Annual Report 2020

Contents

Theme 1: A Message from Key School Bodies

1.1 Message from the School Board

Including extract from the Chairman of the Board message in the 2020 School Magazine

The 2020 academic year began on the tail of a tragic summer: drought intensified, bush fires raged, and then floods disrupted plans for the traditional Term 1 camping program. Little did we know that within weeks, COVID-19 would force our students to be engaging in remote learning with significant new challenges for students and Staff alike. The Pittwater House community was stretched in ways few could comprehend. And the response from all is a testament to the energy, adaptability and resilience of all. As a Board of Directors, we have been heartened at the response to not only survive but thrive, as a School.

We looked different as we started the year. We heralded a new era in the Junior Primary with the creation of the K-2 Learning Hub; a facility that was bright and fresh and welcoming to the needs of the youngest primary students. As the year has unfolded, we continue to see the impact of our ongoing refurbishment and maintenance programs whilst the Master Plan awaits Council approval.

Our student profile is changing as the growing gender balance draws more girls into our School and as such, several year groups comprise greater numbers of girls than boys. It is heartening too to see a growing number of Alumni bring their children back to their alma mater, all signs of our progressive vision and future planning.

As a Board we were delighted to see the Class of 2020 achieve with distinction. The results of these fine young men and women are acknowledged with pride and we look forward to their continuing engagement as members of our Alumni Association. Particular congratulations are extended to our Dux of the Grammar School Callum Metzke with an ATAR of 99.8 and Dux of the Girls College Mia Giladi with an ATAR of 99.05, our All Rounders Callum Metzke and Ben Cook, achieving a Band 6 (a mark of 90+) in all their subjects and Shantani Jepson an accelerated Year 11 student who came fifth in the State for Dance with a mark of 98. 26 Students also reached the Distinguished Achievers list, achieving Band 6 across 56 subjects. Additionally, 80% of our Class of 2020 students received pre-HSC offers and their first choice of university.

Of course, our Teaching and Learning through 2020 has been the source of continued agility on behalf of the Staff, and resilience from our student body. Through this time, the impact of our pastoral care and wellbeing programs have been tested again. The strength of connection between home and school, always a source of comfort and appreciation, was manifest. In such uncertain times, mental health has been a priority for our School Executive; never has there been a more urgent time to love and care for our children.

Change to the Board composition has occurred this year; Mr Jason Mahoney resigned in December 2019 and Mrs Connie Pople joined us, having served as Co-President of the PHPA leading into this year. Our sincere thanks are extended to Jason for his fine contribution, and our thanks to Connie for the knowledge she brings to our meetings.

As we conclude a year like no other, I trust that your connections with our School grow ever deeper.

Mr Todd Alexis, SC

Chairman

1.2 Message from the School Principal

Extract from the 2020 School Magazine

The history books will recall the year 2020 as a year like no other, the word unprecedented has been used over and over; its unique qualities will be forever remembered. 2020 has brought out the best (and worst) in members of our society. It created new and engaging opportunities, whilst depriving countless folk of their livelihood, and gateway to their futures.

We have lived through COVID-19. We are still engaged in this world war, where guns are silent and masks, sanitiser and social distancing, are the new forms of battle.

What are we left with at Pittwater House as we review the past 4 terms? This has been an unexpected opportunity for students to develop skills in readiness to step out to be the young men and women who can be confident to take on new challenges whatever circumstance they face and to ensure they are prepared to be leaders who set directions for the future. The intense focus on our mode of delivery requires us to probe deeply and look not just at what we do, but why we do each element of our programs. Our focus on student agency has shown profound relevance. Yet above all else, schools need to continue to be a source of relative confidence in such uncertain times. It is thus beholden on us to extol our students, and your children, to be optimistic. Schools are by their very nature optimistic places, with our daily work centering around teaching students to be the best people they can be, and to believe that collectively, they have the capacity to address the often-wicked issues facing our world.

This year has brought to the fore the importance of community; families do not merely enrol at Pittwater House; they enter our School and join our School. Sadly, for the moment, this has been lost. Yet we have engaged in new and deeply important ways with our families. For the small group of us who made contact with all our families, it was about connection; reaching out to ensure how each family was coping and how we could support further the students as they transitioned back to the school setting from remote learning. It was the year when we looked to new technologies to support our connectedness; we can now claim our students as the 'Zoom Generation', and likewise, our once expected campus occasions for parents and friends have been replaced with Zoom meetings and of course, the ability to live stream major community occasions such as the Foundation Day Assembly Relay and the cross country events.

We would like to congratulate all students from the Class of 2020 who worked so hard and contributed so much across all areas of school life. We are so proud of every student, the strength and depth of their leadership, their service to others and their enthusiastic involvement in many domains. It has been a privilege to have been an integral part of their lives during their formative years.

A year in review appropriately includes a vote of thanks. From the leadership provided by our Head Prefects 2020 under Alexander Butcher and Grace Carpenter, a warm vote of thanks. These students have taken up the challenge to find meaning and place through weeks of remote learning and different ways of engaging in long held practices, particularly when so many annual events needed to be reshaped. Our parent body, the PHPA, under the Presidency of Mrs Kate Parsons and her small Committee, you too have been challenged in maintaining a sense of connection when the presence of parents on Campus has not been possible. To the Staff of Pittwater House, my profound

thanks for your positivity and deep engagement with all that has been asked of you, and to the Board of Governors under the Chairmanship of Mr Todd Alexis SC; a sincere debt of gratitude as you too have dealt with a changing and challenging landscape.

We all need courage and a belief in the inherent goodness of all people and as we conclude the academic year, I thank you for walking with us in support of our unique family setting whilst wishing you every success and period of refreshment until we meet again in late January.

Dr Nancy Hillier
Principal and CEO

1.3 Message from the Pittwater House Parents Association

The mandate of the Pittwater House Parent' 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 guardians 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 benefit all students and enhance our School.

The PHPA Committee is made up of a group of volunteer parents from across year groups within the School. The PHPA meets each term with an AGM at the end of Semester 2 where all parents and guardians are invited to attend.

In 2020 the PHPA planned to host several events to facilitate our objectives which included:

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

And this is where a review of the PHPA's activities in 2020 concludes! With the exception of Welcome Drinks, COVID prevented the remaining activities from taking place. It was nevertheless important to maintain a sense of community via several Zoom sessions allowing Network Parents to be together and to hear from the Principal, Dr Hillier, who gave updates on remote learning and back to school adjustments.

The PHPA truly appreciates all the effort and hard work of everyone in their particular focus through such a difficult year and are looking forward to the resumption of as many events as possible in 2021.

Kate Parsons
President Pittwater House Parents' Association

1.4 Message from the Head Prefects

Extract from the 2020 School Magazine

Fulfilling the role as College Head Prefect in 2019/2020 has truly been an amazing opportunity for which I shall be forever grateful. This experience has been rewarding and challenging. It has reasserted my understanding of the importance of compassion, teamwork and resilience, all of which our Prefect team has embodied throughout our leadership journey.

When Alex and I commenced our role, we asked all Pittwater House students to strive to be the best version of themselves: to challenge themselves, to grasp every opportunity and to apply themselves in all situations presented to them. Undoubtedly, all students have done just this. The Prefect team and I are extremely proud of the way in which all College and Grammar students have adapted their everyday lives in the face of unprecedented change and challenges encountered this year.

