



Pittwater House

Annual Report 2014

The Pittwater House Schools Limited

A Company Limited by Guarantee
ABN 87 000 655 845

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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

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

Core Values

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

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



Principal's Message

The Year in Review - 2014



A community is only as strong as its members. And we believe strongly that it is the quality of the human relationships that defines Pittwater House. With membership of our community comes the need for proactive involvement along with the responsibility for others and for ourselves. We use the word teamwork frequently; it can be summed up in five short words: 'we believe in each other'.

Our community of students, parents, staff, extended family members and alumni rely on a shared belief and common purpose along with positive commitment, involvement and support. It also involves harmony, tolerance, respect, cooperation, responsibility and goodness. Each week we see numerous benefits of a united community that is working together as a team.

So whilst we can feel proud of the energy, vitality and ambition seen in so many areas of our School, we continue to be focused on an improvement culture across all dimensions of school life. We are seeking in our students the attributes of dedication, determination and the unwavering commitment which results in hard work.

It is important to recognise that the learning journey extends beyond the classroom. All students are encouraged to embrace the opportunities to pursue excellence in each area of school life and it is important to acknowledge that each activity contributes to the overall learning of students and that each of these experiences has contributed to the final year end result for each individual. As a non-selective school, the breadth of abilities and talents of students is varied. This provides a rich mix of individual achievements and is what makes our school so special. We are therefore proud of all students' results and acknowledge the success of all with respect to their ability and perseverance. As such, I believe we are a transformational school rather than a transactional school. Whereas the latter focuses on self, the former epitomises the sense of making a difference in the world, and our hope for all our students to flourish as they change and provide service to others they encounter along life's journey.

We are ever mindful of the need to make our students more curious, more collaborative, more multicultural and globalized. Our classrooms depict increasingly such future orientation. They are places where thinking skills, feedback and styles of learning are incorporated in the daily program.

Student leadership has been a key focus in 2014 with the commencement of a formal Leadership Program beginning at Year 9. Students wishing to be considered for the role of Prefect are required to undertake a range of activities, tasks and duties.

Acknowledging the good fortune of our community and seeking to support those in need has always been a part of our student focus. It is pleasing to note the growing awareness of students across the School to an array of causes requiring our support. 2014 also saw the first group of students undertake World Challenge. Raising funds of \$18,750, this group of 29 students and 4 Staff left for Costa Rica and Nicaragua where they undertook a range of good works in a village school. Community service, volunteerism and instilling in our students their fortune and their social responsibilities for the greater societal good, remains a central tenet.

Staff work in an exciting time in education where teachers are no longer the font of all knowledge as knowledge is so quickly accessible online, but where relationships we have with students in our classes are more important than ever before. I acknowledge therefore all staff for their commitment to the students they teach and the care they show to those they don't. Supporting all in the community too, are the administrative and ancillary staff without whose focus, we could not operate.

Our objectives in the short term are:

- The increase of enrolments to achieve optimum class sizes
- To continue to improve academic results across the School
- To build an environment that fosters the emotional well-being of the whole school community
- To achieve greater transition rates between stages of schooling
- To offer a rich extra-curricular activity range
- To continue to improve the standard of facilities
- To maintain sound fiscal management

In the long term our objectives are:

- To ensure that students leave Pittwater House ready to make a meaningful contribution in many and diverse fields
- To position Pittwater House as the premier independent school on the Northern Beaches
- To become an employer of choice for teaching and administrative staff on the Northern Beaches
- To offer exceptional academic, extra-curricular and sporting facilities

We are all custodians of our School for the duration of our time within this community. The respect and rapport we have for each other continues to be the cornerstone of an even stronger Pittwater House in the years ahead. Our excitement lies in the opportunity to uncover and practise the types of learning that will inspire and impel our students to be globally aware, diverse and creative in their thinking, as they contribute with empathy to the change agents they will become.

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 Steven B Howell	Non-Executive Director	24 June 2008 to present
Mr Leslie Galbraith	Non-Executive Director	24 June 2008 to present
Mr Tod S McGruther	Non-Executive Director	24 June 2008 to present
Mrs Kathleen Waters	Non-Executive Director	2 Feb 2010 to present
Mr Rhett Tregunna	Non-Executive Director	7 June 2011 to present
Dr Nancy Hillier	Executive Director	26 Oct 2010 to present

Corporate Structure 2014

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

Dr Nancy Hillier (Principal and CEO)
Ms Lynn Phelan (Business Manager)
Ms Lorna Probst (Head of Pittwater House Girls College)
Mr Mark Trollope (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

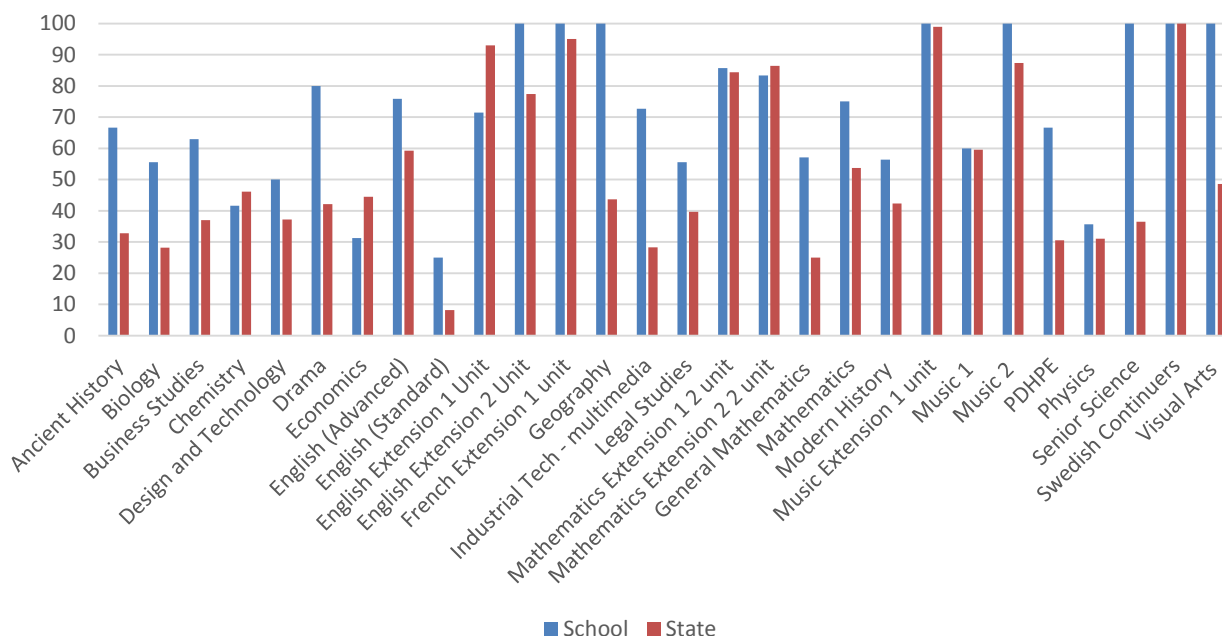
Higher School Certificate 2014

Our students have reported an average ATAR in excess of 83%. The subjects where our students did particularly well were:

