



Pittwater House

Pittwater House

Annual Report 2022



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Contents

Theme 1:	A Message from Key School Bodies.....	3
Theme 2:	Contextual Information about the School.....	8
Theme 3:	Student Outcomes in Standardised National Literacy and Numeracy Testing.....	11
Theme 4:	Senior School Outcomes	12
Theme 5:	Teacher Professional Learning, Accreditation and Qualifications	16
Theme 6:	Workforce Composition	17
Theme 7:	Student Attendance, and Retention Rates and Post-School Destinations in Secondary Schools.....	18
Theme 8:	Enrolment Policies	20
Theme 9:	School Policies.....	23
Theme 10:	School Determined Priority Areas for Improvement	26
Theme 11:	Initiatives Promoting Respect and Responsibility.....	28
Theme 12:	Parent, Student and Teacher Satisfaction	37
Theme 13:	Summary Financial Information.....	40
Theme 14:	Publication Requirements.....	41

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 2022 School Magazine



Given the role of the Board is to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation (UNESCO's International Bureau of Education), the skillset of Directors must necessarily cover a mix of financial accounting, economics, law, risk management, compliance, education, human resources, marketing, strategy and strong business acumen. Using data and qualitative and quantitative indicators are all a part of our monthly meetings. The past three years have required us to be additionally responsive and adaptable in our decision making, demanded by the fluidity of the pandemic. Added to this, the

significant work on our Master Plan has provided additional context for our meeting schedule.

Working for the current and future generations of Pittwater House is immensely gratifying. We are witnessing strong demand for enrolment and seek to ensure the Campus and its offering provides the best we can provision, whilst being alert to the changing demands through legislative and societal requirements and expectations.

During the year, the Board of Directors has farewelled Tracey Spicer, and welcomed Gaile Timperley, as Directors. Our sincere thanks are extended to Tracey for her wisdom in her period of tenure, and her focus on the education of girls and her counsel on marketing and the media. Gaile brings to the Board a deep understanding of Audit and advisory services as an Audit Partner at Deloitte and previous senior leadership positions as a professional services Partner. Following a lengthy period of remote meetings, we are now so pleased to again be meeting face to face.

The impact of the pandemic on our community has been considerable. As a school we continue to respond to the varying needs of families and our Staff. The Board is so grateful for the work done to ensure students have received opportunities to maintain their academic and cocurricular schedule and this year, once more I extend my gratitude to this group of professionals. Implementing change in human-centred organisations has quite different challenges from other sectors; and thus, we are keenly aware of our responsibilities.

Mr Todd Alexis, SC
Chairman

1.2 Message from the School Principal

Extract from the 2022 School Magazine



We continue to feel the impact of the global pandemic, which has forced us all to review so many elements of our life and work... but as a strong, cohesive and resilient community, any new challenges posed through this year, are merely adding weight to our parachute!

Whilst so many global issues are challenging our perspective, 2022 has enabled a sense of calm and security to return to our School, with the daily programs and rich experiences beyond the classroom, once more, evident.

Schools are experiencing mighty challenges, and this continues to be the focus of much media attention. Our profession has never been under more threat from the declining and ageing workforce, and one where, combined with the endless impact of the pandemic, it has caused the workforce to reflect on their future. The unrelenting pace of change, constant curriculum development, the relentless worry around student mental health, and the laser like lens on outcomes and the use of social media by parents, are all a panacea for questioning individual capacity and desire to remain in our treasured profession.

Pittwater House, is so much more than mere numbers. We started the year on a record high and will end with an even greater student roll. Such is the pressure for places, our Secondary School Tours have been fully booked from mid-2022 right into 2023. In accepting this growth, we are ever mindful of our School being a community, a family, and thus, where students must be known well, and supported to become even stronger versions of themselves. Student achievement in all domains has continued. A term-by-term review of success in competitions, in teams, in all that comprises our HEROIC education, will show the depth of this success.

