



Pittwater House

Pittwater House Grammar School

(including Preparatory School)

Annual Report 2011

The Pittwater House Schools Limited

A Company Limited by Guarantee
ABN 87 000 655 845

The Pittwater House Schools are registered separately as Pittwater House Grammar School and Pittwater House Girls College. A separate report has been prepared for each School entity.

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Vision

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

Mission

To develop high achieving students who are connected globally to each other and to the communities in which they live and which they will serve.

Core Values

- Honesty and Integrity
- Consideration for others
- Maximum use of talents
- Flexibility in thinking
- Tradition
- Promoting Democracy

The Entity's Short Term Objectives are to:

- Increase enrolments to achieve optimum class sizes
- Improve academic results
- Achieve greater transition rates between stages of schooling
- Offer a rich extra-curricular activity range
- Improve the outdoor educational offerings
- Continue to improve the standard of facilities
- Maintain sound fiscal management



Principal's Message

The Year in Review - 2011

The Vision, Mission, Core Values and short term objectives set the context and provide the starting point for the review of Pittwater House in 2011 in key areas concerning staff, students and parents. We are proud of our achievements and present to our community some highlights from the year. Whilst much of this report is written to fulfil the accountability requirements of Governments, additional information is also included.

The Context

The Pittwater House Preparatory School for boys was founded by Mr Rex Morgan in late 1961. Development of the School was rapid and a new campus at Collaroy opened in 1964 and in 1968 it became the Pittwater House Grammar School. The twin schooling concept began in 1975 with the opening of the Pittwater House Girls College and then the girls' primary school, Pittwater House Junior Girls College in 1977. The Pittwater House Schools are registered separately as Pittwater House Grammar School and Pittwater House Girls College. Pittwater House Grammar School is an independent non-denominational school. The School is co-educational in the Early Childhood Centre, for elective subjects in Years 9 and 10 and fully co-educational in Years 11 and 12, though pastoral groupings remain single gender at the senior level.

Throughout the School's 50 year history it has forged a reputation for excellence that goes well beyond the academic results of its students. Whilst our enviable academic record is fostered and celebrated, the school takes equal pride in focusing on the wellbeing and development of the whole child.

Nevertheless, Pittwater House is different.

Our structure is very different from other schools, allowing us to achieve a balance which features the advantages of single-sex education within a co-educational environment. Pittwater House has pioneered this approach. By understanding that boys and girls learn differently, we are able to tailor teaching styles to suit these differences in a range of subject areas, whilst also bringing boys and girls together for a range of activities and interactions.

Our approach is different, because we understand that our students (and their families) have a range of expectations. A typical 'one size fits all' approach cannot meet the individual needs of each student. For this reason Pittwater House deliberately keeps class sizes small, fostering individual attention for each student and a real understanding of each student's abilities, talents and expectations.

Our people are different, with a staff comprised of experienced professionals who truly are committed to our students and to working with them to achieve the very best results. Education is a partnership, with both the school and the family working together. At Pittwater House, we welcome parental involvement and seek to provide a range of opportunities for our families to participate in school life and become active members of our vibrant community. The greatest strength of Pittwater House lies in the sense of community that permeates all aspects of the School.

Our Core Values: [honesty and integrity](#), [consideration for others](#), [maximum use of talents](#), [flexibility in thinking](#), [tradition and promoting democracy](#) all play a vital role in underpinning the nurture we offer each student with our school community. Pittwater House strives to provide an environment where students are valued as individuals, where they are inspired to learn and where they can follow the pathway that is right for them. As we drive to meet the needs of each student, we ensure that our Core Values are the hall marks by which our actions meet our mission.

Pittwater House has a proud heritage of nurturing independent thinkers who develop a spirit of service, both to each other and to the wider community. Ultimately they take their places as responsible citizens in a wide range of careers, appreciative of the foundation that their education has given them.

I commend this Report to you.



DR NANCY HILLIER
Principal & CEO

The Council of Governors

The Board of Governors of Pittwater House has the ultimate responsibility for all matters relating to the running of the School. Without limiting the generality of the Board's role, its principal functions are focused on determining the policies governing the School's operation and the approval of annual and strategic budgets.

TODD ALEXIS, SC
CHAIRMAN

Directors

Mr Todd A Alexis SC	Chairman	24 June 2008 to present
Mr Leslie Galbraith	Non-Executive Director	24 June 2008 to present
Dr Nancy Hillier	Executive Director	26 Oct 2010 to present
Mr Steven B Howell	Non-Executive Director	24 June 2008 to present
Mr Tod S McGrouther	Non-Executive Director	24 June 2008 to present
Mr Santo Severino	Non-Executive Director	2 Feb 2010 to present
Mr Rhett Tregunna	Non-Executive Director	7 June 2011 to present
Mrs Kathleen Waters	Non-Executive Director	2 Feb 2010 to present

Corporate Structure

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

Dr Nancy Hillier (Principal and CEO)

Mrs Lynn Phelan (Business Manager)

Mrs Jennifer Fortuin (Head of Pittwater House Girls College)

Mr Mark Page (Head of Pittwater House Grammar School)

Mrs Ruth Achurch (Head of the Junior Schools)

Mr James Walmsley (Head of Teaching and Learning)

Distinctive Curriculum Offerings

Performance in External Tests and Examinations



Pittwater House Grammar School is a non-selective campus; however, it has a reputation for outstanding and impressive academic performance. Success can be measured through the excellent external examination results achieved in the Higher School Certificate (HSC), the School Certificate and the NAPLAN tests. However, the true measure of success is the value that is added to each student's results as they progress through the school and the number of students who achieve their first choice in their University applications.

The Grammar School's academic success has been attributed to an increased focus on making learning the core aim of the school. Increasingly all academic decisions, professional development, class size decisions, cohort structure, the use of technology and resourcing, have all been aimed at ensuring the academic culture of the school is enhanced and the actual learning taking place is the key priority. A greater emphasis has been placed on examination preparation and providing structures that will support our students with their preparation and in achieving their goals.

Higher School Certificate 2011

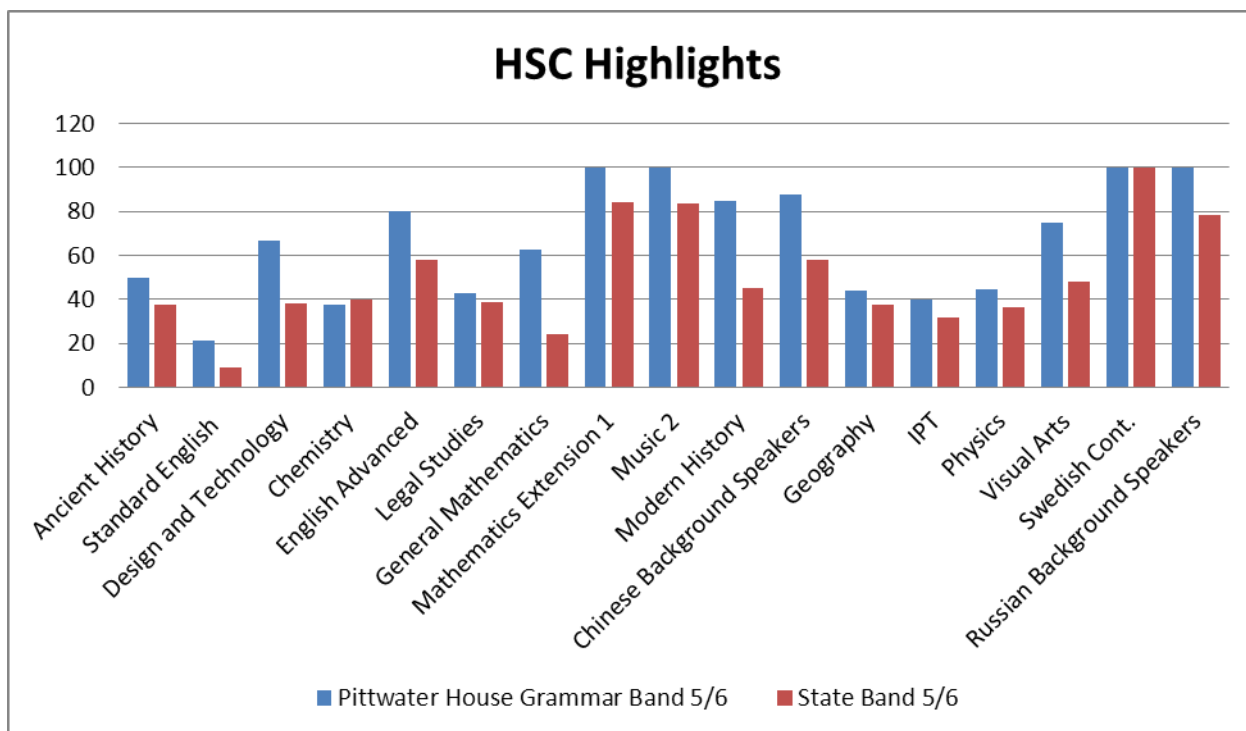
Pittwater House HSC students performed particularly well in 2011 with more students on the High Achievers list than any other independent school on the northern beaches. Highlights included two Grammar School students being included in the 2011 HSC All-Round achievers list and receiving the Premier's Award for All-Round Excellence medal.