Alex and I believe Pittwater House will always be more than a place of education. It is our team, our support network and our family. Despite numerous inconveniences with COVID-19, the Deputy Head Prefects have a done an outstanding job with Big Bro's and CUP Groups. They have continued to strengthen relationships across Year groups and provide guidance to the younger years as they navigate their way through Secondary School.

On behalf of the leadership team, we acknowledge that the goals and legacy we set out to achieve this year have been vastly altered. However, the challenges we have encountered forced us to adapt and ultimately shaped us into strong, resilient, men and women. This forms the fundamental base of our legacy. We hope all students moving forward into 2021 at Pittwater House have been inspired by our commitment and persistence, taking on board the lessons learnt and applying this in the years to come.

Gracie Carpenter, College Head Prefect

The 2020 school year has been a year like no other in the history of Pittwater House.

A global pandemic, social distancing, community lockdowns, remote learning, attending school assembly in The Great Hall whilst sitting in our classrooms and cancellation after cancellation of school events.

In January this year when Gracie and I addressed the School in the first Great Hall Assembly, we challenged the Pittwater House student body to be ready to make the most of every opportunity in the 2020 school year.

We asked everyone to work harder at being a better version of themselves. We challenged them to make mistakes and learn from those mistakes. And we talked about making the most of every opportunity.

Well, undoubtedly 2020 has presented numerous challenges and opportunities that have tested our limits and forced us to work harder.

However, it is during times like this that our School character and our self-belief are forged.

When our School routine moved to remote online learning, we had to adapt quickly to a new medium and method of education. We communicated and learnt online, via Zoom, with our teachers and classmates.

In the 59-year history of Pittwater House, this is the first-time students have been educated whilst being absent from the classroom. The isolation and disconnection changed our thinking and our expectations. We had to push ourselves to ask more questions and look for more answers.

I have said many times during my 12 months as Head Prefect that Pittwater House is more than just a place of education. It is our team, our club, our family and it is our sense of belonging.

This 2020 school year has been full of uncertainties and overwhelming change. But we have not been alone, our family and our teachers have supported us and guided us through some difficult times.

On behalf of all the Pittwater House students I would like to thank them for being there beside us, supporting, encouraging and caring about our well-being.

I am also proud to say that all of us have shown resilience, courage and determination.

Lastly, I would like to acknowledge my fellow Year 12 students. Gracie and I are lucky that we have had a wonderful group of people to share our final year of school with.

We have remained positive and optimistic despite missing out on many of our final School year activities and occasions. We have dealt with isolation, change and uncertainty and we have endured disappointment and as a result we are now better versions of ourselves.

I wish the Year 12 students all the very best with their exams. There will be highs and lows, lots of hard work, eye popping stress levels and cyclonic mood swings but we will endure and I believe that Pittwater House will be proud of our final achievements.

And remember that on your last day when you're walking out of school for the final time, it might feel like the end but it is only the beginning.

Alexander Butcher, Head Prefect Grammar

Theme 2:   Contextual Information about the School

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 some 905 students, 487 boys and 418 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 to Year 6) and the Junior Boys' Preparatory School (Kindergarten to Year 6)
- The Girls' College - Years 7 to 12
- The Boys' Grammar School - Years 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 David Heath (Head of Pittwater House Grammar School)

Mrs Ruth Achurch (Head of the Junior Schools and ECC)

Ms Janet Lovell (Head of Teaching and Learning)

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 2020 are listed below:

Mr Todd A Alexis SC	Chairman	24 June 2008 to present
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 February 2010 to present
Mr Rhett D Tregunna	Non-Executive Director	7 June 2011 to present
Ms Tracey L Spicer	Non-Executive Director	8 February 2016 to present
Mrs Connie Pople	Non-Executive Director	25 February 2020 to present
Dr Nancy Hillier	Executive Director	26 October 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.

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

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

R — 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.

O — Origins
We celebrate the journey of our traditions.

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

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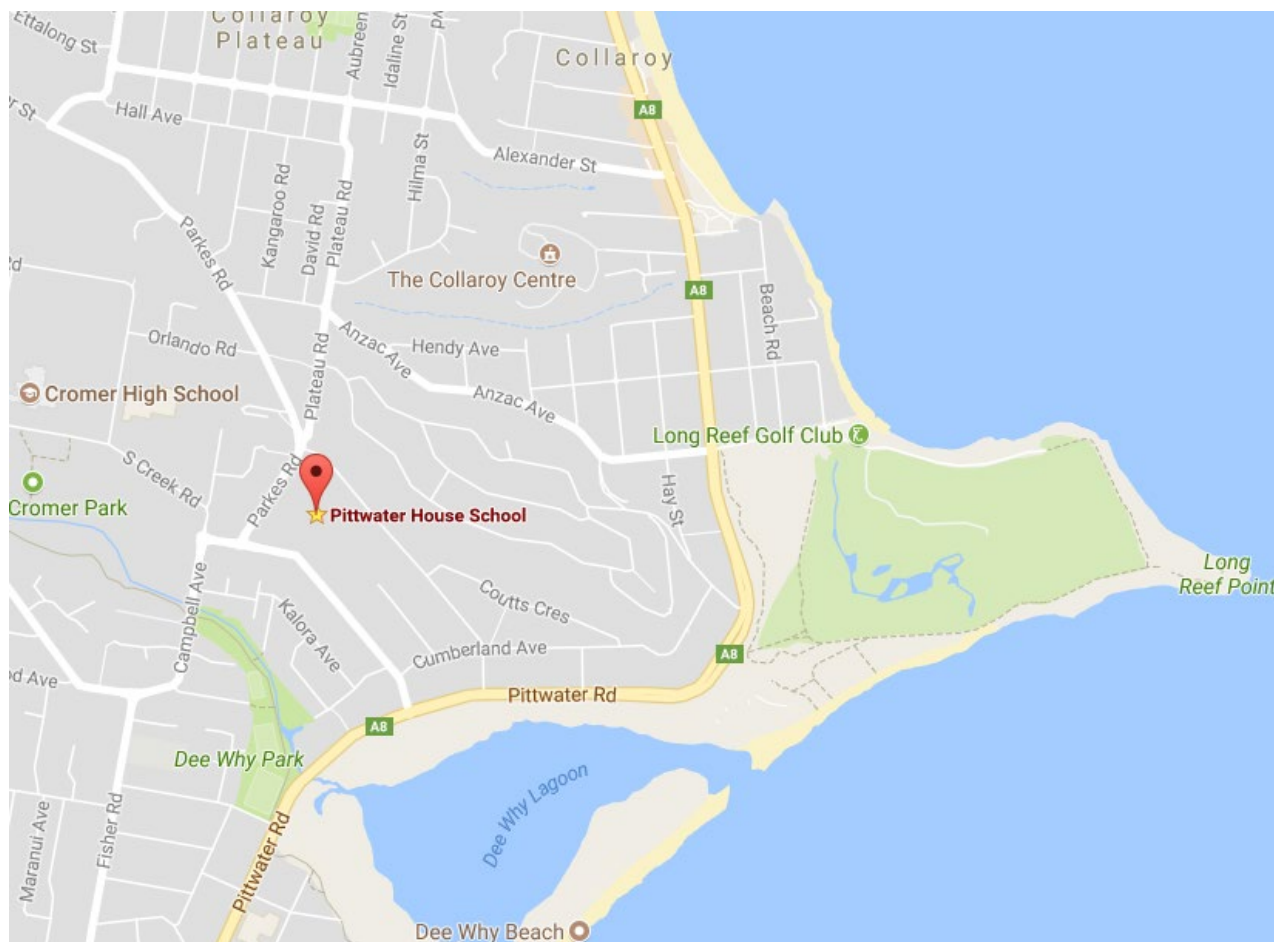
The School can be contacted by calling: 02 9981 4400 and more information about Pittwater House is available at: www.pittwaterhouse.com.au and on the MySchool website at: http://www.myschool.edu.au/50500

Theme 3:   Student Outcomes in the Higher School Certificate

Above all, at Pittwater House our education program is focussed on preparing students for their future. Scholastic achievement in the form of an ATAR is but one important milestone on this journey and 80% of our Class of 2020 students received pre-HSC offers to their first choice of university. Some highlights in our results were:

- Top ATAR boys 99.8 and Top ATAR girls 99.05
- 23% of students achieved an ATAR above 90%
- 80% of students achieved pre-HSC early entry University Offers
- 5th in NSW in Dance
- Two students in All Rounders List
- 26 Students in Distinguished achievers list
- 5 Students nominated for Encore, ART Express, Call-back and Shape.