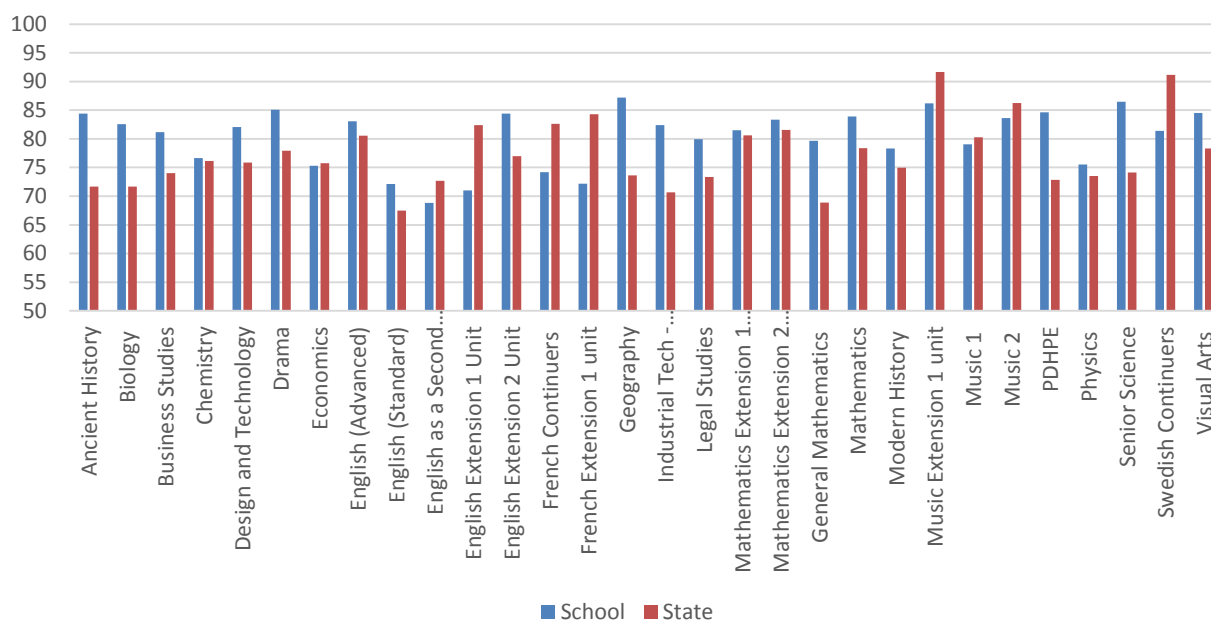


- Ancient History – achieving 12.72 above the state average.
- Biology – achieving 10.93 above the state average
- Geography - achieving 13.56 above the state average
- Industrial Technology (Multimedia) - achieving 11.72 above the state average
- General Mathematics - achieving 10.75 above the state average
- PDHPE - achieving 11.77 above the state average
- Senior Science - achieving 12.31 above the state average
- Drama - achieving 7.18 above the state average
- Business Studies - achieving 7.16 above the state average

Percentage of students achieving Band 5 and 6 in the HSC



2014 HSC Comparison of School and State Means



HSC Performance Compared to State and Previous Years

A comparison of Pittwater House HSC Examination performance with state wide performance over 2012 to 2014	School Mean 2014	State Mean 2014	School Mean 2013	State Mean 2013	School Mean 2012	State Mean 2012
Ancient History	84.4	71.68	84.29	71.98	79.12	69.35
Biology	82.58	71.65	79.37	73.99	76.47	72.46
Business Studies	81.16	74	79.94	73.63	83.84	73.98
Chemistry	76.62	76.13	78.2	75.85	73.52	75.51
Design and Technology	82.07	75.86	70.9	76.1	77.15	76.08
Drama	85.08	77.9	NA	NA	76.88	77.77
Economics	75.29	75.73	75.38	74.31	77.72	75.23
English Standard	72.13	67.46	69.47	65.48	75.51	68.27
English Advanced	83.08	80.53	79.82	79.06	80	79.56
English (ESL)	68.8	72.67	81.8	70.34	76.03	71.76
English Extension 1 (scored out of 50)	35.51	41.19	32.65	40.28	39.42	40.24
English Extension 2 (scored out of 50)	42.2	38.49	NA	NA	36.65	38.58
Geography	87.2	73.64	85.73	72.89	80.15	73.71
Legal Studies	79.93	73.36	84.1	75	82.22	74.44
General Mathematics	79.64	68.89	80.83	67.46	81.41	69.2
Mathematics	83.89	78.37	87.56	77.39	85.34	77.64
Mathematics Ext. 1	81.49	80.58	89.1	80.46	86.82	81.42
Mathematics Ext. 2	83.36	81.58	85.27	82.07	91.12	82.78

A comparison of Pittwater House HSC Examination performance with state wide performance over 2012 to 2014	School Mean 2014	State Mean 2014	School Mean 2013	State Mean 2013	School Mean 2012	State Mean 2012
Modern History	78.3	74.95	82.93	76.1	73.09	75.61
Music Extension 1	43.1	45.82	45.8	45.38	NA	NA
Music 1	79.04	80.29	92.1	80.26	83.3	80.17
Music 2	83.6	86.26	82.1	86.49	NA	NA
PDHPE	84.63	72.86	74.18	70.98	82.82	72.58
Physics	75.54	73.49	77.64	73.68	67.18	73.82
Visual Arts	84.5	78.3	85.3	79.29	81.87	79.39
French Continuers	74.17	82.6	75.1	82.51	73.27	81.8
French Extension 1 (scored out of 50)	36.1	42.15	32.65	40.28	NA	NA

RoSA - Record of School Achievement

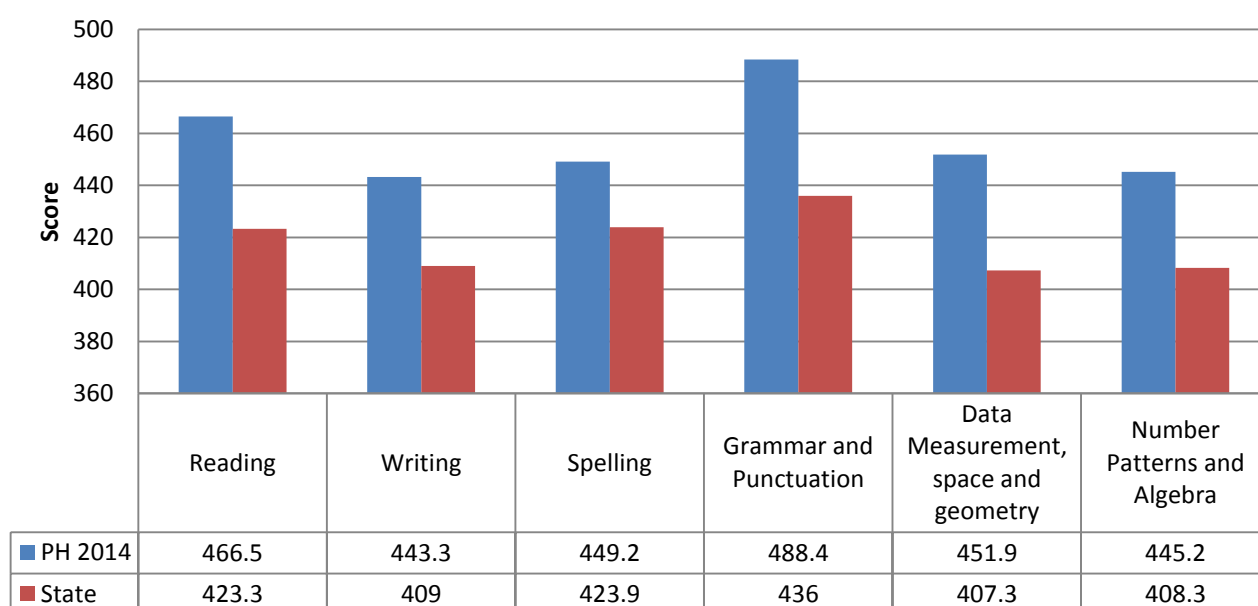
In 2014 no student left school at the end of Year 10 to enter the workforce. Therefore, no RoSA grades were awarded.

