



**Pittwater House**

# Annual Report 2017



**The Pittwater House Schools Limited**

A Company Limited by Guarantee

ABN 87 000 655 845

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# Theme 1: A Message from Key School Bodies

## 1.1 Message from the School Board

*Extract from the Chairman of the Board in the 2017 School Magazine*



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 8 times.

As Chairman of the Board of Directors, it gives me great pleasure to offer some insights into the year past. In this age of multimedia, ephemeral, non-stop information, creating a meaningful annual glimpse of the life of our School, is increasingly challenging. What is evident though is the reminder that there is no unique path to success; that each member of our community experiences a multi-dimensional set of factors ascribing to their success and happiness each year. At year's end we want every learner to cross the stage with dignity, purpose and options.

In short, the year has been busy, diverse, ambitious and forward-looking. As a Board, we have met monthly and have overseen all elements of good Governance. Additionally, under the Companies Act, Directors are required to undertake a set of professional development activities to remain compliant. Due diligence and risk management are naturally central to our *modus operandi*. Therefore, when the School was randomly inspected by NESAs in June, we were not only deemed compliant in the areas under investigation (child protection and student welfare) but we were commended for the quality, clarity and incisiveness of the policies and evidential documentation in support of these policies.

I acknowledge the work of the Master Planning Sub-Committee as they determine for Board consideration, short, medium and long-term works to support a student population of approximately 1000 students. The discussions have harnessed the learnings from Dr Hillier's period of Sabbatical Leave. Her discussions, school visits and personal study program are providing us with contemporary materials as we all reflect on best practice and the future of education. We appreciate that our structures should reflect the School's values and therefore we must determine how we might design learning experiences and learning spaces that blend hearts, hands and minds.

As a Board, we were delighted to acknowledge the academic success of the Class of 2017. I hope these students can look back at their schooling as an enriching and friendly environment which truly has a strong sense of community and family.

Once more, the Staff have given their all to ensure the very best opportunities are provided for every student. My sincere thanks and best wishes to this great team.

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

## 1.2 Message from the School Principal

*Extract from the 2017 Prizegiving Principal's Report*



The year has been one of excitement, creativity and imagination for our youngest community members to a year full of opportunity and individual success for our senior students. In between, for all students it has been a year of intellectual curiosity, scholarship and endeavour. We are very proud of our challenging, stimulating curriculum and the spirit in which the students approach their learning. At the same time, we encourage them to be explorers in all senses, discovering different people and places, and seeking out new interests and ideas.

While so much of the press and our government legislators measure school success through the lens of examination results and league tables, the Latin word 'educare' can be taken as the root of the word 'education' and in its fullest meaning suggests 'to lead out', in the sense of a Roman general leading his troops from the security of the camp onto the open field of battle. Knowing that his soldiers had been well trained, such a general was confident that they could apply such learning to the complex challenges of a tough life. They had been prepared both to stand on their own feet and to work as a team. They knew what was good about tradition, but they also knew how new traditions were made. Reflecting this definition on our year at Pittwater House, I trust we have continued to prepare our young men and women to become capable adults who can stand on their own feet, and can do better than those who have gone before... For when a child arrives at Pittwater House, they come with a unique set of skills. These skills need to be given unique opportunities, with each student working in team with their teachers who are the 'curators of learning opportunities'.

Being a good citizen and helping to improve the lives of others are values we hold dear, and once more the year has seen our community take on a variety of projects to support people and organisation, near and far.

Hopefully we are giving our students skills and interests that last a lifetime. I trust that 2016/2017 demonstrates a continuing joy in education with the challenge and discovery that every one of our students seek. I trust too that we have assisted each student to discover their true self and given them the resilience to tackle the next stage of their education and life beyond with a sense of confidence and with optimism.

The philosopher Eric Hoffer expressed this brilliantly when he said 'in times of change learners inherit the earth while the learned find themselves beautifully equipped to deal with a world that no longer exists.'

In casting our eyes to the future, 2017 has been a year of exploration for the Board of Governors, as we seek to develop a master plan for the Collaroy site. Necessarily the plan must take into account the considerable growth our School has experienced and the gender balance now in place, together with the need for innovation, for tomorrow we need to understand the forces impacting our schools today. Forces such as disruptive innovation, the macro trends of 'I want it now' mentality, the fourth industrial revolution and the global economy are all important ingredients in our determinations. In these challenging times we need bold and innovative learning experiences that leverage the talents and passions of the students and staff. For we know that the more passionate our students are, the more they will learn and the happier their schooling experience will be.

As you review this Annual Report, I hope it conveys a school that is humming with activity, energy and enthusiasm; a school where students really enjoy working together in formal and informal settings; where teams benefit from every member and where students have proudly taken their place on stage or competed on the sports field, or in debate. The pages also share our outdoor opportunities: our camps, army cadets, Rural Fire Service cadet unit and the Duke of Edinburgh program. Each of these provide challenges that in turn boost students' confidence and build their resilience, but above all, are immensely rewarding and a central element to the Pittwater House *Toolkit for life*: building skills and interests that will last a lifetime.

At year's end I acknowledge and thank most sincerely our Head Prefects Camryn Scott and Tal Weiner. They have led the student body superbly and left a lasting legacy in the form of the College Union Groups and The Big Bros Program. The Junior School Leaders have set a wonderful tone and have led our young students so well. To the Staff, both teaching and non-teaching, thank you for your commitment to provide the very best atmosphere for student learning, whether in the classroom or in support of our teachers. The School Executive of Mr James Walmsley, Ms Lynn Phelan, Mrs Ruth Achurch, Ms Lorna Probst and Mr Mark Trollope, are thanked for the depth of their leadership and their support to make the year so successful. And a special note of thanks to Mr Walmsley in his role of Acting Principal whilst I undertook a period of Sabbatical Leave. Our Parents' Association has once more experienced a busy and productive year under the Co-Presidency of Mrs Lucy Dennison and Mrs Cat Gillespie; I note in particular the outstanding success of the Christmas Twilight Markets initiative. And finally, to our Board of Directors under the Chairmanship of Mr Todd Alexis SC, thank you for your unwavering support to ensure our School continues to experience growth and success while we determine the exciting journey ahead as we refresh and build for the school of tomorrow.

Let us all reflect on a memorable year and be grateful to each and every member of the Pittwater House family for their part in our success.

**Dr Nancy Hillier**  
**Principal and CEO**

### 1.3 Message from the Pittwater House Parents Association

The mandate of the Pittwater House Parents' Association (PHPA) is to raise funds to enhance our School's facilities and to promote and foster a strong sense of community spirit between students, their parents and carers and the Staff of Pittwater House School. This is done by organising numerous social events during the year and providing crucial services to the School via the School Canteen and the Second Hand Uniform Shop. All money raised goes back to the School to fund various projects, equipment, resources and upgrades to enhance our School.

The PHPA Committee is made up of a group of volunteer parents from across many year groups within the School. The PHPA meets once a month during term time and holds an Open Meeting in Semester 1 and an AGM at the end of Semester 2 where all parents are invited to attend.

In 2017 the PHPA organised several fundraising events:

- 1) PHPA Happy Hour Drinks
- 2) Mothers' Day Lunch
- 3) Trivia Night
- 4) Fathers' Day Breakfast
- 5) 4<sup>th</sup> Annual PHPA Golf Day
- 6) Card and Calendar Fundraiser

One area we focused on this year was to increase awareness about what the PHPA does. We did this by setting up a PHPA folder on SkoolBag where parents can find out what we do, how to contact us and information about upcoming events. We created and distributed Semester Newsletters highlighting what the PHPA had done and what we were raising money for and what events were coming up. We streamlined our marketing material and created a PHPA logo for use on our promotional material.

In 2017 the PHPA funded the landscaping and grandstand seating in the pool area. In addition we also paid for covered tables and benches near the amphitheatre. Most excitingly we funded the new eco-friendly cooling system for the Great Hall which was installed in Term 4.

The PHPA is a wonderful parent body, made up of very dedicated and hardworking volunteer parents. Much of what the PHPA does relies heavily on the efforts of the wider Parent Community; this collaboration has shown time and again the wonderful things we can achieve through being involved and connecting with each other in our shared goals of enhancing our School facilities and promoting and fostering a strong sense of community spirit.

The PHPA truly appreciates all the effort and hard work of the many parents who helped to raise such an amazing amount in 2017.