3.1 A Comparison over time of Pittwater House HSC performance to state-wide performance
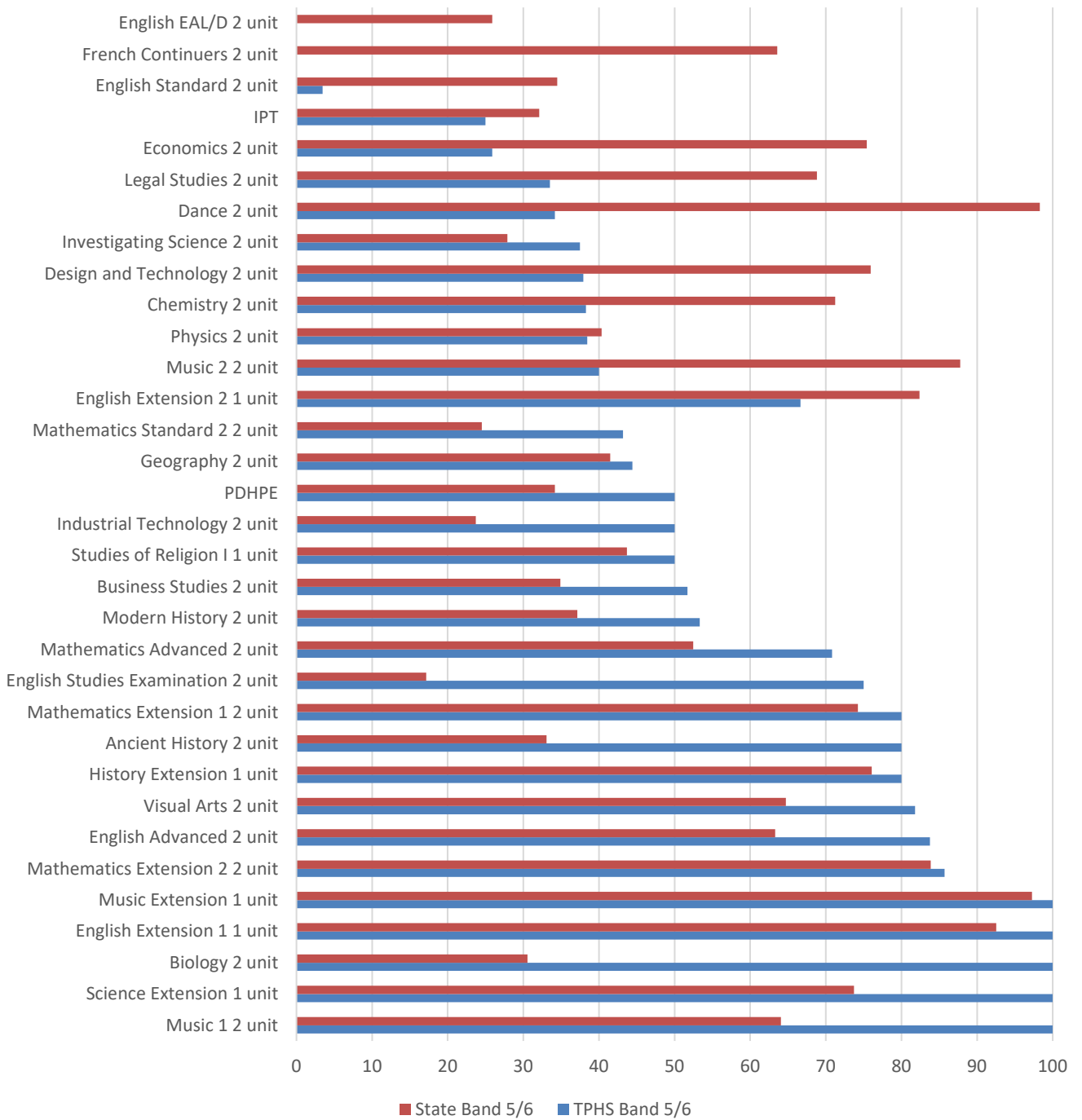
A comparison of Pittwater House HSC Examination performance with statewide performance over 2017 to 2020	School Mean 2020	State Mean 2020	School Mean 2019	State Mean 2019	School Mean 2018	State Mean 2018	School Mean 2017	State Mean 2017
Ancient History	80.90	72.10	76.20	72.62	82.05	72.76	76.64	71.67
Biology	81.53	72.39	83.97	71.93	73.1	74.09	81.24	74.30
Business Studies	77.95	71.99	77.72	72.18	79.22	73.62	79.87	73.17
Chemistry	83.52	75.52	75.23	75.38	76.2	74.82	82.25	75.28
Dance	86.80	79.71	88.45	78.44	84.6	78.89	NA	NA
Design and Technology	82.24	78.54	77.40	77.82	-	-	73.98	76.75
Drama	-	-	80.80	78.31	80.04	77.71	84.16	77.68
Earth and Environmental Science	-	-	82.20	72.52	76.49	74.31	75.23	74.60
Economics	79.01	77.02	81.63	77.34	81.48	76.25	83.62	76.60
English Standard	74.63	69.93	71.94	69.16	73.59	68.66	70.46	69.19
English Advanced	83.86	81.33	83.93	80.73	80.69	80.6	80.65	80.96
English (EAL/D)	73.20	70.27	70.60	70.73	76.47	70.56	68.90	69.72
English Extension 1 (scored out of 50)	40.60	41.66	42.42	41.68	40.2	42.08	41.96	41.26
English Extension 2 (scored out of 50)	33.53	39.43	34.07	39.14	80.06	74.71	32.50	38.68
English Studies Examination 2 unit	64.35	50.06	-	-	-	-	-	-
Food Technology	-	-	80.03	73.84	-	-	-	-
Geography	77.60	74.45	73.27	74.66	76.83	68.01	73.38	74.87
Industrial Technology – Multimedia	80.60	69.45	76.83	68.69	74.03	73.28	75.05	67.54
Information Processes and Technology	71.88	70.97	80.04	72.46	-	-	-	-

