

Pittwater House

Annual Report 2018



The Pittwater House Schools Limited

A Company Limited by Guarantee

ABN 87 000 655 845

Contents

Theme 1:	A Message from Key School Bodies.....	3
Theme 2:	Contextual Information about the School and the Characteristics of the Student Body.....	7
Theme 3:	Student Outcomes in Standardised National Literacy and Numeracy Testing.....	10
Theme 4:	Senior School Outcomes.....	12
Theme 5:	Teacher Professional Learning, Accreditation and Qualifications	15
Theme 6:	Workforce Composition	16
Theme 7:	Student Attendance, and Retention Rates and Post-School Destinations in Secondary Schools.....	17
Theme 8:	Enrolment Policies	19
Theme 9:	Other School Policies.....	22
Theme 10:	School Determined Priority Areas for Improvement	25
Theme 11:	Initiatives Promoting Respect and Responsibility.....	28
Theme 12:	Parent, Student and Teacher Satisfaction	36
Theme 13:	Summary Financial Information.....	39
Theme 14:	Publication Requirements.....	40

Theme 1: A Message from Key School Bodies

1.1 Message from the School Board

Extract from the Chairman of the Board in the 2018 School Magazine



Responsible, motivated, resilient and successful; all words we use to describe the students passing through Pittwater House. How we do this and continue to aspire to achieve greater personal success as each year passes, is shared in this edition of The Pittwaterman. As Chairman of the Board of Directors it is my privilege to contribute to our account of the year.

No account would be complete without reference to our Annual Prizegiving. Our Secondary Ceremony Guest of Honour, was Lily Serna; a mathematician, STEM advocate and media personality, who has published maths puzzle books STEM advocate and media personality. Lily's message was powerful: "...participation in STEM starts in the home. It's about creating an environment where no biases exist and allowing children to explore for themselves." As a vocal champion of gender diversity in mathematics, she works to address the limited representation of women amongst graduates. Her message resonated with our students, families and Staff - she was mobbed at the end of this marvellous event. Once more the year ended with a clear academic focus.

Whilst ensuring the Board remains focused on the accountabilities entrusted to us, new regulatory environments and dynamic social influences, our challenge is to ensure the health of our School and its strong and productive future remain at the centre of our deliberations and decisions. Our key focus this year was the preparation of a Master Plan. Working alongside our appointed Architects Neeson Murcutt, the Steering Committee has ensured comprehensive collection of data to inform decision making. We hope to share our staged response with the community soon. In the process, material has been placed on record; analysing our built environment and a commentary of what is important to students and staff.

Change to the Board composition has occurred this year; Mr Steve Howell resigned in June. Steve served Pittwater House with distinction. His ten-year tenure as a Board Member significantly exceeded his time as a parent of Pittwater House. We are indebted to his wisdom, sensitivity and fine mind in our decision making. His skill set added immeasurable value to discussions; his care and compassion coupled with his knowledge of corporate financing, commercial management and property development, assisted the School through the past decade. Our sincere thanks are extended to Steve.

As a school, we seek to provide a balanced environment for all students. In so doing, we acknowledge the many successes and hope that the focus for each student will be achieving one's best. To provide for this, Staff offer a rich array of opportunities both in Term time and in an increasing number of holiday activities. My thanks to this team of dedicated professionals.

I trust you will see in The Pittwaterman, a School of engaged, happy and challenged students becoming the best versions of themselves. This is the Pittwater House family; and in years to come, I hope your family will relive many of the memories that have made this year so special.

May 2019 give you even further happiness and success.

Mr Todd Alexis, SC
Chairman

1.2 Message from the School Principal

Extract from the 2018 Prizegiving Principal's Report



The sense of community and focus on those less fortunate runs strongly through our School. Once more through 2018 and in the final term of 2017, we witnessed many students looking to help those in need; from the marvellous Christmas collection for the Salvos, to the three weeks our World Challenge students spent on village projects in Myanmar; to the Junior School support for the drought-stricken farmers of country New South Wales and for the Orange-Sky Laundry assisting the homeless of Sydney. Madeleine's work with the World's Greatest Shave in support of the Leukaemia Foundation and Ginger's devotion to Opportunity International supporting mothers in third world countries to start their own businesses, Year 8 working with the Pittwater Friends of Soibada, whilst Bandana Day, Clean Up Australia Day, the making of Boomerang Bags to counter plastic pollution at a grassroots level and our own Rural Fire Service Unit have all been part of a strong desire to help. The Cadet Corps too fundraised for Legacy. For we are a community that cares and has the capacity to make a difference.

Individuals too have volunteered in their own time and often with their families: Ruby in J6, with her father visited Kenya in their fundraising for The School for Life Foundation; Broghan P5 and Kyran P3 travelled to Kenya with their donations of stationery items from their classmates, whilst Blake Barren P2 and his family support the 'Community Cook4Good Program' feeding the homeless and Andie J5 reminded us to Buy a Bale as a fundraiser for farmers. These are but a few examples of the depth of our School culture for giving, care and support.

In the pages that follow, we record a snapshot of the year; it tells a story but is limited in the everyday impact our actions and activities have on each student and how they take their learnings to their wider community engagement. Our year continues to witness this cooperation on a range of levels; in the classroom, on stage and in the sporting arena.

Our rewritten Core Values, following widespread consultation, have been a feature for a range of activities. The mnemonic HEROIC (Honesty and Integrity, Excellence, Respect, Origins, Innovation, Community) has been welcomed by Staff keen to work with these rewritten statements in their pastoral work. Each statement comes from a deeply held and widely adopted statement of our purpose and daily interaction in classrooms and across our school-wide activities, interactions and opportunities. We were reminded strongly of our community on Foundation Day where we welcomed three Alumni and their children who are current students; the Tumbers and Rousel families spoke to the Assembly sharing a little of their memories and why the contemporary Pittwater House provides the best opportunities for their children. As always, the Foundation Day Relay which follows, is a spectacle appreciated by all. It is a unique race bringing together the very best elements of our School. It epitomises HEROIC.

E stands for excellence in our Core Values. The year has demonstrated a proliferation in this arena. Across the academic field, students have reached new heights. This has been led by our Head Prefect of the Grammar School, Finlay Dennison. Finlay is one of the 25 recipients, Australia wide, of the widely acclaimed Tuckwell Scholarship to study at the ANU for up to 5 years. This is currently the most prestigious and highly sought-after Scholarship available for undergraduate study in any Australian University. Increasingly, Year 12 students are receiving early placement as Universities seek to attract the highest performers before they write their final papers. The tertiary world is changing as it comes to grips with the expectations of the world of work; our Careers

Counsellor and Stage 6 Coordinator, Mrs Murray ensures our Senior students are well versed in the options and opportunities available for tertiary study, cadetships, scholarships and pathways to employment.

