



Pittwater House

Annual Report 2016



The Pittwater House Schools Limited

A Company Limited by Guarantee

ABN 87 000 655 845

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Transparent Reporting

Education and Financial Reporting

Pittwater House School maintains the data and information which is necessary to comply with the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This includes disclosure of both the School's educational and financial performance, plus the School policies.

Annual Report

As part of this transparent reporting, Pittwater House School is required to publish an Annual Report on or prior to 30th June. The Annual Report is co-ordinated by the Principal with the Deputy Principal taking responsibility for the collection, analysis and storage of performance data and the Business Manager taking responsibility for the collection, analysis and storage of financial data.

Additional Data

The Principal is responsible for ensuring that any requests, made by the NSW Minister of Education and Training, are responded to effectively. The Principal is also responsible for the collection and provision of relevant data and for the NSW Education Standards Authority (NESA).

School Policies

Pittwater House has a range of policies regarding staff, students, parents and other members of the community. All Pittwater House Policies continue to be reviewed in line with updated legislation and best practice. The majority of these policies can be accessed by school community members through the School's portal 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. The Student Welfare, Anti-Bullying and Disciplinary Policies are all located in the Student Handbook which can be accessed on the School's website at:

<http://www.pittwaterhouse.com.au/our-school/our-philosophy/policies-procedures/>.

The Parent and Student Grievance Policy can be accessed in the Student Handbook via the following: <http://www.pittwaterhouse.com.au/your-child/my-portal/students/handbooks-and-policies/>

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)

Mr James Walmsley (Deputy Principal)

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)

About Pittwater House

Pittwater House School is an independent, non-denominational, private school which offers a predominantly single-sex education on a co-educational campus. The School caters for students from Pre-school through to Year 12 and is located in Sydney's idyllic Northern Beaches.

Pittwater House School was founded in 1962 and has grown into a School that now caters for more than 818 students. Pittwater House is managing its growth, as it wishes to remain a relatively small and boutique school that provides a truly nurturing experience for its students.

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

The School's Structure

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

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

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

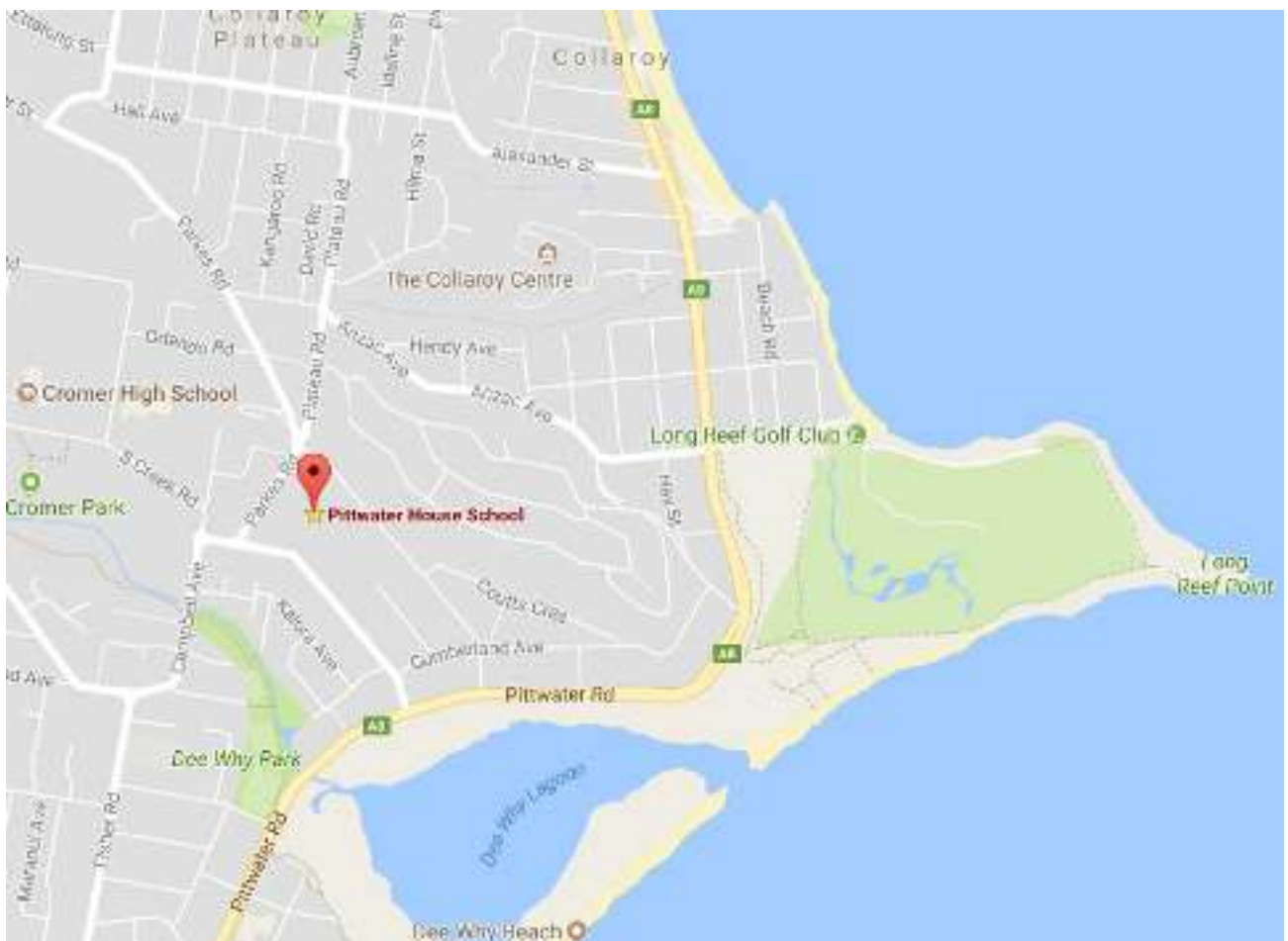
Each interlinked value provides guidance to students and staff on how to respond to challenges and opportunities that present in our everyday lives.

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



Where to find us

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



The School can be contacted by calling 02 9981 4400 and more information about Pittwater House is available at www.pittwaterhouse.com.au

Principal's Message

The Year in Review – 2016

Children spend up to 15,000 hours of their life in school. The experience must necessarily be a nurturing and empowering one. And clearly the teacher in front of the class is critical to this experience. Once more in 2016, our community has sought the finest outcomes for each student. Our practitioners put their all into the learning experience in their classroom, making it a robust and enjoyable time, with challenge and celebration at the heart.

Whilst this Annual Report requires specific data to be compliant with Federal Reporting Requirements, such data does not tell the complete story of 2016.

We are making a positive difference in the lives of our students and the spirit of our community is reaching beyond our campus walls. We continue to be recommended for our academic program, our pastoral program and importantly, our attention to the all-round opportunities stressed and expected for our student body. The very essence of our daily work focuses on the support for each student, their happiness, their opportunity and their academic success.

The learning journey extends beyond the classroom in so many ways. 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. The very essence of life is found in the relationships we have with others and growing these relationships is vital if we are to be truly happy in life. In our School we actively seek to hone these social skills and to develop and manage relationships; the strength of our School is determined by the respectful relationships we have and each week we see numerous benefits of a united community that is working together as a team.

Our clear focus on teaching boys and teaching girls continues as a key differentiator and manifests itself too in our professional learning for Staff. The life of a teacher at Pittwater House requires pastoral and co-curricular involvement in addition to the academic focus and these are important ingredients in determining goals and further avenues of professional training and well-being. Our Staff do much to support the students in their care; they willingly take on further study, undertake courses and engage with colleagues widely to provide optimum learning situations. For whilst there is much to be said for experience gained at Pittwater House, modelling lifelong learning is very important. We are a community of learners.

2016 has seen an outstanding student leadership team and at the end of Term 3 we were able to farewell the Class of 2016 with fitting solemnity and pride. They were a wonderful group of young men and women. The School continues to foster the capacity of our students to learn to be leaders through a clearly articulated set of leadership structures and learning experiences. Camps and co-curricular experiences are just part of this skill development.

Acknowledging the good fortune of our community and seeking to support those in need has always been a part of our student focus. Whilst the principal leadership of this emanates from the Prefect body, it is pleasing to note the growing awareness of students across the School to an array of causes requiring our support. Donations in kind were equally as important as monetary donations. 2016 also saw our second group of students undertake World Challenge with some 49 students and seven staff spending three weeks in Vietnam and Cambodia where they engaged in voluntary work in a village school.