It has been a year of outstanding student leadership. The on-stage presence of our Head Prefects, has been quite exceptional, supported by their deep commitment to all they have undertaken. I am profoundly grateful to them both. Their legacy will remain, and I trust, be emulated. Students have led in a variety of ways. Continuing publication of the student Newspaper, the regular Monday morning Radio TPHS with weekly announcements, the depth of community involvement and always seeking new ways to support those whose lives are challenged in various ways. I see students with deep pride in their School and those who have a proliferation of badges on their lapels depicting the extent of their involvement, and achievement. Pride, joy, belonging, respect; all key to this year.

The year has been one of firsts: 28 students journeyed to Cape York for our inaugural indigenous immersion. This powerful experience has set the scene for future programs. Another first is using an off-site venue for examinations, both the Trials and the formal HSC together with Year 11 examinations. Students are certainly appreciative of the peaceful focus the venue provides. Maths Mentors is a program linking accelerated secondary mathematics students with budding Junior School mathematicians. And who could forget the way our mnemonic HEROIC, our Core Values, has been adopted in so many ways as a means of viewing our learners, and an awards system. The HEROIC brand is the very essence of who we are.

Our Staff are fine professionals working with their teams in ever widening areas of responsibility. Their daily pursuit of excellence in every avenue of endeavor, is the epitome of Pittwater House. Each member of staff is acknowledged for their role in ensuring success across all endeavours, ensuring the year ended on a high; excellent HSC results, a return to events of the pre-COVID era, and an excitement borne out of the Masterplan works so evident on Campus.

The role of Principal is, immensely impactful, inspiring and one of both joy, and deep learning. It is one I never take for granted, for each of us, work in an environment where nurturing and developing every student, is a daily aspiration.

As our School family salutes the year and departs for the summer Recess, I say thank you, for your preparedness to walk with us as we support our students on their educational journey.

Dr Nancy Hillier
Principal and CEO

1.3 Message from the Pittwater House Parents Association

The primary objective of the Pittwater House Parents Association (PHPA) is to raise funds to enrich the facilities of our School and foster a strong sense of community among students, parents, guardians, and staff at Pittwater House School. We achieve this by organising various social fundraising events throughout the year and operating the Second Hand Uniform Shop, which plays a vital role in supporting the School. All the funds raised are reinvested in the School to finance diverse projects, procure equipment and resources, and implement upgrades that benefit all students and enhance the overall School environment.



The PHPA Committee consists of dedicated volunteer parents representing different year groups within the School. We convene every term, conducting community meetings to disseminate information to the broader School community. Additionally, we hold an Annual General Meeting (AGM) early in Term 1, providing both current and prospective members with an opportunity to join the PHPA. We also collaborate with the School in overseeing the Network Parents, who serve as volunteers for each cohort, acting as a liaison between the PHPA, the School, and the class teachers.

During this Financial Year, we have successfully organised several events that have greatly contributed to our fundraising efforts. These events include the Comedy Night, Father's Day Pizza Evening, the Biennial Christmas Fair, Welcome Drinks, Swimming Carnival, and Mother's Day lunch and Bazaar. Not only have these events showcased the vibrant school community, but they have also raised an impressive sum of over \$94k for the School. We have already utilized these funds to finance essential items and projects for the current Financial Year, such as air purifiers for every classroom, a new play structure, returfing of areas, and an upgraded lighting rig.

The PHPA would like to express its sincere appreciation to its members, Network Parents, and all the volunteers who have played a crucial role in making these achievements possible. We are already excited about the upcoming Financial Year and have planned a series of exciting events to continue our support for the School.

Sheridan Millward
President, Pittwater House Parents' Association

1.4 Message from the Head Prefects

Extract from the 2022 School Magazine

It has been an honour and a privilege to have been the Pittwater House College Head Prefect in 2022.

In January this year, Jared and I addressed the School in the first assembly. We introduced 'Community' as our leadership theme for the year to the student body and the staff.

Our objective was to create a stronger connection between the Senior and the Junior School establishing meaningful relationships across all student age groups.

I believe that our Community theme has been successful. It has ignited our school spirit, strengthened student connection and sparked important conversations and initiatives that have driven creativity and excellence within our School.