As we conclude our year, I acknowledge and thank most sincerely our Head Prefects Finlay Dennison and Holly Trevena. They have been outstanding role models to the student body. The Junior School Leaders too have set a wonderful tone, leading our young students so well. Sincere thanks are extended to the Staff, both teaching and business services, for their commitment to provide the best atmosphere for student learning, whether in the classroom or in support of our teachers. To the School Executive of Mr Walmsley, Mrs Achurch, Ms Probst, Dr Harrison and Ms Phelan, my thanks for your support of the community you serve and the depth of commitment you exhibit. The Parents' Association has had another successful and productive year under the Co-Presidency of Mrs Lucy Dennison and Mrs Cat Gillespie. Their focus has been across several activities and leading toward the Christmas Night Markets at the beginning of December. Finally, I acknowledge with deep appreciation the work of the Board of Directors under the Chairmanship of Mr Todd Alexis SC. Their work this year has increasingly taken on Master Planning for the future of the Collaroy Campus whilst ensuring their unwavering commitment to the success and growth in all elements of our operation.

In thinking of the year past, just as I challenged all students at the commencement of the school year, I feel that we have emulated the spirit of the broad selection criteria of the oldest post-graduate scholarship in the world; the Rhodes Scholarship. Cecil Rhodes established this scholarship in 1903 stating academic achievement, energy to use one's talents to the fullest, community service and devotion to duty and moral force of character and instincts to lead... this is after all, what we are about at Pittwater House. All students have been challenged to work toward these goals.

Once more, Pittwater House has experienced a memorable year where we can all be grateful to all those who have been a part of the combined success of the Pittwater House family.

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 each term with an AGM at the end of Semester 2 where all parents are invited to attend.

In 2018 the PHPA organised several fundraising events:

1. Welcome Drinks
2. Mothers' Day Lunch
3. Fathers' Day Breakfast
4. Golf Day
5. Christmas Markets

In 2018 we continued to focus on increasing awareness of what the PHPA does. The PHPA folder on SkoolBag enables parents to easily access information on what we do, how to contact us and information about upcoming events. The end of the year culminated in the biennial Christmas Markets, open to the Pittwater house and local community.

The funds raised in 2018 will be carried forward to 2019 and put towards refurbishing the pool area.

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 2018.

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

1.4 Message from the Head Prefects

Extract from the 2018 School Magazine

In my role as Head Girl, my overall goal was to be someone that the students could turn to and to be someone there for them when they needed. I aimed to be a role model for the girls, leading by action not only words. At the carnivals and school events I wanted to portray myself as someone who participated and encouraged others, hoping that the other students would follow suit. I wanted to show kindness and hoped to be a warm presence in the students' school life.

College Union Groups have been challenged to continue trying to incorporate all the ideas of the Year 12 and Year 11 students. However, the program has immense potential in the future as I have witnessed girls opening up and being themselves, enabling them to forge stronger friendships with girls in different grades. I feel that these relationships are important as they will guide an individual through the difficulties of Senior School.

The Prefect Team this year has achieved so much by working together and harnessing people's strengths. We have run multiple charity events, including a basketball game against the teachers and a barbeque to raise money for the Melanoma Institute. We have also developed the new Core Values which spell out 'HEROIC'. These new Core Values for our School reflect our old values with some contemporary change. We believe that these values are important for our modern world and being the best you can be.

I am honoured to have been given the opportunity of being Head Girl, alongside Finlay Dennison. I believe we worked extremely well together. He supported me and made the experience the best possible. Thank you to the School community for an amazing year, it has been my privilege to lead the School alongside the Prefect Team.

Holly Trevena, College Head Prefect

This year has been challenging, fast-paced, energising, inspiring, sombre and rewarding. My time as Grammar Head Prefect has been phenomenal and it's hard to believe that it is coming to an end. I have enjoyed every moment of being immersed in the School body and I am so fortunate to have had this opportunity to lead Pittwater House.

I have had the honour of working alongside Holly Trevena, our Head Girl for 2017-18. She has not only been a friend to me during the year but also someone who I admire and respect beyond anything else. I am so grateful for the countless times she has supported me and helped make this year an experience of a lifetime.

The inaugural Brofest Film Festival was introduced in 2017/18. This event was definitely a highlight of the year with some remarkable talents being shown by our young men in the Grammar School. I hope this event can continue the development of skills at Pittwater House.

The leaders of the Big Brogram and the whole Senior cohort have brought pride through their further development of this initiative. There is immense value behind Ben and Tal's mental health initiative from last year and it has been so rewarding to bring our own ideas into the undeniably unique program. I am confident that we will be able to hand this program over seamlessly to next year's Senior group and maintain real positive change for the future.

I remember clearly saying in my Prefect's speech that Pittwater House was a cohesive team. However, this year has brought reflection and insight into this statement. I believe the School is no longer just a team. To me it is a home, a family and I hope that I have left behind a platform for younger people to feel the same way for many years to come.

Finlay Dennison, 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 nearly 900 students, 494 boys and 401 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)

Dr Col Harrison (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 2018 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 30 June 2018
Mr Leslie G Galbraith	Non-Executive Director	24 June 2008 to present
Mr Tod S McGrouther	Non-Executive Director	24 June 2008 to present
Mrs Kathleen J Waters	Non-Executive Director	2 Feb 2010 to present
Mr Rhett D Tregunna	Non-Executive Director	7 June 2011 to present
Mr Jason A Mahoney	Non-Executive Director	8 February 2016 to present
Ms Tracey L 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

We challenge our community to develop and practise the qualities of kindness, honesty, moral courage and good character.



Excellence

We aspire to excellence in effort, determination and dedication in academics and all our endeavours.



Respect and Care

We nurture and model respect and care in self, others and our environment. We respect and care for individuals for who they are.



Origins

We celebrate the journey of our traditions.



Innovation

We encourage originality, enquiry, risk-taking and critical thinking where students have the courage to imagine.