NAPLAN 2014

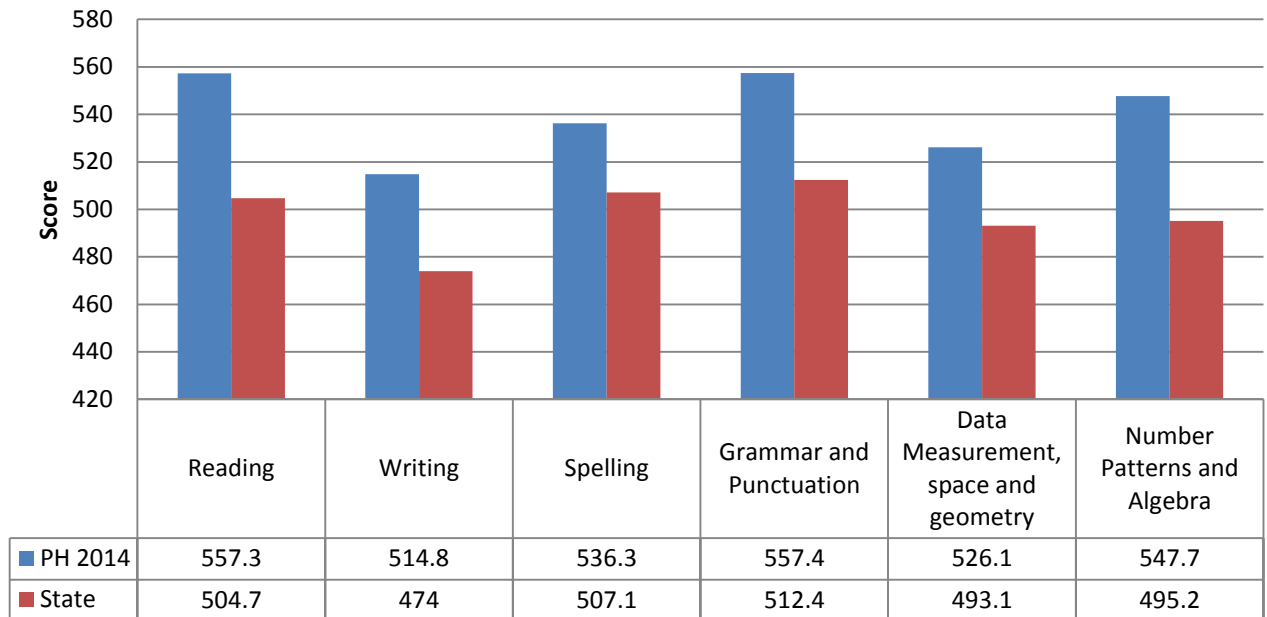
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9 comprised of tests that cover reading, writing, language conventions and numeracy (data, measurement, space and geometry, number patterns and algebra).

In 2014 Pittwater House students again achieved results above the state average across all areas of the nationwide NAPLAN tests.

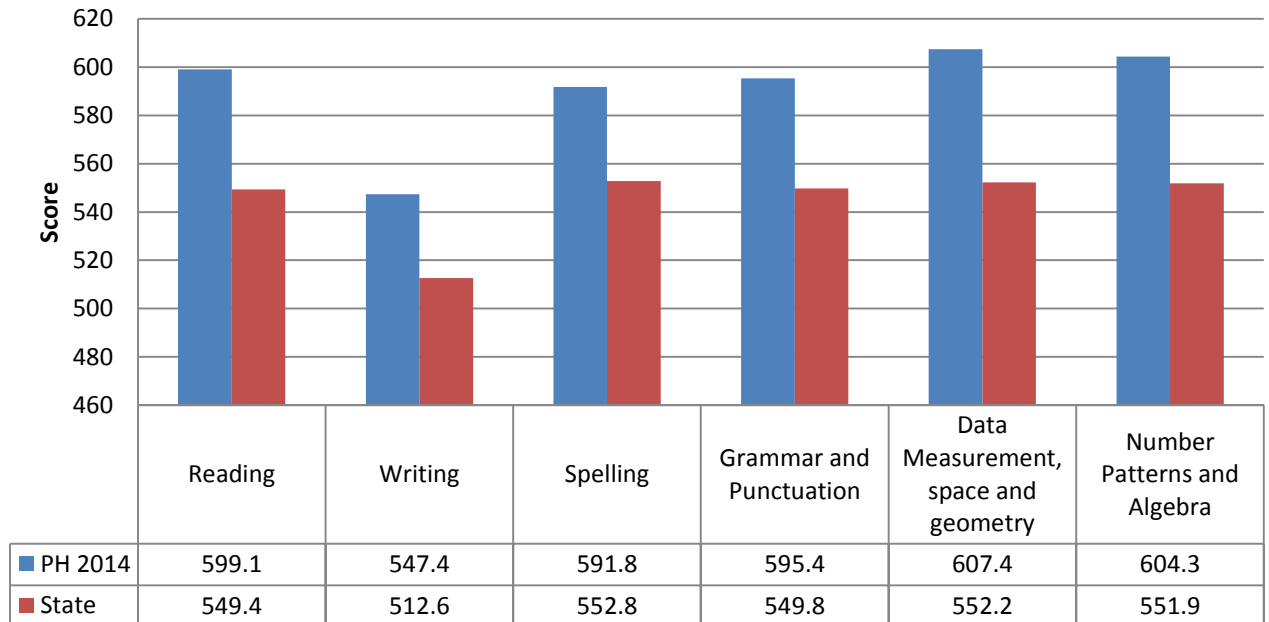
Grade 3 NAPLAN 2014 Pittwater House Comparison to State Mean



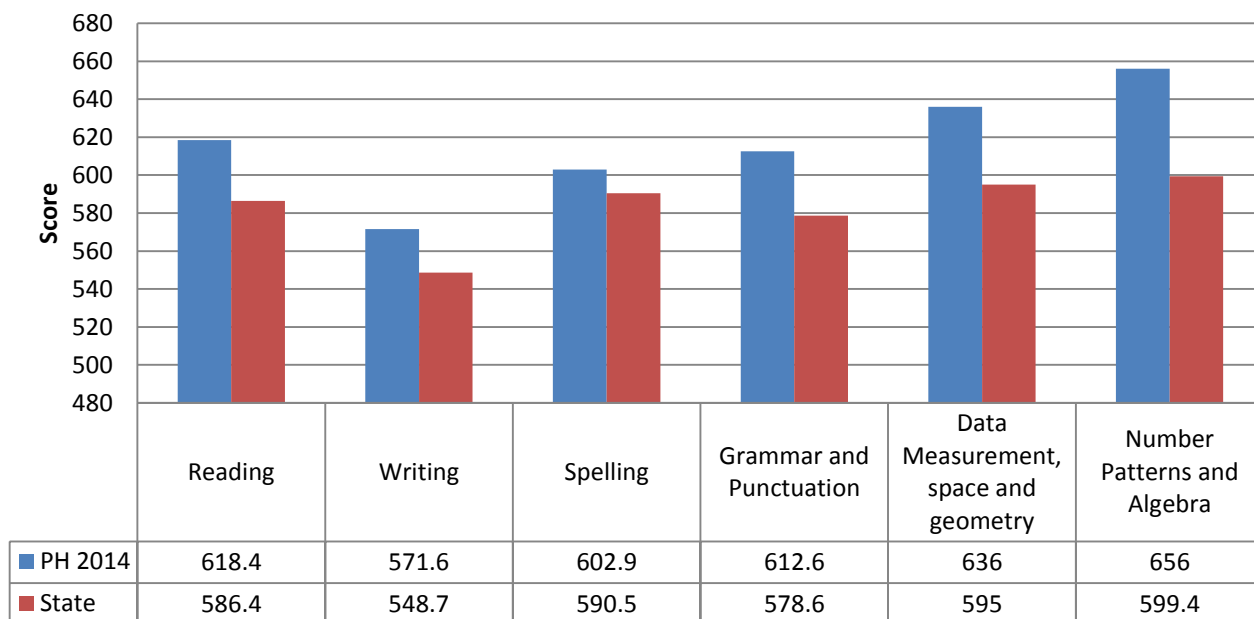
Grade 5 NAPLAN 2014 Pittwater House Comparison to State Mean