Our links with the local community continue with secondary students being involved in several projects as part of their Skills and Service program; a program undertaken by those students who opt not become Australian Army Cadets. Additionally I am delighted to report, are the ever increasing number of students who are involved with their local communities in a volunteer capacity.

Pittwater House is committed to instilling in our students their fortune and their social responsibilities for the greater societal good.

Our Staff model so many aspects of what makes our School different and special. Their commitment to realizing the ongoing evolution of our curriculum and wellbeing programs together with our vision to prepare our students to be confident and capable in the fast-paced, global context, and seizing new and exciting opportunities is what drives their deep commitment to the Pittwater House community. Creating opportunities for our Staff to take on leadership roles has been a key ingredient in recent years. Providing a staffing structure to better provide academic and pastoral experience to our students has led to the further expression of this in 2016. The new roles of Stage 4 and Stage 6 Coordinators paves the way for Stage 5 Coordinators and the Director of Teacher Development in 2017 and in the Junior School, the creation of three Assistants to the Head of the Junior School.

I acknowledge all Staff for their work in 2016 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. The well-being of the school depends on the cohesion and dedication of this team.

We live in an era of transition and disruption; the contribution and care of so many in our School allows us to be a contemporary and responsive school. The story of Pittwater House in 2016 depicts this.

Dr Nancy Hillier
Principal and CEO



The Board 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. The Board of Governors met 10 times.

The key activity of the entity during the financial year was to provide quality education based on sound and proven principles appropriate to the lives of young people emerging in the Australian and worldwide community of the twenty first century.

The entity's short term objectives are to:

- Increase enrolments to achieve optimum class sizes
- Continue to improve academic results across the school
- Build an environment that fosters the emotional well-being of the whole school community, in particular the student population
- Achieve greater transition rates between stages of schooling
- Offer a rich extra-curricular activity range
- Continue to improve the standard of facilities
- Maintain sound fiscal management

The entity's long term objectives are to:

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

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 McGrouther | 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 |
| Mr Jason Mahoney | Non-Executive Director | 8 February 2016 to present |
| Ms Tracey Spicer | Non-Executive Director | 8 February 2016 to present |
| Dr Nancy Hillier | Executive Director | 26 Oct 2010 to present |

Enrolment Policy

Pittwater House is a non-denominational, non-selective, inclusive school with a family feel and ethos. Applications can be made at any time by the parents/carers of the student to enrol at any year level and at any time of the year.

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

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

Major Intake Years

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

- Early Childhood Centre (ECC). The ECC offers a 3 year old program and a 4 year old program. All children must be fully toilet trained and able to toilet independently before they can be enrolled.
- Kindergarten. Children must have turned five years old by the 30th April in the year they start school to be eligible to enter Kindergarten at Pittwater House.
- Year 5. Pittwater House moves to a possible two classes of boys and two of girls in Year 5, expanding the number of places available. Year 5 is also a Scholarship year.
- Year 7. Pittwater House moves to a possible three classes of boys and three of girls in Year 7. Year 7 is a scholarship year.
- Years 9 and 11 are both scholarship years and are minor intake years.

Continuity

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

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

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

Assessment of enrolment and priority status

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

- If the child is already enrolled in the ECC and a Kindergarten place is being sought, their existing enrolment status may be considered
- If the child has siblings in the school
- The number of children in one family for whom applications are being made
- The date of the application
- The date the definite place fee was made
- If the parents are alumni of the school
- If the child is a returning student
- If the Waiting Place fee has been paid
- The attitudes, values and priorities of the family and the consistency of the attitudes, values and priorities with those of the school.
- The ability of the school to meet the special needs or abilities of the student
- The ability and willingness of the student to participate in, and contribute to, the life of the school community
- The willingness of the family to positively contribute to the life of the school community
- Assessment of the student's personal characteristics and approach to academic work as shown in previous school reports.

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

Interview requirements

Pittwater House requires all prospective students and their parents/carers to attend an interview with the appropriate Head of School or their delegate before an offer of enrolment can be made.

Enrolment Process

Year 7 Admission

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

Kindergarten and Early Childhood Centre

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

Immediate Enrolment Procedures (within 2 years)

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

Application is placed on waitlist

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

Future Enrolment Procedures (over 2 years)

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

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

Once a Waiting List Position Has Been Offered

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

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

Following the assessment the family will be notified if a 'Definite Place' offer is being made. Acceptance of Definite Place offer is secured when the applicant has returned all subsequent documents signed with the Fee within 14 days of the letter

International and Interstate Enrolments

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

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

Continuing Enrolment

There is no prerequisite for continuing enrolment. A student's enrolment may be withdrawn where a breach of School rules has occurred or fees are not paid.



Distinctive Curriculum Offerings

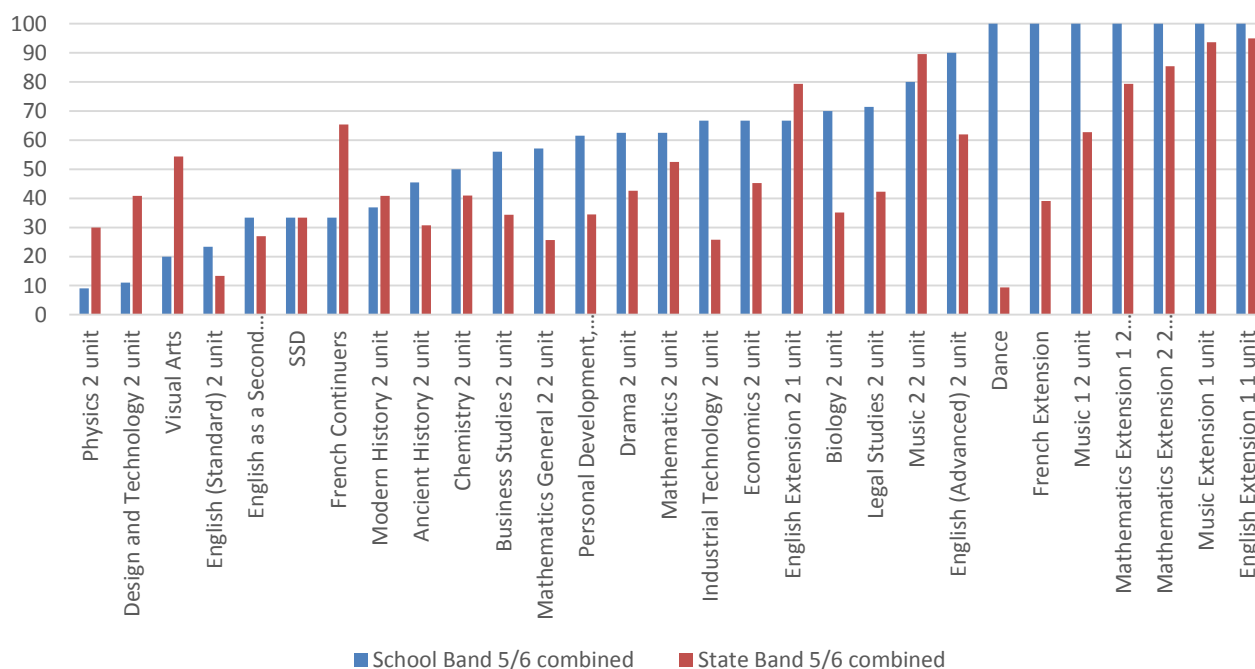
Performance in External Tests and Examinations