Lucy Dennison and Catriona Gillespie  
Co-Presidents Pittwater House Parents' Association

#### 1.4 Message from the Head Prefects

*Extract from the 2017 School Magazine*

My time as College Head Prefect has been a truly rewarding and challenging experience. It has reaffirmed the importance of passion, purpose and a positive mindset in order to achieve meaningful goals. It has taught me that collaboration from a team who is just as passionate will ultimately lead to success. Fortunately, I have had Tal by my side, and no one could ask to have a more driven or inspired Prefect there to support you.

When I commenced this role, I was eager to implement a vertical Form group, which is now referred to as 'College Union Groups'. My goal was to create an intimate group of girls from all years, who would remain together for their entire high school journey, fostering friendships among girls of all ages, years and houses. I believed, and still believe, that an initiative like this will be critical in making the transition into high school, and the obstacles throughout, easier to overcome. Although implementing this initiative has been more challenging than anticipated, I am excited to see it continue to strengthen and become a respected and constructive program at Pittwater House.

I trust that I have been an approachable Head Prefect, someone to talk to in times of need. I hope I fulfilled my promise to inspire younger college students to speak up, express their true self and be confident in their own skin. I have thoroughly enjoyed my time as College Head Prefect, and as much as I would love to continue working with the students, I believe they will be in excellent hands with next year's leadership team.

I am extremely grateful for this opportunity of a lifetime.

Camryn Scott, College Head Prefect

What a year! The past four terms went quickly, but I'm extremely proud of everything that's been achieved. Leading the prefect team alongside Camryn and with the guidance and support of Dr Harrison has been a privilege, and I'm delighted with everything we accomplished together, including National White Ribbon Day, our bullying 'No Way' campaign, Valentine's Day and many more events, all of which enabled us to give back to Pittwater House.

The small things such as meeting parents at school events and forging some great relationships with students have made this year so enjoyable. I was extremely lucky to fulfil this role next to Camryn, our Head Girl. She has shown amazing leadership throughout the year and driven some great initiatives, including her Winter Carekits and College Union Groups, something that will become a lasting tradition. But more than anything, I'd like to thank her for her unconditional support throughout the year, and her complimenting personality that has lifted me when I became anxious and grounded me when I got overly excited.

To Dr Harrison, thank you. The humble, caring and passionately positive person that he is has inspired and motivated me to give back as much as I can to Pittwater House. He has helped me grow as a person and has supported me and so many others, no matter when we ask for help.

Through the establishment of The Big Brogram, I have learnt the importance of being part of something bigger than myself and have felt the joy of giving so much for others. Thank you to all who have helped make this program possible, including my 61 Big Bros; all legends. Their leadership, initiative and commitment to our goal of improving male mental health and promoting positive masculinity has made it all possible and I'm so proud and appreciative of all their efforts. Finally to Ben, cofounder of the Big Brogram and a great friend, this year wouldn't have been possible without him. It's time for me to pass on what I've started but I'm confident the purpose of this program will attract the right people to lead it and make a real change to mental health within schools.

Tal Weiner, Head Prefect Grammar

## Theme 2: Contextual Information about the School and the Characteristics of the Student Body

### 2.1 About Pittwater House

Pittwater House School is an independent, non-denominational, private school which offers a predominantly single-sex education on a co-educational campus. The 3.5 hectare campus caters for students from Pre-school through to Year 12 and is located in Sydney's idyllic Northern Beaches at Collaroy. The majority of students live within geographically accessible suburbs to the School, on the Northern Beaches. The school runs 5 bus services to Avalon, Mosman, St Ives, Forestville and Manly demonstrating the majority of our drawing power.

Pittwater House School was founded in 1962 and has grown into a School that now caters for more than 863 students, 488 boys and 375 girls. Pittwater House is managing its growth, as it wishes to remain a relatively small and boutique school that provides a truly nurturing experience for its students.

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

## 2.2 The School's Structure

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

- The Junior School - this incorporates the Early Childhood Centre (pre-school), the Junior Girls' College (Kindergarten - 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

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 and ECC)

## 2.3 Governance

The Board of Governors volunteer their services as directors and all profits are reinvested back into the school. The members of the Pittwater House Board of Governors for 2017 are listed below:

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

## 2.3 Vision

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

## 2.4 Mission

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



## 2.5 Core Values

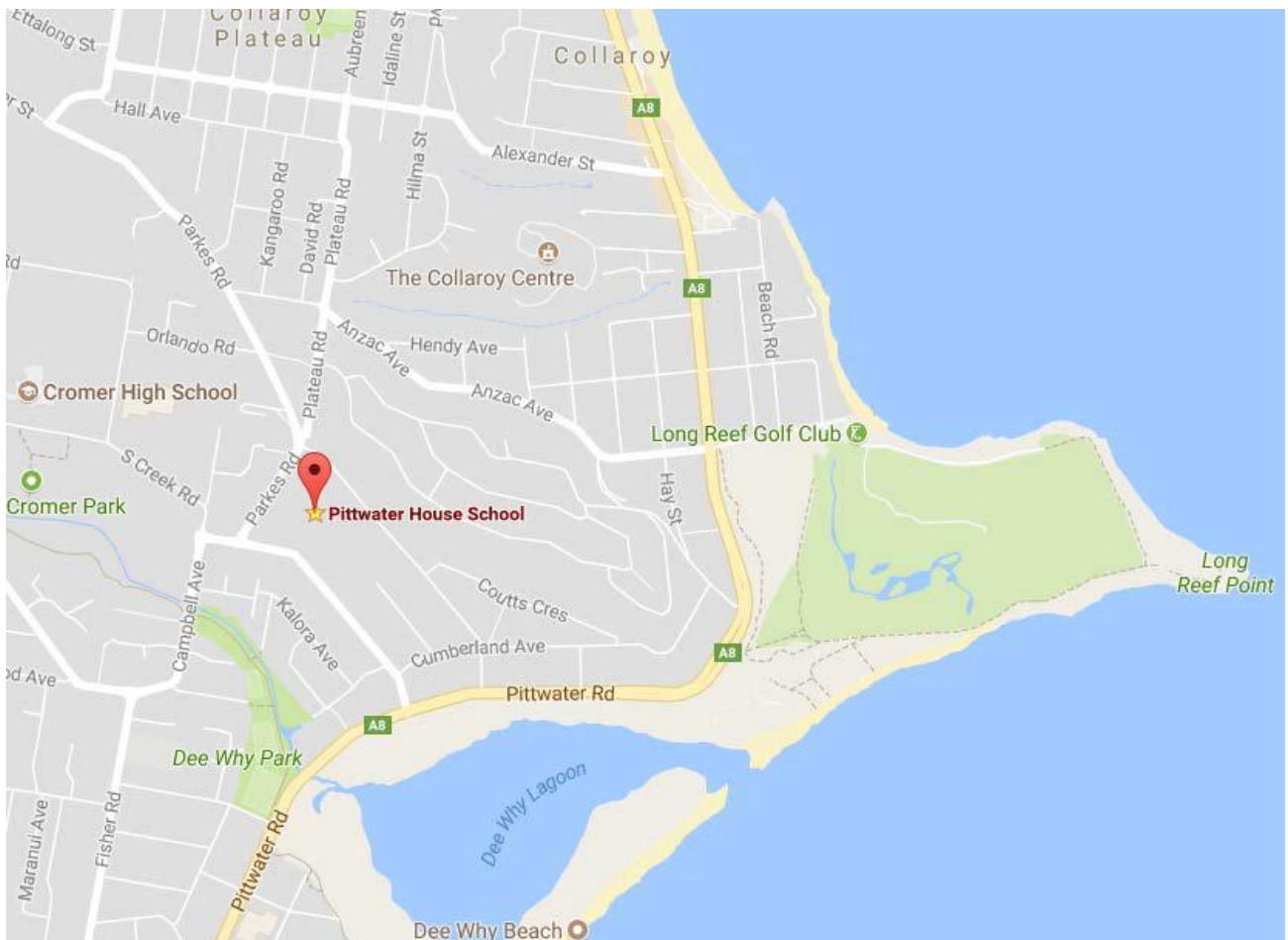
Each interlinked value provides guidance to students and staff on how to respond to challenges and opportunities that present in our everyday lives.

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



## 2.6 Where to find us

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



The School can be contacted by calling 02 9981 4400 and more information about Pittwater House is available at: [www.pittwaterhouse.com.au](http://www.pittwaterhouse.com.au) and on the MySchool website at: <http://www.myschool.edu.au/50500>

## Theme 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

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 2017 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 way 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.