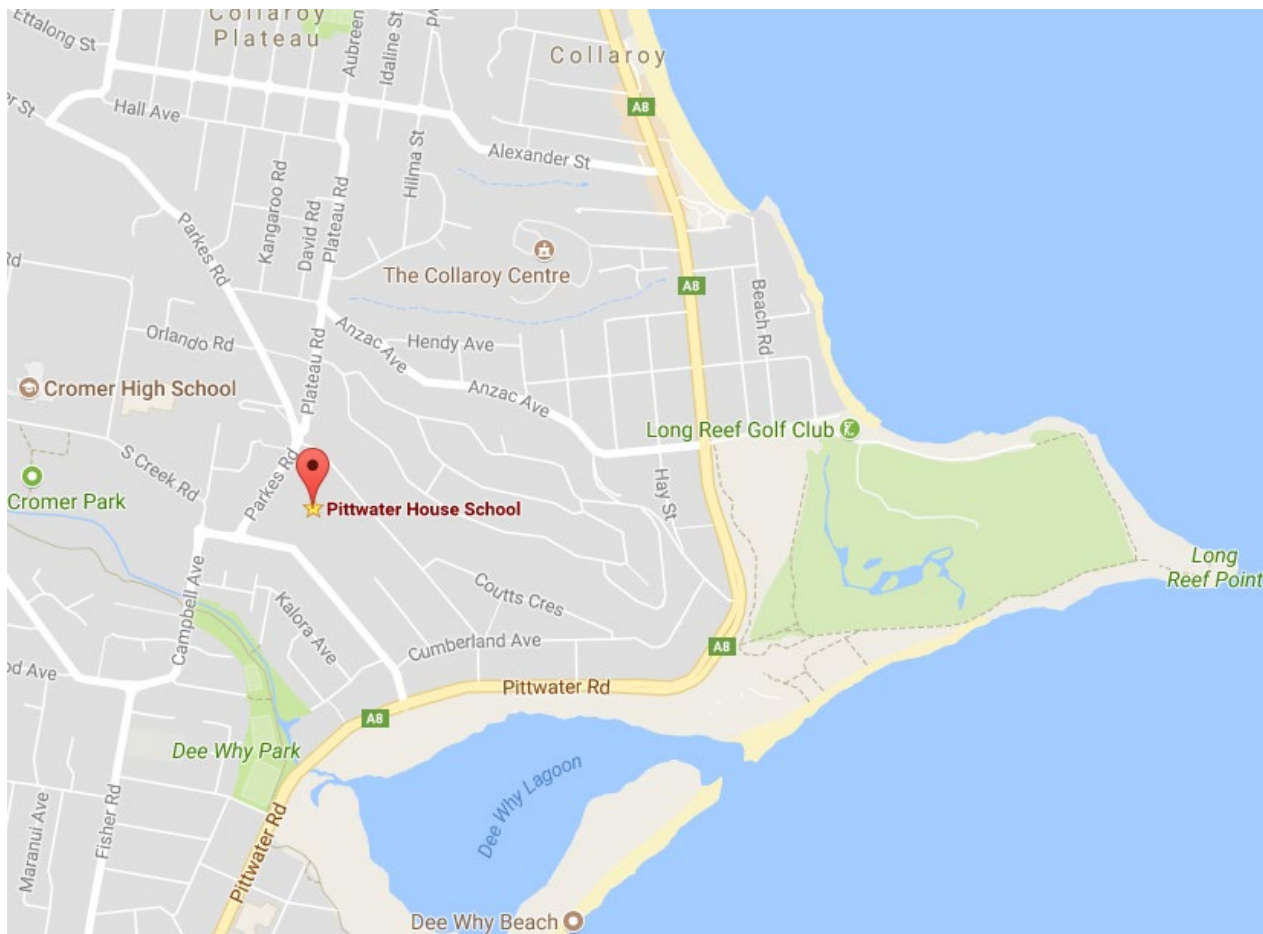


Community

We connect our students, families, staff and alumni.

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 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 this year's NAPLAN results we were thrilled to see our students demonstrate substantially above average gain in literacy and numeracy achievement. Student gain is a way to measure the impact a school has on student progress in relation to its teaching and learning capabilities.



Pittwater House was one of only 60 schools in NSW (top 2%) who demonstrated such considerable growth, which is an extraordinary achievement. David de Carvalho, the CEO of ACARA, who publish the NAPLAN results, personally shared with us that improvement of this magnitude, as measured by NAPLAN, is significant.

Every year we pay great attention to the core skills but last year we dedicated particular focus to literacy and in particular, writing, so it's very rewarding to see these efforts resulting in such success for our students, with our Year 3-5 achieving a remarkable increase in growth here as well as the exceptional gains made by our Year 7-9 in numeracy.

3.1 NAPLAN 2018 – Comparison of Pittwater House Students to the National Averages

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	475	449	443	465	451
Year 5	560	514	534	539	530
Year 7	584	553	578	595	583
Year 9	617	593	612	611	646

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

■	Substantially above
■	Above
■	Close to
■	Below
■	Substantially below

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3.2 NAPLAN 2018 Performance Band Achievement as a Percentage of Student Number

2018 NAPLAN Test	Year 3 Percentage of students in band		Year 5 Percentage of students in band	
	Bands 3-6	Bands 1-2 (Band 1 in Benchmark in Year 3)	Bands 4-8	Band 3 (Benchmark Year 5)
Reading	92.7	7.3	100	0
Writing	100	0	98.5	1.5
Spelling	87.8	12.2	100	0
Grammar	85.4	14.6	100	0
Numeracy	92.7	7.3	100	0

2018 NAPLAN Test	Year 7 Percentage of students in band		Year 9 Percentage of students in band	
	Bands 5-9	Band 4 (Benchmark in Year 7)	Bands 6-10	Band 5 (Benchmark Year 9)
Reading	100	0	98.7	1.3
Writing	100	0	96.1	3.9
Spelling	100	0	98.7	1.3
Grammar	100	0	98.7	1.3
Numeracy	99.1	0.9	100	0

Theme 4: Senior School Outcomes

4.1 Record of School Achievement (RoSA)

The formal record of school achievement credential was awarded by NESA to 7 students in 2018.