Higher School Certificate 2016

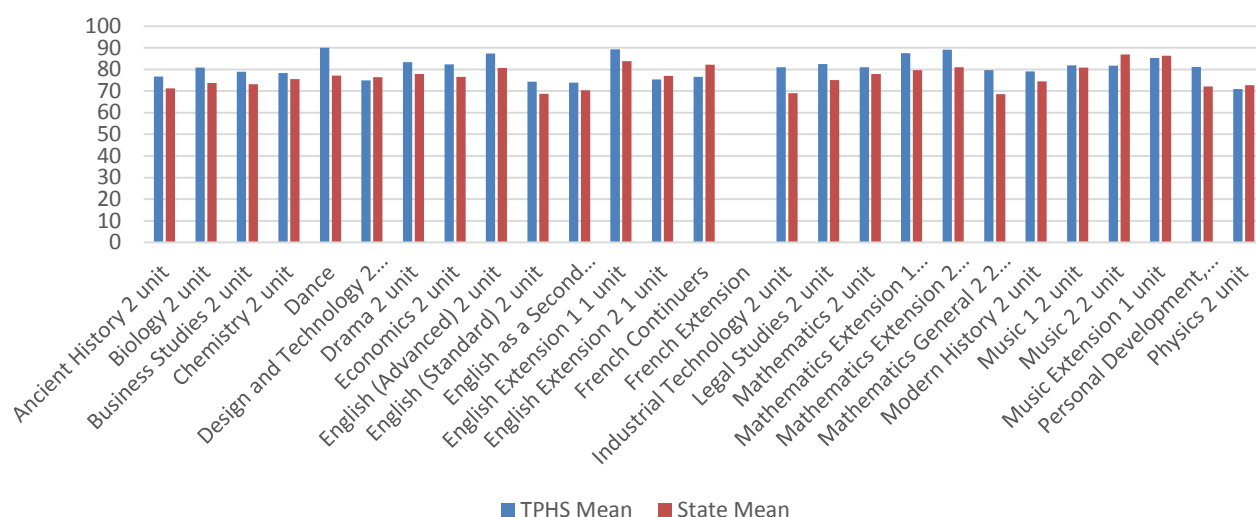
In the Higher School Certificate the performance of students is reported in bands ranging from Band 1 (mark below 50%) to Band 6 (mark above 90%). In 2016 Pittwater House had 53 students complete the HSC.

- Approximately 25% of our students achieved an ATAR of 90% or above.
- Approximately 50% of our students achieved an ATAR above 80%.
- English (Advanced) Extension 1 and Extension 2, Pittwater House was listed 33rd in State in the Sydney Morning Herald's list of top performing school.
- Mathematics General, Pittwater House was listed 59th in State.
- Mathematics, Extension 1 and Extension 2, Pittwater House was listed 64th in State.
- Overall, Pittwater House was listed 108 on the SMH's list of schools with students who achieved Band 6 (90 or higher) in a course. This list includes selective and non-selective schools throughout NSW.

2016 TPHS vs State Band 5/6 Combined



2016 HSC TPHS vs State Mean



2016 HSC Performance Compared to State and Previous Years

| A comparison of Pittwater House HSC Examination performance with state wide performance over 2013 to 2016 | School Mean 2016 | State Mean 2016 | School Mean 2015 | State Mean 2015 | School Mean 2014 | State Mean 2014 | School Mean 2013 | State Mean 2013 |
|---|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| Ancient History | 76.64 | 71.16 | 77.55 | 71.34 | 84.4 | 71.68 | 84.29 | 71.98 |
| Biology | 80.84 | 73.71 | 75.73 | 71.13 | 82.58 | 71.65 | 79.37 | 73.99 |
| Business Studies | 78.9 | 73.21 | 78.52 | 73.65 | 81.16 | 74 | 79.94 | 73.63 |
| Chemistry | 78.38 | 75.59 | 73.38 | 75.81 | 76.62 | 76.13 | 78.2 | 75.85 |
| Dance | 90 | 77.12 | NA | NA | NA | NA | NA | NA |
| Design and Technology | 74.98 | 76.41 | 79.27 | 76.25 | 82.07 | 75.86 | 70.9 | 76.1 |
| Drama | 83.3 | 77.83 | 76.31 | 77.81 | 85.08 | 77.9 | NA | NA |
| Economics | 82.38 | 76.55 | 78.08 | 76.12 | 75.29 | 75.73 | 75.38 | 74.31 |
| English Standard | 74.36 | 68.7 | 70.72 | 67.10 | 72.13 | 67.46 | 69.47 | 65.48 |
| English Advanced | 87.32 | 80.72 | 79.98 | 80.43 | 83.08 | 80.53 | 79.82 | 79.06 |
| English (ESL) | 73.87 | 70.31 | 78.55 | 70.86 | 68.8 | 72.67 | 81.8 | 70.34 |
| English Extension 1 (scored out of 50) | 89.3 | 83.82 | 39.10 | 41.80 | 35.51 | 41.19 | 32.65 | 40.28 |
| English Extension 2 (scored out of 50) | 75.4 | 76.94 | 36.80 | 39.54 | 42.2 | 38.49 | NA | NA |

| A comparison of Pittwater House HSC Examination performance with state wide performance over 2013 to 2016 | School Mean 2016 | State Mean 2016 | School Mean 2015 | State Mean 2015 | School Mean 2014 | State Mean 2014 | School Mean 2013 | State Mean 2013 |
|--|-------------------------|------------------------|-------------------------|------------------------|-------------------------|------------------------|-------------------------|------------------------|
| Geography | NA | NA | 78.53 | 73.85 | 87.2 | 73.64 | 85.73 | 72.89 |
| Legal Studies | 82.49 | 75.01 | 77.83 | 74.60 | 79.93 | 73.36 | 84.1 | 75 |
| Industrial Technology - Multimedia | 81 | 69.02 | 82.68 | 69.94 | NA | NA | NA | NA |
| General Mathematics | 79.61 | 68.51 | 76.94 | 68.64 | 79.64 | 68.89 | 80.83 | 67.46 |
| Mathematics | 81.05 | 77.84 | 85.69 | 77.89 | 83.89 | 78.37 | 87.56 | 77.39 |
| Mathematics Ext. 1 | 87.51 | 79.68 | 88.49 | 81.20 | 81.49 | 80.58 | 89.1 | 80.46 |
| Mathematics Ext. 2 | 89.15 | 81.03 | 82.13 | 82.28 | 83.36 | 81.58 | 85.27 | 82.07 |
| Modern History | 79 | 74.45 | 75.53 | 75.29 | 78.3 | 74.95 | 82.93 | 76.1 |
| Music Extension 1 (scored out of 50) | 42.63 | 43.17 | 49.70 | 43.60 | 43.1 | 45.82 | 45.8 | 45.38 |
| Music 1 | 81.9 | 80.91 | 85.35 | 80.60 | 79.04 | 80.29 | 92.1 | 80.26 |
| Music 2 | 81.72 | 86.97 | 87.24 | 86.68 | 83.6 | 86.26 | 82.1 | 86.49 |
| PDHPE | 81.18 | 72.13 | 76.44 | 73.10 | 84.63 | 72.86 | 74.18 | 70.98 |
| Physics | 70.89 | 72.65 | 73.29 | 72.66 | 75.54 | 73.49 | 77.64 | 73.68 |
| Software Design and Development | 79.47 | 74.63 | NA | NA | NA | NA | NA | NA |
| Visual Arts | 80.24 | 79.55 | 79.70 | 79.21 | 84.5 | 78.3 | 85.3 | 79.29 |
| French Continuers | 76.53 | 82.11 | 80.87 | 82.16 | 74.17 | 82.6 | 75.1 | 82.51 |
| French Extension 1 (scored out of 50) | NA | NA | NA | NA | 36.1 | 42.15 | 32.65 | 40.28 |

RoSA - Record of School Achievement

In 2016 one student left school at the end of Year 10 to enter the workforce. Therefore, only one RoSA grade was awarded.

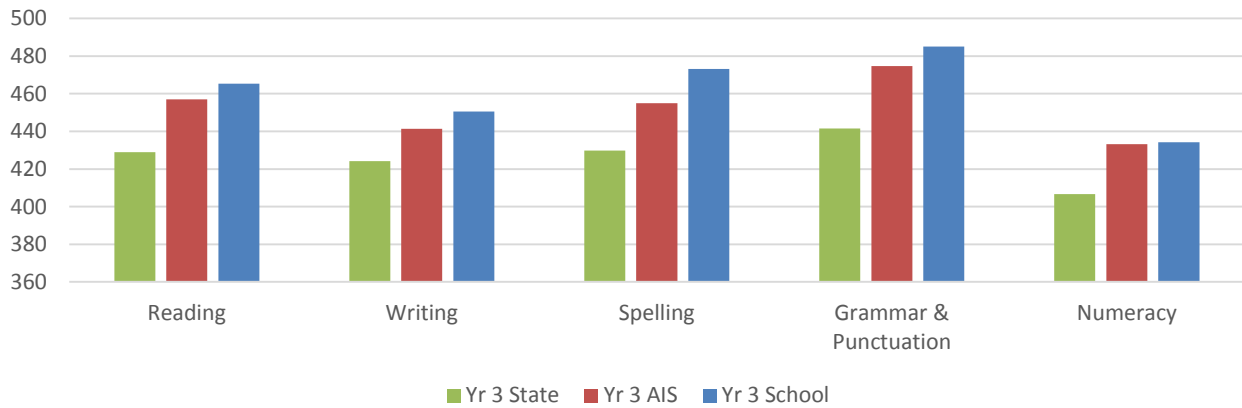
NAPLAN 2016

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).