On the 2011 HSC Top Achievers in a Course list, we gained a mention for achieving first place in Swedish Continuers and two students were mentioned for General Mathematics. In addition to these excellent results many other Grammar students also achieved well beyond their expectations.

Grammar School

- Ancient History – 50% achieved in the top two Bands as opposed to 37% of the state.
- Design and Technology – 67% achieved in the top two Bands as opposed to 38% of the state.
- Chemistry – 25% achieved Band 6 compared to 11.04% of the state.
- Economics – 42% achieved in the top two Bands
- English (Standard) – 21 achieved in the top two Bands as opposed to 9% of the state.
- English (Advanced) – 80% achieved in the top two Bands as opposed to 58% of the state.
- English Extension 1 – 80% in the top two Bands
- English Extension 2 – 67% in the top two Bands
- Geography – 44% in top two Bands as opposed to 37% of the state
- Information Process and Technology – 40% in the top two Bands as opposed to 32% of the state.
- Legal Studies – 43% in the top two Bands as opposed to 39% of the state.
- General Mathematics – 37.5% achieved Band 6 as opposed to 7.03% in the state and 62.5% of students achieved in the top two Bands as opposed to 24% of the state.
- Mathematics – 27% achieved Band 6 as opposed to 18% of the state.
- Mathematics Extension 1 – 88% achieved in the top Band as opposed to 36% of the state.
- Mathematics Extension 2 – 100% achieved in the top two Bands

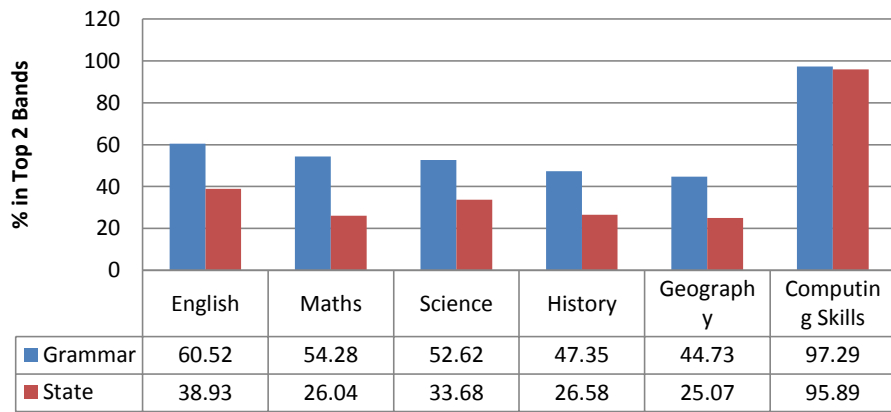
- Modern History – 42% in Band 6 as opposed to 10% of the state and 86% of the students achieved in the top two Bands as opposed to 45% of the state.
- Music 2 – 100% achieved in the top two Bands as opposed to 84% of the state.
- Music Extension – 100% in the top band as opposed to 60% of the state.
- Physics – 44% in the top two Bands as opposed to 36% of the state.
- Visual Arts – 75% in the top two Bands as opposed to 48% of the state.
- Chinese Background Speakers – 88% in the top two Bands as opposed to 58% of the state.
- Russian Background Speakers – 100% Band 6 as opposed to 52% of the state.
- Swedish – 1st in State and 100% Band 6



2011 Pittwater House Grammar School Certificate Results

The Grammar School celebrated significantly above state average grades in all School Certificate Examinations in 2011. In 2011 the School Certificate was sat for the final time with the formal examination being axed in 2012 and replaced with a Record of School Achievement. This was in response to the perceived irrelevance of the examination in today’s society with most students continuing onto Year 12. Therefore, it is significant that the Pittwater House students continued to take the examination seriously and performed at such a high level.

Grammar Top 2 Bands Compared to State 2011 School Certificate



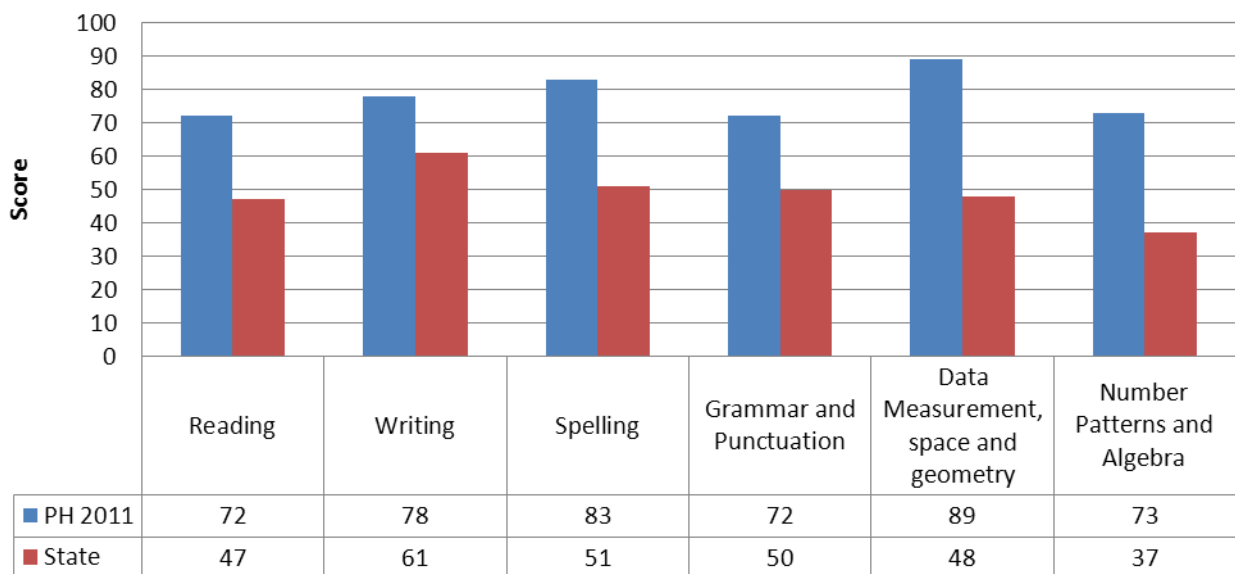
Note: The top two Bands for the Computer Skills examination are Highly Competent and competent.