Grade 7 NAPLAN 2014 Pittwater House Comparison to State Mean



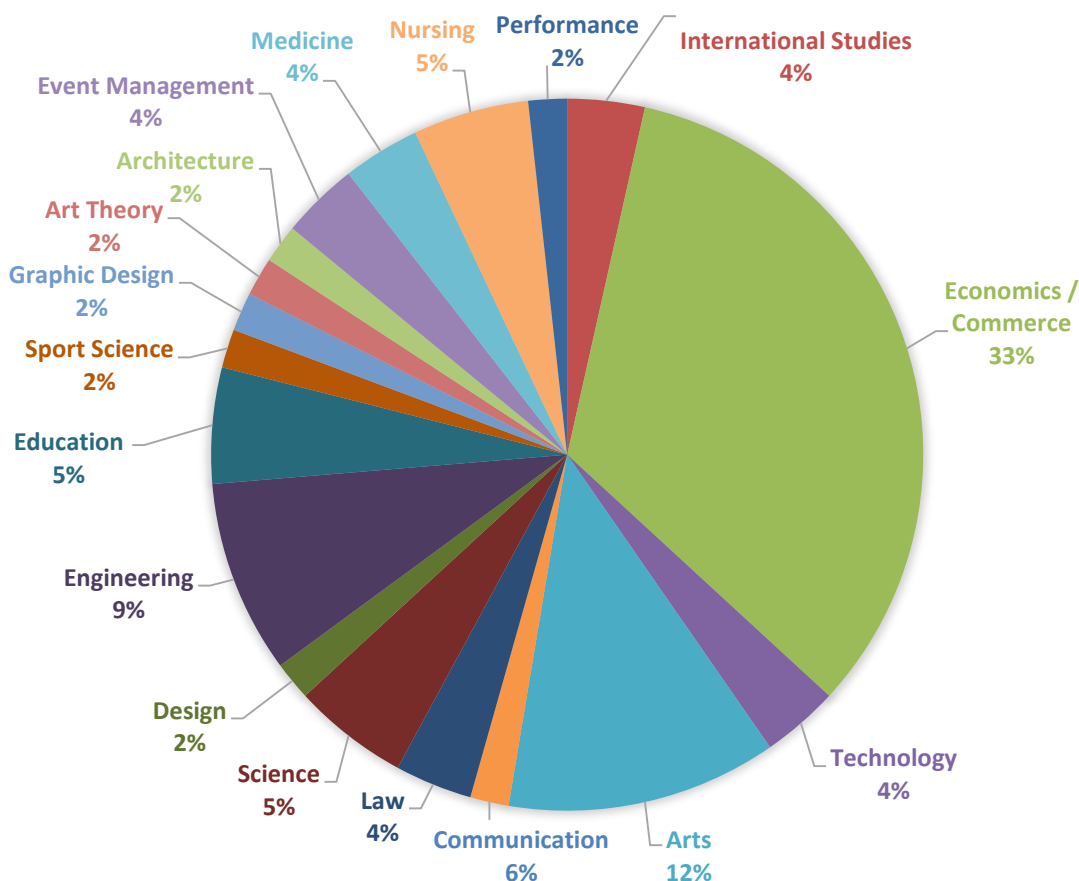
Grade 9 NAPLAN 2014 Pittwater House Comparison to State Mean



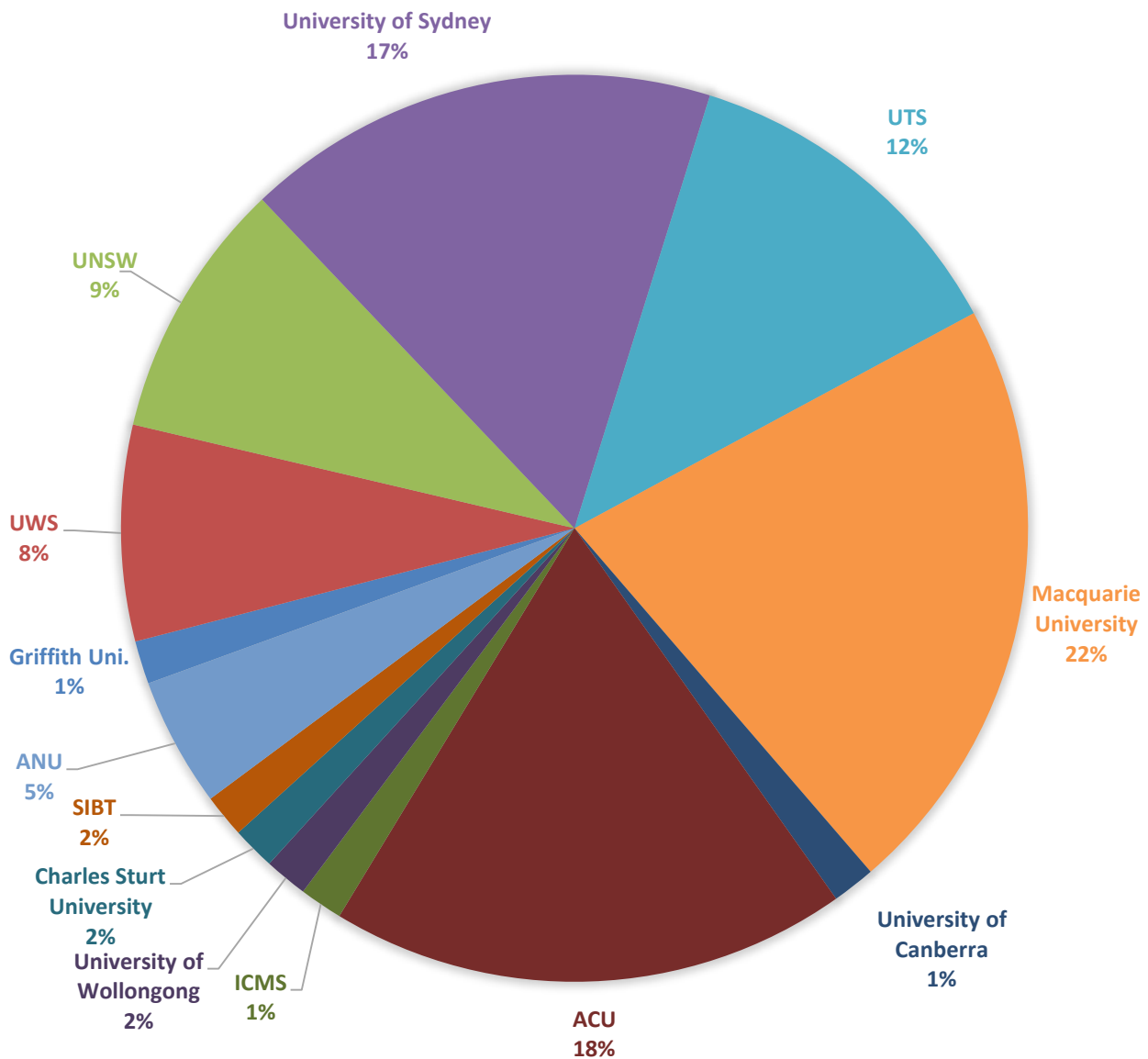
Post School Destinations

The 2014 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 2015.

2015 STUDENTS UNIVERSITY PLACEMENTS



2015 UNIVERSITY OFFER LOCATIONS



Professional Development

At Pittwater House we encourage 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 below. 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 2014 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

AIS - Programming and planning for Australian Curriculum Mathematics
Adobe Premier Pro Course 1
Mind Matters
HSC Economics Markers Briefing
Leaders of Accreditation Network meeting
Child Online Safety and Protection Conference
AIS - ICT Integration Conference
ETA - NAPLAN Writing and Grammar
AIS - Teaching Modernism
HICES - Debating Adjudicator Seminar
ANSTO - Senior Physics Teachers
IPSHA - New Scheme teachers meeting
AIS - Thinking Routines
Critical Agendas - Girls and Education 3rd National conference
Mathematics Focus Workshop
UNSW - Mini Certificate in Gifted Education
AEC - History Teachers Seminar
Masada - Culture of Thinking Conference
Business Studies Professional Development Day
Career Counselling, Coaching and Assessment
AIS - Supervising Teachers Progression to Proficient Teacher
AIS - Inquiry Method
IPSHA Umbrella Group - Gifted and Talented
Adobe After Effects - Centre for Continuing Education
The Seven Steps to Writing Success
AIS - Teaching Struggling Students in Mathematics
IPSHA - NSW Deputies Group
EBE - Legal Studies Conference
AIS - Refocus on Reading in Stage 4
AIS - After the Bomb - Ext 1 English
AIS - Imaginative writing Ext 1 English
Drama Australia Conference
IPSA - NSW Mathematics Syllabus
IPSA - Exploring Personalised Spelling in Year 1 context
AIS - ICT as a General Capability Mathematics
AIS - ICT as a General Capability English
Learning Difference conference
IPSHA ICT Umbrella Group
AIS - Student Wellbeing Conference
AIS - History Teachers Conference
Kings - Educating and Managing Boys
APS - Workshop on Parenting
AIS - "It's all in Your Head" Conference
ProPsych - Adolescent Suicide Assessment, Self-Harm and Safety Plan
TAA - Preparing to Teach 2 Unit Mathematics
National Visual Arts Education Conference
Meet the Music Seminar
Therapeutic Tools and Techniques for Classrooms and Clinics
AIS - To Improve Senior Writing Skills and Teaching Techniques
Anglican Diocese - Faithfulness in Service Conference
TTA - Flip your classroom
TTA - Teaching in the Cloud with Google Apps
TTA - Success Processes in HSC PDHPE
AIS - Student Wellbeing Conference
TAA - Preparing to teach Ext 1 Mathematics
TAA - Behaviour management for Beginning Teachers
AIS - Enhancing Science Through Inquiry Learning
AHISA – Directors of Studies Conference
AHISA – Principals Conference
ACEL – National Conference
Law Sense

