment to protect children and adults on campus who have allergies to nuts and nut products. Students, staff and visitors must not bring nuts or nut products on to the School campus and no nuts or nut products will be sold at the School Canteen. Students should not share any food with other students. Students with allergies should ensure they have an action management plan that has been communicated with the Schools Health Centre and that they follow the stated procedures in regard to medication, etc. The School cannot guarantee to eliminate all nut products at School functions or during curricular or extra-curricular activities.

Cadets at Pittwater House

The Pittwater House School Cadet Unit is a voluntary activity and is open to all Years 7-12 secondary students in the Grammar School and College. The cadets are offered a variety of activities centred on teamwork, leadership, self-discipline and community. In Years 7 to 10 the cadets develop leadership and adventure training skills and in Years 11 and 12 take on leadership and management roles within the Unit. Musicians can participate in the ceremonial marching band. Through Cadets students are able to complete such courses as Duke of Edinburgh Awards and the Adventure Training Award, as well as gaining valuable experience in service to the community.

The cadet parades occur weekly on Monday's from 3.30pm. Each year the students go on an annual camp and at least one bivouac.

For further information contact Captain (AAC) McClean, email: steve.mcclean@tphs.nsw.edu.au.

Performing Arts

Contact

Co-ordinator of Performing Arts – Mr David Cosentino

Please Note: The Instrumental Music Handbook (including application forms) is available on the School Portal under the School Information tab: <https://www.pittwaterhouse.com.au/portal/school-information> or from your music teacher and Reception.

Debating

Pittwater House has a number of debating opportunities throughout the year. Participation in debating is encouraged, as argument development, argument structure, public speaking skills and critical thinking are all practiced and refined as they progress through the competition.

Debates will be held within school as part of the House competitions and externally in the form of interschool debates and the HICES Debating competition. Junior School debaters will be liaised with through their class teachers.

Sport

Contact

Pittwater House Sport is co-ordinated by Ms Sue Grigg, Manager of Sport and Extra Curricular Programs:

Email: sue.grigg@tphs.nsw.edu.au

Office: Room N16, first floor, North Wing Science Block

Join Pittwater House Sporting Groups Facebook Page

Pittwater House has a Sporting Groups Page on Facebook for current students and their families. This page provides updates to sporting fixtures and draws, results, permission slips and latest news for Pittwater House Sporting teams. This is a closed group, so unless you are a member you will not be able to view content.

If your child is in a sporting team, please join this group and check this page for the latest updates on sporting teams at Pittwater House.

Instructions to join: www.facebook.com.au. You need to have a Facebook profile if you wish to join. Search for **Pittwater House Sporting Groups** page and request to join the group.

If you have any enquiries about this page, please contact Ms Sue Grigg, Manager of Sports and Extra Curricular Activities at: sue.grigg@tphs.nsw.edu.au.