NAPLAN 2011

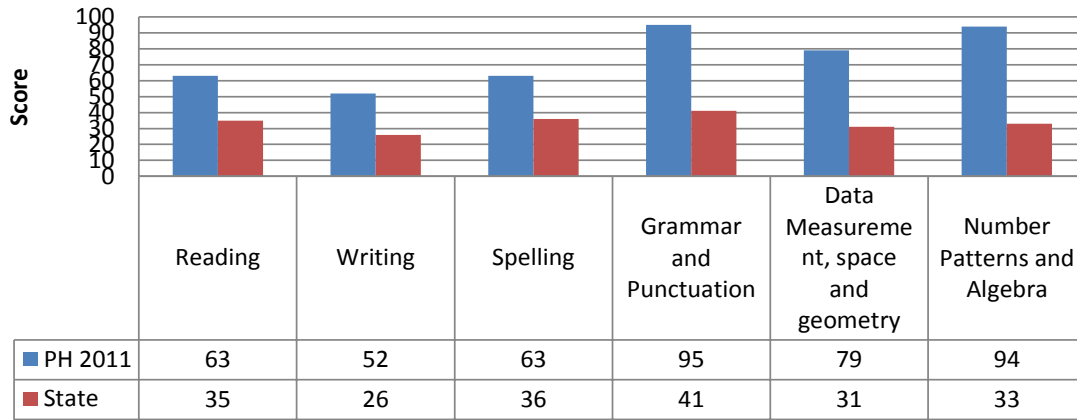
The Grammar Schools means for all components of the NAPLAN tests in Years 3, 5, 7 and 9 were all significantly above the state means and the majority noticeably above the regional means. Just as significantly, the majority of classes demonstrated noticeable improvements on the 2010 NAPLAN results.

Although high class averages are pleasing, we're most interested in how our students are progressing over time and whether there are any statistically significant improvements or decreases on improvement that we need to work on. The initial analysis of the results indicates that the majority of students demonstrated individual growth in performance well above the state average.