4.2 Higher School Certificate

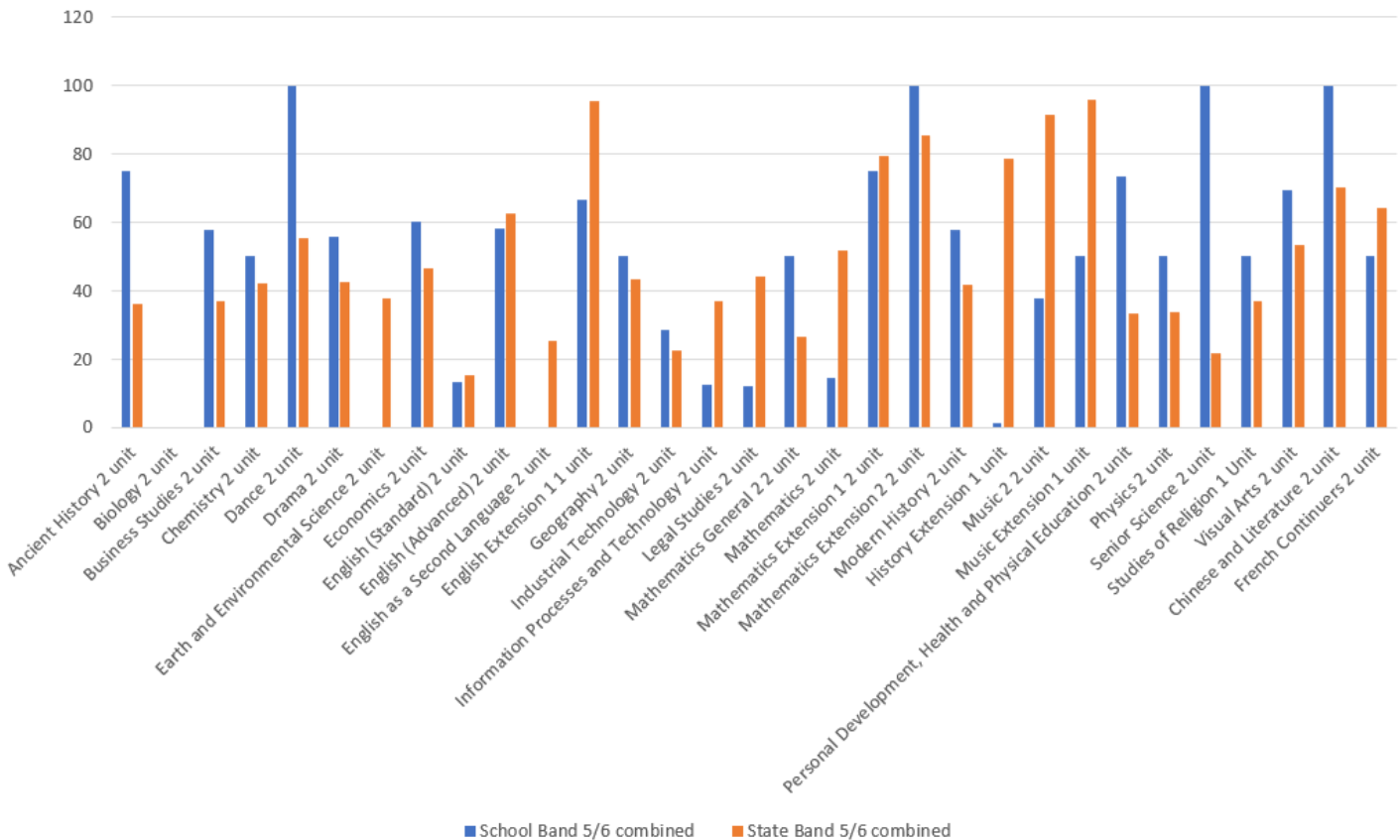
53 students completed their HSC studies in 2018. All 53 were eligible for an ATAR. The maximum ATAR achieved by a student in 2018 was 98.60. The school mean for the majority of the subjects studied at Pittwater House continued to be significantly above the state mean.

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.

A comparison of Pittwater House HSC Examination performance with state wide performance over 2015 to 2018	School Mean 2018	State Mean 2018	School Mean 2017	State Mean 2017	School Mean 2016	State Mean 2016	School Mean 2015	State Mean 2015
Ancient History	82.05	72.76	76.64	71.67	76.64	71.16	77.55	71.34
Biology	73.1	74.09	81.24	74.30	80.84	73.71	75.73	71.13
Business Studies	79.22	73.62	79.87	73.17	78.9	73.21	78.52	73.65
Chemistry	76.2	74.82	82.25	75.28	78.38	75.59	73.38	75.81
Dance	84.6	78.89	NA	NA	90	77.12	NA	NA
Design and Technology			73.98	76.75	74.98	76.41	79.27	76.25
Drama	80.04	77.71	84.16	77.68	83.3	77.83	76.31	77.81
Earth and Environmental Science	76.49	74.31	75.23	74.60	NA	NA	NA	NA
Economics	81.48	76.25	83.62	76.60	82.38	76.55	78.08	76.12
English Standard	73.59	68.66	70.46	69.19	74.36	68.7	70.72	67.10
English Advanced	80.69	80.6	80.65	80.96	87.32	80.72	79.98	80.43
English (EAL/D)	76.47	70.56	68.90	69.72	73.87	70.31	78.55	70.86
English Extension 1 (scored out of 50)	40.2	42.08	41.96	41.26	89.3	83.82	39.10	41.80
English Extension 2 (scored out of 50)	80.06	74.71	32.50	38.68	75.4	76.94	36.80	39.54
Geography	76.83	68.01	73.38	74.87	NA	NA	78.53	73.85

A comparison of Pittwater House HSC Examination performance with state wide performance over 2015 to 2018	School Mean 2018	State Mean 2018	School Mean 2017	State Mean 2017	School Mean 2016	State Mean 2016	School Mean 2015	State Mean 2015
Industrial Technology – Multimedia	74.03	73.28	75.05	67.54	81	69.02	82.68	69.94
Legal Studies	82	75.05	81.02	75.86	82.49	75.01	77.83	74.60
General Mathematics	77.44	69.92	81.32	68.51	79.61	68.51	76.94	68.64
Mathematics	71.23	78.2	86.33	77.96	81.05	77.84	85.69	77.89
Mathematics Ext. 1	77.6	79.29	85.57	81.09	87.51	79.68	88.49	81.20
Mathematics Ext. 2	79.68	81.36	81.40	81.17	89.15	81.03	82.13	82.28
Modern History	80.88	73.88	75.62	73.73	79	74.45	75.53	75.29
History Extension 1	34.17	38.85	38.20	38.74	NA	NA	NA	NA
Music 1	NA	NA	NA	NA	81.9	80.91	85.35	80.60
Music 2	78.95	87.55	81.90	86.72	81.72	86.97	87.24	86.68
Music Extension 1 (scored out of 50)	32.7	44.78	37.43	44.19	42.63	43.17	49.70	43.60
PDHPE	82.63	72.29	80.82	71.03	81.18	72.13	76.44	73.10
Physics	75.85	73.18	76.22	73.45	70.89	72.65	73.29	72.66
Software Design and Development	NA	NA	76.36	73.67	79.47	74.63	NA	NA
Senior Science	80.53	70.85	NA	NA	NA	NA	NA	NA
Studies of Religion 1 Unit	38.95	37.03	NA	NA	NA	NA	NA	NA
Visual Arts	82.54	79.8	79.9	79.74	80.24	79.55	79.70	79.21
Chinese and Literature	88.6	82.24	80.9	81.84	NA	NA	NA	NA
French Continuers	76.9	81.75	82.6	81.75	76.53	82.11	80.87	82.16