A comparison of Pittwater House HSC Examination performance with statewide performance over 2017 to 2020	School Mean 2020	State Mean 2020	School Mean 2019	State Mean 2019	School Mean 2018	State Mean 2018	School Mean 2017	State Mean 2017
Legal Studies	80.47	74.97	76.11	73.66	82	75.05	81.02	75.86
Investigating Science	73.38	70.79	-	-	-	-	-	-
Mathematics Standard 1	-	-	73.18	69.84	-	-	-	-
Mathematics Standard 2 (note prior to 2019 it was General Mathematics)	75.57	68.40	79.35	70.68	77.44	69.92	81.32	68.51
Mathematics Advanced	83.43	79.20	86.25	78.01	71.23	78.2	86.33	77.96
Mathematics Ext. 1	81.88	78.49	87.97	79.98	77.6	79.29	85.57	81.09
Mathematics Ext. 2	84.74	81.46	83.09	81.59	79.68	81.36	81.40	81.17
Modern History	77.51	72.53	80.49	73.44	80.88	73.88	75.62	73.73
History Extension 1	39.04	38.36	39.60	38.92	34.17	38.85	38.20	38.74
Music 1	84.30	81.56	80.12	81.85	NA	NA	NA	NA
Music 2	81.28	87.03	83.95	87.67	78.95	87.55	81.90	86.72
Music Extension 1 (scored out of 50)	38.24	45.10	44.53	44.98	32.7	44.78	37.43	44.19
PDHPE	81.07	72.46	77.73	72.57	82.63	72.29	80.82	71.03
Physics	79.26	73.99	77.78	73.20	75.85	73.18	76.22	73.45
Software Design and Development	-	-	87.73	75.22	NA	NA	76.36	73.67
Science Extension 1	40.83	37.04	-	-	-	-	-	-
Studies of Religion 1 Unit	39.23	37.69	38.37	38.24	38.95	37.03	NA	NA
Visual Arts	84.44	81.02	84.09	80.77	82.54	79.8	79.9	79.74
French Continuers	67.33	81.92	76.90	82.29	76.9	81.75	82.6	81.75

Pittwater House Students Achieving in Top Two Bands

Subject	State Band 5/6	TPHS Band 5/6
English EAL/D 2 unit	26	
French Continuers 2 unit	64	
English Standard 2 unit	34	3
IPT	32	25
Economics 2 unit	75	26
Legal Studies 2 unit	69	33
Dance 2 unit	98	34
Investigating Science 2 unit	28	37
Design and Technology 2 unit	76	38
Chemistry 2 unit	71	38
Physics 2 unit	40	38
Music 2 2 unit	87	40
English Extension 2 1 unit	82	66
Mathematics Standard 2 2 unit	25	43
Geography 2 unit	42	44
PDHPE	34	50
Industrial Technology 2 unit	24	50
Studies of Religion I 1 unit	44	50
Business Studies 2 unit	35	52
Modern History 2 unit	37	53
Mathematics Advanced 2 unit	52	71
English Studies Examination 2 unit	17	75
Mathematics Extension 1 2 unit	74	80
Ancient History 2 unit	33	80
History Extension 1 unit	76	80
Visual Arts 2 unit	65	82
English Advanced 2 unit	63	84
Mathematics Extension 2 2 unit	84	86
Music Extension 1 unit	97	100
English Extension 1 1 unit	93	100
Biology 2 unit	31	100
Science Extension 1 unit	74	100
Music 1 2 unit	64	100

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

Theme 4:   Senior School Outcomes

4.1 Record of School Achievement (RoSA)

The formal record of school achievement credential was awarded by NESA to 0 students in 2020.

Two 2020 Year 12 students undertook a single VET course as part of their HSC pattern of study.

Year 12 Students attaining Year 12 certificate or equivalent VET qualification

Year 12	Qualifications/Certificate	Percentage of Students
2020	HSC	98.73%
2020	AQF Certificate III or above	0%

Theme 5:   Teacher Professional Learning, Accreditation and Qualifications

5.1 Professional Learning

In 2020, the School embarked upon its focus on Student Agency. We collaborated with the Association of Independent Schools (AIS) in a research-based teaching and learning framework known as Deep Learning. The majority of whole-school professional learning was aimed at familiarising teachers with this framework, initially in the Character Competency.

Professional Learning took a detour when the COVID-19 Pandemic led to a remote learning environment. All off-site professional learning was initially paused. During this time, the focus for the School shifted to a range of school-run sessions to upskill teachers in the tools and processes required to power effective remote learning for students. External professional learning shifted to effective online modes and this was taken up by teachers when available.

In addition, teaching staff attended the following professional learning activities throughout 2020:

Professional Learning Activities	Number of Staff Participating
Deep Learning	All
Teaching and Learning Framework	7
Play-Based Learning – with the establishment of our new K-2 Discovery Hub, all teachers undertook ongoing learning with Harvard University's Project Zero	6
Key Learning Area Specific Courses – a variety of courses and conferences related to specific teaching areas	18
Virtual and Remote Learning	4
Curriculum Framework – investigation of a range of curriculum frameworks and other courses based around the School's Student Agency focus	16
Literacy and Numeracy – a range of Literacy and Numeracy Workshops	4

Professional Learning Activities	Number of Staff Participating
Teaching Strategies - workshops addressing a range of teaching strategies including feedback, problem solving, and a range of intervention strategies	4
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	6
Wellbeing/Pastoral – a range of wellbeing conferences and courses addressing school priorities, including other courses addressing mental health	8
Gifted and Talented	20
Accreditation – AIS Experienced Teacher workshops	4
Compliance – All teachers attended either a Child Protection session run by the NSW Ombudsman's office OR completed an AIS online module All teachers completed either First Aid or CPR qualifications	All
Leadership – Conferences for members of the Executive and Head of Department/ Stage Leader courses and teacher leaders	17

5.2 Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	4
Proficient Teacher	98
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	102

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	102
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 2020	
Teaching Staff	102
Full-time equivalent teaching staff	93.3
Non-teaching staff	61
Full time equivalent non-teaching staff	50.4

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 96.48% each school day in 2020. This has increased compared to the daily attendance in 2019 of 96.16%.

2020 Attendance Rates	
Year Level	**Attendance Percentage**
Kindergarten	96.60%
1	97.60%
2	96.20%
3	96.50%
4	97.30%
5	96.70%
6	95.90%
7	96.00%
8	96.30%
9	96.30%
10	95.30%
11	96.10%
12	97.40%
Total	**96.48%**