### 3.1 NAPLAN 2017 – Comparison of Pittwater House Students to the National Averages

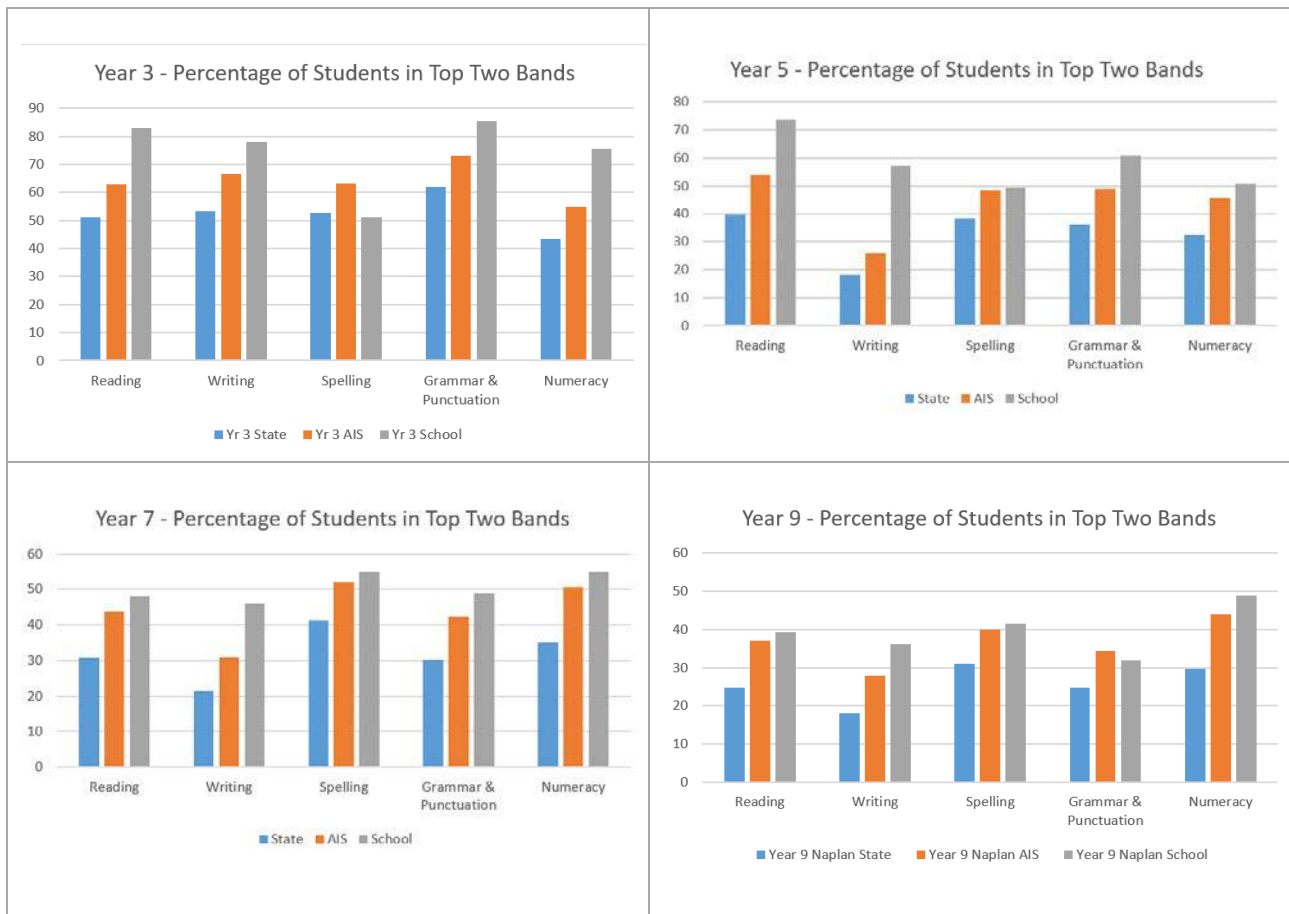
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	476	470	448	500	465
Year 5	560	532	534	551	539
Year 7	587	559	580	593	599
Year 9	619	613	615	612	640

Selected school's average when compared to all Australian students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

[www.myschool.edu.au](http://www.myschool.edu.au)

### 3.2 NAPLAN 2017 - Percentage of Students Receiving Top Two Bands Compared to the State and AIS Schools



## Theme 4: Senior School Outcomes

### 4.1 Record of School Achievement (RoSA)

The formal record of school achievement credential was awarded by NESAs to 4 students in 2017.

### 4.2 Higher School Certificate

59 students completed their HSC studies in 2017. All 59 were eligible for an ATAR. The maximum ATAR achieved by a student in 2017 was 98.20. The school mean for the majority of the subjects studied at Pittwater House continued to be significantly above the state mean.

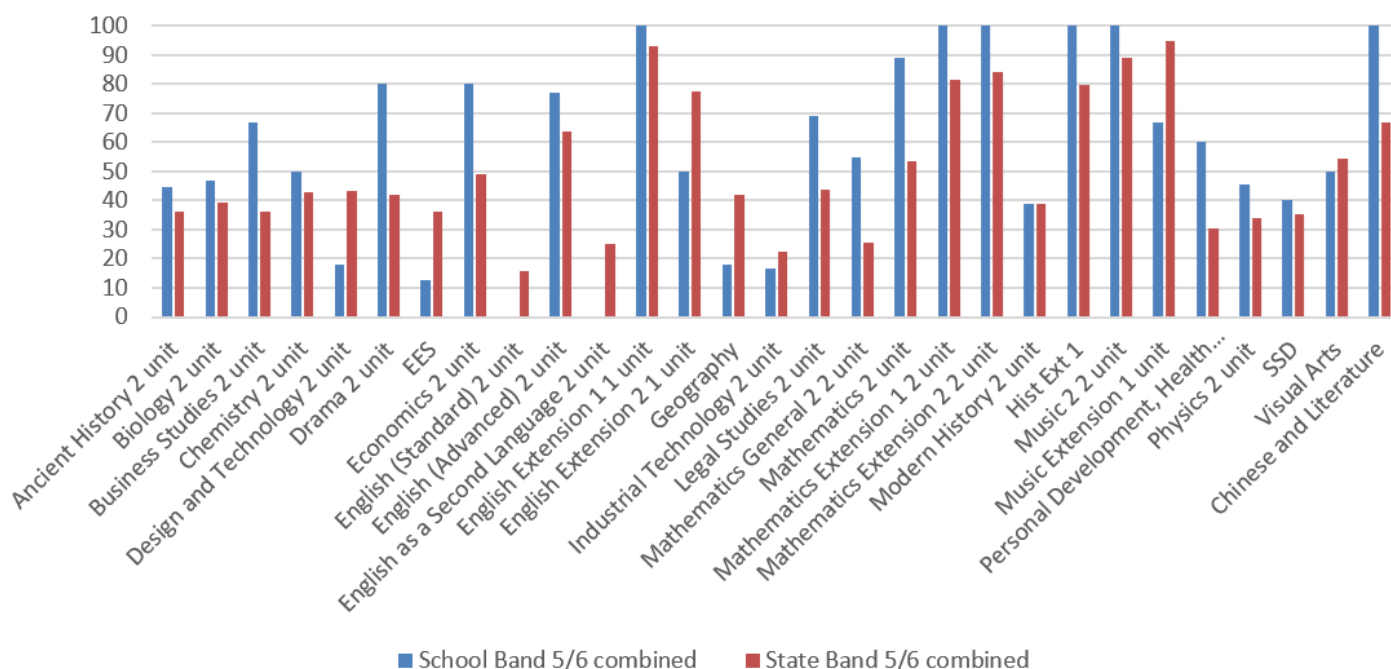


All subject's studies by students at Pittwater House were eligible for an ATAR. One student undertook a VET course as part of his 10 Units of study for the HSC.