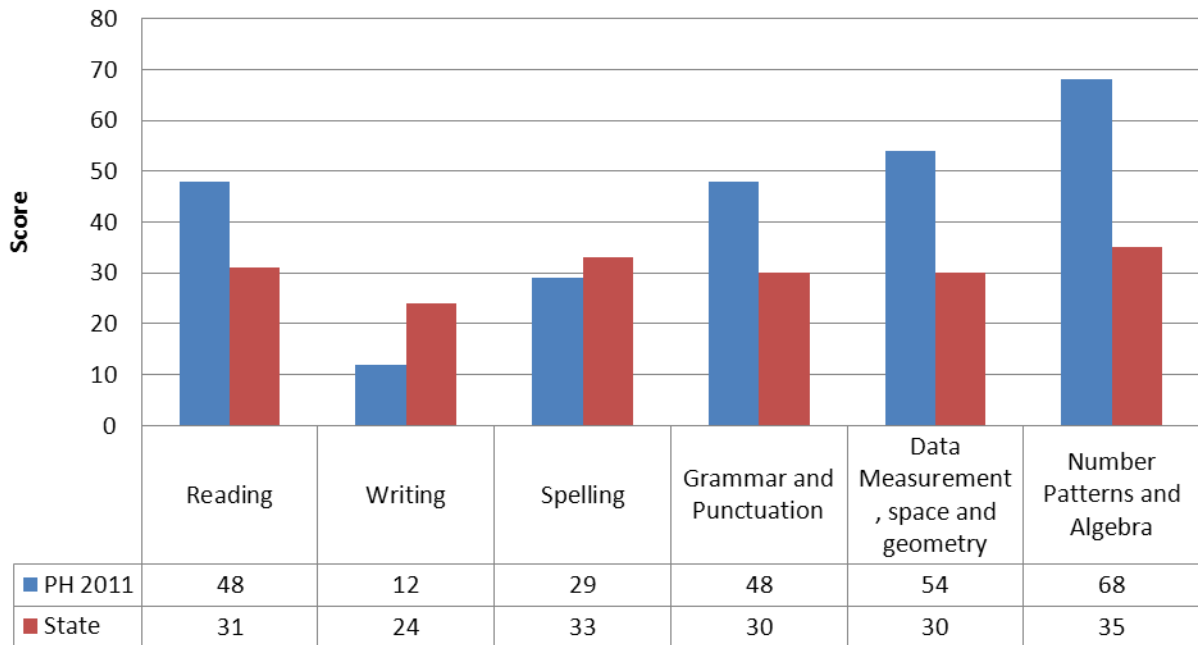
Grammar 3 NAPLAN 2011



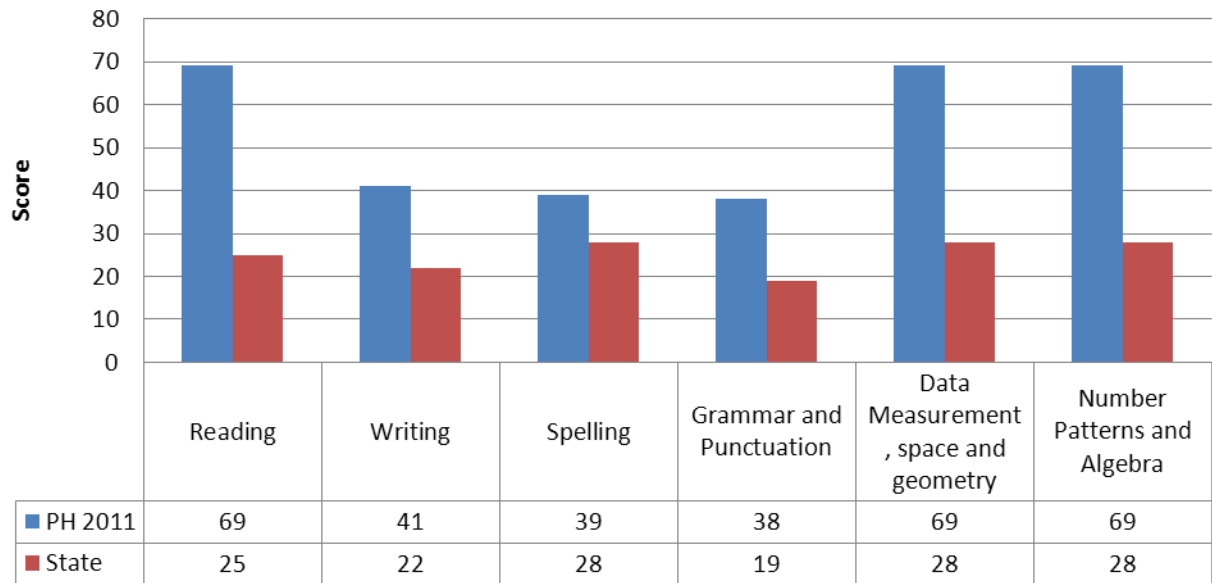
Grammar 5 NAPLAN 2011



Grammar 7 NAPLAN 2011



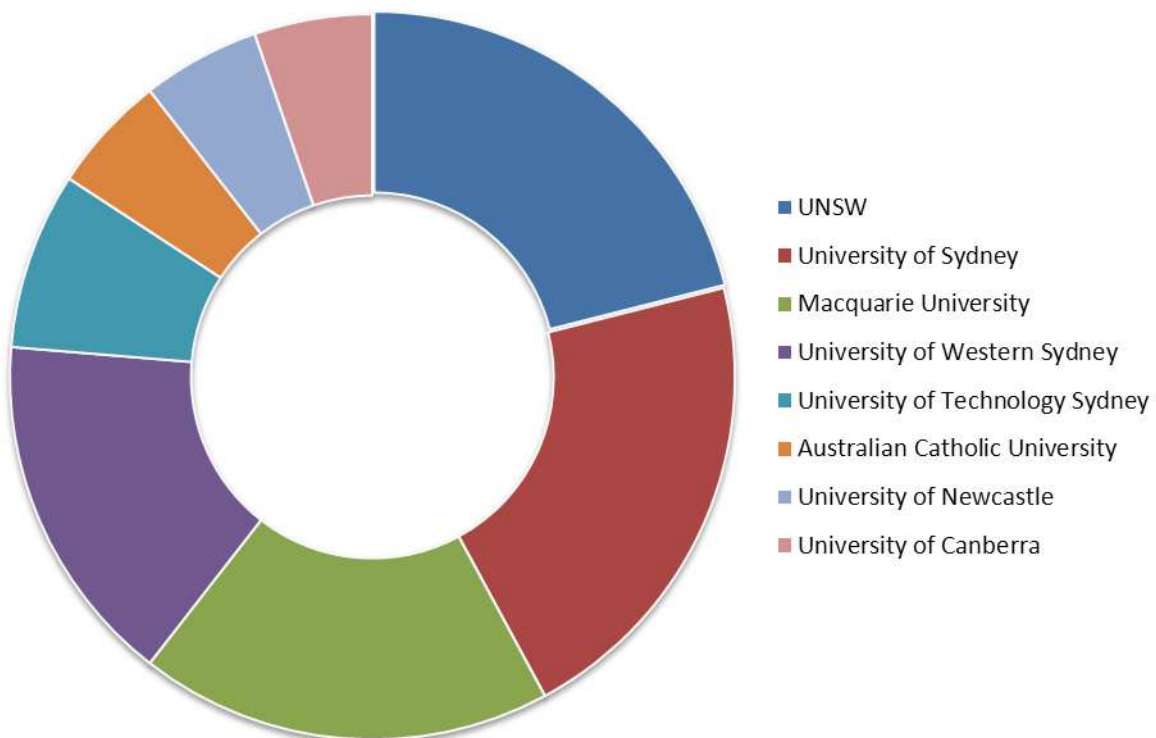
Grammar 9 NAPLAN 2011

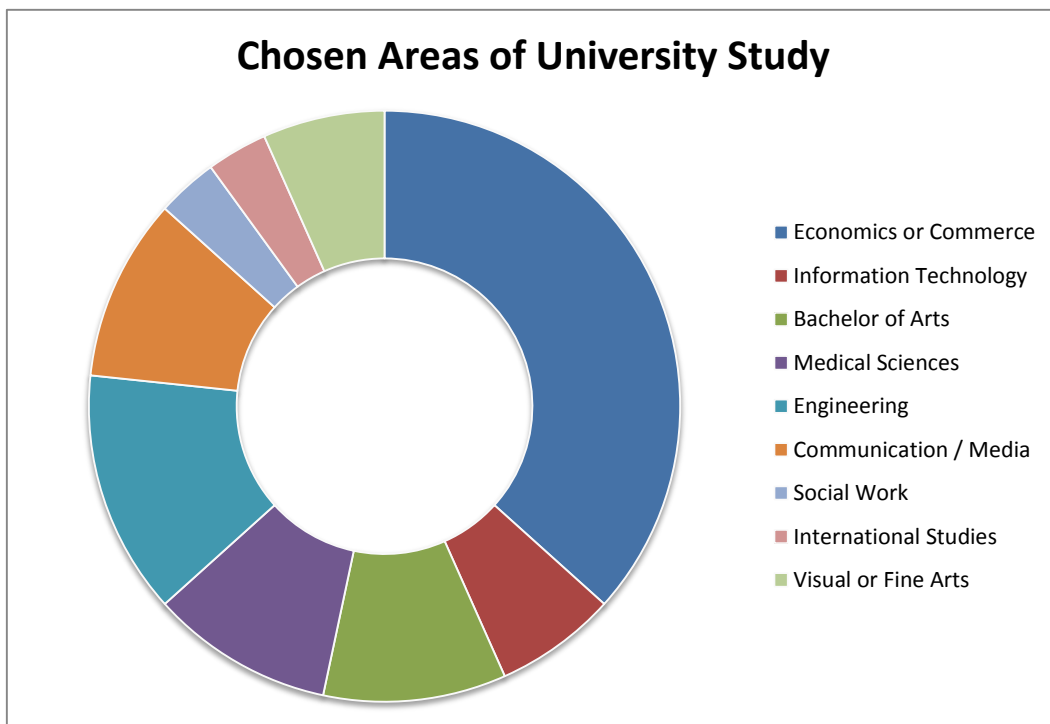


Post School Destinations

The 2011 Higher School Certificate graduates were extremely successful with their university offers. The majority of the Pittwater House students choose to go onto further university study. The table below outlines the offers made by Tertiary institutions for 2012.

Post School Destinations





Professional Development

John Hattie (2003) argues that it is what teachers know, do, and care about which is one of the most important factors in the learning equation. Therefore, at Pittwater House we have encouraged continual learning in a wide range of professional development areas through external and internal training. A range of the external professional learning activities have been included in the table below; however, this has been supplemented through our weekly in-house professional development. Every Wednesday from 3.30 to 4.30pm all staff participated in school based professional development, where the teachers have the opportunity to report back from external training as well as to collaboratively develop their ICT skills, subject mastery, pastoral skills and effective assessment techniques.

HSC Marking was again encouraged as further professional development for our Year 12 teachers. Teachers in 2011 completed HSC marking across most faculties. These teachers learn the particular qualities of answers that distinguish different band results and return to school to emphasise that knowledge.

Description of Professional Learning Activity

- School Nurses Association Conference
- ICT Educators of NSW Conference
- Sydney Symphony – Meet the Music In-service
- AIS Leadership – Enhancing Intra and Interpersonal Leadership
- AIS – Beginning Teachers
- Senior First Aid Training
- MacMillan - Visible Learning Conference – John Hattie
- AIS – History Teachers Conference
- AIS – Deep Learning in Science

- AIS – Higher Order Thinking Skills
- Teacher Training Australia – Differentiation
- AIS – Writing Convincingly
- AIS – Interactive Whiteboard
- AHISA Directors of Studies Conference – Central Coast Grammar
- AIS – ICT Conference 2011
- Teacher Training Australia – Smart Board
- ICT Educators of NSW Conference
- Economics and Business Educators Conference
- AIS – Successful Learners
- AIS – Who are the Gifted and Talented
- NSW PDHPE Teachers Association Conference– Reconnecting with PDHPE
- AIS – Australian Curriculum English
- AHISA Directors of Studies Conference – Shore
- AIS – Teacher Accreditation
- AIS – A Day with Dylan Williams (Formative Assessment)
- Austswim Water Safety Course
- AIS Differentiation in the classroom
- Finance Industry Update
- Teacher Training Australia - Differentiating the curriculum in Visual Arts
- AIS - Digital Art
- Raising Boys Seminar - Steve Biddulph
- Primary English Teachers Association – Moving from assess to instruction
- Board of Studies – Visual Arts HSC markers seminar
- Assessment Literacy
- HICES Annual General Meeting
- AIS – Mathematics Heads of Departments Meeting
- Enhancing NAPLAN preparation
- Teacher Training Australia - Academic Data Analysis
- ICTENSW – Technology Teachers In-service
- Cyber Safety
- Engineering and Information Technology Day
- Data Logging in Science
- Dynamic Geometry – online course
- School Gulf Program
- Hands up for play – National Conference
- Developing an inquiring classroom
- Human Edge Software Training
- HSC Drama – Group Project Success
- Advanced Photography Training

The Pittwater House Grammar School acknowledges the funding provided under Smarter Schools National Partnership on Improving Teacher Quality and facilitated by the Independent Schools Centre for Excellence. The funding for Professional Exchange and Mentoring was provided and used to assist in the professional development of our Science faculty.

School Determined Improvement Targets

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

Achievement of Priorities of 2010 for 2011		
Areas	Priorities in 2010	Achieved in 2011
Teaching and Learning	Increase the capacity of teaching programs to cater for the varying ability of students through the differentiation of curriculum and assessment tasks.	Ongoing work. Whole staff AIS professional development held with focus on differentiation. Increased focus in staff PD on differentiating curriculum and assessment.
	Further enhance the integration of ICT across the curriculum K-12.	Ongoing. Year 9 1:1 laptop program has led to increase focus on this in all stages, but especially Stage 5.
	Increased focus on providing effective feedback to students.	PD sessions run on formative assessment using techniques from Dylan Williams PD.
	Increased focus on gender differentiation in the curriculum	Ongoing.
	Increased focus on programing for different learning styles	Ongoing. However, this was a big focus in all PD considerations.
	Revision of assessment policies	Ongoing.
	Continued improvement in SC and HSC results.	Ongoing. However, 2011 HSC results were the schools most successful in a decade.
Student Achievements	Continued improvement of NAPLAN results	Ongoing. However, very successful in all areas, especially in student growth and Mathematics.
	Increased emphasis on recognizing and rewarding student achievement.	New academic certificates adopted and academic pins for success. Certificates of Academic Excellence and Academic Achievement implemented and presented at weekly assemblies.
	Continued targeted professional development for New Scheme Teachers	AIS session run for all new scheme teachers and supervisors.
Student Welfare	Continued commitment to seamless transition across the ages and stages of the school	Ongoing.
	Continuation of anti-bullying program and program to develop academic resilience	Ongoing.
	Continuation of digital citizenship education and support	Ongoing.
Staff Development	Continued development of understanding of the specific educational needs of boys	Two teachers attended session on Boys Education by Steve Biddulf. Ideas implemented into Form programs.
	Continued use of one afternoon a week for mandatory professional development	Very successful as a means to up skill staff.