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

78.26% of the 2018 Year 10 cohort completed Year 12 in 2020. 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 20 students that did leave the school, the following reasons were stated:
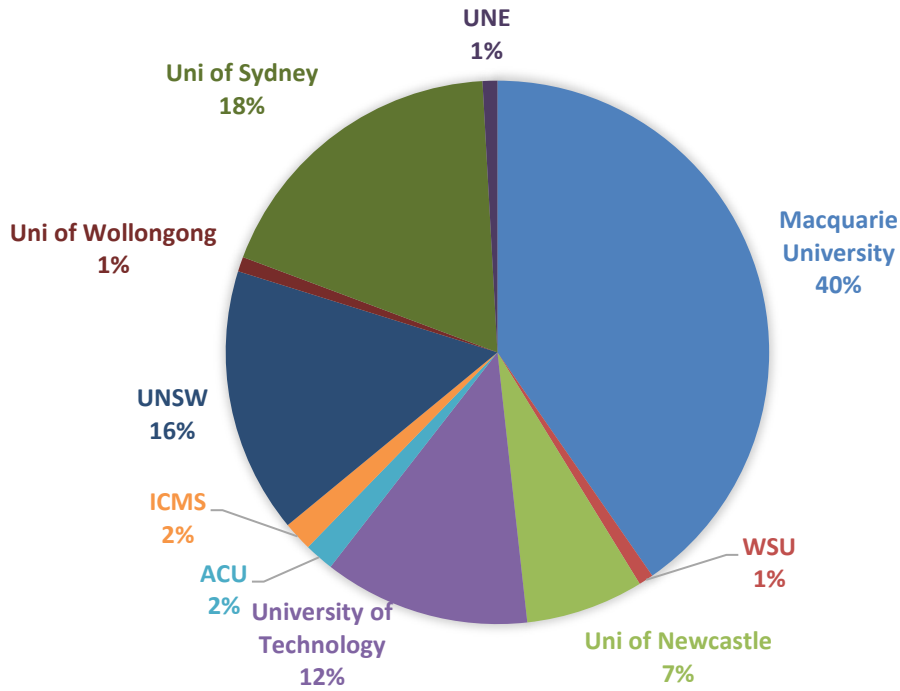
- Two students due to academic concerns
- Three students due to reasons such as financial
- Nine students received offers from other Schools
- One student transferred to TAFE
- Three students transferred to a University Foundations Course
- One student relocated overseas as an Elite Athlete
- One student due to Subject Selection
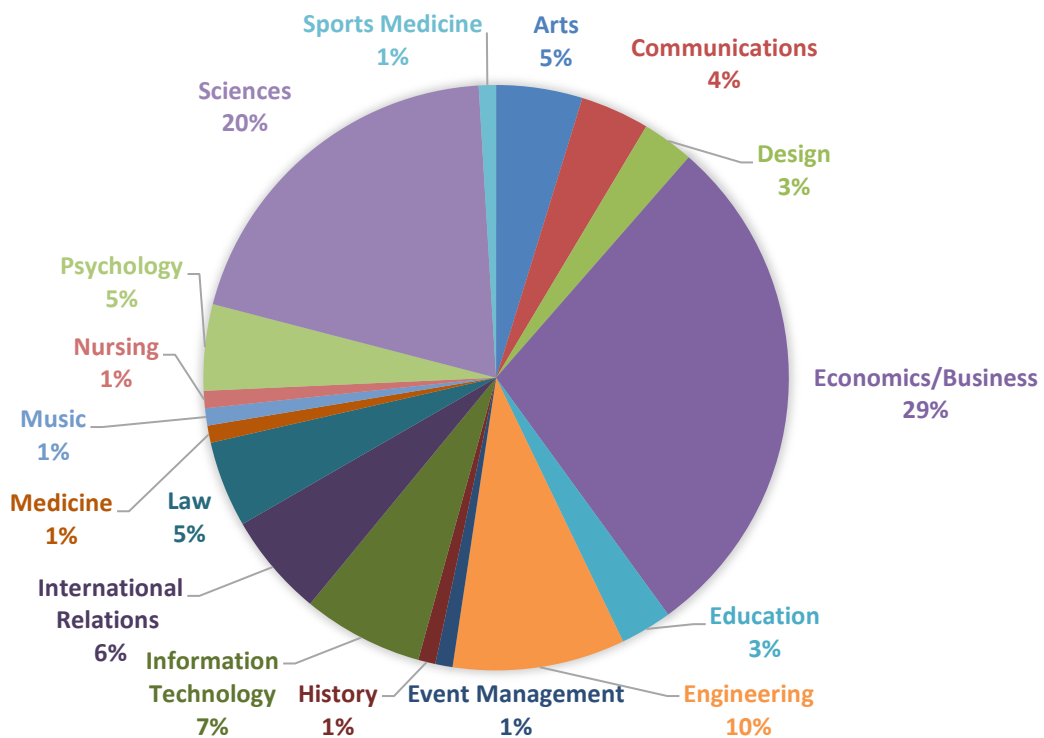
7.4 Post School Destinations

The 2020 Higher School Certificate graduates were extremely successful with their university offers. Over 80% had received a university early offer prior to sitting their first HSC examination. 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 2021 and the locations our students will undertake their study.

2021 UNIVERSITY OFFERS BY LOCATION

- UNE 1%
- Uni of Sydney 18%
- Uni of Wollongong 1%
- UNSW 16%
- ICMS 2%
- ACU 2%
- University of Technology 12%
- Uni of Newcastle 7%
- WSU 1%
- Macquarie University 40%

2021 UNIVERSITY OFFERS BY COURSE

- Sports Medicine 1%
- Arts 5%
- Communications 4%
- Design 3%
- Sciences 20%
- Psychology 5%
- Nursing 1%
- Music 1%
- Medicine 1%
- Law 5%
- International Relations 6%
- Information Technology 7%
- History 1%
- Event Management 1%
- Engineering 10%
- Education 3%
- Economics/Business 29%

Theme 8:   Enrolment Policies

8.1 Introduction

Pittwater House is a small, independent, non-denominational school offering education for students from Pre-school to Year 12.

With one of the best student:teacher ratios on the Northern Beaches at just 9.4, our small class sizes allow every child to receive exceptional attention from their teachers, who tailor teaching to individual learning needs in an innovative twin schooling environment in which boys and girls mix on the same campus but are predominantly educated in single-gender classes.

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 via 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's website, which 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 able to toilet independently before they can be enrolled.
- Kindergarten: Only children turning 5 before April 30 are eligible for entry into Kindergarten, however, the final decision on school readiness will be carefully considered by teachers.
- Year 5 Pittwater House moves to a possible two classes of boys and two of girls in Year 5.
- Year 7 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. 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 key times during the course of schooling when 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 determination by ECC staff on the school readiness of the child to transition into Kindergarten is an absolute requirement for entry.

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, the 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.

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:   School Policies

9.1 Student Wellbeing

Policy Summary	Changes in 2020	Access to Full Text
Pittwater House Student Pastoral 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: • Junior School Buddy Program; to help students connect with each other and join in experiences that promote learning, sharing and role modelling opportunities • The Empowerment and Connections Program Yrs7-12; helps students stay connected to peers, their family and the school community. It also aims to ensure students are empowered to make decisions that have significant impact on their life, while encouraging the students to respect themselves and others. • Student Leadership programs; formal and informal leadership including prefects, SRC, the Army Cadet ranking officers, College Union Groups and the Big Bros.	Pittwater House continues to recognise the role of educational institutions in contributing to the development of social capital. The School also recognises the importance of respect, acceptance, connectedness, resilience and strong character development as a significant factor for young people. The policy was amended slightly to ensure each program was age specific to ensure all our students were empowered.	The full text of the school's student pastoral 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.

9.2 Bullying Prevention

Policy Summary	Changes in 2020	Access to Full Text
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.	No Updates	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.

9.3 Student Discipline

Policy Summary	Changes in 2020	Access to Full Text
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. 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. 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.	No Updates.	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.

9.4 Reporting Complaints and Resolving Grievances

Policy Summary	Changes in 2020	Access to Full Text
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.	No updates	The full text of the Complaints and Grievance Resolution Policy can be accessed on the school website and by request from the Principal.

Policy Summary	Changes in 2020	Access to Full Text
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.		