<b>A comparison of Pittwater House HSC Examination performance with state wide performance over 2014 to 2017</b>	<b>School Mean 2017</b>	<b>State Mean 2017</b>	<b>School Mean 2016</b>	<b>State Mean 2016</b>	<b>School Mean 2015</b>	<b>State Mean 2015</b>	<b>School Mean 2014</b>	<b>State Mean 2014</b>
Ancient History	76.64	71.67	76.64	71.16	77.55	71.34	84.4	71.68
Biology	81.24	74.30	80.84	73.71	75.73	71.13	82.58	71.65
Business Studies	79.87	73.17	78.9	73.21	78.52	73.65	81.16	74
Chemistry	82.25	75.28	78.38	75.59	73.38	75.81	76.62	76.13
Dance	NA	NA	90	77.12	NA	NA	NA	NA
Design and Technology	73.98	76.75	74.98	76.41	79.27	76.25	82.07	75.86
Drama	84.16	77.68	83.3	77.83	76.31	77.81	85.08	77.9
Earth and Environmental Science	75.23	74.60	NA	NA	NA	NA	NA	NA
Economics	83.62	76.60	82.38	76.55	78.08	76.12	75.29	75.73
English Standard	70.46	69.19	74.36	68.7	70.72	67.10	72.13	67.46
English Advanced	80.65	80.96	87.32	80.72	79.98	80.43	83.08	80.53
English (EAL/D)	68.90	69.72	73.87	70.31	78.55	70.86	68.8	72.67
English Extension 1 (scored out of 50)	41.96	41.26	89.3	83.82	39.10	41.80	35.51	41.19
English Extension 2 (scored out of 50)	32.50	38.68	75.4	76.94	36.80	39.54	42.2	38.49
Geography	73.38	74.87	NA	NA	78.53	73.85	87.2	73.64
Industrial Technology – Multimedia	75.05	67.54	81	69.02	82.68	69.94	NA	NA
Legal Studies	81.02	75.86	82.49	75.01	77.83	74.60	79.93	73.36
General Mathematics	81.32	68.51	79.61	68.51	76.94	68.64	79.64	68.89
Mathematics	86.33	77.96	81.05	77.84	85.69	77.89	83.89	78.37
Mathematics Ext. 1	85.57	81.09	87.51	79.68	88.49	81.20	81.49	80.58
Mathematics Ext. 2	81.40	81.17	89.15	81.03	82.13	82.28	83.36	81.58
Modern History	75.62	73.73	79	74.45	75.53	75.29	78.3	74.95
History Extension 1	38.20	38.74	NA	NA	NA	NA	NA	NA
Music Extension 1 (scored out of 50)	37.43	44.19	42.63	43.17	49.70	43.60	43.1	45.82

A comparison of Pittwater House HSC Examination performance with state wide performance over 2014 to 2017	School Mean 2017	State Mean 2017	School Mean 2016	State Mean 2016	School Mean 2015	State Mean 2015	School Mean 2014	State Mean 2014
Music 1	NA	NA	81.9	80.91	85.35	80.60	79.04	80.29
Music 2	81.90	86.72	81.72	86.97	87.24	86.68	83.6	86.26
PDHPE	80.82	71.03	81.18	72.13	76.44	73.10	84.63	72.86
Physics	76.22	73.45	70.89	72.65	73.29	72.66	75.54	73.49
Software Design and Development	76.36	73.67	79.47	74.63	NA	NA	NA	NA
Visual Arts	79.9	79.74	80.24	79.55	79.70	79.21	84.5	78.3
Chinese and Literature	80.9	81.84	NA	NA	NA	NA	NA	NA
French Continuers	82.6	81.75	76.53	82.11	80.87	82.16	74.17	82.6
French Extension 1 (scored out of 50)	NA	NA	NA	NA	NA	NA	36.1	42.15

TPHS vs State Band 5/6 Combined



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

Pittwater House in the majority of areas produced Band 5 and Band 6 results at a greater percentage than the rest of the State.

In 2017, Pittwater House in the HSC:

- Produced a top ATAR of 98.2
- Was listed 36th in State in General Mathematics 2
- Had Bands 5 or 6 achieved by 100% students in Mathematics Extension 1, Mathematics Extension 2, English Extension 1, History Extension 1, Music 2, Chinese and Literature and French Continuers
- Had Bands 5 or 6 achieved by 89% of students in Mathematics and 80% of students in Economics
- Was published in the NESAs Distinguished Achievements List for Mathematics, Mathematics General 2, Mathematics Extension 1, Music Extension, Biology, Chemistry, Drama, English Extension 1, Economics, Modern History, Physics, IDT (Networking and Hardware) and Russian Continuers.

Year 12 Students attaining Year 12 certificate or equivalent VET qualification

Year 12	Qualifications/Certificate	Percentage of Students
2017	HSC	100%
2017	AQF Certificate III or above	0%

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

### 5.1 Professional Learning

In 2017, Pittwater House appointed a new position, The Director of Teacher Development, to oversee our teacher development and professional learning. During Term 1 2017 all teaching staff participated in professional learning about becoming an authentic professional learning community. This was followed by 16 sessions throughout the year where all teaching staff participated in Professional Learning Groups targeting a range of methods for differentiating instruction. In addition, teaching staff attended the following professional learning activities throughout 2017:

Professional Learning Activities	Number of Staff Participating
<b>Key Learning Area Specific Courses</b> – a variety of courses and conferences related to specific teaching areas	46
<b>Stage 6 Syllabus Development</b> – workshops in a range of subject areas to prepare curriculum for the new Stage 6 NESAs syllabuses	17
<b>ICT/STEM</b> – a range of courses and conferences in the area of Learning Technologies and Science Technology Engineering and Maths such as Edutech	5
<b>Assessment and Curriculum Framework</b> – a variety of workshops addressing assessment approaches as well as the Visible Learning Framework	3
<b>Behaviour Management</b> – a range of workshops looking at equipping teachers with strategies to manage challenging behaviours within their classroom	5

Professional Learning Activities	Number of Staff Participating
<b>Literacy and Numeracy</b> – Primary School Literacy and Numeracy Workshops as well as Writing Skills workshops	6
<b>Teaching Strategies</b> - workshops addressing a range of teaching strategies including the use of questioning, differentiation, and game-based learning	5
<b>Network Meetings and Conferences</b> – a range of network and subject related meetings including IPSHA Umbrella Group Meetings (Art, Learning Support, Gifted) as well as Careers and Accreditation Network Group meetings	38
<b>Wellbeing/Pastoral</b> – a range of wellbeing conferences and courses addressing school priorities, including National Boys’ Education Conference, AIS Wellbeing Conference and other courses addressing mental health	15
<b>Accreditation</b> – AIS Experienced Teacher workshops and Assessment Panel	4
<b>Teacher Induction</b> – A series of initial and follow up workshops for all teachers new to the School	12
<b>Compliance</b> – a range of training including First Aid, CPR, Child Protection	131
<b>Leadership</b> – subject specific Head of Department courses	2

## 5.2 Teacher Accreditation

Level of Accreditation	Number of Teachers
Pre-2004 (accreditation not required in 2017)	34
Conditional	2
Provisional	14
Proficient Teacher	44
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	94

## 5.3 Teacher Qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	94
Teachers having a bachelor degree from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines but lack formal teacher education qualifications	0

## Theme 6: Workforce Composition

With regard to the information available to the School's Administration, there are no members of the workforce who identify as indigenous. Pittwater House School employs staff from a variety of backgrounds, races, religions and ethnicities. More information available at <https://myschool.edu.au>

School Staff 2017	
Teaching Staff	94
Full-time equivalent teaching staff	88.8
Non-teaching staff	57
Full time equivalent non-teaching staff	44.7

## Theme 7: Student Attendance, and Retention Rates and Post-School Destinations in Secondary Schools

### 7.1 Student Attendance Rates

The average daily student attendance rate was 94.12% each school day in 2017. This was similar to the daily attendance in 2016 of 94.81%.

2017 Attendance Rates	
Year Level	Attendance Percentage
Kindergarten	92.50%
1	94.70%
2	95.20%
3	94.60%
4	93.70%
5	94.10%
6	93.90%
7	95.60%
8	93.40%
9	92.80%
10	94.60%
11	93.70%
12	94.70%
<b>Total</b>	<b>94.12%</b>



## 7.2 Management of Non-Attendance

Pittwater House has a strong pastoral focus where matters of attendance are monitored closely by the Head of Junior School, Heads of Grammar and College, Stage Leaders, Form Teachers and others charged with the care of the individual student's welfare.

Pittwater House takes daily attendance from the Period 1 roll and identifies unexplained absences. We notify parents with a daily SMS alert and email and follow-up with a reminder at 5 days. The school reviews attendance on a fortnightly basis to monitor reasons for leave and exemptions. Daily and weekly absence and truant reports are created to ensure that the pastoral leaders have accurate information to ensure that all students are accounted for and plans can be put into place for students with regular attendance issues.