Achievement of Priorities of 2010 for 2011		
Areas	Priorities in 2010	Achieved in 2011
Staff Development cont.	Continued development of understanding of Information Technology	Ongoing.
	Continued development of understanding of National Curriculum	Ongoing. This has been placed a little on hold while consultation has been taking place with the NSW Board of Studies and ACARA.
	Support a collaborative learning environment.	Encouraged teachers to open classroom doors.
Facilities and Resources	Introduce 1:1 laptop program for Year 9	Implementation successful.
	Increased wireless coverage and strength	Completed.
	Completion of construction of sports stadium	Completed.

2011 Priorities	
Area	Priorities 2011
Teaching and Learning	Increase the capacity of teaching programs to cater for the varying ability of students through the differentiation of curriculum and assessment tasks for different learning styles, gender and ability levels.
	Further enhance the integration of ICT across the curriculum K-12.
	Increased focus on providing effective feedback to students.
	Implementation of Visible Thinking pedagogy
	Implementation of Instructional Rounds with assistance of AIS grant
	Revision of assessment policies
Student Achievements	Continued improvement of NAPLAN results
	Continued improvement in SC and HSC results.
	Continued emphasis on recognizing and rewarding student achievement
Staff Development	Continued development of differentiation techniques
	Continued targeted professional development for New Scheme Teachers
	Continued use of one afternoon a week for mandatory professional development
	Continued development of understanding of Information Technology
	Continued development of understanding of National Curriculum
	Targeted training on Thinking Routines and Visible Thinking
	Structuring of Instructional Rounds aimed at opening up the classrooms
	Support a collaborative learning environment.
Welfare	Continued commitment to seamless transition across the ages and stages of the school
	Re-writing of student handbook
	Reorganising of school day to allow more pastoral time each day
	Re-writing of anti-bullying program and program to develop academic resilience
	Continuation of digital citizenship education and support
Facilities and Resources	Ongoing implementation of 1:1 laptop program for Year 9
	Implementation of a class set of iPads
	Painting and re-carpeting of campus

Curriculum Ethos



Pittwater House prides itself on developing well rounded students who are confident and positive individuals. We want Pittwater House learners to be the best that they can be in all aspects of their lives for education is a gift that lasts a lifetime

Academic Curriculum

Our ECC to HSC structure ensures a seamless spiralling curriculum which ensures that students gain mastery of the necessary key competencies at all year levels.

Extra Curricula Activities

Pittwater House's broad range of co-curricular and sporting activities caters for a diverse range of interests and abilities enhancing everyday school life.

Developing the mind, body and spirit



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

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

At Pittwater House we also nurture creativity and provide an environment where students feel comfortable to express their thoughts and abilities through co-curricular activities.

There are many opportunities for Music, Drama and Dance performances throughout the year including the Junior School Creative Arts Evening and Senior Creative Arts Night. There is an annual Pittwater House Art Exhibition displaying art works throughout all of the Senior School. Also, every year, there is a Foundation Luncheon competition, which very popular.

Sport

Rugby	Soccer	Basketball
Swimming	Athletics	Cross Country
Tennis	Surf Education	Surf Life Saving
Water Polo	Cricket	Snow Sports
Fitness	Skipping	Touch football
Diving	Triathlon	Biathlon
Volley Ball	Futsal	



Complementary to these sporting activities Pittwater House competes in the local Peninsula Independent Sporting Association (PISA) competitions.

Pittwater House also competes in many sporting areas in CDSSA (Combined Districts Schools Sports Association) competitions, which is our Zone level of representation. This is followed by AICES competitions (Association of Independent Co-educational Schools), which is the regional

level of representation. This level proceeds to CIS competitions (Combined Independent Schools). CIS select teams to compete at the State All Schools against CHS and CCC.

Performing & Creative Arts

Drama Club	Senior Choir	Junior Choir
Big Band	Dance	School Musical Production
Wind Band	Art Club	Private Music Tuition
Junior Band	Carol Service	

Extras

Maths Olympiad	Chess Club
Debating	Board Game Club
Robotics	

Subject Competitions

UNSW Maths Competition	SDN Interschool Debating	Northern Beaches Eisteddfod
HICES Maths Competition	Easy Money Challenge	SMH Young Writer of the Year
Rio Tinto Science Competition	ASX - Share Market Game	The Dorothea Mackellar Poetry Awards
Science Olympiad	Money Matters, Dept of Fair Trading	Mosman Youth Awards in Literature
Nationals Geography Competition	Tournament of the Minds	Extreme Dance Competition

Cadets



Pittwater House has a long tradition with its Army Cadet Unit. The Cadet Program goes beyond outdoor recreation and community service activities; it focuses on leadership and team building skills from an early age.

The Cadet calendar provides many opportunities to be part of community events on days of remembrance. One of the highlights of the calendar is the overnight camps, which give the cadets the opportunity to undertake many activities and challenges.

Duke of Edinburgh Award

Pittwater House participates in The Duke of Edinburgh Award Scheme: an internationally recognised program designed to help young people maximise their potential.

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

Participation is voluntary and is structured so the student can design his own unique program centred on his interests, passions or existing activities.

The Social Climate of the School

Pittwater House is a small, close knit community. The relationships between staff and student are paramount to the success of the school, as is the support provided by each student's family. The School provides a framework for students to shape their character and grow in body, mind and spirit. It is important that each student feels a sense of belonging to the greater School community and that family, student and School work together to forge strong relationships. This is facilitated by the support for each student given by the classroom and Form teachers.

The Core Values of the School, (Honesty and Integrity, Consideration for Others, Maximum Use of Talents, Flexibility in Thinking, Tradition, Promoting Democracy) are emphasised in all classes and form the basis of our credit awards system. Staff are encouraged to reward behaviour in line with the Core Values.

The Pastoral system in the School revolves around the Form teacher. Each class meets its Form Teacher during their pastoral period every day. These pastoral periods are 25 minutes long and take place on a daily basis, just before recess. The Form Teachers follow a program which covers such diverse areas as touch typing, study skills, etiquette and bullying. They form the basis for discussions on leadership, current affairs and managing any issues which affect the lives of our School family. The Form Teacher is responsible for motivating the students in his/her group and making contact with parents.

Bullying is an issue that is always in the news. The School has no tolerance for bullies and there are several policies in place. The School works together with students and families to prevent bullying problems and to ensure that all students feel positively about their experiences at school. Guest speakers, seminars and ongoing programs all deal with bullying and in particular cyber-bullying. The NSW Police Force has appointed a Liaison Officer for Schools and we are in contact with that officer.

Discipline in the school is clear and firm and all students are expected to behave in a polite and appropriate manner. Disciplinary issues are raised by staff and dealt with by the relative Head of School. The debit system is used by teaching staff and detentions are issued when a threshold is reached or for more serious misdemeanors.

Students at Pittwater House have leadership opportunities open to them at various levels. Formal leaders are recognised by the appointment of School Prefects in Year 12 and School Leaders in Year 6 and Year 9. Leadership is discussed in the Form Class sessions and prospective leaders are required to nominate themselves and attend interviews before being recognised. Students are also offered the opportunity to coach sports teams and the Cadet Unit offers leadership pathways too.

Parent Involvement

Pittwater House fosters a strong partnership between parents and the School. The major focus is of course the students. We stress at interview and at all opportunities the need for our families to become and remain a part of the Pittwater House community; this is an enduring strength.

A range of activities are available for parents to be involved. These include:

- The PHPA (Pittwater House Parents Association) which focuses on building community, developing friendship and supporting the school through both volunteer work and fundraising events.
- Volunteer activities: canteen, uniform shop, carnivals, library, reading support, sporting coaches, etc.

Report from Pittwater House Parents Association (PHPA)

2011 was an exciting year for the PHPA with many new committee members bringing with them enthusiasm and energy. A great deal of funding was passed to the school this year to assist in some major projects.