After the challenges and uncertainties of the COVID lockdowns and restrictions in 2020 and 2021 it was important that we embraced a positive and supportive attitude towards all members of our local community.

Our participation and involvement in programs such as Head Above Water, One Meal, Bear Cottage, One Eighty and the Northern Beaches Women's Shelter, have made a significant difference to the people that depend on those organisations.

A number of us swam in the 24-hour Head Above Water fundraiser at Collaroy Beach pool in March and raised over \$2,000, our annual Christmas drive collected gifts and toys to contribute to Bear Cottage and through our raffle we raised money to donate to the Northern Beaches Women's Shelter.

We have embraced our HEROIC School Core Values and they have been on display all year. Honesty, Integrity, Excellence, Respect, Origins, Innovation and Community are values that have helped to build belief in ourselves and strengthen our relationship with others.

We have been encouraged and motivated by each other to achieve our academic, sporting and performing arts goals.

The CUPs and Big Bro programs are another example of our sense of community. Led by our Deputy Head Prefects, these initiatives encourage open conversation between year groups to build and extend connections across the School and emphasise the importance of group support, communication and recognition.

They have taught us to be kind to each other, to ask questions and to listen. Our school mates know that they are not alone and that they matter. That level of interest and recognition has made a big difference to all of us.

A school community that shares similar values, interests and beliefs is a community where all of us are accepted, have emotional safety and an identity.

I would like to take this opportunity to recognise and thank all of our teachers. Their dedication and passion have been a positive influence on our education and our personal growth and I will always be grateful for the time and effort you have given to us.

I would also like to acknowledge my fellow Year 12 classmates. Jared and I are lucky to have had such a wonderful group of people to share our final year of school with. The experiences, memories and the bond that we all now share will stay with us as we enter the next phase of our lives.

I wish all of you the very best for your study preparation and your exams. We know it won't be easy – there will be lots of hard work, late nights and plenty of stress but we will endure and Pittwater House will be proud of our final achievements.

Remember, that as school finishes, life is only just beginning. So, motivate each other to be driven, disciplined, enthusiastic, to think creatively, to learn and to make a difference. The possibilities are endless.

Olivia Butcher, College Head Prefect

As we draw ever closer to the end of our leadership team's tenure, I'd like to take the chance to reflect on the opportunity that has been given to us to help lead the School and give back to the community which we are a part of. Olivia and I are nothing but thankful.

We selected a leadership theme of 'community' for the year, addressing the challenging past two years of distance education and online learning. This was a time of unprecedented challenges, adapting to a digital classroom, meeting teachers over calls and being unable to enjoy the day-to-day pleasures of school: friends.

Emerging from this period, our Prefect team strived to bolster the aspect of Pittwater House that makes it so special: community. Although it seems like a distant memory, our masked period and socially distanced classrooms were integral to allowing us back into school, slowly, as restrictions lifted and our entitled freedoms returned.

With the beginning of Term 4, we called on all of our year groups to involve themselves in all the School had to offer: sports, charity, clubs, creative arts. Our teachers have worked hard this year, and many years prior, to foster an environment of support and opportunity, and seeing the various sporting teams and bands be successful in their endeavours gave us an insight into what the rest of the year could offer.

A highlight in this time, was the support and involvement shown by our entire School community in our charity works. In Term 4, our Christmas fundraiser for the Bear Cottage and One Meal charities showcased our solidarity as a community. Seeing the various Christmas themed costumes reminded us of our commitment to the less fortunate and hence, piles of donations of food, clothes and toys were able to be distributed by charities to those in need. Continuing through the year, our fundraisers for One Eighty, StreetWork and Head Above Water, and other charities, united our School in its support of the Northern Beaches community.

As a Prefect team, we aimed to set an example which all members of our School can follow for years to come. Our beach clean-up in Term 4 showcased our desire to set an example to all students to take responsibility for the environment and to take meaningful action. Continually, the implementation of new awards, such as the 'Give it a Show' from our Prefect Sascha, as well Luisa's 'Self-development' portfolio, allowed us to not only provide, but recognise the efforts of students across the School.