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 2020 Priorities

Areas	Priorities for 2020	Achieved in 2020
Teaching and Learning	K-2 Discovery Hub to be established	Completed
	Continue our school-based audits and developments of all teaching and learning programs – K-6	Completed
	Transition project in Literacy and Numeracy in Stages 3 and 4	Ongoing
	Increased focus on G&T programs with the employment of a full time Coordinator	Completed
	Implementation of the K-10 PDHPE programs	Completed
	Start roll out of Student Agency as a school focus and priority	Ongoing
	Strategic Planning for Deep Learning	Completed
	Professional Learning of and piloting of *Character* Competency	Ongoing
	Development of a Pittwater House Framework	Ongoing
	Embedding new Formative assessment and reporting structures	Ongoing
	Professional Learning on Gender-based teaching strategies	Ongoing
	Restructuring of leadership framework in K-6 to appoint a Curriculum Coordinator	Completed
	Implementation of continuous reporting to include Year 10	Completed
	Increased focus on NESA standards in reporting rather than being primarily marks based	Completed

Areas	Priorities for 2020	Achieved in 2020
	Increased support for Learning Support with the creation of an additional full-time position	Completed
	Implementation of Stage 6 Community and Family Studies in Year 11	Completed
	Restructure of Creative Arts into more specialised departments to increase Teaching and Learning Outcomes	Completed
Welfare	Implementation of a resilience program	Ongoing
	Implementation of student personal and academic goal setting with a focus on student agency	Ongoing
	Implementation of Deep Learning program, which a focus on character	Ongoing
	Implementation of a sequential program with Reach for Years 7-10	Completed
	Restructuring of leadership framework in K-6 to appoint a Wellbeing Coordinator	Completed
	K-6 'Just Like Me' program to be implemented through Cerebral Palsy Association	Held over to 2021
	K-6 'Cool Kids' program implemented to reduce anxiety and improve student resilience	Completed
	K-6 Welfare Framework established	Completed
	Increase in school Counselor staffing	Ongoing
Facilities and Resources	Upgrade network switches	Completed
	Upgrade Firewall and Cybersecurity measures	Ongoing
	Scope and build Parent Portal	Ongoing
	Scope and design automated document management system	Ongoing
	Move booking to cloud	Completed
	Move Backups to cloud	Ongoing
	Continue the implementation of FamilyZone cyber-safe tool	Ongoing
	Business continuity and security audit and strategy	Ongoing
	Install emergency evacuation and communication system	Completed
	Single Sign on planning	Ongoing
	Planning Community Intranet portal, including data aggregation	Ongoing
	Complete refurbishment of K-2 Hub	Completed
	Continue painting upkeep of campus. Science block hallways and various classrooms.	Ongoing

10.2 Priorities Set for 2021

Areas	Priorities for 2021
Teaching and Learning	Continue Deep Learning Framework rollout: • Increase teacher confidence in designing opportunities for students to develop the Character Competency • Develop teacher understanding of the other 5 Competencies • Support teachers to design Deep Learning units of work to increase student agency and engagement • Support teachers to measure impact of this approach on student engagement and learning • Increase visibility of Deep Learning in the school • Communicate the goals of Deep Learning with parents • Consider the impact of Deep Learning in other areas of school processes and culture
	Designing quality teaching and learning experiences in the Junior School: • Engagement of expert in differentiation and concept-based programming, Dr Ruth Phillips to work with all teachers in the Junior School
	Review academic reporting and markbook templates in Semester 2, after the rollout of new school administration platform.
	Review our NCCD practices to ensure further collaboration, record keeping and meeting of student needs.
	K-2 Discover Hub
Welfare	Social and Emotional Development – looking to achieve this via our partnership with The Resilience Project, specific year level pastoral programs, Chasing Sunrise, Reach and Tomorrow Man/Woman.
	Connection – looking to maintain connection for the student to their family, peers and school community via our Time & Space Program, specific year level pastoral programs, the Cocurricular and Outdoor Education Program and our Year 7 transition programs.
	Cyber Awareness – Achieved through our partnership with the YSafety Group and Optus Digital thumbprint.
	Drug and Alcohol Education – Achieved through both our PDHPE department and our partnership with Independent Drug Education Australia.
	Increase our school counselling resources through the employment of a full-time counselling coordinator and additional part-time counsellor.
	K-6 looking to introduce The Brave Program and the Secret Agents Society
	K-6 embed further Bounce Back and UR Strong Friendology programs with specific intensive intervention for some students
Facilities and Resources	Install new pool heaters
	Retile swimming pool
	Refurbish existing School building to become new uniform shop

Areas	Priorities for 2021
	Completely renovate and fit out 6 new Junior School classrooms
	Renovate and refit Secondary School art room
	Roll out Apple TV across campus
	Implement new whole of school administration system
	Scope out CCTV project
	Replacement of Teacher devices
	Build parent portal
	Scope and design automated document management system
	Implement new backup system
	Complete IT audit

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 being so important that Pittwater House helps 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 10 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 provide 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, Learning Enrichment Staff and Year Coordinators 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. 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 help 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

The Pastoral sessions in the Junior School are based on the UR Strong Program, Friendology. This program addresses teaching children how to develop and maintain healthy friendships and how to manage conflict in a positive way. These essential social skills are key to creating kind, happy children who have a tool kit to use to prevent bullying and exist in a safe and caring learning environment. The students use a common language that is explicitly taught in their pastoral time and utilised on the playground and in class. In addition to 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 Heads of House have 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.

The World Challenge Program did not take place in 2020 due to COVID19 restrictions.

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. We also want to ensure we give students the resilience to cope in our everchanging world.

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.
- Resilience

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
- Resilience

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 their role and responsibility in the School community and wider community. Again, resilience is an important tool for all our students.

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.

Combining with the PDHPE Faculty, 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 10/11/12 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, consent, gender stereotypes and drugs and alcohol.

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 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. 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 compulsory for all students in Year 10. 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. Students wishing to be a school leader in Year 12 must complete the Year 11 program.

Student Representative Council

The Student Representative Council is very important in allowing all students a voice and offers an opportunity for students to lead their peers. This student-led group meet throughout each term to discuss initiatives and issues that are relevant to the student body. The SRC is led by current prefects and each year group within the Senior School from both College and Grammar are represented.

Pittwater House believes that in order to achieve a well-rounded education, children should be provided with the opportunity to explore more than the fundamentals of numeracy and literacy. Therefore, we offer a comprehensive program within the curriculum and additionally offer students the opportunity to develop their talents beyond the classroom. Pittwater House's broad range of activities and offerings cater for a diverse range of interests and abilities enhancing everyday school life.

Developing the Mind, Body and Spirit

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

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

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

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

Sport – Senior School

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

Sport – Junior School

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

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 Arts

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

- Kindergarten to Year 12 – Music and Dance specialist teachers delivering an inclusive and sequential program
- All students exposed to Drama, with specialist teachers from Years 5 to 12
- Year 3 and Year 4 Instrumental Band Program – With group tuition for all students in Years 3 and 4.

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

- Junior School Performing Arts Night – Dance, Drama and Music – Kindergarten to Year 6
- Music Festival – Individual Music – Kindergarten to Year 12
- Senior Performing Arts Night – Dance, Drama and Music – Years 7 to 12
- Co-curricular Performing Arts Night – Showcasing ensembles Kindergarten to Year 12
- Higher School Certificate Performance Night – Dance and Music

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

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

- ANZAC Day Services – School and community based
- Remembrance Day
- School Foundation Day Event
- Mothers' Day Lunch
- Easter Parades
- School Assemblies
- Prize Giving

Looking towards the future, the Pittwater House Performing Arts are always endeavouring 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 students involved in the co-curricular instrumental ensembles. This is due to students continuing their instruments from the Years 3 and 4 band program and increased enrolments of students into the Secondary School with prior instrumental tuition, who join 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.