The Events of 2011

The year commenced with the traditional summer cocktail party. Our subcommittee chose a theme of 'Mad Hatters'; we had everything from Melbourne cup hats to beanies. It was a well supported and much loved event where staff and parents were able to mingle in a less formal environment. The music department did us proud with a Barber shop quartet and a splendid evening of jazz by the school band.

This year's Mothers' Day Luncheon enjoyed the normal turnout with mums enjoying sumptuous food provided by our very own Barb Le Ganza. It was a marvelous forum for mums to shop and enjoy the company of friends and relatives alike.

Once again we hosted the Fathers' Day Breakfast on the first Friday of September. Again this event was organised and run by a subcommittee. Bacon was sizzling by 7am as the fathers flooded in, we had a record number of attendees and all enjoyed the event.

Term 3 was a busy term for the committee as we hosted firstly the magnificent Bollywood night; our subcommittee was headed by Lata Wilkinson who truly put her heart and soul into this event to make it the tremendous success that it was. Parents and staff dressed in traditional Bollywood style making it a very colourful evening. We enjoyed Indian cuisine, Bollywood dancers for entertainment and a Bollywood style disco to finish off the evening.

The 2011 Trivia Night was also a great success. We had lower numbers than previous years but oh what an evening we had. Mr Jim Maydo was an excellent quizmaster and from a fundraising perspective it was a very successful evening.

The PHPA supported Book Week in 2011 by providing volunteers to assist the librarian with the sale of books. The children excelled at the character parade, it was a pleasure for the committee to be involved in this event.

For Christmas the PHPA offered decorative tea towels with individual art works and a lovely red and white Christmas theme.

The Second Hand Book Sale was held on an earlier date this year, it is an important service to school families and was well received. ‘

The year concluded with the traditional Christmas Drinks prior to the Carol Service. These drinks are provided and served by the committee as a way of saying thank you for all the support that the school families give to the important works of the PHPA

The Canteen

The canteen has been run this year by a subcommittee. It has continued to support the students on a daily basis and many school events where refreshments are required. Our thanks go out to the volunteers who make the canteen such a pleasurable place to work.

Projects and Fundraising

As mentioned earlier in my report 2011 has been a year of great expenditure from the PHPA. A considerable donation was made to the new Sports Centre providing fans, scoreboards and landscaping. In addition we financed the completion of the play area that the junior school students enjoy, close to the south creek road entrance.

Our role as a committee is to support the school in any way possible it is also to raise capital for special projects that benefit the entire school family as guided by the school executive we continuously strive to improve and enhance our children's school environment.

The Clothing Pool

With the introduction of new uniforms, the Clothing Pool have successfully managed the transition supporting the needs of students in any way possible. It is with the dedication of the volunteers that run the shop that such a valuable service can be provided.

In conclusion I would like to attribute the success of the PHPA in 2011 to its committee members who gave their very soul to support the school and to the school families who tirelessly support our fundraising events. My sincere thanks go out to you all.

I will continue to serve as president for 2012. I would like to take this opportunity to thank our outgoing vice president Mrs Janie Tregunna for many years of valuable service to the PHPA. At the same time I would like to welcome Mrs Andrea Brook, a long-standing committee member who takes the role of vice president.

I look forward to another exciting year in 2012 with new ideas and the normal drive and enthusiasm.

Lissa Hurst

President - PHPA

Parent, Teacher and Student Satisfaction

Summary results from the inaugural Pittwater House Parent Satisfaction Survey 2012

In 2012 Pittwater House School designed and completed its first Parent Satisfaction Survey with the aim to learn what parents thought about the quality of their child's/children's educational experience and to help prioritise improvements within the School.

The Parent Satisfaction Survey ran from 25 May 2012 through until 10 June 2012 and was made up of 132 questions which predominantly focused on (1) critical qualities and outcomes, (2) relevance of the events, (3) quality of the teaching staff and the curriculum (4) effectiveness of pastoral care and discipline, (5) resources, (6) communications, (7) leadership, (8) core values and (9) overall satisfaction.

There was a good response with 208 parents completing the survey and a reliable representation from each area of the school:

- ECC 8.5%
- Junior School 45.5%
- College 24%
- Grammar 36.5%

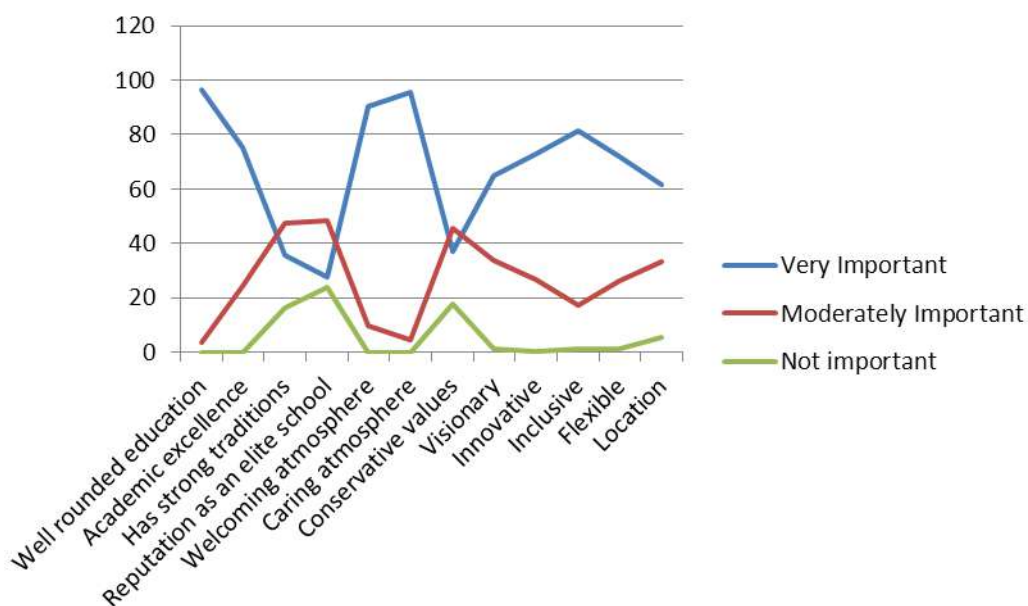
Overall satisfaction was high with 95% of parent stating that they are happy with their decision to educate their child/children at Pittwater House. Furthermore, nearly 93% of parents indicated that they would recommend Pittwater House to others.

In order to recognise the critical areas for improvement, all of the nine focus areas were independently evaluated and the following highlights were unveiled.

1. Critical Qualities and Outcomes

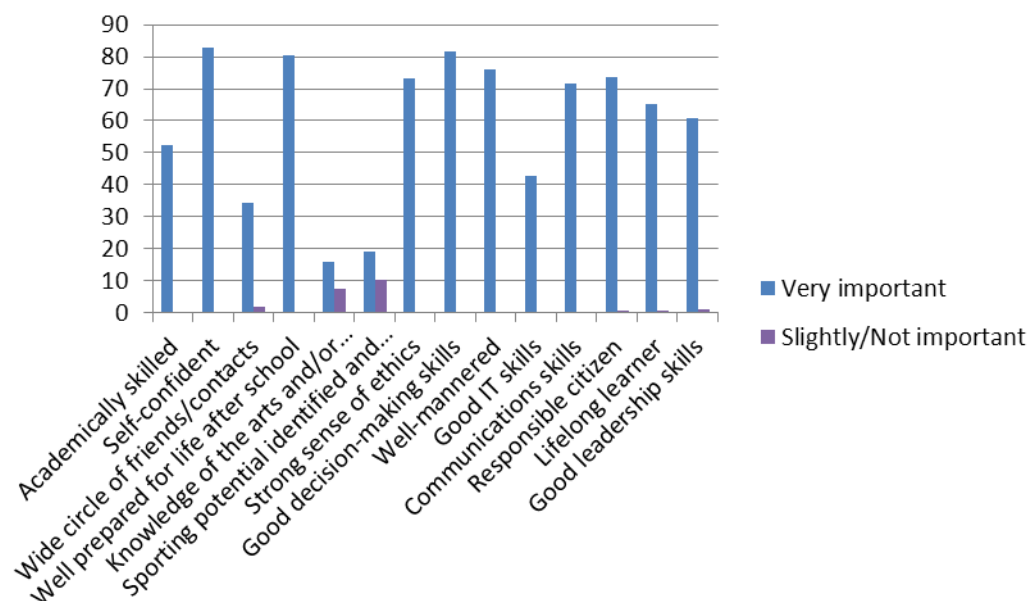
When parents were asked to rank the importance of 12 key Pittwater House qualities they ranked the provision of a “Well-rounded education” the most highly at 96.6% and “Caring atmosphere” the second most important quality at 95.6%. The “Reputation of School as an elite school” 23.8% and “Conservative values” 17.6% were the least important qualities identified.