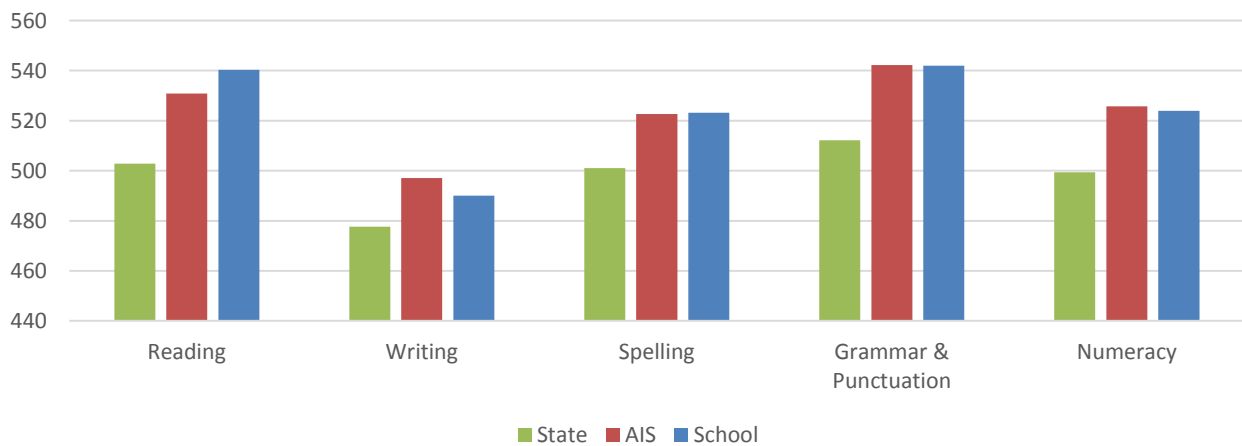
In 2016 our NAPLAN results continued to be impressive with most students demonstrating excellent growth between NAPLAN stages. On average the Pittwater House NAPLAN results were significantly above the state average.

Where appropriate the NAPLAN results have been used by staff in the manner in which the program was intended, as a diagnostic tool. While we acknowledge the need to inform the community of our performance in this assessment process we also acknowledge the results are most useful when considering the performance of individual students.