School Vs State Bands



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 2018, Pittwater House in the HSC:

- Produced a top ATAR of 98.6
- Had Bands 5 or 6 achieved by 100% students in Maths Extension 2, Dance and Senior Science
- Was published in the NESA Distinguished Achievements List for Business Studies, English Advanced, Modern History, English Extension 1, Economics, Mathematics Extension 1, Mathematics General 2, PDHPE, Ancient History

Year 12 Students attaining Year 12 certificate or equivalent VET qualification

Year 12	Qualifications/Certificate	Percentage of Students
2018	HSC	100%
2018	AQF Certificate III or above	0%

Theme 5: Teacher Professional Learning, Accreditation and Qualifications

5.1 Professional Learning

During 2018, there was a School emphasis on Literacy. All teachers set individual and group goals based around improving literacy outcomes for students. This included reviewing data and embedding teaching strategies for literacy.

In addition, teaching staff attended the following professional learning activities throughout 2018:

Professional Learning Activities	Number of Staff Participating
Professional Learning Groups – all teaching staff met 6 times throughout the year in cross-school groups to embed Literacy goals into their teaching practice	All
Key Learning Area Specific Courses – a variety of courses and conferences related to specific teaching areas	33
Stage 6 and Stage 4 Syllabus Development – workshops in a range of subject areas to prepare curriculum for the new Stage 6 and Stage 4 NESA syllabuses	31
ICT/STEM – a range of courses and conferences in the area of Learning Technologies and Science Technology Engineering and Maths such as Edutech	9
Assessment and Curriculum Framework – a variety of workshops addressing assessment approaches as well as the Visible Learning Framework	2
Behaviour Management – a range of workshops looking at equipping teachers with strategies to manage challenging behaviours within their classroom	3
Literacy and Numeracy – a range of Literacy and Numeracy Workshops	13
Teaching Strategies - workshops addressing a range of teaching strategies including feedback, problem solving, and a range of intervention strategies	24
Network Meetings and Conferences – 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	21
Wellbeing/Pastoral – a range of wellbeing conferences and courses addressing school priorities, including National Boys' Education Conference, AIS Wellbeing Conference and other courses addressing mental health	7
Accreditation – AIS Experienced Teacher workshops and Assessment Panel	7
Teacher Induction – A series of initial and follow up workshops for all teachers new to the School	16
Compliance – all teachers completed an AISonline Child Protection Course	All
Compliance – all teachers completed either First Aid or CPR qualifications	All
Leadership – Conferences for members of the Executive and Head of Department/ Stage Leader courses	9

5.2 Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	3
Provisional	7
Proficient Teacher	84
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 2018	
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 96.03% each school day in 2018. This has increased compared to the daily attendance in 2017 of 94.12%.

2018 Attendance Rates	
Year Level	Attendance Percentage
Kindergarten	96.10%
1	97.20%
2	96.90%
3	96.80%
4	96.50%
5	96.00%
6	95.80%
7	96.30%
8	96.00%
9	94.80%
10	94.50%
11	95.80%
12	95.70%
Total	96.03%

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.

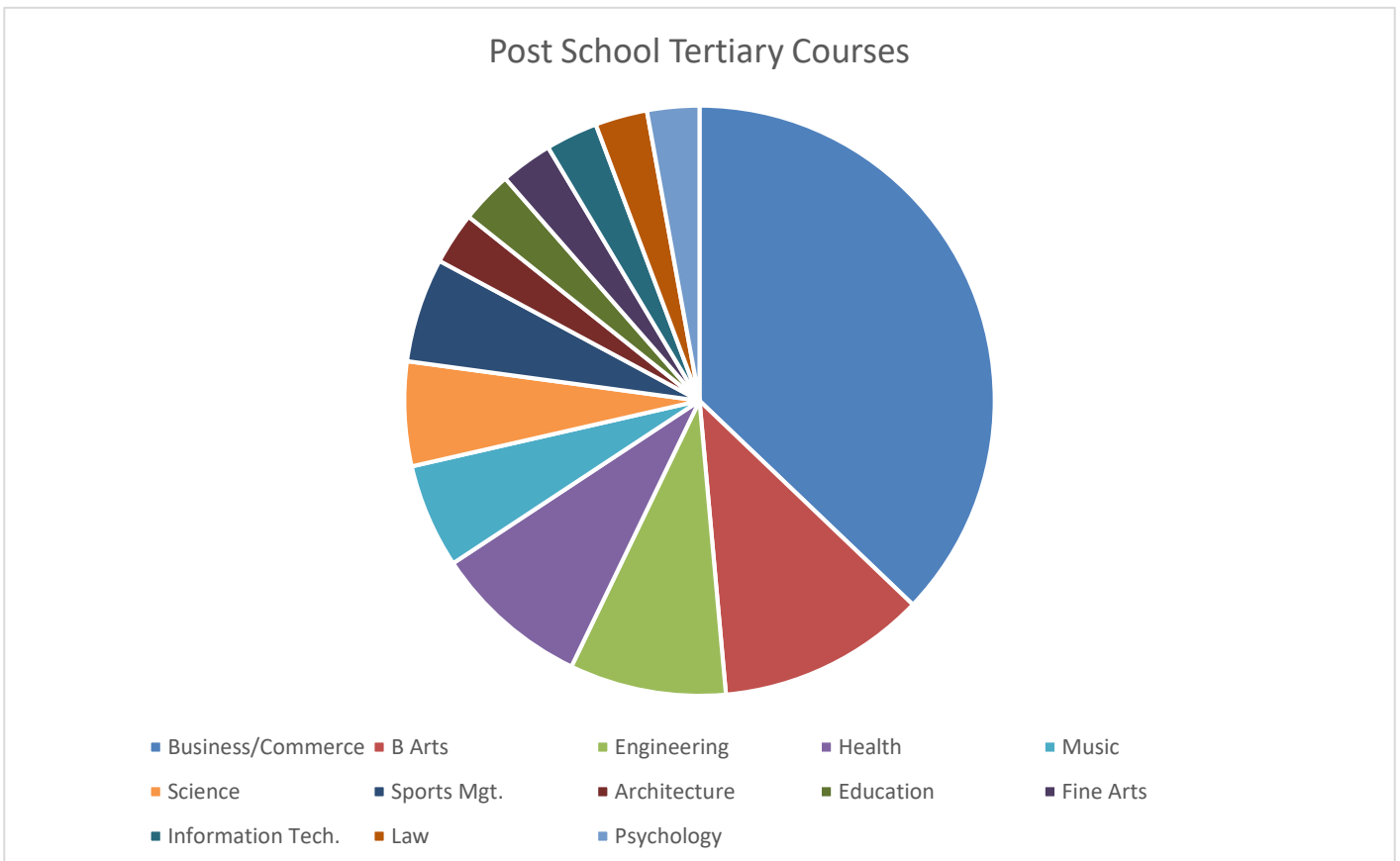
7.3 Retention Rates Years 10-12

77% of the 2018 Year 10 cohort completed Year 12 in 2018. 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 14 students that did leave the school, the following reasons were stated:

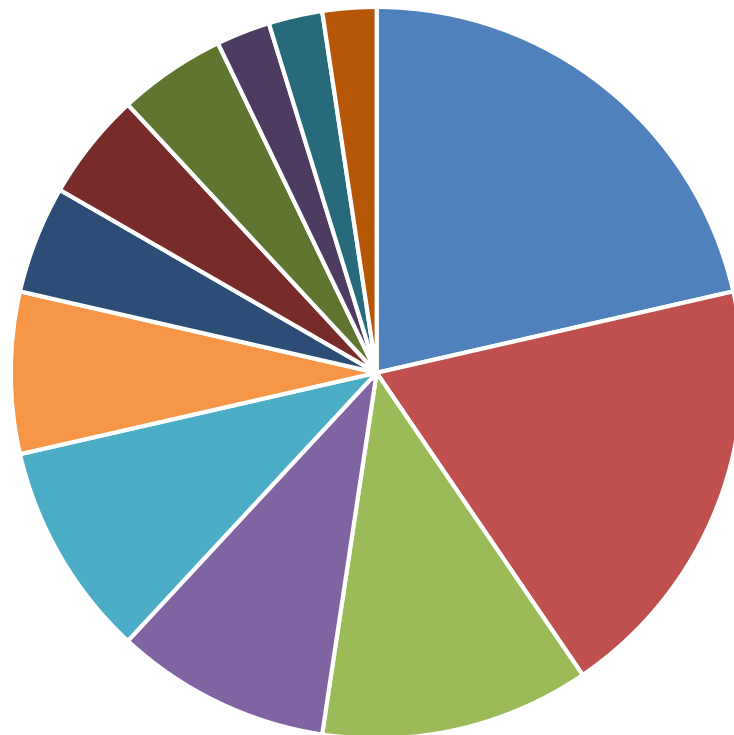
- Two students transferred to a University Foundations Course
- Three students received offers from other schools
- Two students relocated overseas
- One student due to subject choice
- One student transferred to TAFE to study a trade.
- One student due to Course Transfer
- Four students due to reasons such as financial, dissatisfaction, medical/illness and seeking change of environment.

7.4 Post School Destinations

The 2018 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 2019 and the locations our students will undertake their study.



Post School Destinations 2019



- Macquarie University
- Uni of Tech Sydney
- Aust National Uni
- Uni of Sydney
- Uni of Wollongong
- Charles Sturt Uni
- Aust Catholic Uni
- ICMS
- Uni of Newcastle
- NAS
- UNSW
- WSU

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 Wellbeing

Policy Summary	Changes in 2018	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">• Junior School Buddy Program; to help students connect with each other and join in experiences that promote learning, sharing and role modelling opportunities	<p>Updates were made in 2018 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.</p> <p>INSPIRE (Wellbeing focused on Innovation,</p>	<p>The full text of the school's student wellbeing 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,</p>

Policy Summary	Changes in 2018	Access to Full Text
<ul style="list-style-type: none"> The Empowerment and Connections Program; to help students to develop their social relationships and to encourage the students to respect themselves and others. 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 groups to promote understanding mutual respect and tolerance. INSPIRE – An Acronym added in 2018 which is used to categorise key components of the Student Wellbeing policy throughout the Pastoral programs. 	<p>Nurturing, Social, Physical, Intellectual, Relationships and Emotional Factors) was also added to help Stage Coordinators map their Pastoral activities for future years.</p>	<p>use of technology and well-being.</p>

9.2 Bullying Prevention

Policy Summary	Changes in 2018	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 Bullying Prevention 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>The Bullying Prevention policy was reviewed, renamed and updated in 2018. Additions were made about prosocial behaviours, friendology and cyber bullying.</p>	<p>The full text of the school's Bullying Prevention 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 2018	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>Some changes were made to the descriptions of the discipline structures within the school to provide greater clarity in defining the roles of key</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>

<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>personnel and the circumstances around escalating incidents of student behaviour. This has included an ongoing review of the use of the credit and debit systems as well as before and after school detentions.</p>	
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9.4 Reporting Complaints and Resolving Grievances

Policy Summary	Changes in 2018	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>No updates</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 Determined 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 2018 Priorities

Areas	Priorities for 2018	Achieved in 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.	Implemented
	Literacy will be set as our 2018 Professional Development whole school goal.	Implemented
	Workshop and develop a Teaching and Learning Framework for the next three years	Started
	Refinement of goal setting and review process (QTPD) established in 2017	Implemented
	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	Implemented
	Data analytics steering group to be established and to trial data analytic programs	Ongoing
	Development and refinement of new 2018 Stage 6 programs in English, Mathematics, Science and History.	Implemented
	Establishment of Stage 6 Food Technology	Implemented
	Increase Stage 1 ICT literacy by increasing access to laptops and iPads.	Implemented
	Implement the new Stage 6 Preliminary Syllabus's in English, Mathematics, Science and History.	Implemented
	Implement a new Stage 5 STEM Elective to Year 9	Implemented
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.	Implemented
	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	Implemented
	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.	Implemented
	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.	Implemented

Areas	Priorities for 2018	Achieved in 2018
	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	Implemented
	Glen Gerryn – (Year 9 and 10 boys) aimed at helping the boys to find their voice and focus on individual strengths and core values	Implemented
	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.	Implemented
	Smashed – Performance for parents. Informing them about consequences of alcohol	Implemented
	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.	Implemented
Facilities and Resources	Complete the master planning process	Ongoing
	Implement a tree management system	Implemented
	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	Implemented
	Completely upgrade and refit one Science Laboratory	Implemented
	Completely upgrade and refit one Science Preparation Room	Implemented
	Continue the program of replacing audio visual equipment in classrooms	Implemented
	Upgrade the computer network infrastructure	Phase one Implemented
	Complete installation of new energy efficient air replacement system in Hall	Phase one Implemented
	Install emergency evacuation and communication system	Scoped
	Increase canteen capacity by increasing space for storage and preparation	Implemented
	Upgrade the Fibre Optic cable service	Scoped
	Explore an e-visitor sign in system	Scoped
	Learning Technologies Team to be restructured and additional personal added	Implemented
	Web filtering system to be upgraded	Implemented
	Provision of 1:2 class sets of iPads for Early Stage 1	Implemented
Provision of 1:2 class sets of laptops for Stage 1	Implemented	