## 7.3 Retention Rates Years 10-12

71% of the 2015 Year 10 cohort completed Year 12 in 2017. Based on the information provided to the school when students leave it would appear that many of the students who leave at the end of Year 10 or during Year 11 do so due to either relocation overseas, to pursue employment or vocational training or to attend a different educational facility that provides a different learning structure. Of the 22 students that did leave the school, the following reasons were stated:

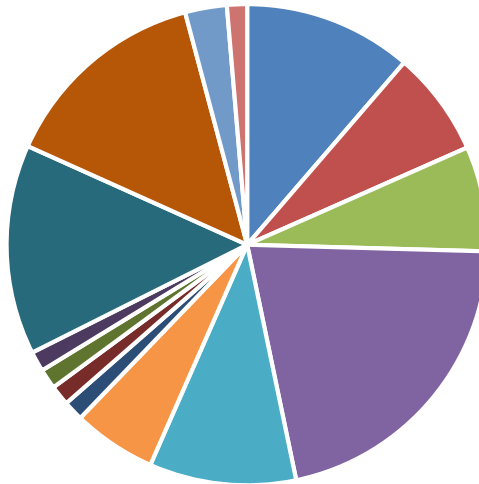
- Three students transferred to a University Foundations Course
- Three students received offers from other schools
- Four students relocated overseas
- One student due to subject choice
- Three students transferred to TAFE to study a trade.
- One student went to a school offering the International Baccalaureate
- One student went to a school with boarding facilities
- Six students due to reasons such as financial, dissatisfaction, medical/illness and seeking change of environment.

## 7.4 Post School Destinations

The 2017 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 2018 and the locations our students will undertake their study.

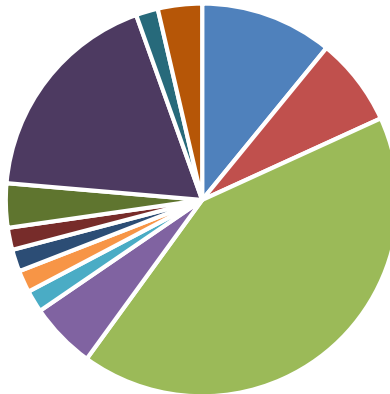


### Post School Destinations



- ACU
- UNSW
- Syd. Uni
- Mqu. Uni
- ANU
- Charles Sturt
- Griffith Uni
- Macleay
- SAE
- Southern Cross Uni
- Uni of Canberra
- UTS
- Uni of Wollongong
- Uni of Newcastle

### Post School Tertiary Courses



- Engineering
- Arts
- Commerce/Business
- Education
- Criminology
- Animation
- Psychology
- Data Science
- Science
- Health/Medicine
- Design
- Sport Science
- Media and Communications

## Theme 8: Enrolment Policies

### 8.1 Introduction

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.



### 8.2 Major Intake Years

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

- Early Childhood Centre (ECC): The ECC offers a 3 year old program and a 4 year old program. All children must be 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.

### 8.3 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 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.

## 8.4 Assessment of enrolment and priority status

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

- If the child is already enrolled in the ECC and a Kindergarten place is being sought, their existing enrolment status may be considered
- If the child has siblings in the school
- The number of children in one family for whom applications are being made
- The date of the application
- The date the definite place fee was made
- If the parents are alumni of the school
- If the child is a returning student
- If the Waiting Place fee has been paid
- The attitudes, values and priorities of the family and the consistency of the attitudes, values and priorities with those of the school.
- The ability and willingness of the student to participate in, and contribute to, the life of the school community
- The willingness of the family to positively contribute to the life of the school community



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

## 8.5 Interview requirements

Pittwater House requires all prospective students and their parents/carers to attend an interview with the appropriate Head of School or their delegate before an offer of enrolment can be made. While not a requirement, a tour of the school is strongly encouraged.

## 8.6 Enrolment Process

### **Year 7 Admission**

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

### **Kindergarten and Early Childhood Centre**

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

#### **Immediate Enrolment Procedures (within 2 years)**

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

Application is placed on waitlist

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

#### **Future Enrolment Procedures (over 2 years)**

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

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

#### **Once a Waiting List Position Has Been Offered**

Approximately 18-24 months prior to planned commencement of school, 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/>

## **8.7 Prerequisites for Continuing Enrolment**

A student's enrolment may be withdrawn where a breach of School rules has occurred or fees are not paid.

## Theme 9: Other School Policies

### 9.1 Student Welfare

Policy Summary	Changes in 2017	Access to Full Text
<p>Pittwater House Student Wellbeing Program is based on recommendations and advice contained in recent enquiries and research in education, psychology and adolescent well-being. It recognises the role of educational institutions in contributing to the development of social capital. This research highlights the importance of respect, acceptance, connectedness, resilience and strong character development as significant protective factors for young people. Key components of this policy include:</p> <ul style="list-style-type: none"> <li>• Junior School Buddy Program; to help students connect with each other and join in experiences that promote learning, sharing and role modelling opportunities</li> <li>• The Empowerment and Connections Program; to help students to develop their social relationships and to encourage the students to respect themselves and others.</li> <li>• Student Leadership programs; formal and informal leadership including prefects, the Army Cadet ranking officers College Union Groups and the Big Bros, SEA; Self, Ethics and Acceptance; positive engagement in wider society and the many cultural and religious groups to promote understanding mutual respect and tolerance.</li> </ul>	<p>Updates were made in 2017 to the specific programs offered to students, including expansion of Reach and the Empowerment and connections programs, partly in response to the need to expand the target age groups for risk-taking behaviours. The addition of Stage Coordinators for Years 9 and 10 for the College and Grammar further strengthened the school's welfare focus.</p>	<p>The full text of the school's student welfare policy can be accessed by request from the Principal, from the school website and/or intranet. The student diary contains important information on school behaviour, expectations of students in regard to sickness, absence, property, uniform, use of technology and well-being.</p>

## 9.2 Anti-Bullying

Policy Summary	Changes in 2017	Access to Full Text
<p>Pittwater House is committed to providing a safe and caring environment, which allows students to learn and enhance feelings of self-esteem, courtesy and respect for other members of the School community. Our school's Anti-bullying policy seeks to affirm each student's worth and dignity and enable them to receive their education free from humiliation, oppression and abuse.</p>	<p>Anti-bullying policy is due for review in 2018. No changes were made in 2017 to the school's policy.</p>	<p>The full text of the school's anti-bullying policy can be accessed by request from the Principal, from the school website and/or intranet.</p>

## 9.3 Student Discipline

Policy Summary	Changes in 2017	Access to Full Text
<p>Elements of discipline, both self-imposed and imposed externally, are necessary in all aspects of overall human development. Learning involves making mistakes and finding more appropriate ways to behave in the future. The Pittwater House School's discipline policy is intended to support the development of student self-respect and respect for the rights of others.</p> <p>The School's policy relating to the discipline of students attending the School are based on the principle of procedural fairness and DO NOT permit corporal punishment of students by school or non-school persons.</p> <p>The disciplinary approach adopted at Pittwater House is intended to further develop a student's ability to make decisions, to resolve problems and to develop healthy respect for self and others. As such, there is a tiered system in both the Junior and Senior Schools to ensure students are given opportunities to recognise unacceptable behaviours and to make the necessary changes needed prior to reaching the most serious levels in the discipline hierarchy. This will usually involve parents as well as their children, especially once discipline matters move beyond the classroom level.</p>	<p>Some changes were made to key personnel in 2017 with the establishment of Stage Co-ordinators for Years 9 and 10 for both the College and Grammar School.</p>	<p>The full text of the school's student discipline policy can be accessed by request from the Principal, from the school website and/or intranet.</p>

## 9.4 Reporting Complaints and Resolving Grievances

Policy Summary	Changes in 2017	Access to Full Text
<p>Pittwater House values the feedback it receives from parents and the community. Responding to both affirmative and negative feedback demonstrates the School's commitment to open communication with the School Community and the community at large. Complaints about any aspect of the School's operations, service or personnel will be handled using procedural fairness, responsively, openly and in a timely manner, with the aim of resolving any complaint via an articulated process and respecting the confidential nature of such matters. Complaints are treated as constructive suggestions which may be used to improve standards and may prevent cause for further complaint.</p> <p>The aim of this policy is to outline how procedural fairness will be used when dealing with complaints from parents and students. It includes processes on how complaints should be raised, the process of procedural fairness, confidentiality, the procedures for making a complaint and how the school will respond.</p>	<p>The title for key staff positions were updated.</p>	<p>The full text of the Complaints and Grievance Resolution Policy can be accessed on the school website and by request from the Principal.</p>