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 2013 for 2014		
Areas	Priorities in 2013	Achieved in 2014
Teaching and Learning	Australian Curriculum planning K-6 for English, Science and Math and Year 8 and 10 for English, Math, Science and History.	Training and programming completed ready for implementation in 2015.
	Prepare school for BOSTES Registration and Accreditation	Comprehensive review of all departmental documentation undertaken and registration passed.
	Continued focus on HSC and NAPLAN results.	Ongoing
	Focus on improving literacy in all students K-12.	Ongoing
	BYOD/T implementation Years 5 to 12.	Achieved. All students from Years 5 to 12 operating with a BYOT program
	Implementation of Dance as a Stage 5 Subject	Achieved
	Inclusive Schooling Focus and Training	Achieved with ongoing support from the AIS
	Establishment of Junior and Secondary philosophy clubs	Achieved
	New parent portal and on-line reporting	Both established and implemented successfully
	Behavioural management through positive psychology interventions	Ongoing
	Development of positive education learning environments	Ongoing
	Year 7, 9 and 10 Integrated Studies and skills	Achieved: Year 7 undertook skills program and Years 9 and 10 completed cross curricular PBL activity, one period per fortnight
Welfare	Leadership program implemented Years 9 to 12	Senior staff member assisted in promoting leadership skills in these Year groups
	Development of Positive Wellbeing Strategies E-12	Ongoing
	PACT Parent and Children Seminars	Achieved and initiated as an ongoing program
	Gender specific wellbeing programs	Achieved

Achievement of Priorities of 2013 for 2014		
Areas	Priorities in 2013	Achieved in 2014
Facilities and Resources	Painting and re-carpeting of campus	Ongoing progress. Full program to be largely completed in 2016
	Identified the need for a more formalised risk and hazard management system to be implemented.	Health and Safety Representative appointed, WHS Committee created, WFS survey conducted and formalised consultative process established.
	Upgrade of air conditioning plant	12 new air conditioning units installed
	Refurbishment of Swimming pool plant and equipment	Pool pumps and heaters replaced
	Increase classroom space	Amphitheatre and new creative arts space constructed. Oversized classrooms divided to create additional classrooms.
	Replace roof on two major structures	Roof replaced on the Great Hall and West Wing
	Upgrade computer and software technology across the school	Staff laptops replaced. Fibre internet cable installed. Wireless network significantly upgraded. 3D printers and Laser cutters purchased for use in student learning.

2015 Priorities	
Area	Priorities 2015
Teaching and Learning	Appointment of a Co-ordinator of Learning Technologies to facilitate greater move towards digital learning
	Final stage of implementation of K-6 Australian Curriculum
	Establishment of new HSC subjects – Dance and Software Design and Development
	Establishment of Elective History in Stage 5
	Roll over of Year 9 Dance into Year 10 for first time.
	Expansion of library role to include Secondary program
	Extended library hours until 5pm to facilitate senior study time after school
	Appointment of new leadership positions to support teaching and learning. These included Co-ordinator of Learning Support, Co-ordinator of Learning Technologies, Head of Junior School PDHPE and Co-ordinator of Data
	Implementation of e-book platform to assist access

2015 Priorities	
Area	Priorities 2015
Teaching and Learning cont.	Implementation of new Junior School Year 3 and 4 Band Program
	Hosting and involvement in Eureka Gifted and Talented Program
	Accelerated Years 11/12 HSC Mathematics Class
	Years 5 to 10 Teams participated in Da Vinci Decathlon
	Stage 5 Study skills program to be initiated
Wellbeing	Further development of Years 7-12 pastoral programs
	Development of the Respect, Understanding and Acceptance program
	Implement the Connections Program Year 9
	Implement Empowering the Individual Program Year 10
Facilities and Resources	Substantially increase the digital storage available on the computer network to cater for the increasing use of digital technologies in education
	Add a second fibre optic cable to support the increasing use of internet based research and information sharing across the internet
	Purchase additional computer servers to allow faster processing of data within the School
	Commence a program to replace the audio visual equipment in classrooms
	Upgrade of the swimming pool plant and equipment as part of the Pool Refurbishment master plan
	Upgrade of the swimming pool changing rooms
	Undertake a comprehensive survey of the entire campus
	Continue the program of recarpeting across the campus
	Comprehensive landscaping and new playground in the Junior School
	Continue the upgrade of the air conditioning plant
	Renovation of the toilets in South Wing
	Conversion of the Junior School deck into an all-weather outdoor learning space
	Completely upgrade and refit one Science Laboratory and one Preparation Room
	Formalised WHS and Risk Management System
	Full ergonomics audit of campus

Enrolment Policy

The Pittwater House School is a non-denominational, non-selective school. Applications are viewed on an individual basis with regard to available positions for the year of application, including any definite places offered for future years. Applications are required to be submitted on the School's application form and are subject to an admissions process outlined in some detail on the School's website. At the time of producing this Annual Report the process was as follows:



Year 7 Admission

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

Kindergarten and 4 Year Old Room in the Early Childhood Centre

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

Please see below processes for more detailed enrolment procedures.

Immediate Enrolment Procedures (within 2 years)

- Complete and submit Enrolment Form with supporting documentation and payment for the Application Fee
- Application is placed on waitlist
- Should a place become available, the School will contact you to arrange an interview

Future Enrolment Procedures (over 2 years)

- Complete and submit Enrolment Form with all supporting documentation including payment of the Application Fee
- Once processed a letter will be sent to confirm a place on the Waiting List
- Approximately 18-24 months prior to planned commencement of school, applicant will be contacted for interview

After Interview

- Following the interview your Application will be forwarded to the School's Admissions Board for assessment
- Following the is assessment you will be notified of a 'Definite Place' offer
- Acceptance of Definite Place offer is secured when the applicant has returned all subsequent documents signed with the Fee within 14 days of the letter

International and Interstate Enrolments

Pittwater House welcomes students from all over the world.

Applications for enrolment should be organised before arrival in the country or move interstate. Full details for International students are available on the School's website. To find out more visit <http://www.pittwaterhouse.com.au/our-school/international-students/>

School Policies

Pittwater House has a range of policies regarding staff, students, parents and other members of the community. All Pittwater House Policies went through a major review in recent years. The majority of these policies can be accessed by school community members through the school intranet available to staff, students and families. Some policies are also listed on the external school website. Relevant policies are also available to prospective families and the wider community on request. Where appropriate, new or changed policies are circulated to families and/or students.

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.

Academic Curriculum

We have a strong academic focus at Pittwater House and the pursuit of academic excellence is fundamental to the structure of the academic program and is complemented by extensive pastoral and leadership opportunities. Our academic approach is constantly reviewed and refined to accommodate best practice in and beyond the classroom. We have high expectations of our students and in turn want them to aim high and take hold of the wide range of opportunities available at Pittwater House. We will in turn seek to provide a pathway for our students to continue along their learning journey onto tertiary study and beyond.