This year has been a busy year for the Cadet Unit. Due to the ongoing Covid-19 situation in Australia, the Annual Field Exercise to be held in September 2020, was cancelled. Training continued unabated as the Unit had satisfied Army Cadet Headquarters' requirements to recommence training after the shutdown earlier in the year. The change-over in cadet leadership occurred without any problems in early October and planning for the new year's program continued seamlessly.

Ceremonies of Remembrance in the Community for ANZAC Day and Remembrance Day were unfortunately cancelled or restricted. However, a wonderful initiative by various cadets and other students saw driveway dawn vigils being held all over the Northern Beaches neighbourhoods to commemorate ANZAC day. Disappointingly, COVID-19 restrictions meant that the Unit was unable to hold a Ceremonial Parade and Dining-In Night to suitably farewell the retiring Year 12 cadets in 2020. Plans are in place for the 2021 Ceremonial Parade and Dining-In Night in September.

Many of the activities performed as part of cadet training and field activities can directly contribute to the Duke of Edinburgh Awards scheme. Many tertiary institutions and employer groups are becoming more aware of the leadership opportunities that are part of the progression of the training

in cadets and a number of the senior cadets have had early entry into university courses assisted by their involvement in the Cadet Unit at the school. Cadets allows many students to excel in ways that differ from the academic focus of the School and this 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. These awards are available to students 14 years and over. There are three award levels and each one requires students to commit to goals that challenges them. This is a voluntary and self-managing program that requires excellent self-discipline and organisation skills and is structured so students can design their own unique program centered on their interests, passions or existing activities.

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.

Theme 12: Parent, Student and Teacher Satisfaction

2020 saw significant surveying of parents, students and staff in the way the School dealt with COVID-19 and remote learning.

A.   Teacher Perspectives

1. How would you describe your workload during Remote Learning?

More Details

🔵 Greater without any benefits t...	6
🟠 Greater but I saw some benefi...	55
🟢 About the same	13
🔴 Less	0

2. How would you describe the effectiveness of your remote teaching pedagogy?

More Details

🔵 More effective	2
🟠 About the same	12
🟢 Less effective	11
🔴 More effective in some ways a...	49

For Questions 3-8, teachers were asked to respond using a rating scale of 1-6

3. How well have you felt supported in the transition to remote learning?

More Details

74
Responses

★★★★★☆
4.91 Average Rating

4. How are you feeling about returning to face-to-face learning?

More Details

74
Responses

★★★★★☆
5.04 Average Rating

5. How engaged have you found you have been with your students through remote learning?

More Details

74
Responses

★★★★★☆
4.70 Average Rating

6. How would you currently rate your skills in teaching remotely?

More Details

74
Responses

★★★★★☆
4.88 Average Rating

7. How well has the use of video communication platforms (Zoom, Teams) supported student engagement?

More Details

74
Responses

★★★★★☆
5.26 Average Rating

8. How effective has your use of Canvas/Seesaw been in engaging students in remote learning?

More Details

74
Responses

★★★★★☆
4.92 Average Rating

9. What has/have been your preferred methods of communicating with students?

More Details

🔵	Microsoft Teams	32
🟠	Zoom	16
🟢	Canvas	17
🔴	Other	9

For the following questions, the most common themes have been drawn out.

What has been good about remote learning for your students and for your teaching?
- Students learning to be more independent, organised and responsible for their learning
- Student agency
- Less teacher-directed learning
- Better home-school connectivity

What would you most like to keep?
- Higher levels of student accountability (assisting student agency)
- Students using a recognition of their capability
- Student confidence to work independently
- Online submission of work/homework

Additionally,
- Great learning experience
- Will use this experience to remind students that they are capable of problem-solving and are resilient
- Really aided student agency
- Feel the School has done a great job

B. Student Perspectives

Student Survey results – initial analysis. Overall 588 students Years 5 to 12 completed the survey. This accounted for 90% of the students in those year groups.

1. Students were asked to rate their feeling about the remote learning experience on a scale of 1 to 6.

   Students in Year 7 (4.3) and Year 9 (4.4) rated the experience most positively whereas students in Year 5 (3.9) Year 12 (3.6) rated the experience to be not as good for them as the other year groups. There was no significant difference between how boys and girls rated the experience.

2. Students were asked to rate the relevance of the feedback they received on a scale of 1 to 6.

   Students in Year 6 (4.8), Year 7 (4.3) and Year 10 (4.1) rated the feedback as most relevant.

3.   Students were also asked to express whether this feedback was better, worse or the same as the feedback they received in face-to-face lessons. Students in Year 5 (22%) and Year 10 (20%) had the highest proportion of students who rated the feedback as better whereas Year 11 (41%), Year 10 (37%) and Year 12 (36%) had the highest proportion of students who rated the feedback as worse than during face-to-face lessons.

Across the school, boys rated the feedback as more relevant and better than girls.

4.   Students were asked to rate their engagement with both their teachers and their learning on a scale of 1 to 6. It should be noted that students may have had varying experience with teachers and learning and this question did not ask them to discriminate between the two.

On average, students in Year 6 (4.8), Year 9 (4.4), and Year 7 (4.2) were the most engaged and students in Year 12 (3.8) and Year 11 (3.9) were the least engaged.

Across the school, girls (4.14) reported a very slightly higher level of engagement than boys (3.98).

5.   Students were asked to rate the accessibility of lessons and the use of video communication tools on a scale of 1 to 6.

There were high ratings across all year levels for accessing lessons and for the use of video communication. There was also no difference between the genders although girls (4.7) found it slightly easier than boys (4.5) to access the learning. This may be related to the difference in organisation (see Item 7).

6.   Students were asked to rate their workload on a scale of 1 to 6.

Year 6 (4.4), Year 5 (4.2), and Year 8 (4.3) had the highest average rating for considering the workload achievable, whereas students in Year 11 (3.5), Year 12 (3.4), and Year 10 (3.6) had the lowest ratings for this item. There was no significant difference between the genders.

7.   Students were asked to express whether they rated themselves as more or less organised and more or less independent than they were prior to the remote learning experience.

Year groups who had the highest proportion of students who considered themselves to be more organised: Year 12 (41%), Year 6 (34%), and Year 11 (33%).
Year groups with the highest proportion of students who considered themselves to be less organised: Year 9 (52%), Year 11 (44%), Year 8 (43%), and Year 7 (43%).

Year groups who had the highest proportion of students who considered themselves to be more independent: Year 8 (60%), Year 12 (58%), and Year 11 (56%). Apart from Year 5, all Year groups had more than 50% of their students feeling more independent.

From these questions, the most common themes have been drawn out.

What would you most like to keep?
- Breaks between classes
- Zoom as an option for teacher support at home
- Structure of the week's lessons on Canvas
- Using Teams to contact teachers

- Independent learning/Independence in learning
- Many commented on things they had got out of the experience and wanted to maintain in their own approach to their work- mostly this was the work ethic, motivation, organisation and self-regulation, seeking feedback from teachers, not allowing friends to distract them
- Submission of work via Canvas as it forces accountability

What had the biggest impact on your learning?
- Being able to work at own pace
- Technology
- Wifi connection
- Teacher's presentation of the work
- How easy it was to access work on Canvas
- The breaks
- Distractions/motivation
- Time management/organisation
- Not seeing the teacher/talking face-to-face with teacher
- Communicating with the teacher/support from teacher(positive)
- Level of teacher understanding
- Feedback from teachers
- Lack of social interaction/not being with friends
- The use of tools like Microsoft Teams and Zoom

Students were given the opportunity to provide additional comment. A small group chose to do so.