## Theme 10: School Determine Priority Areas for Improvement

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





## 10.1 Achievement of 2017 Priorities

Areas	Priorities for 2017	Achieved in 2017
Teaching and Learning	Introduce a new position in Director of Staff Development	Implemented
	Introduced Professional Learning Groups with a 2017 focus on differentiation	Implemented
	Introduction of the Future Problem Solving Program for group of Year 7 to foster understanding of global issues and higher level problem solving strategies and critical and creative thinking	Implemented
	Introduction of Future Problem Solving Primary Program for Years 1-4	Implemented
	Continuation of Future Problem-Solving Program into Year 8 and maintaining of Program for Year 7	Implemented
	Creation of a Pre-K-Year 12 Professional Learning Community including understanding of what makes an effective professional learning community	Implemented
	Establishment of Professional Learning Groups targeting strategies for differentiation  <i>Identified priorities: Differentiation based on: Gender, Ability, Passions and Interests, Real World Tasks, Academic Risk-Taking and Challenge, Tiered Learning, Flexibility</i>	Implemented
	Initial Introduction of Quality Teacher Performance and Development Program (QTPD)	Implemented
	Professional Learning Groups based around Individual Teacher Goals	Implemented
	Increase Stage 2 ICT capabilities, by providing 1:2 laptop program, through use of laptop trolleys.	Implemented
	K-6 - the concept of having a Growth Mindset to be modelled by all teachers and promoted in each classroom at every opportunity, both visually and experientially.	Achieved and continuing
	Year 2 to develop an immersive Indigenous Unit of work including a visit to Grotto Point, North Head.	Achieved and continuing

	A phonics program called Letters and Sounds to be developed for, and introduced to, ECC to Year 2 students enabling a transition of early literacy learning to occur from pre-school years.	Achieved and continuing
	Stage 3 will initiate 'Full STEM Ahead' mornings where stage 3 students rotated through different monthly STEM challenges.	Achieved and continuing
	3 Assistants to the Head of Junior School positions to be created as a middle management team for the Junior School.	Achieved and continuing
	Create a Little Entrepreneurs Club where students formed their own company	Achieved and continuing
Welfare	Sequential pastoral program established aimed at support and empower the students to meet their potential	Implemented
	Big Bro program for boys – senior students mentoring younger students in senior school	Implemented
	College Union Group for girls - senior students mentoring younger students in senior school	Implemented
	Brought in the Awakening Group (Year 7) – aim to encourage empathy and support for authentic, positive expression to gain a greater sense of self, and to understand what influences their identity	Implemented
	K-6 - Strengths and Reflections sessions were held every second Thursday as a shared pastoral experience; K to Year 6. The Year 6 leaders Highlighted and shared the traits of specific Character Strengths students could exhibit in their daily practice.	Achieved and continuing
	K-6 - The National Action Against Bullying Day was recognised by the Junior School students. They designed bespoke ribbons, sold and wore them to join a universal stand against bullying. Students raised funds for Kids Help Line.	Achieved
	Year 1 students to participate in their first Outdoor Education Group experience	Achieved

Facilities and Resources	Prepare a Master Plan Briefing Document and appoint a Master Planning Architect	Completed
	Renovate and fit out a new music room with custom made keyboard desks and new keyboards	Completed
	Install lightweight, high quality, portable and adjustable stage risers in the Hall to replace old risers	Completed
	Renovation of toilets in North Wing including creating a new boys toilet, add ambulant toilets and an accessible toilet	Completed
	Refit entrance to North Wing and install ramp to allow access to accessible toilet	Completed
	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
	Completely upgrade and refit one Science Laboratory	Completed
	Continue the program of replacing audio visual equipment in classrooms	Ongoing
	Upgrade the computer infrastructure to allow for long term storage of large video files	Incomplete
	Upgrade the WiFi to allow for improved coverage in each classroom	Completed
	Complete the locker replacement program	Completed
	Landscape the pool surrounds and add additional spectator seating	Completed
	Trial new energy efficient air replacement system in Hall	Completed
	Install emergency evacuation and communication system	Ongoing
	Increase canteen capacity by increasing space for storage and preparation	Ongoing
	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.	Completed

## 10.2 Priorities Set for 2018

Areas	Priorities for 2018
Teaching and Learning	Elevate (Years 10-12) Study skills program to be implemented to assist our student in their examination preparation and study skills.
	Literacy will be set as our 2018 Professional Development whole school goal.
	Workshop and develop a Teaching and Learning Framework for the next three years
	Refinement of goal setting and review process (QTPD) established in 2017
	Development of Teacher Leadership through: Aspiring Leader's group, Leadership of Professional Learning Groups, Mentoring Program for early career teachers, running Pre-K-12 Workshops around areas of interest and need
	Data analytics steering group to be established and to trial data analytic programs
	Development and refinement of new 2018 Stage 6 programs in English, Mathematics, Science and History.
	Establishment of Stage 6 Food Technology
	Establishment of a Stage 5 STEM Elective
	Increase Stage 1 ICT literacy by increasing access to laptops and iPads.
	Implement the new Stage 6 Preliminary Syllabus's in English, Mathematics, Science and History.
	Implement a new Stage 5 STEM Elective to Year 9
Welfare	Theme of Respect - (Year 7-12) Form class and welfare programs will be organized that ensure our students have a good understanding of respect and explore the reasons behind their behaviours and the impact of their actions on others.
	Awakening (Year 7 and 8) - aimed to encourage empathy and support for authentic, positive expression to gain a greater sense of self, and to understand what influences their identity
	Class Act Production Act – (Year 7-10) Present material on respect for the students to reflect on in a non-judgmental way where they can think about various issues.
	Smashed Project – (Year 7 and 8) Live performances will be delivered, designed at engaging young people in a safe and motivational environment enabling them to explore the dangers and consequences of under age and binge drinking. It equips them to make better choices and develop a responsible attitude to alcohol.
	College – Chasing sunrise (Year 9 and 10) – Will be aimed at helping the girls to find their voice and focus on individual strengths and core values

Areas	Priorities for 2018
	<p>Glen Gerryn – (Year 9 and 10 boys) aimed at helping the boys to find their voice and focus on individual strengths and core values</p> <p>Year 11 and 12 – HSC Warrior Evening – Students and parents will hear about organizational strategies, stress management, nutritional and last-minute exam tips for optimal performance. This is aimed to assist the Year 11 and 12 worrier, transform into a determined warrior.</p> <p>Smashed – Performance for parents. Informing them about consequences of alcohol</p> <p>Steve Biddulph – raising Boys and Raising Girls – Two presentations will be held on consecutive nights aimed at increasing parental understanding of key issues surrounding the development of boys and girls.</p>
Facilities and Resources	<p>Complete the master planning process</p> <p>Implement a tree management system</p> <p>Continue large scale carpet and flooring replacements using results from trials</p> <p>Upgrade of the swimming pool plant and equipment as part of the Pool Refurbishment master plan</p> <p>Continue the upgrade of the air conditioning plant</p> <p>Completely upgrade and refit one Science Laboratory</p> <p>Completely upgrade and refit one Science Preparation Room</p> <p>Continue the program of replacing audio visual equipment in classrooms</p> <p>Upgrade the computer infrastructure to allow for long term storage of large video files</p> <p>Complete installation of new energy efficient air replacement system in Hall</p> <p>Install emergency evacuation and communication system</p> <p>Increase canteen capacity by increasing space for storage and preparation</p> <p>Upgrade the Fibre Optic cable service</p> <p>Explore an e-visitor sign in system</p> <p>Learning Technologies Team to be restructured and additional personal added</p> <p>Web filtering system to be upgraded</p> <p>Provision of 1:2 class sets of iPads for Early Stage 1</p> <p>Provision of 1:2 class sets of laptops for Stage 1</p>

# Theme 11: Initiatives Promoting Respect and Responsibility

## 11.1 Respect and Responsibility

There is a strong link between the emotional, social and academic well-being for young people. Young people need to be healthy and resilient to meet life's challenges. Because of the physical and psychological changes taking place, students can be susceptible to a host of different issues such as: family instability, mental health problems, anxiety, stress, school and study challenges, and relationship difficulties. Vital growth and development occurs during childhood, particularly associated with the brain. Adolescent brains show more activity in the emotional parts of the brain – which can make young people vulnerable to mental health issues, like depression and anxiety.

We see it as our job at Pittwater House to build emotionally resilient, community-minded young people. We achieve this through our intensive Pastoral Care Program such that students feel simultaneously challenged and supported.