Pittwater House has a reputation for consistently delivering strong academic results. Success can be measured through external examination results achieved in the Higher School Certificate and the NAPLAN tests. However, the true measure of success is the value added to each student's results as they progress through the school and the number of students who achieve their goals after school.



Extra-Curricular Activities

Pittwater House believes that in order to achieve a well-rounded education, children should be provided with the opportunity to explore more than the fundamentals of numeracy and literacy.

Therefore we offer a comprehensive program within the curriculum and additionally offer students the opportunity to develop their talents beyond the classroom.

Pittwater House's broad range of activities and offerings cater for a diverse range of interests and abilities enhancing everyday school life.

Developing the Mind, Body and Spirit

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

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

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

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

Sport

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



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 and Creative Art

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

- ECC to 12 – Music and Dance specialists' teachers delivering an inclusive and sequential program
- All students exposed to Drama and Visual Arts, with specialists teachers from 7 to 12 and we offer Photography and Digital Media in 9 and 10.

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

These opportunities include:

- Junior School Creative Arts Night – Music, Dance, Drama and Visual Art – K to 6
- Junior School Music Festival – Individual Music – K to 6
- Pittwater House Art Prize – Visual Art and Photography and Digital Media – 7 to 12
- Pittwater House Dance Concert – Dance – K to 12
- Senior Creative Arts Night – Music, Dance, Drama, Visual Art and Photography and Digital Media – 7 to 12
- Higher School Certificate Performance Night – Music and Drama – 12
- College Performing Arts Festival – Music, Drama and Dance 5 to 11

The students at Pittwater House produce a Major Production every two years. In Term 3 of 2014 the students auditioned for the 2015 production. This production is directed by the skilled creative arts staff. Pittwater House prides itself on using students to cover all parts of the show during performance not only on stage but playing in the Orchestra, running all Staging Elements (Lights, Sound and Backstage) and Front of House.

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

These ensembles include:

- Junior Band and Wind Band (Symphonic Wind Band (Term 4 2014))
- Big Band
- Orchestra
- Junior Strings (Term 4, 2014)
- Cantabile Singers, Chamber Choir and Senior Choir
- Junior, Intermediate and Senior Eisteddfod Dance Groups
- Junior and Senior Guitar Ensemble
- Bass Guitar Ensemble
- Cadet Band

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

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

Looking towards the future, the Pittwater House Creative Arts are always endeavouring to give opportunities to all our students. This will commence with the Year 3 and 4 band program in 2015 and the expansion of our band program with the introduction of a Symphonic Wind Band. These inclusions have been due to a rise in enrolments of students in to the high school with prior instrumental tuition joining our instrumental music program.

Extras

Art Club	Literacy and Numeracy	Computer Coding
Drama Club	Debating	Robotics
Theatresports	Chess Club	Surfing Club
Eisteddfod Group	Philosophy Club	Skipping Club
Spanish Club	Homework Club	Touch Typing Club
French Club	Maths Study Centre	Newspaper Club
Mandarin Club	Problem Solving Math Olympiads	Gardening and Natural Science Club

Subject Competitions

Northern Beaches Eisteddfod	Chess Tournament	Extreme Eisteddfod
Forensic Science Camp	ICAS English Competition	ICAS Maths Competition
ICAS Science Competition	ICAS Spelling Competition	ICAS Writing Competition
IPSHA Performance	National Chinese Eisteddfod	New Caledonia Study Tour
Australian Problem Solving Mathematics Olympiad	Tournament of the Minds	World Challenge

Cadets

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



The Cadet Unit provides community support in a number of ways to local RSL branches at ANZAC Day, the Long Tan Ceremonial and Remembrance Day. A major focus of the unit is the five day Annual Field Exercise and the Bivouac where skills learned are exhibited and extended in field setting. Many of the activities performed as part of cadet training and field activities can directly contribute to the Duke of Edinburgh Awards scheme. Cadets allows many students to excel in ways that differ from the academic focus of the school.

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 students can design their own unique program centered on their interests, passions or existing activities.

The Social Climate of the School

Respect and Responsibility

Each member of the School community must display respect, understanding, tolerance and realise that in the community they are ambassadors for the School.

In all Form periods, Form teachers work with their students to instil a sense of understanding and respect for others. Form teachers conduct different activities so that all members of the group feel part of that group and the group works as a cohesive entity. Students are reminded of what is acceptable behaviour on public transport, in assemblies and in class. Indeed, all staff work with their students to be aware of inappropriate behaviour.



It must be stressed that in all areas staff encourage each and every student to think about the ethos of their school and to show a respect for their peers. Inappropriate comments are not tolerated, inappropriate behaviour is not acceptable. When inappropriate behaviour occurs, Form teachers will act swiftly. Heads of School deal with serious issues and parents are notified and appropriate punishments are put in place.

The School realises the Core Values are incredibly relevant not just to the School community but also our students should realise the role they play in the wider community.

Junior School

Pastoral Care



The Junior School students were challenged to recognise, and rise above, mediocrity in all spheres of their life. 'Who am I to be brilliant...? Actually, who are you not to be?' issued by the late, most inspirational Nelson Mandela was the reflection. As such, the classroom awards this year focused on Character Strengths with each different grade featuring a particular theme. The awards supported the wonderful pastoral program which has always been a crucial part of the students' personal development at School. The ECC featured Curiosity, Kindergarten were made more

aware of Kindness, Year 1: Love, Year 2: Perspective, Year 3: Transcendence Strengths, Year 4 revisited Kindness, Year 5 focused on Gratitude and Year 6, the character strengths around effective Leadership. Academic Achievement, of course continued to be encouraged and rewarded in the same manner in the classroom and at assemblies.

The Junior School is an extremely happy and exciting place to learn and play, and a dining novelty was extended to the whole junior school with the arrival of new outdoor lunchtime furniture. Sitting at a table to eat and share conversation, without technological intervention or interaction, is becoming a rare experience in the outside world, this opportunity to interact with peers on a social level is encouraged each day.

As an initiative to extend the sphere of inclusivity, outdoor educational experiences saw the students from Years 1 and 2 join with students in Years 3, 4 and 5 challenging themselves in environments which were different from those they were used to. Students dared to contest their self-imposed limitations and set new goals for future experiences. These strategically planned and carefully programed camps added another dimension to the Junior School experience. Year 6 students once again engaged in the study tour to Canberra where they heightened their prior knowledge of Australian governmental processes and procedures.

Giving is something that fits well and comes naturally to students of the Junior School. Social responsibility was demonstrated through contributions of clothing to the homeless, through Homeless Connect. Money in excess of \$2000.00 was raised for Mr Wren in his plight to bring his baby home from Fiji for urgent medical attention, and \$11,000 was raised for the Heart Foundation through Jump Rope for Heart.

Ten students from J6 and P6 represented the student body as the 2014 Leadership Team. Two of these students were appointed as SRC leaders deliberating over the matters brought to the meetings from class representatives from Kindergarten to Year 6.

Academic

Our entry into the digital age become more tangible with the introduction of the 'Bring Your Own Device' initiative into Years 5 and 6. The grade teachers became exemplars of this new age teaching, implementing technology across all key learning areas, embedding it into all lessons. No longer will teaching 'computer' lessons take place, but rather all learning experiences, where possible, will embrace the opportunity to include technology, especially when the outcome will be enhancing the skills, knowledge and understandings of the students. With the use of technology now a given, the use of iPads, laptops, desktops and other interactive devices is common place in the Early Stage 1 and Stage 1 and 2 classrooms in the Junior School with many students delivering their research projects, presentations and even news, via this medium.