10.2 Priorities Set for 2019

Areas	Priorities for 2019
Teaching and Learning	Study Skills Program – implement a Year 7-12 substantial study skills program using Elevate and internal resources
	Partnership with AIS to develop and refine an academic strategic plan for the school
	Partnership with AIS to assist in use of student result data to inform academic priorities and direction
	Implement new Year 12 Syllabuses in Mathematics Standard, History, English and the Sciences
	Implement new stage 4 Technology Syllabus
	Implementation of new French and Chinese Syllabuses across K-6 and 7 and 9
	Preparing for the implementation of new Year 12 Mathematics Advanced and Extension 1 Syllabuses from Term 4 2019
	Implementing new K-6 and Year 7 and 9 PDHPE Syllabuses
	Implementation of HSC Science Extension 1 Syllabus
	Implementation of new Investigating Science Syllabus
	Implementation of the new Technology Mandatory Syllabus Stage 4
	Implement and teach the Year 10 STEM Elective
	Establish a Year 8 accelerated Mathematics program for G&T students
	Schoolwide review of assessment processes and policy
	Professional learning focus on Assessment as a priority, particularly on Formative on-going assessment
	Review of gender-based research and practice
Development of Teaching and Learning Framework	
Welfare	U.R. Strong – Friendology – K-6. Wellbeing and resilience strategies.
	Establishment of Secondary School Student Representative Council
	Establishment of Year 7-10 Co-ordinators for both Grammar and College
Facilities and Resources	Implement Familyzone Mobilezone BYO device cyber-safe tool
	Upgrade the Fibre Optic internet service including additional site access pits and conduit
	Implement new whole of school accounts system
	New Data centre back up hardware and retention strategy
	Business continuity and security audit and strategy
	Staff laptop renewal

Areas	Priorities for 2019
	Install emergency evacuation and communication system
	Single Sign on planning
	Planning Community Intranet portal, including data aggregation
	Data cabinet consolidation
	Roll out of staff communication tool via Edumate Spaces
	Box of Books digital textbook service to be implemented
	Detailed design stage – Phase 1 Masterplan
	Install new bells and emergency communication system
	Complete temperature control of Hall
	Build new canteen kitchen
	Expanded and refurbished junior Visual Arts space
	Commence work on K-2 Junior precinct refurbishment

Theme 11: Initiatives Promoting Respect and Responsibility

11.1 Respect and Responsibility

There is a strong link between the emotional, social and academic wellbeing 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 enjoy 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 students 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 achievements in this area has been the continuation 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.



Inter-House Challenges

Whereas one might associate House challenges to be related to sporting competitions, the Head of House has instituted Inter-House Challenges outside the sporting arena. Such challenges have included House Debating, STEM activities, General Knowledge quizzes.

This initiative brings a fresh meaning to the idea of 'House' only relating to sport and children who are involved or excel in sport.

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. The program also allows all students to go outside of their comfort zone and give back to a community.

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 10 and onwards. This program helps students develop the confidence, skills and professionalism to be an inspiring leader. All Year 10 students are required to complete our Lighthouse Program which encourages participation, contribution and community service.

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 which is led by our student leaders.

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

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

Sport – Junior School

AFL	Modball	Tennis
Athletics Academy	Snow Sports	Rugby Union
Basketball	Soccer	Water Polo
Cricket	Softball	
Cross Country	Surfing	
Golf	Surfing Education	
Gymnastics	Swimming	
Hockey	Teeball	

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 Arts

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

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)
- Performance Band (6 to 11) and Symphonic Wind Band (7 to 12)
- Fusion Band (7 – 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 Show Choir (7 to 12)
- Stage 1, Stage 2, Stage 3 Eisteddfod Dance Groups
- Stage 3 and 4 Junior Lyrical Dance Group
- Stage 4 Jazz (7 and 8) and Senior Jazz (9 to 12) Senior Contemporary (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 Years 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 Years 3/4 band program and increased enrolments of students into the Secondary 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 as part of the Service Training Unit, it was the first 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 Army cadet staff.

The Cadet Unit provides community support in a number of ways to local RSL branches at ANZAC Day, the Long Tan Ceremonial in August and Remembrance Day. A major focus of the unit is the five-day Annual Field Exercise and the three-day Bivouac where skills learned during lessons at school, are exhibited and extended in a 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 and has been shown on many occasions to be an introduction for the students to a military career.



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 is a sub-committee of the Parent's Association and meets termly. 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, Fathers' 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 solidly through 2018 in preparation for their 2018 World Challenge to Myanmar.

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

Junior School

“In Year 1 we look after each other. J1 is special because we are all friends and we respect one another.” (J1)

“J4 is a special group of girls who are amazing, kind and respectful of others. Funny and hardworking, we can be quiet and are very organised. We have learnt about many topics, concepts and ideas this year. We re-named ‘History’, ‘Herstory’ to reflect the important contributions of females and are also learning about using mindfulness to train our brains to be more productive, calm and happy.” (J4)



“In Year 6 we have evolved to be mature, responsible leaders, not just in the classroom but through House Buddies as well as in the playground. We have been a great community of friends who help, support and encourage each other every day. We are sad to leave but also excited as we pack our bags and become the” Kindergarteners” of the High School.” (J6)

“We love our school with all the carnivals, Creative Arts Night, Ceremonies and celebrations. We learnt to love our subjects...the joy of writing, reading fantastic novels such as Olly’s Odyssey and Blue Back, developing maths skills via manipulation of resources, swimming in the pool, playing music and art.” (P4)

Senior School

“We have had a healthy balance of academic, co-curricular and pastoral actives that have positively shaped our journey. I feel confident that Year 9 has developed us to be stronger, more critical thinkers and we can look forward to next year with confidence.” (C9)

“In Form this year, we have undertaken activities to help us to become more introspective and focused on our wellbeing. We have frequent discussions about issues in society and have taken a particular interest in women’s issues. Every week we look forward to “Chinwag Wednesday,” where we randomly select topics from a box to discuss. This has led to some really interesting discussions about ourselves and the world around us. We are currently researching female activists in preparation for a group presentation in front of College Year 9 and Year 10.” (C10)



“The challenges we have faced from transitioning from Year 10 to Year 11 have been significant and have encouraged us to develop our personal skills. This includes strengthening bonds between peers and teachers, whilst finding acceptance within ourselves.” (C11)