Pastoral care runs throughout everyday life at Pittwater House, giving our students support at every age and every stage. At the same time, we encourage our students to step up and take on leadership positions in a variety of areas, both within school and in the wider community. Parents and students love our pastoral care services. Pastoral care starts in pre-school and extends until the end of Year 12; it is continuously evolving to adapt to changing issues.

## 11.2 Hierarchy of Care

When students join Pittwater House, they join a network of care where there is always someone to reach out to. It starts with the Form groups. Every student from Kindergarten to Year 12 is placed in a single-sex Form group. These are the nucleus of the pastoral care network. Each Form group is led by a Form teacher who acts as the first point of contact for students and their parents with regards to any aspect of life at Pittwater House. Students can seek support and talk to their Form teacher about issues.

The Junior Girls' College, Preparatory School, Girls' College and Boys' Grammar School are each led by the Heads of School who provides further pastoral support and guidance to the students under their care. The Heads of the Schools work in close collaboration with the Deputy Principal and the Principal ensuring that every student is given the maximum support to achieve their potential and enjoy their time at Pittwater House.



Additional staff members, including qualified school counsellors, Assistant Heads and Stage Leaders are also available to assist students and parents at any time.

## 11.3 Respect and Responsibility Program

Our Pastoral Care Program is made up of the various, formal sub-programs designed to encourage mutual respect within the school community and responsible behaviour towards others and to the wider school.

## 11.4 Whole of School Initiatives

### Vertical Care through House Structures

The House System at Pittwater House commences in Kindergarten, or at the time of enrolment. Students are assigned a House, one of three being Morgan (Red), Orrock (Blue) and Butterworth (White). Students assignment to a House is not just for sporting purposes, but to build a sense of camaraderie and teamwork, a brotherhood or sisterhood, of mateship, support and team spirit. House Dinners are held annually to celebrate the achievements of the individual members in any walk of life; academic, the wider community, sport, creative arts and so on. Heads of House are inspirational staff members who organise guest speakers and plan activities for these special occasions. In the Junior School, House buddy activities are held once a term, with the Head of House overseeing their organisation.

### Building genuine self-esteem

Our wellbeing programs go deeper than just external confidence. They build life-long skills in resilience, helping kids find their inner strength and sense of purpose. They help our students go into the world with self-acceptance, self-awareness and strength.

## 11.5 Junior School Initiatives

### Strengths and Reflections

In our current Pastoral sessions, the Junior School students follow the Bounce Back Program. As well as this structured program the teachers include opportunities for general well-being, mindfulness, buddies, ethical discussions, moral tales and, modelling good manners and acceptable and appropriate behaviours.

One of our most celebrated and successful initiatives in this area has been the instigation of the Character Strength Awards, whereby students are recognised for the positive traits they demonstrate as they go about their day, both in class and on the playground. Not only do the students recognise these traits within themselves but also notice them in others.



The personal beauty and value of these character traits is demonstrated once each fortnight with a class taking the opportunity to present what a specific character strength looks like in a real-life experience. Teachers take turns to create the relevant discussion questions, activities and songs, suited to the different stages. There are also opportunities for vertical discussion groups.

### Buddy Program

Our Buddy Program helps students feel confident when entering the next phase of their education.

Buddies start in the Junior School where each class is assigned a buddy class with whom precious links are made. Students in Year 5 buddy with the youngest children in the Early Childhood Centre and Year 6 buddy with Kindergarten, assisting them negotiate the Junior School playground. Year 4 buddies with Year 2 and Year 3 with Year 1. Buddies look out for each other and form strong bonds. Buddy classes meet 2 to 3 times a term to connect with each other and join in experiences that promote learning, sharing and role modelling opportunities.

## 11.6 Secondary School Initiatives

### **World Challenge**

World Challenge helps young people explore their limits and grow in confidence, resourcefulness and global citizenship through life-changing experiences. It allows our students to be responsible global citizens.

### **Empowerment and Connections - Year 7 College and Grammar students**

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

The objectives of the Year 7 program are to:

- Encourage each student to recognize and share their talents and gifts.
- Respect and value themselves
- Assist them to recognize and value the talents and gifts of others.
- Encourage community building within the Year group.

### **Empowerment and Connections - Year 8 College and Grammar students**

At this stage of their lives – as our students develop greater independence and reflect on who they are and where they belong – we recognise the importance of and strive to foster a strong sense of self-worth and belonging.

The objectives of the Year 8 program are:

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

### **Empowerment and Connections - Year 9 College and Grammar students**

The Connections Program has been specifically designed by Pittwater House to allow our Year 9 students to develop greater awareness of themselves, their peers and learning beyond the classroom. The Year 9 Pastoral Program aims to assist the students in their development to adulthood and to be respectful young men and women who are conscious of the role and responsibility in the School community and wider community.

The Program looks to help develop the students' sense of self, confidence, self-control and self – reflection. The Program is held over two days per term.

Healthy Living is also looked at both from a dietary perspective and also study and organisation and various methods of stress control.

- Getting to know the real you
- Different Perspectives/Respect and Acceptance
- Empathy/Tolerance



## **Pastoral Care - Year 10 College and Grammar students**

This is a time in the lives of many young people when they feel most acutely the complexities of growing up.

There is a sense of feeling ‘on edge’; on the edge academically, socially and negotiating the complexities of relationships and friendships. It is a time of risk taking, of choice and decision-making. To seek to support our students, we have sessions on stress, coping strategies, respect, nutrition and organisation. Students also participate in a ‘Party Program’ at the Royal North Shore Hospital, where they spend a day in the Intensive Care Unit to help them understand the potential impacts of excessive alcohol consumption and learn about responsible behaviour.

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

These groundbreaking programs, inaugurated and developed by previous student leaders, are aimed at changing the way femininity and masculinity are perceived by the girls and boys at Pittwater House. The underlying goal of the programs is to create a culture of support to allow the students to discuss any problems they may have and get help and support from older student leaders. The programs develop strong bonds and provide senior students with the opportunity to share their experiences with younger students. Fortnightly sessions encourage open discussion, friendship and a sense of connection



## **Leadership Program**

We believe every one of our students can become a great leader. The Leadership Program is available to all students in Year 9 and onwards. This program helps students develop the confidence, skills and professionalism to be an inspiring leader. Learn more about our Leadership Program.

## **SEA, teaching diversity, understanding and tolerance**

We all want our children to be happy. What’s more, we want them to know how to create a happy life in the future. We teach and model this through our Self, Ethics and Acceptance (SEA) program.

Our Self, Ethics and Acceptance Program provides a supportive, guided space where every student can think about different views, religions and cultures. It encourages our students to engage positively in wider society by bringing learning to life to help students understand the importance of respect.

The program develops skills in analysis, interpretation, evaluation and empathy. In this way, students build the qualities of critical thinking, mutual respect, tolerance, understanding and engagement with society.

The **Self** component teaches students to be a good role model and set an example of respect, tolerance and acceptance.

The **Ethics** component explores what heritage and culture mean and how it affects our lives and views of the world. Ethics helps students understand different cultural values and views, which is essential for building working relationships with people from diverse cultures.

The **Acceptance** component teaches how tolerance provides an opportunity to learn from others while respecting and valuing their differences in religious and ethical beliefs.

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.

In 2017 Pittwater House launched the Pittwater House International Basketball Program with 20 students travelling to America in January 2018 to play against 6 colleges and attend 2 Professional Coaching Clinics.

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

**Sport – Senior School**

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



**Sport – Junior School**

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

Complementary to these sporting activities Pittwater House competes in the local Peninsula Independent Sporting Association (PISA) competitions in the Junior School. In the Senior School Pittwater House competes in the Peninsula Cup and also the Manly Warringah Basketball Competitions and the Northern Beaches Water Polo Competitions

### **School Sport Pathways**

Pittwater House also competes in many sporting areas in the Senior School CDSSA (Combined Districts Schools Sports Association) competitions, which is our Zone level of representation. This is followed by AICES competitions (Association of Independent Co-educational Schools), which is the regional level of representation. This level proceeds to CIS competitions (Combined Independent Schools). CIS select teams to compete at the State All Schools against CHS and CCC.

In the Junior School Pittwater House competes in HICES (Heads of Independent Co Education 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 2017 the Senior School undertook 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
- Stage 3 and 4 Junior Lyrical Dance Group
- 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 endeavoring 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 our ensemble opportunities. 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.

### **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.

## **Theme 12: Parent, Student and Teacher Satisfaction**

Pittwater House is committed to a continuous review and improvement process. Accordingly, parent, student and teacher comments are sought in varied ways throughout the year.