Qualities considered important



When asked to select the key outcomes that are important to their child/children, parents identified “Self-confidence” 82.8% and “Good decision making” 81.8% as their top two outcomes. Identified as slightly or not important were “Sporting potential identified and enhanced” 10.1% and “Knowledge of the arts and/or music” at 7.6%.

Outcomes considered important



2. Relevance of Events

A large number of events are hosted by the School throughout the calendar year. To help ascertain the value of these events, parents were asked to rank the importance of 22 key events and activities. More than 86% of the entire parent population surveyed ranked “Community service” as important¹ and 84% of parents listed the “Athletics Carnival” as important. The least important events identified by parents were the “Founder’s Day Luncheon”, with 35.3% of parents ranking it as not important; similarly almost 30% of parents ranked the “Founder’s Day Relay” as not important.

These results were largely consistent across all areas of the School.

3. Quality of the Teaching Staff and Curriculum

Parents were asked to rank the quality of the service provided by Pittwater House School. More than 96.5% of parents surveyed either strongly or partially agreed that their “Children are encouraged to take responsibility for their own learning” and 96.2% agreed that “The School provides a good environment in which to learn”. However, there are always areas for improvement, for example 18.6% of parents either slightly or strongly disagreed that “Students of all abilities are cared for and supported”.

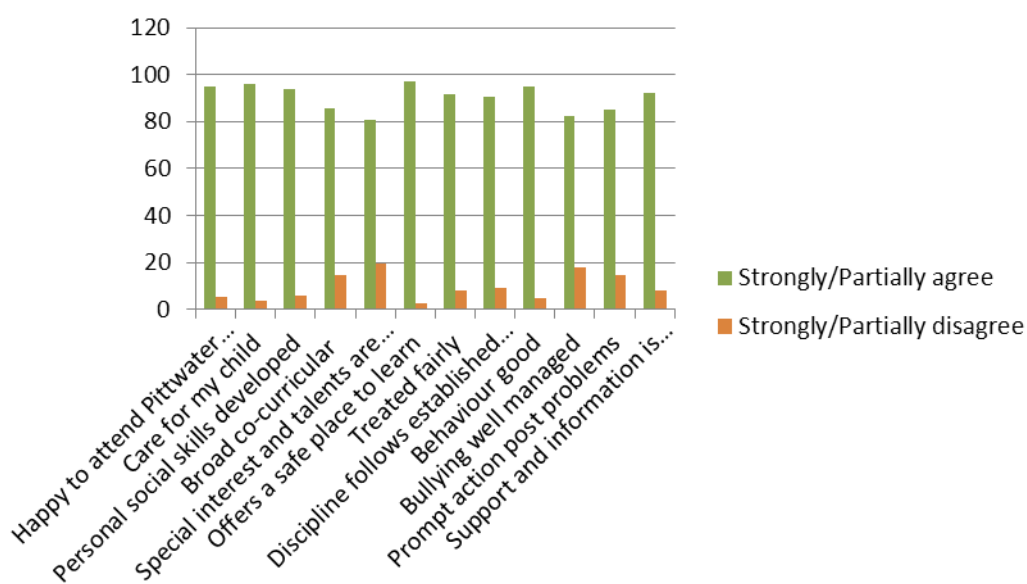
The above data reflects the cumulative feedback of parents across the entire school; however when the data was broken down to reflect the specific areas of the school, the results varied. For example, Junior School parents in particular showed strong satisfaction with the “attitudes of the teaching staff”. In the Senior School the overall results listed lower satisfaction regarding “care and support provided to students of all abilities” with 16.5% of parents partially or strongly disagreeing that this was provided. This is similar to the overall result; however parents of the senior school were unique in that 15.5% disagreed either strongly or partially with the statement that the curriculum provides appropriate subject choices.

¹ Important captures the data from both “Very important” and “Moderately important” responses

4. Effectiveness of Pastoral Care and Discipline

Providing guidance and a safe environment for students to learn are of the utmost importance at Pittwater House, as such 12 questions were asked which specifically focused on these deliverables. More than 97% of parents strongly or partially agreed that “Pittwater House is a safe place in which to learn”; over 96% also said that “Teachers know about and care for children”. However, two areas were identified as less satisfactory and these areas will be addressed promptly, those being the management of bullying and prompt action to problems. When asked if “Special interests and talents are fostered” over 19% either slightly or strongly disagreed. Furthermore, when asked if “Bullying was well managed at Pittwater House” 17.7% of parents either slightly or strongly disagreed. In response to this data a revised Bullying Policy will soon be provided by the School and a commitment has been made to address issues with speed and vigour.

Pastoral Care and Discipline



5. Resources

Overall the campus and resources rated highly with parents, with more than 92% of parents strongly or partially agreeing the “campus is well maintained” and 89.2% strongly or partially agreeing that the “Library has the student resources to meet students’ needs”. Strong dissatisfaction was low across all questions asked in this category.

6. Communications

Parents strongly preferred email as the key channel of communication with 99.5% nominating it as the most efficient way for the School to communicate with them.

7. Leadership

Leading and role-modeling leadership are areas that the Pittwater House Principal, Dr Nancy Hillier, treats seriously and as such seven questions focused specifically on her own leader style. The feedback received was overwhelming positive with 98% of parents either strongly or partially agreeing that Dr Hillier has “a clear vision for the future”. More than 94.5% of parents also strongly or partially agreed that she “manages the School well”, “is approachable” and “encourages change in the School programs that lead to a better school”.

8. Core Values

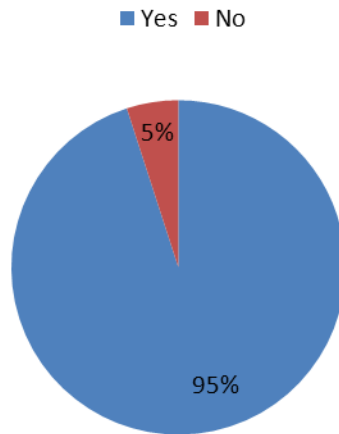
Pittwater House espouses six core values which provide guidance to students and staff on how to respond to challenges and opportunities. Generally parents strongly or partially agreed with the importance of the School's values, although Tradition was seen as the least important:

1. Honesty and integrity 100%
2. Consideration for others 100%
3. Maximum use of talents: 90.5%
4. Flexibility in thinking: 99.6%
5. Tradition: 77.8%
6. Promoting democracy: 96.1%

9. Overall Satisfaction

As stated earlier, overall satisfaction was high with 95% of parent stating that they're happy with their decision to education their child/children at Pittwater House. Furthermore, over 92.9% of parents indicated that they would recommend Pittwater House to others.