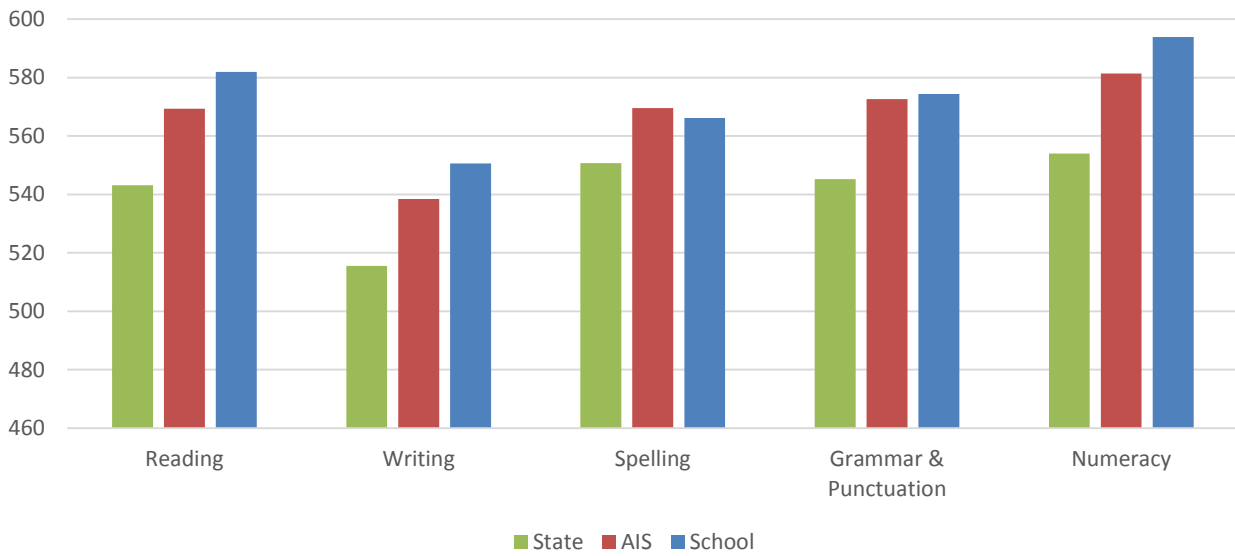
2016 Year 3 NAPLAN - Means Analysis



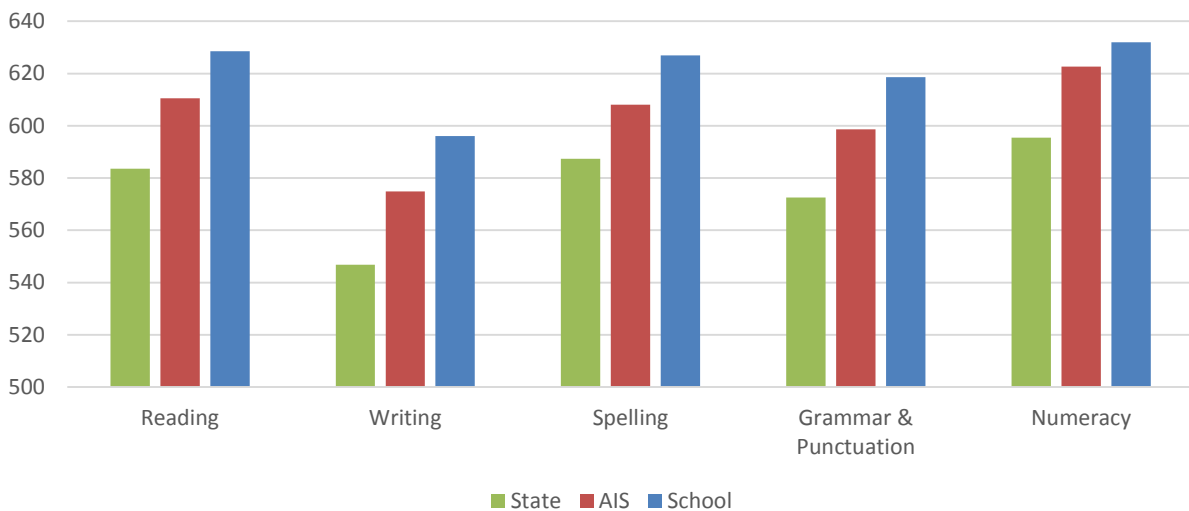
2016 Year 5 NAPLAN - Means Analysis



2016 Year 7 NAPLAN - Means Analysis



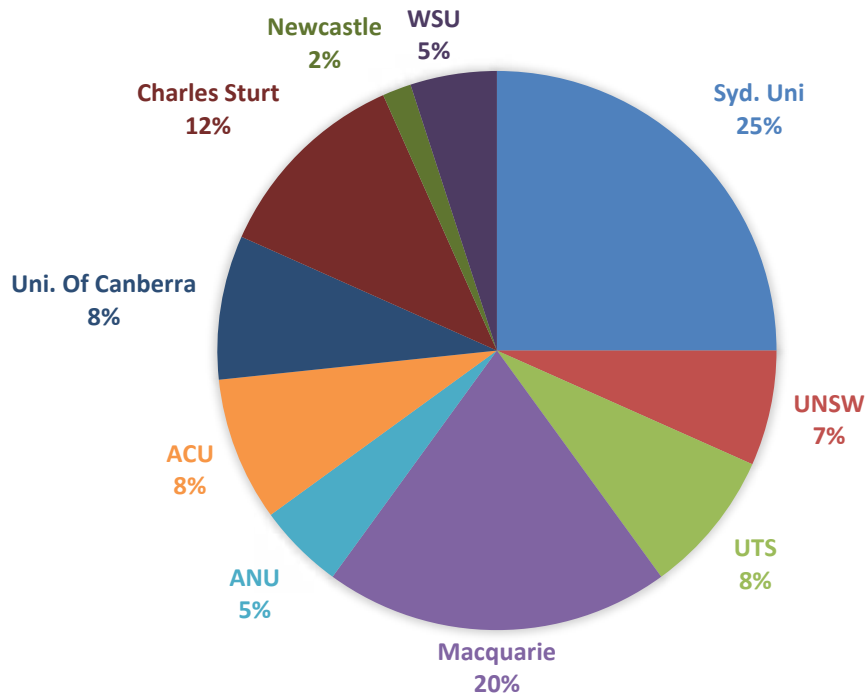
2016 Year 9 NAPLAN - Means Analysis



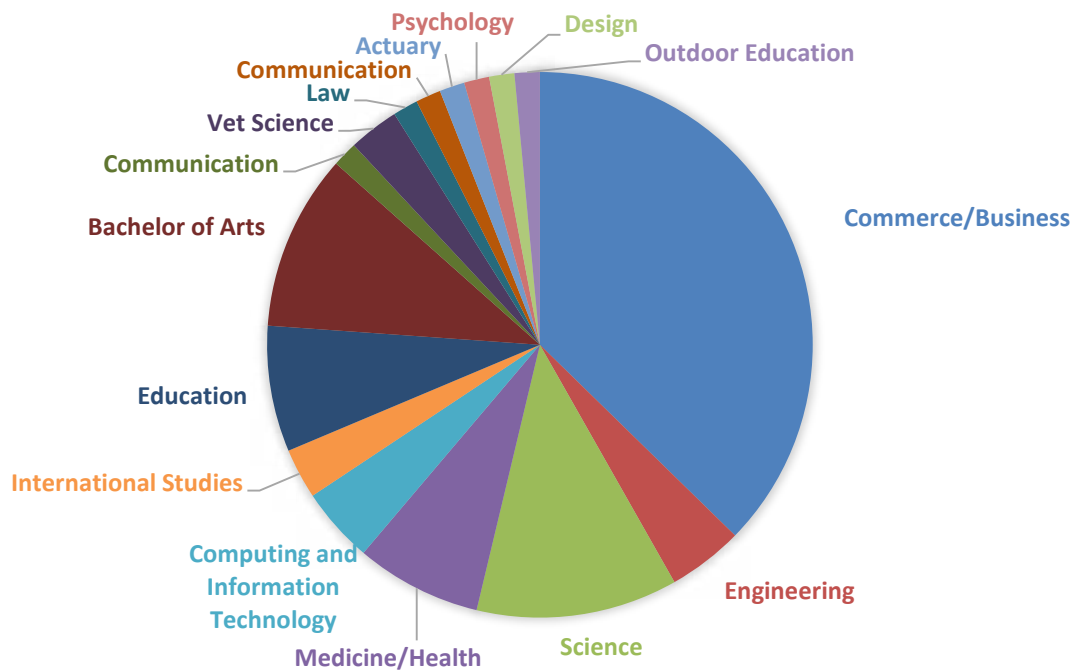
Post School Destinations

The 2016 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 following tables outline the offers made by Tertiary institutions for 2017 and the locations our students will undertake their study.

University Locations 2016 HSC Students Offered for 2017



University Courses 2016 HSC Students Offered for 2017



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. In 2016 our three priority professional development goals were Differentiation, effective ICT pedagogy and Gifted and Talented strategies.

HSC Marking was again encouraged as further professional development for our Year 12 teachers. Teachers in 2016 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 Activities for 2016

| | |
|--|---|
| Music Ed Net - Daytime 2016 - a day of technology in music Education | IPSHA -Teacher Librarian Meeting |
| IPSHA - Creative Arts | 'Access it' Training Roadshow |
| IPSHA Art Teachers Umbrella Group | Learning Difficulties Coalition Five from Five: Effective Reading instruction in the everyday classroom |
| ABC Studios - Sydney Symphony Education | Five from Five - Effective reading instruction in every classroom every day |
| Abbotsleigh - Visual Arts Teachers Symposium | AIS- Special Education Essentials Course |
| UAC Information Day | Learning Difficulties Coalition - Math's and Learning Difficulties |
| The Quirky Kid Clinic | Learning Difficulties Coalition Five from Five: Effective Reading instruction in the everyday classroom |
| AIS - Imaginative writing strategies in Eng. Ext 1 | Five from Five - Effective reading instruction in every classroom every day |
| Law Sense | AIS- Special Education Essentials Course |
| EdTech | TTA - Developing a Growth Mindset |
| AHISA - Directors of Studies Conference | AIS - HODS of Math's Conference |
| AHISA Prospective Principals Symposium | AIS - Open ended questions in Secondary Math's |
| AHISA Leading, Learning and Caring Conference | Physics Teachers Conference |
| HICES 2016 - Heads of Independent Co-educational Schools (HICES) 2016 Conference | Lumifold; A STEM to STEAM project |
| HICES Deputies Conference | TESEP/STANSW Riding the Climate Roller Coaster |
| AIS - History Conference | Dynamic Learning Group - Teaching Boys in the 21st Century |
| GTA - Conference | STANSW Annual Science Conference |
| AIS - Creating new connections in Geography | Cake Decorating - Northern Beaches Community College |

| | |
|---|--|
| ELC - Economics and Teachers Conference | TTA - Teaching HSC Food Technology Successfully |
| TTA - Business Studies Examination Preparation | EdTech |
| Law Sense for Counsellors | Canvas Con 2016 |
| AIS 'The Bigger picture symposium' | Meriden - e-Textiles Professional Development Course |
| Pearson - Working Memory Conference | AIS - After the Bomb - Prescribed Text |
| IPSHA Deputy Conference | Institute of Coaching in Leadership - Skilling It |
| TAA - National Leadership Conference | Parent shop Making Parenting Easier |
| Harvard – Thinking Routines | AIS - Differentiating Learning in Languages |
| AIS - Getting Creative: Making Multimedia and Digital Texts for iPads | Knox - Aiming for Excellence conference |
| AIS - ICT as a General capability - Maths K-6 | AIS - Teaching so all students can learn Math's - Blended learning model |
| AIS - Teaching all students so they can learn math's | MultiLit - Professional Workshop |
| IPSHA - Debating workshop | Dynamic Learning group - Setting the scene for a Great Year of Inquiry |
| AIS - Our Past and Our Place: NSW History and Geography K-6 | University of Sydney - Physics Workshop |
| AIS - Spelling K-6 More than "I" before "E" | ANSTO - Professional development day for physics and chemistry teachers |
| EdTech | AIS -differentiation in History |
| ACEL Excellence in Professional Practice Conference | TTA - A guide to preparing to teach Prelim PDHPE |
| Catering for EAL students in the mainstream classroom | University of Sydney - Geography Teachers Workshop |
| AIS - Spelling K-6 More than "I" before "E" | St Luke's - Building Learning Power |
| ACEL Excellence in Professional Practice Conference | AIS - Library teachers conference |
| IPSHA - Debating workshop | UNSW Engineering HSID Workshop |
| Oxford University Press - NSW mathematics Conference | ETANSW Conference |
| CBCA national Conference - Library | TTA - Using Geogebra to Illuminate Stage 5 and Stage 6 Mathematics |
| AIS - Languages Conference | Studies of Religion Conference |

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 2015 for 2016 | | |
|--|---|------------------|
| Areas | Priorities in 2015 | Achieved in 2016 |
| Teaching and Learning | Professional development programs targeting differentiation, with a particular focus on G&T and gender education. | Implemented |
| | Professional development targeting the embedding of educational technologies into the curriculum | Implemented |
| | Implementation of a new learning management tool to upgrade on the current one being used. Professional development will take place aimed at ensuring this supports and improves educational outcomes | Implemented |
| | Emphasis on use of positive education as a tool for encouraging thinking skills and critical thinking | Implemented |
| | Selection of staff to complete the Harvard Visible Thinking Course | Implemented |
| | Appointment of a new G&T Coordinator with the aim of substantially increasing our emphasis on our high achieving students | Implemented |
| | Appointment of a new Teacher Accreditation Coordinator with the view of increasing our assistance of teacher's professional development and support through the accreditation process. | Implemented |
| | Increased emphasis on academic tracking, with the contracting of an outside consultant to further support the academic evaluations, subject structures and student academic advice that we give. | Implemented |
| | Increasing the numbers of students participating in the ICAS test to allow them to become a more valuable tool to further support academic tracking | Implemented |
| | Emphasis on consistently teaching essay writing scaffolds across faculties to build upon our students' literacy skills | Implemented |
| | Consultation and curriculum development for new Stage 4 and 5 Geography Syllabus to be implemented in 2017. | Implemented |
| | Implementation of a fifth HSC Science course into the school, with the running of Earth and Environmental Science | Implemented |