### **12.1 Parent Voice**

All parents are invited to take part in 2 coffee mornings per annum with their year group, and each Form has a representative on the Parent Network Group which meets each term. Both meeting types are held with the Principal. In addition, there are a significant range of informal opportunities to gather anecdotal information: School sports days, Mothers' Day Lunch, Father's Day Breakfast, mornings where parents are invited in to view their children's work, meetings of the Parents' Association monthly and much more. At each event, the Principal ensures she gathers the latest anecdotal data and reports back to teachers and the School Executive. Changes are often made as a consequence of such feedback.

### **12.2 Student Voice**

We acknowledge that student satisfaction can be linked to student attendance and retention rates and additionally, gaining their voice gives us important feedback.

Students' voice is gained in ways such as, weekly Prefect Meetings with the Heads of School, selected students speaking at Parent Information Evenings and *ad hoc* opportunities to respond to potential parent's questions on our four times per week School Tours. On these tours, we take time to visit classes and ask parents to pose any question they may have to anyone in the room, such an opportunity elicits an array of candid comments depending on the parent group on Tour.



The students willingly give of their time to host new student groups and to volunteer in many capacities through the community. Our Cadet Corps serves the Veterans of the Northern Beaches at ANZAC Day Services, Vietnam Veterans Day and Remembrance Day services and are frequently called up to support the people of the Beaches in activities of remembrance. There is a high level of involvement in local, national and international charities and some 45 secondary students worked through 2017 in preparation for their 2018 World Challenge to Myanmar.

Extracts from the student's voice in the school magazine 'The Pittwaterman':

### **Junior School**

"We feel lucky because we have an inspirational class. In J2, we like learning together because we are great at helping each other and being kind." (J2)

"Science is so exciting! We have explored forces and movement in Science. We made floating tinfoil boats and investigated how toy cars moved too." (J2)

"We do more challenging work but that's a good thing because it means we're learning." (J2)

"My favourite thing in P3 is STEM because you get to build things and test them." (P3)

"Throughout the year we had great experiences, including: leadership roles, building our confidence utilising technology, STEM groups, our study camp in Canberra, a fantastic Bollywood dancing incursion and much more." (P6)

"After surveying P6 as a whole the boys all agree that this year is one that will never be forgotten. Everyone will miss the teachers and all the experiences they had in the Junior School. On behalf of P6, we would like to thank everyone who helped us make it through these tough but extremely worthwhile years of primary school education." (P6)

### **Senior School**

"This year, College 9 has been involved in many different activities that we have thoroughly enjoyed. Our academic work has been balanced with a great mix of pastoral support and co-curricular activities. We have enjoyed the REACH and empowerment programs, a number of excursions, sporting carnivals and camp. 2017 saw the introduction of vertical Form classes, which allowed girls to bond with other year groups." (C9)

"All the girls have enjoyed the change in subject choices, with the start of elective classes, enabling us to strengthen our areas of interest." (C9)

"We all look forward to completing Year 9, with the knowledge gained helping us leading into our Senior years of schooling. This year has made us both stronger and more independent." (C9)

"This year the Grammar Year 9 form groups have been involved in many activities and programs. In Term 2 we participated in several REACH sessions, where we talked about our mental well-being and learnt to better express our feelings. This program was very beneficial and everyone came away learning something about themselves and our peers. In Form we frequently gather around in a circle where each person has the opportunity to give their opinion and insight on various issues." (G9)

### **Comments made by Year 12 students in the 2017 Exit Survey**

"I thought I was going to do better in the HSC examinations. Obviously, this occurred for a lot of reasons. I still did well, but I thought I was going to do better. One tip is for an afternoon examination,

study very minimally in the morning. For Extension 2 Maths, I went into the afternoon examination already tired and scattered. Maybe the other missing marks could be explained by further understanding of what sort of responses to write for what sort of questions (key words).” (G12)

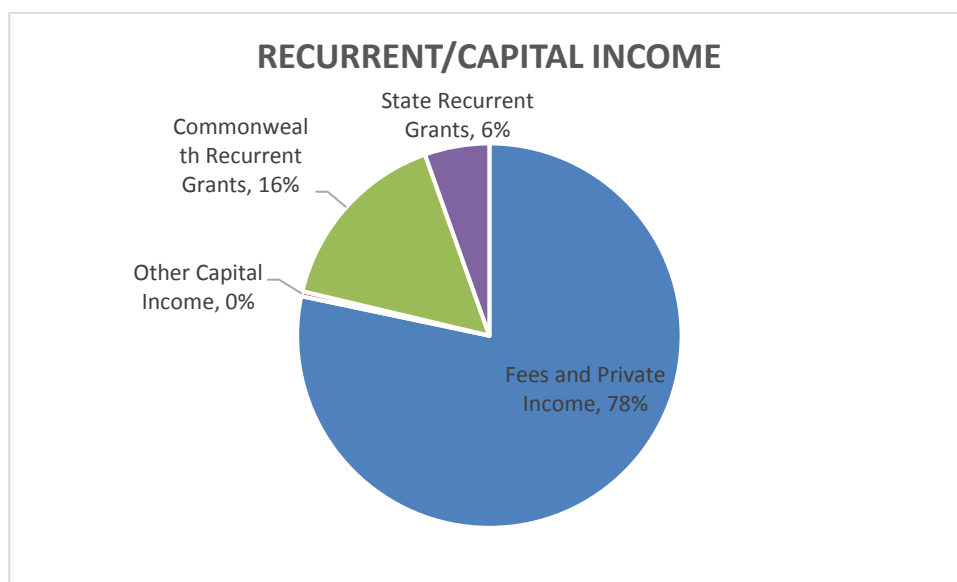
“I was shocked by my marks. I was expecting to get high 60s or low 70s, but I was way past that. The expectations you put on yourself are so different to reality. If you make a result goal to strive for it really helps in getting those better marks because you look at that number and see how counting it is and you just want to beat it. I was surprised due to the lack of faith I had for myself, I always played myself low compared to the year group.” (G12)

“My results overall were higher than expected as I had a dip in confidence during the final stages of Year 12 from how difficult I was finding all of my content.” (C12)

### 12.3 Teacher Voice

The level of Teacher satisfaction is gained in two formats: each Department meets with the Principal twice per annum and a rotating group of 8-10 staff who come from both the Teaching and Business Services staff, meet each Term with the Principal. These 2 forums provide both specific feedback across all employees and a more holistic response to areas which the Staff Improvement Working Party feel may benefit the working conditions and general culture of the Campus. The goodwill of Staff in coming to these meetings and the range of feedback suggests a level of enthusiasm toward making our School better for their engagement.

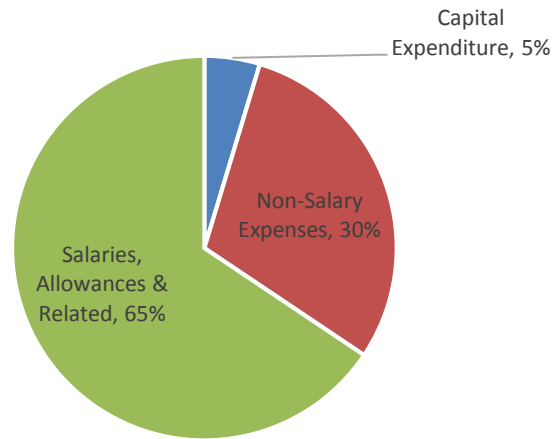
## Theme 13: Summary Financial Information



### Income Summary

Whole of school	
Fees and Private Income	17,459,102.52
Other Capital Income	93,689.64
Commonwealth Recurrent Grants	3,533,454.00
State Recurrent Grants	1,212,694.31

## RECURRENT/CAPITAL EXPENDITURE



### Expense Summary

Whole of school	
Capital Expenditure	1,031,805.65
Non-Salary Expenses	6,585,301.91
Salaries, Allowances & Related	14,526,380.40

## Theme 14: Publication Requirements

As well as being available online, a hard copy of this report can be made available on request from the school.

Pittwater House School is required to publish an Annual Report on or prior to the 30<sup>th</sup> of June in the year following the reporting year. Pittwater House has set up a reporting policy and a series of compliance tasks to ensure that key obligations under the NSW Registration Manual are managed effectively.

The Annual Report is co-ordinated by the Principal with the Deputy Principal taking responsibility for the collection, analysis and storage of performance data and the Business Manager taking responsibility for the collection, analysis and storage of financial data.

Additional information will be made available to the Minister on request by contacting the Principal or the Deputy Principal.