Happy with decision to educate child/children at Pittwater House



Testimonials from Parents:



“As the mother of a son and daughter, I felt conflicted about their education. I wanted them to have the benefits of a single-sex education however understood that socialisation in a co-educational environment was also very important. We were so excited to discover that the Pittwater House twin schooling philosophy addresses both issues perfectly and allowed us to enjoy the added benefit of having both our children attend the same school” *Donna, Pittwater House mum*



“A school with a high regard for academic excellence as well as the programme to support learning at all levels was one of the main reasons we chose Pittwater House. We couldn’t be more impressed.” *Katrina, PhD University lecturer in Education and Pittwater House mum*



“With two active boys, it was important for me that they attend a school that challenged them physically as well as academically, and gave them room to move. From the first time we saw Pittwater House’s short-course Olympic pool and quality sporting facilities we were convinced. Best of all, the specialist facilities for the arts and drama means every student thrives as an individual” *Karin, Pittwater House mum*

Message from the Head Prefect of the Grammar School

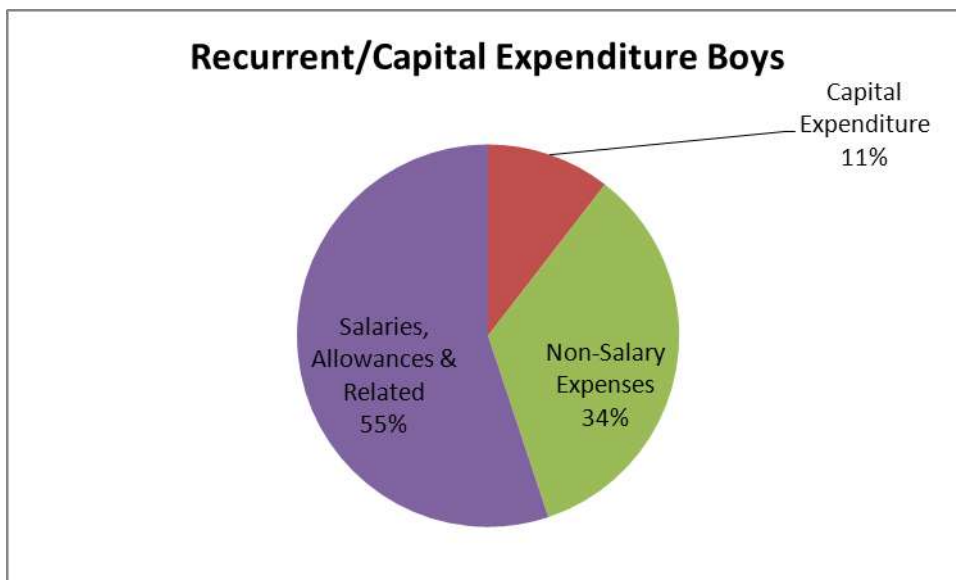
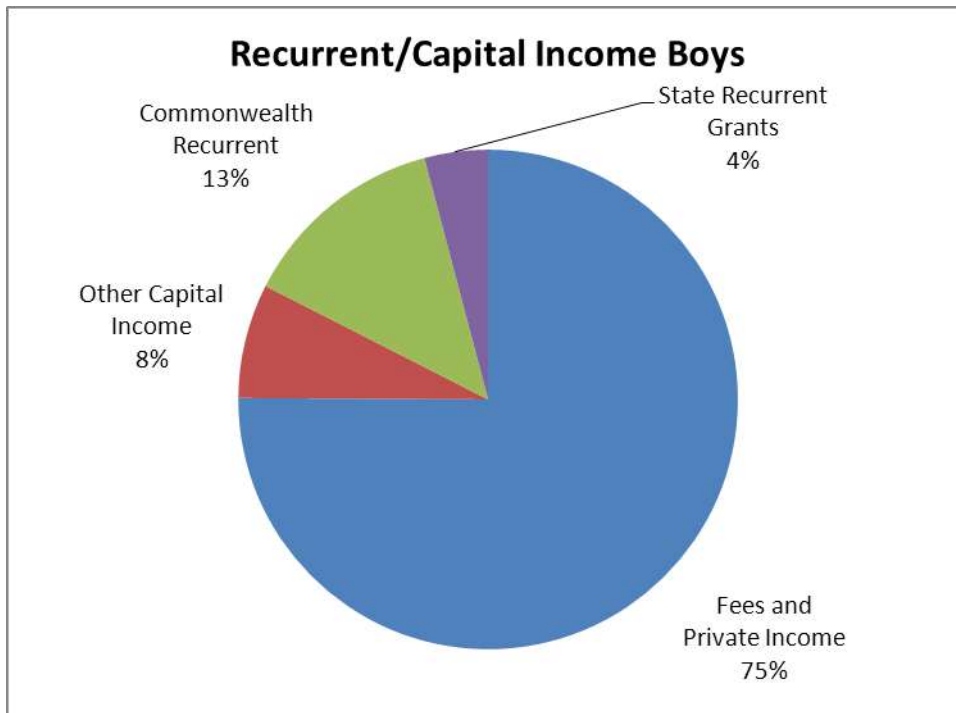
During my HSC year I was constantly reminded of the old cliché, “you’ll look back on high school as some of the best years of your life...” However, with five assessments due not to mention the looming dread of mid-year and trial exams, there wasn’t much us students could relate to. But now that we have graduated from Pittwater House, some of us studying at University, some working full time, and some travelling the world, I’m sure I speak on behalf of my classmates when I say there is truth to that old saying. This is in no small part due to the amazing people I shared my years at Pittwater House with, both classmates and teachers. To them I would like to say, thank you. A special mention must be made to our group of Prefects who worked hard all year to support charities of their choice through fundraising events. I leave Pittwater House richer in every aspect of life, and for that I am truly grateful.

Hugh Brassil

Grammar School Head Prefect, 2011

Finance

Pittwater House is a not-for-profit organisation, but adheres to contemporary commercial business practices to ensure that finances are managed in an effective and efficient manner. The accounts of Pittwater House are subject to an annual audit by a registered audit organisation. The charts below show the sources of income gained during the 2011 calendar year and the areas of expenditure.



Fundraising

Parents and friends of The Pittwater House Schools can make tax deductible gifts to the Pittwater House Building Fund. Money can be donated by electronic funds transfer to the Building Fund bank account, by cheque made out to the Pittwater House Building Fund or by means of a monthly direct debit. Please contact the Business Manager if you would like to donate to current or future capital projects to improve the amenity of our school.

Gifts and Donations

The following supporters, as well as other anonymous donors, contributed to the Building Fund in 2011:

Mr Carlo Angelucci, Ms Suzanne Blatchford, Mr Richard Chapman, Mr Gary Giles, Mr Duncan Hewett, Dr Nancy Hillier, Mr Steven Howell, Mr Chuan Sheng Lin, Mr Alan Mahn, Mr Tod McGrouther, Mrs Robyn McLean, Mrs Jodie Obst, Daniel and Liam O'Hara, Phelan Family, Pieper Family, Oscar Pople, Mr Anthony Sattler, Mrs Wendy Smit, Anthony and John Tregunna, Mr Anthony Walbran, Mrs Kathleen Waters.

Facilities

The School is committed to improving the infrastructure and built environment in which the education of our students takes place. We are continuing to improve the information technology environment by increasing the number and types of devices on campus, extending the provision of interactive whiteboards to specialist teaching spaces and the ECC, improving the supporting infrastructure including wireless technology and network hardware and adding new software. We are also increasing the energy efficiency of the school by replacing all the lighting with new technology lighting and improving the energy efficiency of the school pool. A refurbishment program of all the buildings is well underway. The next big project for the school will be the refurbishment and refit of much of the Science Building.

Staff Attendance and Retention Rate

In 2011 the average daily staff attendance rate was 97.1%. The proportion of staff retained from 2010 was approximately 90%.

Teaching Standards

All teachers have teaching qualifications from a higher education institution within Australia or as recognised within AEI-NOOSR guidelines.

Student Attendance and Retention

Student Attendance

The average daily student attendance rate was 93% each school day in 2011.

Student Population

The School had 333 students (inclusive of FFPOS) enrolled at the beginning of 2011 with 221 in the Secondary School. Students come primarily from the Northern Beaches peninsula from a range of social-economic backgrounds, as evidenced by the School's Commonwealth SES score.

Student Retention

81% of the 2009 Year 10 cohort completed Form 12 in 2011. Of the seven boys who did not continue to Year 12 one transferred due to dissatisfaction with academic performance; one transferred to study a specific subject; three transferred to other Sydney-based schools; and two transferred to TAFE to pursue a trade.

Pittwater House Students in 2011



The Pittwater House Schools Ltd.
t 02 9981 4400 | f 02 9971 1627
www.pittwaterhouse.com.au

PO Box 244 Manly NSW 1655
70 South Creek Rd Collaroy NSW 2097
ABN 87 000 655 845 | CRICOS 00897

achieve a balance
co-educational campus
single-sex education