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| | Implementation of Stage 6 Dance | Implemented |
| | Implementation of Stage 5 PASS – Physical Activity and Sports Science | Implemented |
| | Implementation of a Stage 4 elective program where the students could choose between STEM, Dance, Drama, Philosophy and Latin | Implemented |
| | Implementation of a Latin club | Implemented |
| | Implementation of a structured Year 7 and 8 Library time with aim of improving literacy and supporting research skills | Implemented |
| | Implementation of a revamped and improved staff development and appraisal policy | Ongoing |
| | Implementation of external study skills program to assist work done in classroom | Implemented |
| | Junior School stages introducing an implementing Australian Curriculum History and Geography Syllabuses. | Implemented |
| | Coding introduced in Years 2 to 4 | Implemented |
| | Year 3 to 6 Opera prepared and performed | Implemented |
| Welfare | Form time – we will be implementing restructured positive education program and further train staff | Ongoing |
| | Grammar (boys) – Continue to implement the ‘good men great’ programs and Father Support groups. | Ongoing |
| | Appointment of Stage Coordinators in Stages 4 and 6 to support mentoring and welfare of students | Implemented |
| | Expand relationship with REACH and have students going on facilitator training | Implemented |
| | Revamping of our rewards program with articulation to all stake holders | Ongoing |
| | Revamping and refining of our discipline programs and structures. Professional development of teaching staff in behavioural management in classroom settings | Ongoing |
| | Expand our pastoral excursions in Stages 5 and 6 | Implemented |

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| | More formalised and regular pastoral team meetings scheduled | Implemented |
| | Implement an Empowerment Program for College (girls) and Connections Program for Grammar (boys) in Years 7 to 10, ensuring the program is further validated during Form time. | Implemented |
| Facilities and Resources | Purchase and install technology to enable participation in interactive learning experiences such as distance debating | Completed |
| | Install stage lighting in the Creative Arts Centre | Completed |
| | Install high quality projection equipment in the Great Hall to allow enhanced use of technology in productions and presentations | Completed |
| | Implement safety measures identified by the campus risk assessment process | Implemented |
| | Commence the planning of new build classroom space for potential 2018/2019 build | Ongoing |
| | Continue large scale carpet and flooring replacements using results from trials | Ongoing |
| | Upgrade of the swimming pool plant and equipment as part of the Pool Refurbishment master plan | Ongoing |
| | Continue the upgrade of the air conditioning plant | Ongoing |
| | Renovation of toilets in West Wing and Rex Morgan Wing | Ongoing. West Wing completed, Rex Morgan Wing to be completed. |
| | Completely upgrade and refit one Science Laboratory and improved previously refurbished Science Laboratory and preparation room based on learnings from use in 2015 | Completed |
| | Continue the program of replacing audio visual equipment in classrooms | Ongoing |
| | Complete the survey of the campus | Completed |
| | Upgrade the computer infrastructure in accordance with the Disaster Recovery Plan | Ongoing |
| Continue the locker replacement program | Completed | |

Facilities and Resources 2017 Priorities set in 2016

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| Facilities and Resources | Prepare a Master Plan Briefing Document and appoint a Master Planning Architect |
| | Renovate and fit out a new music room with custom made keyboard desks and new keyboards |
| | Install lightweight, high quality, portable and adjustable stage risers in the Hall to replace old risers |
| | Renovation of toilets in North Wing including creating a new boys toilet, add ambulant toilets and an accessible toilet |
| | Refit entrance to North Wing and install ramp to allow access to accessible toilet |
| | Continue large scale carpet and flooring replacements using results from trials |
| | Upgrade of the swimming pool plant and equipment as part of the Pool Refurbishment master plan |
| | Continue the upgrade of the air conditioning plant |
| | Completely upgrade and refit one Science Laboratory |
| | Continue the program of replacing audio visual equipment in classrooms |
| | Upgrade the computer infrastructure to allow for long term storage of large video files |
| | Upgrade the WiFi to allow for improved coverage in each classroom |
| | Complete the locker replacement program |
| | Landscape the pool surrounds and add additional spectator seating |
| | Trial new energy efficient air replacement system in Hall |
| | Install emergency evacuation and communication system |
| | Increase canteen capacity by increasing space for storage and preparation |
| Install new audio visual equipment in the amphitheatre, the Deck, the Creative Arts Centre and the Sports Centre to provide quality sound and visuals for outdoor classrooms, inclement weather sports lessons and various assemblies. | |

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.



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.

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.

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

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| Netball | Soccer | Cross Country |
| Swimming | Athletics | Surf Life Saving |
| Tennis | Surf Education | Snow Sports |
| Water Polo | Surfing | Touch football |
| Fitness | Softball | Gymnastics |
| Triathlon | Modball | AFL |
| Futsal | Teeball | Rugby League |
| Cricket | Basketball | Hockey |
| Yoga | Golf | Rugby Union |
| Volleyball | Maydoball | |



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:

- Kindy to 12 – Music and Dance specialist teachers delivering an inclusive and sequential program

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

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

These opportunities include:

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

In 2016 the students from Year 7 to 12 performed a ‘*Taming of the Shrew*’ and Junior School (Years 3 to 6) performed the World Premiere Childs Opera ‘*The Selfish Giant*’ which was a great success with all performances sold out.

In 2017 the Senior School (Years 9 to 11) will be undertaking a Major Production of ‘*Guys and Dolls*’.

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

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

These ensembles include:

- Junior Band (3 to 6)
- Wind Band and Symphonic Wind Band (7 to 12)
- Big Band (7 to 12)
- Orchestra
- Junior String (Beginner String players K to 4)
- String Ensemble (Experienced players 3 to 12)
- Cantabile Singers (2 and 3), Chamber Choir (4, 5 & 6) and Senior Choir (7 to 12)
- Stage 1, Stage 2, Stage 3 Eisteddfod Dance Groups
- Jazz (7 and 8) and Lyrical (8 to 12) Eisteddfod Dance Groups
- Junior and Senior Guitar Ensemble
- Bass Guitar Ensemble

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 Christmas Carol night
- 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 continue with the Year 3 and 4 band program and the continued expansion of our co-curricular program and the introduction of an additional String Ensemble in 2017. We have had a significant rise in student involved in the co-curricular instrumental ensembles, this is due to students continuing their instruments from Year 3/4 band program and increased enrolments of students into the high school with prior instrumental tuition joining our instrumental music program.

Extras

| | | |
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| Art Club | Literacy and Numeracy | Junior Coding Club |
| Junior Gardening Club | Debating | Junior Digital News Team |
| Mandarin Club | Chess Club | Surfing Club |
| Eisteddfod Groups | 3D Printing Workshop | Google Sites Club |
| Social Justice Club | Homework Club | Robotics Club |
| French Language Club | Maths Study Centre | Junior Science Club |

Subject Competitions

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

Junior School

Pastoral Care



On day 1 of Term 1, 2016, we welcomed approximately 45 new students from Year 1 through to Year 6 to the Junior School, along with 38 new Kindergarten students. All were very eager to farewell their parents and let the next stage in their learning journey begin. We were extremely pleased to embrace them as part of this happy, thriving and positive school community.

Throughout the year the sense in every room and learning space has been a blissful, energetic hum, as each child was challenged to apply themselves that little bit more to be the very best student they could possibly be. They all managed to find the courage to strive for personal bests in sporting pursuits, as well as academic rigour, and social growth. Our classroom awards this year remained focused on Character Strengths with each different grade featuring a particular theme, continuing to support the wonderful pastoral program which has been a crucial part of the students' personal development and well-being at school.

The early days of the Term 1 proved to be crucial for the close connections between home and School with the Parent Orientation and Meet the Teacher Evenings enabling necessary communication. 'Building resilience and Independence' and forging the pathway for 'Good Choices and Decision Making' was another focus for the term exemplified in the Year 3 camp to Vision Valley.

Year 4 conducted a waste audit on the Junior School with The Earth Angels, J4, and the Waste Warriors, P4, adopting sustainable practices within the school, encouraging all students to be mindful of the choices they made concerning their waste.