“The most important thing that we have learnt in Year 8 is how to be good young men who show kindness, dedication, respect but most of all responsibility. We went on some courses at school for respect and alcohol awareness.” (G8)

“In Year 10 Grammar Butterworth, this year we have had a fruitful and informative experience as we progress on our journey to become PittwaterMen. Through school programs and co-curricular activities we have continued this journey. Especially important was the encouragement of healthy masculinity and psychological development of young men. This was conducted in REACH and other workshops organised by the school. Of these workshops, the 'Men of Honour X' organised by

Mr Berecryn, run by acclaimed speaker Glen Gerreyn, was generally the best received. In the workshop, we discussed topics not usually talked about in a school environment, but are equally, if not more important. To conclude, our form has had an enjoyable and prosperous year.” (G10)

Comments made by Year 12 Parents in the 2018 Survey

Question: Was your child taught the study skills required to complete their HSC to the best of their ability?

“My son diligently went to the library most days to study, worked in study groups either one on one or in groups relative to the subject he was studying at the time. Which I understand was encouraged by the teachers and he made comment that it was beneficial as they were able to assist each other on subject content.”

Question: Did you as a parent feel that you were adequately equipped with the tools required to help your child through the HSC?

“It is a very stressful time but the teachers were always there to offer support.”

“I attended most of the information evenings that the school had put on for parents and was grateful as the evenings were informative and gave you the information you required and if in any doubt you could always know that you could contact the school if needed.”

Question: Were you happy with the level of communication you received from the School?

“All the teachers were more than happy to keep in touch with me throughout and were extremely supportive. I very much appreciated all the support and feedback.”

“I have always been very satisfied with the communication I have received from PWHS.”

Question: Did you feel comfortable in approaching the School with any concerns regarding your child’s education?

“My son has been with the school since Early Childhood Centre over 14 years and have always found the teachers approachable to discuss any issue in regard to my son’s education and progress throughout the years.”

Question: Do you feel that the teachers at Pittwater House manage behaviour in a fair and consistent manner?

“Pittwater House has always been a ‘safe’ school for children with a wide range of interests, abilities and personalities. One of the reasons we choose it as a school was because of this and the subsequent happiness and sense of peace within the student body. It is important for this to continue and be supported as it is a point of difference between this and other schools on the Peninsula. Managing behaviour and standards within the school is an important part of this.”

Question: Have you been pleased with the extra-curricular activities offered to your child at this School?

“I have loved the fact that my child was able to be part of any sport they showed interest in – no matter what the level of ability. Because of this they have flourished and achieved great sporting skills and reached a high level in their sport of interest. I would like to see this inclusive nature of all abilities continue at Pittwater House.”

Question: Overall, were you satisfied with the education your child received at Pittwater House?

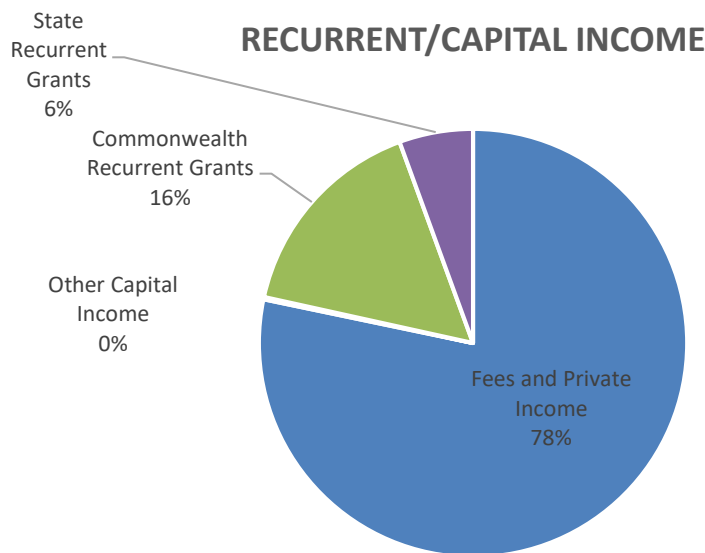
“It has been the best 6 years of my child’s life. I shed many tears when it came to an end, he will stay in contact with teachers and friends for life.”

“As my son has been with the School for over 14 years commencing at the ECC through Junior School to High School it has been a beneficial transition for him and he has made so many great bonds with children through out the years as so many come and go for different reasons. He has been totally supported by the teachers through out his time at Pittwater House and been brought up with respect and honesty and integrity and his HSC results reflect that and as parents we are totally grateful to all the amazing teachers that our son has had over the years not to mention Mr Wren who will be in our hearts for ever!”

12.3 Teacher Voice

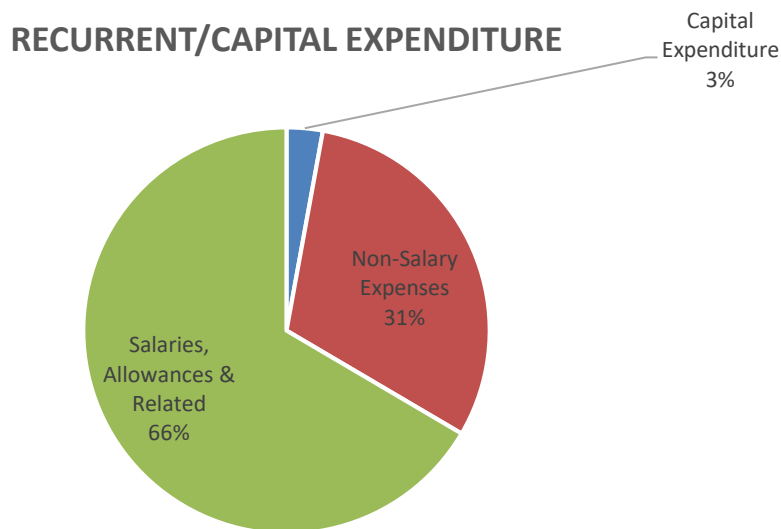
The level of Teacher satisfaction is gained through a rotating group of 8-10 staff who come from both the Teaching and Business Services staff, meet each Term with the Principal. This forum provides both specific feedback across all employees and a more holistic response to areas which the Staff Improvement 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	18,229,775.74
Other Capital Income	39,829.30
Commonwealth Recurrent Grants	3,720,279.00
State Recurrent Grants	1,298,194.73



Expense Summary

Whole of school	
Capital Expenditure	659,193.55
Non-Salary Expenses	7,014,225.34
Salaries, Allowances & Related	15,256,965.71

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 30th 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.