Following our theme of community, we wanted to immerse ourselves with younger students and hence, the return of our Big Bro's program, led by our Deputy Head Prefect, Ewan, and our College Union Program, led by Mikayla, allowed the connections and friendships formed in our School to transcend the barriers of age and year level.

Watching the young men of the Grammar School engage in all this year has had to offer has filled not only myself, but all the Senior Grammar students with a sense of pride in our School. Seeing the smiles on the faces of both Senior and Junior Grammar students as they have undergone weekly meetings for the Big Bro program, acted as a reminder to the importance of the connections we form as a community. Fractured by the past two years of lockdown, the relationships across year groups are an integral part to the strong sense of community our School boasts, creating a larger support network for every student.

Seeing the Grammar return to playing sport on the oval, studying with friends, competing in chess competitions and being together on school camp, has allowed our message of community to be adapted and implemented by the younger years. With the increasing size of our School and the Masterplan developments underway, our identity as a community is driven by each and every student and in doing so, we are able to evolve into the young adults of tomorrow.

We are in a time of opportunity and development: opportunity to learn and engage with new ideas and activities that no previous generation has had. It is those of us that are willing to take risks, make mistakes and learn from our mistakes that will become the leaders of tomorrow.

Thank you for your ongoing support of our Prefect team.

Jared Buckton, Head Prefect Grammar and SUO

Theme 2: Contextual Information about the School

2.1 About Pittwater House

Pittwater House is an independent, non-denominational, private school which offers a predominantly single-sex education on a co-educational campus. The School, which caters for students from Pre-school through to Year 12 is set on a 3.5 hectare campus, in Collaroy on Sydney's Northern Beaches.

The majority of students live within geographically accessible suburbs to the School and in addition to public bus services, can travel to school via five school buses from Avalon, Mosman, St Ives, Forestville and Manly.



Pittwater House was founded as a Preparatory School for boys in 1961, with the Girls' College opening in 1975. Presently, it is a School that caters for close to 1,000 students, with 535 boys and 454 girls. Pittwater House will maintain its relatively small population, so it can continue to provide a truly nurturing experience for its students.

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)

Mr Luke Preston (Business Manager)

Mrs Katie Thomas (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)

Mrs Jasmin Mano (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 2021 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 AM	Non-Executive Director	8 February 2016 to 19 May 2022
Mrs Connie Pople	Non-Executive Director	25 February 2020 to present
Ms Monique Macri	Non-Executive Director	16 February 2021 to present
Ms Gaile Timperley	Non-Executive Director	19 May 2022 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 represents the widely adopted expression of our purpose and interactions in the classroom, on the sporting fields, in the cadet unit, on the stage and in our broader community.



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.