Cross stage enrichment groups continued to be taken in Literacy and Numeracy as well as Stage 1 HSIE and Science challenge group activities. Teaching and Learning in the Junior School was strongly reflected in the results of the 2014 NAPLAN results where students from both Years 3 and 5 once again performed impressively. Debating teams from Years 5 and 6 represented the School in the SDN and HICES Debating Competitions and House debates were held across Stage 3 during the year. Maths Olympiad was an exciting challenge for the mathematically minded in Years 5 and 6. An after school robotics club ran for students in Year 4 and an outstanding robotics workshop opportunity for all students from Years K – 6 with each grade having a full day incursion using Bee Bots and Robots to engage the students in this field. One of the many benefits of this workshop is the ability to promote and excite students about the STEM subjects. (Science, Technology, Engineering and Maths). Selected students took part in a variety of UNSW ICAS competitions with Siobhan Phelan of J4 – gaining a High Distinction, receiving the top score of students in NSW and Canberra in the English Competition. Siobhan was presented with a University Medal. Stage 3 students also represented the School admirably in Tournament of the Minds and the Da Vinci Decathlon.

Enhancing classroom learning experiences were the many and varied excursions, incursions, concerts and parades. Students travelled to the Taronga Zoo, Calmsley Hill Farm, Narrabeen Coastal Environment Centre, The Reptile Park, The Quarantine Station, Elizabeth Farm, Glenn Street Theatre, The Art Gallery of NSW, they heard the Sydney Symphony Orchestra in concert, visited the CSIRO and the IMAX Theatre as well as The Power House Museum. Visits in were from Australian Reptile Displays, Opera Australia performing *The Barber of Seville*, The play 'Crossings' produced by Jessica Blaxland Ashby and an interactive Shakespearean experience for Stage 3. In Harmony Week, and we were privileged to have Eddie Quansah, an African rhythm and drumming master, perform and provide an interactive concert.

Students participated in the Jamie Oliver global cooking lesson for the Guinness Book of Records attempt at the 'biggest-ever live cooking lesson' as well as an attempt at eating the healthiest lunch ever made by a student!

Specialist teachers provided exciting experiences in their specific learning areas and the students' achievements were on exhibit for parents, families and friends at the various celebrations such as the sporting carnivals, the creative arts evening, the dance evening, the languages evening, the Easter hat parade, Christmas concert and the book character parade.

The outstanding teaching practice for which the Junior School is renown, has been achieved through the expertise of a dedicated and inspirational team of educators. The 2014 form teachers living the belief that learning is a life long journey, with many of the teaching staff taking on further study to keep abreast of innovation in their professional undertaking.

Sports

The major School sports carnivals occurring annually are the Years K-2 and Years 3-6 Swimming Carnivals, the ECC sports day, Years K-2 and Years 3-6 Athletics Carnivals, and the Cross Country Carnival. From the School carnival students were selected to participate in the HICES carnivals and then a further selected few combined with other HICES schools to compete in CIS carnivals. It is always a special treat to attend the Cross Country Carnival in Orange and at Eastern Creek.

As well as representative sport, the students excelled in their Friday sports sessions in the PISA competition and in House competitions at school. The students played soccer, netball, tee-ball, rugby league, AFL and rugby union. Back at School, the skills of the games, swimming and gymnastics were taught to the students on the oval, in the pool and in the indoor sports centre. Dance continued in the Junior School with each class from K to 6 performing in an amazingly entertaining concert. Surfing became an incredibly popular sporting pursuit with the introduction of surfing lessons in Term 4

Co-Curricular

A variety of clubs and academies were offered before and after school as well as at lunch times; for example, art and craft club, languages club, futsal club, Eisteddfod dance, gardening club, debating, basketball academy, athletics academy, skipping club, chess club, surfing club, sewing club, drama club and percussion club offered many students new and interesting skills and pastimes.

The intermediate and junior dance troupes had opportunities to perform in competitive eisteddfod formats both locally and in the extreme dance competition, both gaining praise worthy positions.

Secondary School

Pastoral Care - A strong sense of belonging and respect for one self and others is a feature of the Pittwater House family

At Pittwater House, we believe that citizens of tomorrow require a broad education encompassing academic knowledge and emotional intelligence. They must build resilience, positive self-esteem and a respect for all mankind and the environment.

The care and development of the whole person is a critical value which underpins the Pittwater House ethos. Through the role modelling of staff, students build an intrinsic respect for each other and develop a sense of care and responsibility for all.



Our pastoral care program pervades every aspect of our curriculum and is delivered by Form Teachers, House Teachers, Heads of School and the School Counsellors. Through this nurturing approach we cultivate a strong sense of belonging in the Pittwater House family.

Being a small school, the Staff is able to monitor closely the academic, social and emotional progress of all students, both informally and in pastoral meetings, which are held regularly for each year level. From these discussions, appropriate actions are planned in liaison with families. We will continue to introduce a variety of Programs to ensure that all our students have the support and self-belief they need to fulfil their potential and dare to dream.

Our Mission



We want to encourage all young people, no matter what their circumstances, to believe they can achieve both academically and also in the community.

To continue to monitor academic progress of our students, Pittwater House will, at Heads of Faculty meetings once a week, discuss the students' progress, their achievements and concerns. This will ensure students are helped to overcome any learning, study or revision issues. We will commence a Study Skills Program to

prepare students for the rigours of homework and revision. This Program will be run in Term 3 by the Form teacher and will assist the students to understand their learning and importance of regular study.

Pastoral Programs

Adolescence is a time of significant change and development – a time when young people question who they are, and how they relate to each other and the world around them.

We are aware that the next generation of Australians faces unique challenges. Things like the expanding use of social media, delayed transitions to independent living and the highest levels of stress, anxiety and depression ever reported by an adolescent population. We are also very aware that we live in a multi-cultural country and we must help our students gain an understanding about the different cultures.

The health, wellbeing, acceptance and understanding of young people not only affect their immediate quality of life, but it also shapes the future health and well-being of our broader society. Young people who are unable to make a smooth transition into adulthood can face significant difficulties and barriers, in both the short and long term. Therefore it is essential that we put in place these programs to assist our students. This process of development and discovery can be both challenging and confronting, but the programs we will use and have created inspire and support participants to courageously connect, and to take on this journey of self-discovery. We will continue to monitor all our programs and ensure that they assist our students to have a toolbox for life. Underpinned by Positive Psychology we have created a program that gives our students the opportunity to recognise not only their strengths but also the skills, mindset and theory that will allow them to flourish. The Courage Program is an innovative and contextually appropriate program. All students from Years 7-12 undertake, with their Form teachers, practical and also reflective work that makes them think about developing positive relationships with themselves, respecting and understanding themselves and their developing positive relationships with peers and the community. The Courage Program is a holistic well-being program that is the alignment of three critical pillars: mental health and growth (individual, community), Academic and Leadership.

As part of the Courage Program, we have introduced, at Year 9, “Empowerment”. Run in Term 3, opportunities are given for all student to explore issues relating to friendships, sense of self, respect and being proud of who they are. At Year 10 all students work at the ‘Our Journey’ Program. This assists students to focus on career choices, work experience organisation and interview skills. The Courage Program gives our students the opportunity to recognise not only their strengths but also the skills, mindset and theory that will allow each and every one to flourish.

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. In addition to the PHPA, volunteer opportunities are available in the canteen, uniform shop, carnivals, library, reading support, sporting coaches and network groups.

Pittwater House Parents Association (PHPA)

Pittwater House is very much a family and community school and as such our parents are actively engaged and supportive of initiatives which further enhance the opportunities of our students. Once more the strong and focused Committee of the PHPA determined an annual calendar of events in support of the parent body and the students of Pittwater House. Parents are actively encouraged to see the home-school partnership as integral to the environment of our School.

The Committee of the PHPA meets monthly and through 2014 has focused on the following events:

- The opening of the School Year Parents' Association Welcome function
- Mothers' Day Lunch
- Fathers' Day Breakfast
- Refreshments in association with varied school performances
- Support of School events through provision of suppers
- Second hand book sale

In addition, the PHPA maintains:

- The Canteen and 'Cool Kiosk'
- The Clothing Pool
- A schedule of fundraising for small and more major projects in support of all students' needs which in 2014, was focused primarily on the new amphitheatre.