Dear Pittwater House,

- I want to thank Pittwater House for all the hard work they have done, even in hard times you can still make learning fun an exciting, I would just like to thank you. (6 Prep)

- Thank you to all teachers for putting so much hard work into preparing lessons and making it fun for us. My mum is a teacher so I know how hard and draining it is to make lessons in a short period of time. (7 College)

- Just that I understand it was really stressful and complicated for everyone and that I really appreciate everything that was done. Thank you to all the teachers and everyone who helped support me during this time. I have the upmost respect for all of you and I thank you for everything you've done. (10 College)

- I would like to thank the School for its flexibility during this new, different and strange time of the coronavirus. Remote learning helped me continue learning and giving me the opportunity to learn more just in a different environment. Thank you! (9 College)

- I thought it was good because I have become more of an independent learner and I enjoyed learning by myself (10 College)

- This was a very good learning experience for kids everywhere. It can teach kids to treasure the fact that they go to school (5 Junior College)

C.   Parent Perspectives

Through the Remote phase, Staff were in constant contact with families at a subject or form teacher level.

Following the return to school from remote learning, members of the Executive and phoned every School family. This was an enormous task yet one which we feel had real merit and cemented the personal, connected, family approach that we hold so dear.

The breakdown of calls is as follows:

Person A - 234 families
Person B - 73 families
Person C - 42 families
Person D - 85 families
Person E - 88 families
Person F - 85 families

Our aims in these conversations were to find out the following areas of information:

i.   Are you and your family OK?
ii.   How do you rate the Remote Learning experience of your child/ren?
iii.   How has the transition back to school been for your child/ren?
iv.   What additional issues do we need to be aware of to support your child/ren?
v.   Communications. Too much/little/confusing/clear?

There was a real sense of appreciation from all families in us reaching out in this way. We listened to many stories of personal challenge for families, demonstrating the variety of experiences within our community. In almost all instances, there was the sense of family time being a real gift. The time, simplicity and slowing down from the frenetic pace of modern life was something to be treasured as was release from the challenge created by the spreadsheets of after school activities. Parents noted some initial concerns in finding the rhythm of remote learning, whilst their children basked in the longer sleep-ins, and putting formal school uniforms aside, yet in every case, missing friends and the familiarity of the school routine and constant support of their teachers in the classroom, was noted.

The extent of gratitude shown to staff was widely noted. Parent appreciation of the extent to which staff have given in support of their children was a constant in these telephone calls. Staff were required to think about and design numerous pathways to the outcome they desired for their students and in so doing were often seeing opportunities for alternative outcomes which in turn became important to the learning experience.

Finally, parents noted the level of fatigue in their children. Although it was a short term, the impact of the challenges to schooling were undeniable and the wellbeing process and procedures put in place were acknowledged with gratitude.

Theme 13: Summary Financial Information
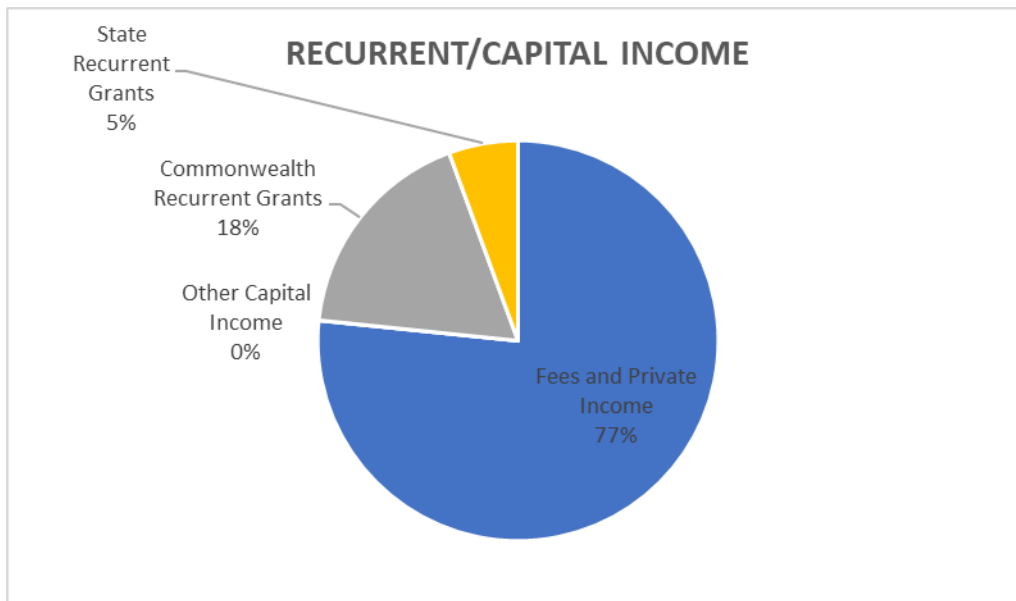
Income Summary

Whole of school

Fees and Private Income	17,972,372.73
Other Capital Income	4,830.00
Commonwealth Recurrent Grants	4,167,208.37
State Recurrent Grants	1,313,190.16
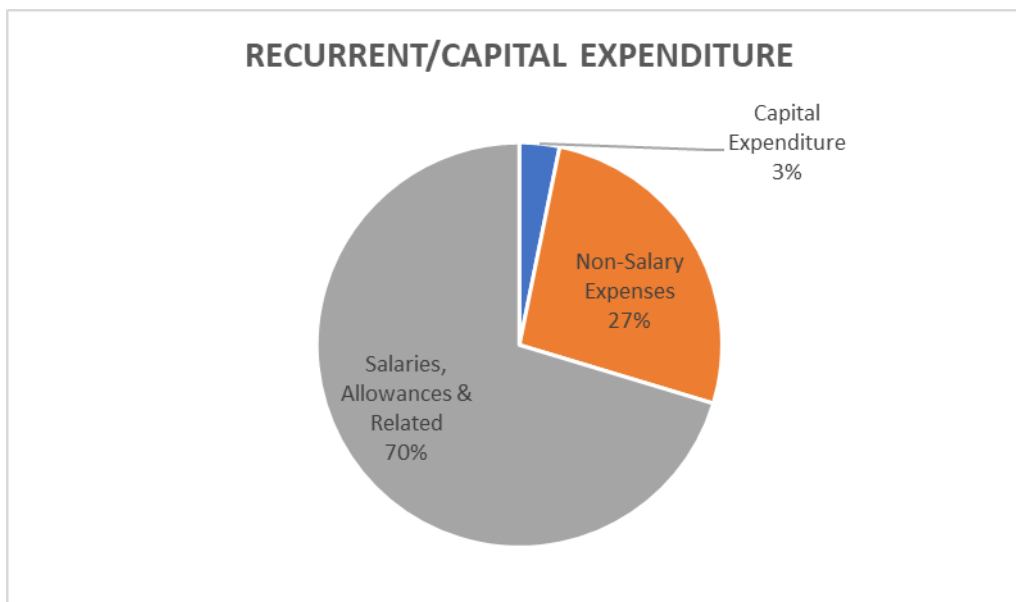
Expense Summary

Whole of school

Capital Expenditure	777,541.76
Non-Salary Expenses	6,456,628.16
Salaries, Allowances and Related	17,145,951.66

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 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.