The Outdoor Education Camp for Year 4 took place in Week 4 at Stanwell Tops. The students returned exhausted but invigorated, thrilled with the individual efforts they had made to challenge themselves beyond their level of comfort in so many areas. 'Having a Go' and 'Teamwork', were key to achieving the outcomes set. For some, just sleeping away from home, took a great deal of courage.

Year 5 camped out at Wombaroo in The Southern Highlands, with independence, resilience and leadership at the heart of their experience while Year 6 embarked on a study tour to Canberra, consolidating their learning about democracy and government in Australia.

Harmony Day on 21 March and The Easter Hat Parade and Concert March 22 celebrated Australia's cultural diversity, reinforced awareness around inclusivity, respect and a sense of belonging to all Australians.

The Community Club collected toiletry packs for the homeless and presented them to Orange Sky Laundry and also collected non-perishable food items, raising awareness about those less fortunate than themselves. These donations were presented to Oz Harvest to distribute to needy families. They also sold bandanas for CANTEEN. As usual our Christmas Giving Tree was stocked with gifts to be delivered to families in need by The Salvos.

In this Olympic year the Junior School held its own Mini Olympics. Each class represented their adopted country and participated in a march past, sporting activities and gave a cultural presentation about their country. The students were sponsored by parents and friends with the funds raised donated to the Clown Doctors' Humour Foundation; working with children in Randwick and Westmead Hospital.

House dinners were an exciting experience where students from Years 3 to Year 12 dined together in House groups, having the opportunity to get to know each other well and revel in some House spirit.

Academic

The Australian Curriculum proposes that the best learning is experiential and inquiry based, and accessibility is now more than ever before literally at our children's fingertips. Last year the Junior School teachers taught from the first 3 new NSW Board of Studies syllabuses in the Key Learning Areas of English, Mathematics and Science, ensuring the provision of teaching programs and delivery of such for learning was exceptional. After preparatory work and development last year, the staff referenced the new History and Geography syllabuses, still under the heading HSIE, but as two separate subjects.

Professional development in 2016 saw many teachers and coordinators enrol in Harvard University Courses and other professional development courses and webinars to enhance the pedagogy of the School, enrich the teachers' practice. 2 Stage Coordinators presented at an education conference in Melbourne and an article was published about their presentation of our School's innovative practice for staff learning. 3 Stage Coordinators are currently studying an Advanced Leadership Program, a National Excellence in School Leadership Initiative

The classrooms were opened for several mornings in Terms 1 and 3, to allow the students to give a guided tour and explanation around the learning that had taken place in their rooms.

Coding, the general term for designing, writing and implementing computer language to be able to have the computer perform a required task, was delivered every week to the students from Years 2, 3 and 4 by Scope IT. Teaching students to code provides a structured methodology of learning, logical thought process, problem solving, collaborative team work and many other skills. Each class from ECC to Year 6 also participated in whole and half day Robotics workshops.

New heights were reached in the penultimate week of Term 2 in the most splendid fashion imaginable, with the performance of Mr Coyle's operatic presentation of Oscar Wilde's, *The Selfish Giant*. This world premiere, written for the students of Years 3 to 6, was truly magnificent and performed admirably by all. It was a most joyful experience as all the students lifted to deliver their parts to their audience of parents, family and friends. Some hardened souls were reduced to tears such was the impact.

The Chamber Choir and Cantabile Singers competed in the Northern Beaches Eisteddfod, and selected students from Years 5 and 6 took part in the da Vinci Decathlon and Languages Week took place with all classes showcasing their wonderful work to parents.

Once again the Junior School hosted the G.A.T.E.W.A.Y.S 'Eureka' gifted learning days for students from schools in our local area, with some of our students from Years 1 through to Year 6 invited to attend. The learning over the 4 sessions included Mathematics, Writing, Thinking and Literature. Students from Years 5 and 6 also competed in the Math Olympiad and Math Cup as well as in the GATEway 8 tournament.

Family and friends gathered again for the Junior School Creative Arts Showcase in August for a delightfully entertaining program presented by the K-2 students. The IPSHA Performing Arts Festival, saw the Years 5 and 6 students present a 5 minute selection of songs from our production of 'The Selfish Giant'. They too performed admirably, representing Pittwater House at the Sydney Town Hall.

40 students from Years 5 and 6 completed a Write-a-Book-in-a-Day experience. Supported by local writer Kristin Prescott, the students were given a set of parameters then worked hard from 8am-5.30pm to plan, write and illustrate a short book to be given to Westmead Children's Hospital. Our Year 6 Debating Team came through with the most solid and convincing arguments winning the inaugural National Virtual Debating Competition, defeating Camberwell Girls Grammar School (Vic) in the final debate. Another Year 6 and a Year 5 team in a debating gala day at Abbotsleigh were winners and runners-up respectively. This indeed augers well for the future.

House activities also took on an academic flavour throughout the year. House activities included: debating, times tables and spelling challenges, as well as, the Academic Olympics. These games had students participating in challenges from the key learning areas which they progressed through during the day. Students also took part in the Public Speaking Competition as well as Year 6 students experiencing their first 'virtual' debate.

Sport

The year commenced with the traditional splash of the Swimming Carnivals in our School pool followed closely by the HICES, CIS and PSSA swimming carnivals where The Junior School was well-represented. The School has maintained its place in Division 1.

The Junior School K-6 Athletics Carnival took place earlier than usual, and the warmer weather added to it being a delightfully enjoyable occasion. This was closely followed by Years 3-6 Cross Country on the School oval and surrounding areas. Selected Cross Country runners braved the icy conditions in the HICES event in Bowral.

Our Stage Dance Troupes were awarded handsomely, with Stage 1 gaining two Highly Commended awards and two 1st places, Stage 2 gained a 2nd and three 3rd places, and Stage 3 placing 1st, 2nd three times and a Highly Commended mention.

Years 5 and 6 entered teams in local water polo and basketball competitions, proving themselves to be worthy opponents and softball proved to be a big hit with the girls both at school and in the local community with 3 girls chosen to play in the CIS team, placing 5th in the state. Pittwater House is represented in the community by 3 softball teams, some of whom have reached representative level.

Two Year 5 girls, made the NSW Athletics Team in the AWD category at the National Titles. Both girls managed gold medals and were national multiclass champion in their pet events, shot put and discus. One with a new national record in shot put, a silver in long jump and bronze in 100m.

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 clubs, futsal club, eisteddfod dance, gardening club, debating, basketball academy, athletics academy, skipping club, chess club, surfing club, science club, drama club, homework club, and robotics workshops offered many students new and interesting skills and pastimes. The Chamber Choir and soloists participated magnificently at our special events and local eisteddfods.



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 pastoral care of our students is always at the forefront of our thinking. Our staff are concerned with the total wellbeing and growth of each student. People are very important at Pittwater House and we are committed to providing a safe environment where students, supported by teachers and other adult staff, are aware and respectful of the needs of others. As such, it is important that all members of the Pittwater House Family develop a strong sense of self and community to foster this philosophy.

Our pastoral care program pervades every aspect of our curriculum and is delivered by Form Teachers, Stage Co-ordinators, 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.

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 has, at Stage meetings discussed the students' progress, their achievements and concerns. This is supported with the provision of both quantitative and qualitative data and information. This ensures students are helped to overcome any learning, study or revision issues. A Study Skills Program commenced to prepare students for the rigours of homework and revision. The Program was run by the Form teacher and assisted 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. Issues such as 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 in our local community and nationally.

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 continue to monitor all our programs and ensure that they assist our students to have a toolbox for life.

In support of our wellbeing aims and goals, students in the College and Grammar Schools follow programs that run in Form Time, as well as through specially designated incursion days. In the College these day programs follow the Empowerment program and in the Grammar School, the boys follow the Connections program.

College Empowerment Years 7 - 9

The Pastoral Care of our students is always at the forefront of our thinking. Our staff are concerned with the total wellbeing of each student. People are very important at Pittwater House and we are committed to providing a safe environment where students are aware and respectful of the needs of others.

Empowerment College Year 7

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

The objectives of the Year 7 program are:

- To encourage each student to recognize and share their talents and gifts. To respect and value themselves
- To assist them to recognize and value the talents and gifts of others.
- To encourage community building within the Year group.

Connections Year 7 Grammar

In Year 7 the Grammar boys explore what it means to be a Pittwaterman, which in essence revolves around exploring the key traits of being a good man and a gentleman. While these may be considered somewhat old fashioned, the facets that support this are very real and necessary in today's modern world. The program is delivered by Alumni, staff, psychologists, staff and guest speakers.