Parent, Teacher and Student Satisfaction

Pittwater House continually monitors the satisfaction of parents, students and teachers. Anecdotal records are collected from parents in a range of fora: at Parent Network Meetings held twice per term and at the Principal's Coffee Mornings which are held twice per class each year. Records are also collected during entry and exit interviews to determine the quality of the service and education programs being delivered. Anecdotal evidence suggests that there is a genuine culture of care and support for all members of the Pittwater House community.

To engage School parents, parent/teacher interviews are also hosted twice annually and teacher emails are available for parents to raise ad-hoc concerns.

Pittwater House ran its second Parent Satisfaction Survey, with the aim of engaging parents and garnering their thoughts about the quality of their child's/children's educational experience. The benchmark survey was also run two years ago and an upward trend has been noted in responses, increasing from 241 responses to 277.

The survey ran from 22 May through until 3 June and was made up of 10 fields with more than 100 questions which predominantly focused on:

1. profile information
2. critical qualities and outcomes
3. relevance of the events
4. quality of the teaching staff and the curriculum
5. effectiveness of pastoral care and discipline
6. resources
7. engagement and communications
8. leadership
9. core values and
10. overall satisfaction

There was a reliable representation from each area of the School:

- ECC 10%
- Junior School 43%
- College 28%
- Grammar 36%

Overall satisfaction was high with more than 90% of parents stating that they are happy with their decision to educate their child/children at Pittwater House. Furthermore, 91% of parents indicated that they would recommend Pittwater House to others.

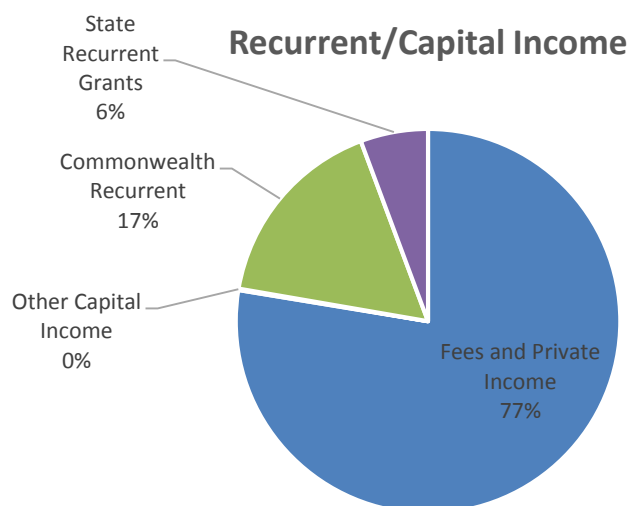
When parents were asked to rank the importance of 13 key Pittwater House qualities they ranked the provision of a ‘well-rounded education’ the most highly at 96.5% and ‘caring atmosphere’ the second most important quality at 96%.

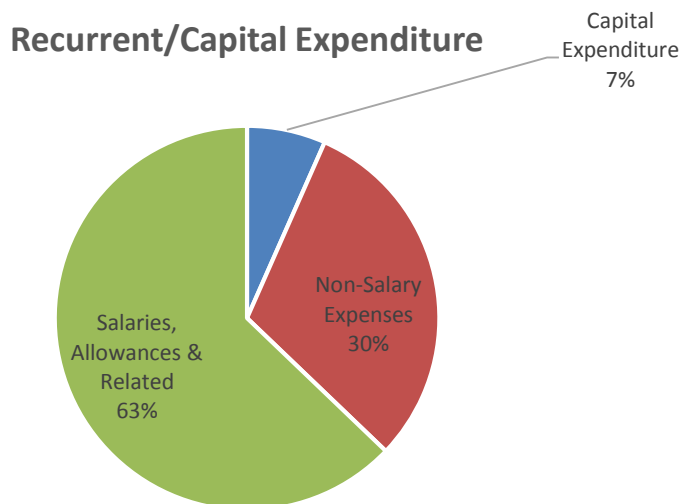
The key outcomes that are important to their child/children were identified as ‘good decision making’ 83.5% and ‘well prepared for life after school’ 81.6% as their top two outcomes.

More than 84% of parents strongly agree that their ‘child/children’ were happy to attend Pittwater House; and 83% also said that ‘Pittwater House is a safe place in which to learn.’

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 2014 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 via our website www.pittwaterhouse.com.au/our-school/online-payments, 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

In addition to the donations from people who wished to remain anonymous, the following supporters contributed to the Building Fund in 2014:

Mrs Angela Beard, Mrs Bhavisha Parmar-Bhandari, Ms Maya Parmar-Bhandari,
 Mr Paul Blackshaw, Mr Joerg Boeckeler, Janelle Brain, Mr Kurt Burnette, Mrs Elaina Byron,
 Mrs Carla Dunlop, Mrs Stephanie Cockerton, Mr Louis Cordony, The Ferreira Family,
 Mrs Kim Davies-Mills, Mr David Dennison, Mr Jeremy Dew, Mrs Kathryn Dowd,
 Dr Nancy Hillier, Ms Helen Evans, Mrs Jackie Giles, Mr Gareth Grant, Mr Richard Howe,
 Mr Riaz Hussain, Mr Jorgen Kofoed, Mr Michael Julian, The Kheray Family, Mr Darren Klein,
 Mr Cameron Lanceley, Ms Shuhua Luan, Mr Peter Mansell, Mr Garth Mathews,
 Mr Roger McArthur, Mr Paul McCarthy, Mrs Donna McMullen, Mrs Natalie Miller,
 Mrs Alison Morgan, Mr Boyd Pedersen, Ms Lynn Phelan, Mr Andrew Phipps, Mr Chris Pople,
 Mr Rhett Tregunna, Mr David Rolls, Mrs Bernice Rossouw, The Russell Family,
 Ms Frances Salmon, Mrs Debra Sheahan, Mr Richard Smith, Mr Kevin Udell,
 Mr Anthony Walbran, Ms Carolyn Walden.

Facilities



The School continues to improve the infrastructure and built environment in which the education of our students takes place. Air conditioners continue to be replaced with more effective, energy efficient models. The upgrades to the wireless network are largely complete and the first of the two stage upgrade to the internet capacity of the School was successfully implemented. 2014 was the second year of a four year master plan for upgrades to school pool and surrounds and the planned upgrades to the plant and equipment supporting the pool

were implemented. Work commenced on the large scale upgrade to the Science Block. One laboratory and one preparation room were fully refurbished. Work will continue in 2015 and 2016. A new specialist performance space for drama and music was constructed that can also be used as a mini hall. Additionally 2014 saw the completion of the covered amphitheatre, a very well used performance and gathering space on our campus.

Staff Attendance and Retention Rate

In 2014 the average daily staff attendance rate was 95.03%. The proportion of staff retained from 2013 was approximately 83%.

Teaching Standards

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

Workforce Composition

With regard to the information available to the School's Administration, there are no members of the workforce who identify as indigenous. Pittwater House School employs staff from a variety of backgrounds, races, religions and ethnicities.

Student Attendance and Retention

Student Attendance

The average daily student attendance rate was 96% each school day in 2014. As well as complying with all Government regulations regarding the monitoring and reporting of student attendance, Pittwater House has a strong pastoral focus where matters of attendance are monitored closely by Form Teachers and others charged with the care of the individual student's welfare.



2014 Attendance Rates	
Year Level	Attendance Percentage
Kindergarten	96.4%
1	98.1% %
2	96.8% %
3	96.6%
4	97.3% %
5	96.1%
6	94.4%
7	96.4%
8	95.5%
9	95.4%
10	95.8%
11	95.8%
12	96.9%
Total	96.27%

Student Population

The School had 700 students (inclusive of FFPOS) enrolled at the beginning of 2014 with 427 in the Secondary School and 273 in Junior 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. A snapshot of the characteristics of the school community can be found on the My School website under Pittwater House Schools.

Student Retention

80.3% of the Year 10 cohort completed Year 12 in 2014. Of the 12 students who did not continue to Year 12 two were international students who transitioned to University Foundation courses, two students relocated overseas with their families, one student withdrew due to financial issues, one student left to pursue a trade, four students transferred to schools offering HSC subject alternatives, one student left due to dissatisfaction with the school and one student transferred to another Sydney based school.