Objectives and elements of the Year 7 program are:

- Introduce concept of being a good man – service, selfless, acceptance of diversity
- Australian male heroes who embody being a good man
- Recognition of respect for self and others
- Value of diversity within groups and our community
- Development of thinking, behaviour and feelings that emulate key traits
- Appropriate Positive Psychology practices and concepts
- Development of high personal aspirations – academic and personal
- Strengthen links to Pittwater House community and Family

Empowerment College Year 8

Our Year 8 girls are dynamic individuals each with their own special talent. Year 8 can be a time of many changes. At this stage of their lives – as our girls develop greater independence and reflect on who they are and where they belong – we recognise the importance of and strive to foster a strong sense of self-worth and belonging.

The objectives of the Year 8 program are:

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

Connections Year 8 Grammar

Having developed a foundation of understanding, expectation and behaviours around what it is to be a good man and gentleman (i.e. a Pittwaterman), Year 8 boys build on this and explore and practice the key traits founding such a concept. The general spread of traits identified in Year 7 now become grouped under Swoboda's (2010) 4 areas of positive masculinity: inclusion, democratic, distributive and cooperative behaviours and thinking. The program is delivered by staff, psychologists, staff, guest speakers and the REACH Foundation.

Objectives and elements of the Year 8 Program:

- Defining inclusive, democratic, distributive and cooperative behaviours and thinking
- Exploring traits through discussion and activities
- Practising traits as a group and individual
- Developing stronger community within the year group

Empowerment College Year 9

The Connections Program has been specifically designed by Pittwater House to allow our Year 9 girls to develop greater awareness of themselves, their peers and learning beyond the classroom. This program encourages greater responsibility for independent learning and reflection, develops team-work strategies, resilience, a sense of belonging and a respect of the individual.

- Traditional classes are suspended for two days a term. College 9 attended a variety of workshops throughout those days.
- The 'Be' Workshops, facilitated by inspirational Beanstalk facilitators, teaches our girls that they are valuable and have a voice, by giving them information and tools to use. When girls feel confident about themselves, their bodies, their intelligence, and their worthiness they have the opportunity to go into the world and fully express themselves — as girls, as women, as humans. If we spend too much time having conversations with ourselves about not being good enough, pretty enough, or accepted enough, we are limiting ourselves to what we think the world thinks of us, rather than putting forth what we think of ourselves, what we find important, what we want to contribute to the world. It is very easy to tell girls, 'Be strong, you are beautiful, you are capable, don't do this, do that, don't worry about that, who cares what others think, however, what is missing is the idea of instilling worth. How do we raise a girl to feel she is worthy — worthy of good friends, worthy of healthy relationships, worthy of speaking her mind and of being heard, worthy of her dreams, worthy of trying something nobody else has done. Everyone has something important to share, and if that beautiful energy is wasted, then the world never gets to see it, and a girl misses out on what it feels like to be strong, free, worthy and capable.

- Reach presented several workshops to our students. Reach believes that young people need to be healthy and resilient to meet life's challenges. It is important to remember that being a teenager can be a good time in our lives – but it's not without its struggles.
- Because of the physical and psychological changes taking place, teenagers can be susceptible to a host of different issues – like mental health problems, stress, school and study challenges, and relationship difficulties.
- Teenagers need to be able to talk honestly about what's going on – about their fears and their dreams – without being judged and with people who understand. Reach workshops in conjunction with the Empowerment Program creates this space for teenagers where everyone, no matter who they are or what their circumstances, can explore their lives and connect with other people they can relate to.

Connections Year 9 Grammar

Year 9 is in general terms a key time when boys begin to accelerate into adolescence and clear physical and cognitive change is very much underway. The Year 9 Connection program builds on the concepts of previous years and centres itself around identity of self and one's place within a community and in particular, the Year 9 year group.



Objectives and elements of the Year 9 program:

- Exploration of positive elements required to develop strong teams and the role individuals and groups have in shaping a community or organisation
- Further recognition of the importance of diversity and the strength this brings. Linked to this are the practices and mindsets around empathy and respect (social, cultural, gender, religion)
- Underpinning the program, Swoboda's 4 traits of positive masculinity are re-enforced and boys work as individuals and groups to strengthen their recognition and positive use of them. 'Calling out' traits are encouraged.

Parent Communication

Pittwater House School communicates with Parents through fortnightly newsletters, regular email communications and parents can also access information about their child's progress, School policies, and general School information on the School's online portal. Parents can also pay their school fees via the Portal and change their online password.

The School's website, while predominantly a marketing tool, is also occasionally used by parents as it contains information about the School's bus routes, current canteen menus and uniform requirements (also available on the Portal).

In addition to regular parental communication, the School conducts a biennial Parent Satisfaction Survey to assess how happy parents are with the communication (amongst other topics), plus many face-to-face forums such as class parent meetings with the Principal and parent-teacher interviews.

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 met monthly and through 2016 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
- Twilight Christmas Market

In addition, the PHPA maintains:

- The Canteen
- The Clothing Pool
- A schedule of fundraising for small and more major projects in support of all students' needs.

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.

Fundraising, Gifts and Donations

Parents and friends of Pittwater House School can make tax deductible gifts to the Pittwater House Building Fund. Money can be donated via our website <http://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.

Funds are also raised by the Pittwater House Parents Association and are used toward various projects. Funds raised in 2016 by the PHPA are being directed to projects to be developed in 2017.

In addition to the donations from people who wished to remain anonymous, the following supporters contributed to the Building Fund in 2016:

Hussain Family, Mr Bahram Boutorabi, Mrs Lynne Napflin, Ms Lynn Phelan, Mr Kurt & Mrs Samantha Burnette, SC Johnson & Sons Pty Limited, Maestri Decorating P/L, Mrs Yan Li, Mr Andrew & Mrs Nina Mills, Mr Mark & Mrs Petrina Rousel, Mr Joseph Alonso, Mr Jeff Cook, Dr Nancy Hillier, Mr Duncan Hewett, Ms Kristie Gray, Ms Suzanne Caldwell, Mr Louis Cordony, Mr Harry Polis, Mr Nicholas Linton-Ffrost, Mrs Lisa Comport.

Also the following supporters contributed to the current campaign in 2016:

Mrs Xueyan Li, Mrs Caroline Berriman, Mr Louis Cordony, Mr Alex & Mrs Monica Pearson, Year 12 Parents 2016

Facilities

The School continues to improve the infrastructure and built environment in which the education of our students takes place. Much work in recent years has been project based and has included improving the existing infrastructure and adding specialist rooms such as the creative arts centre and the sports centre as well as the large scale refurbishment of the science block which is nearing completion. While incremental improvements will continue to the existing infrastructure in the way of improved air conditioning, flooring, computer infrastructure and so on our attention is now turning toward developing the campus for the future. We have been working carefully on developing a master plan briefing document that will allow us to appoint an architect with experience in this area to draw up master plans for the next ten years of development on the Pittwater House campus. We anticipate appointing a master planner in late 2017 and having 2018 as the year where various members of our community will work together on visualizing how our school will look in the short, medium and longer term.



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 94.81% each school day in 2016. 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.

| 2016 Attendance Rates | |
|-----------------------|-----------------------|
| Year Level | Attendance Percentage |
| Kindergarten | 95.2% |
| 1 | 93.8% |
| 2 | 95.2% |
| 3 | 94.8% |
| 4 | 94.5% |
| 5 | 95.3% |
| 6 | 95.5% |
| 7 | 94.5% |
| 8 | 94.3% |
| 9 | 95.3% |
| 10 | 93.1% |
| 11 | 95% |
| 12 | 96% |
| Total | 94.81% |

Student Population

The School had 777 students (inclusive of 16 FFPOS) enrolled at the beginning of 2016 with 460 in the Secondary School and 317 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

77% of the Year 10 cohort completed Year 12 in 2016.

Of the 14 students who did not continue to Year 12, one was accepted at a school closer to home, one international student transitioned to a University Foundation course, the other did not provide a reason, one student left due to financial issues, one student transferred to another Sydney based school, one student relocated overseas, three students transferred to schools offering HSC subject alternatives, two students transferred to study a Trade at TAFE, one student left due to dissatisfaction with the school, one student left due to medical/illness and one student did not provide a reason.



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 2016 calendar year and the areas of expenditure.