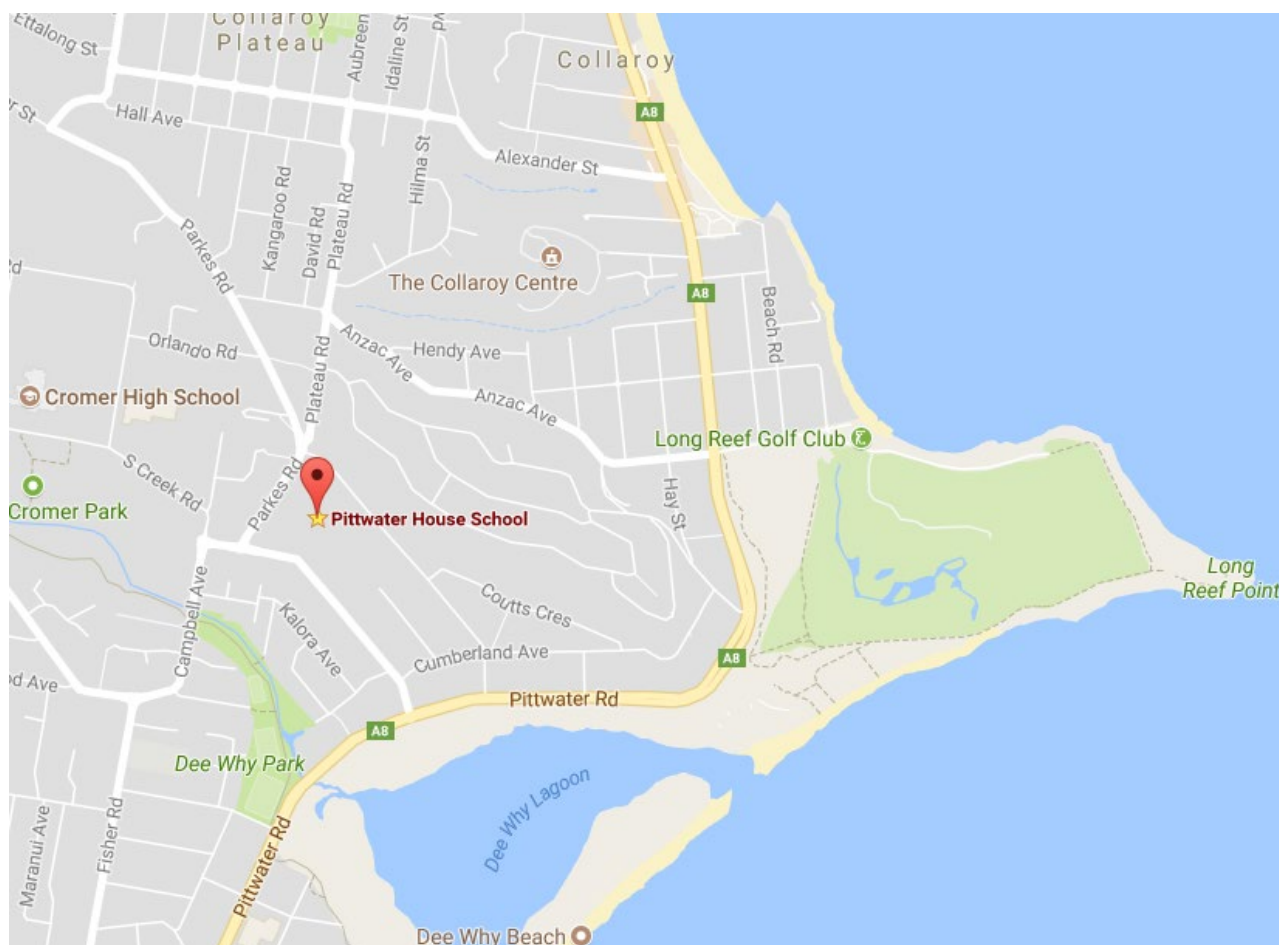


Community

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: <https://www.pittwaterhouse.com.au> 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 the 2022 NAPLAN results we were thrilled to see our students demonstrated well above or above average achievement in the majority of NAPLAN assessment areas. Student gain is a way to measure the impact a school has on student progress in relation to its teaching and learning capabilities. All Pittwater House students in 2022 completed all required NAPLAN tests on-line.

The Pittwater House School's NAPLAN averages compared to all Australian students.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	485	446	452	440	425
Year 5	538	526	526	524	517
Year 7	589	563	578	578	611
Year 9	629	615	608	623	629

NAPLAN participation for this school is 99%

NAPLAN participation for all Australian students is 95%

 Well above
 Above
 Close to
 Below
 Well below
 No comparison available

Theme 4: Senior School Outcomes

4.1 Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA credential was awarded by NESA to zero Pittwater House students in 2022.

In 2022, one Year 12 students undertook a 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
2022	HSC	99%
2022	AQF Certificate III or above	1%

4.2 The Higher School Certificate

74 students completed their HSC studies in 2022. All 74 were eligible for an ATAR. The maximum ATAR achieved by a student in 2022 was 98.60. The average ATAR achieved by students in 2022 was 75.67. The school mean for the majority of the subjects studied at Pittwater House continued to be significantly above the state mean. Thirty-nine students reached the Distinguished Achievers list, for achieving Band 6 (or equivalent) result.

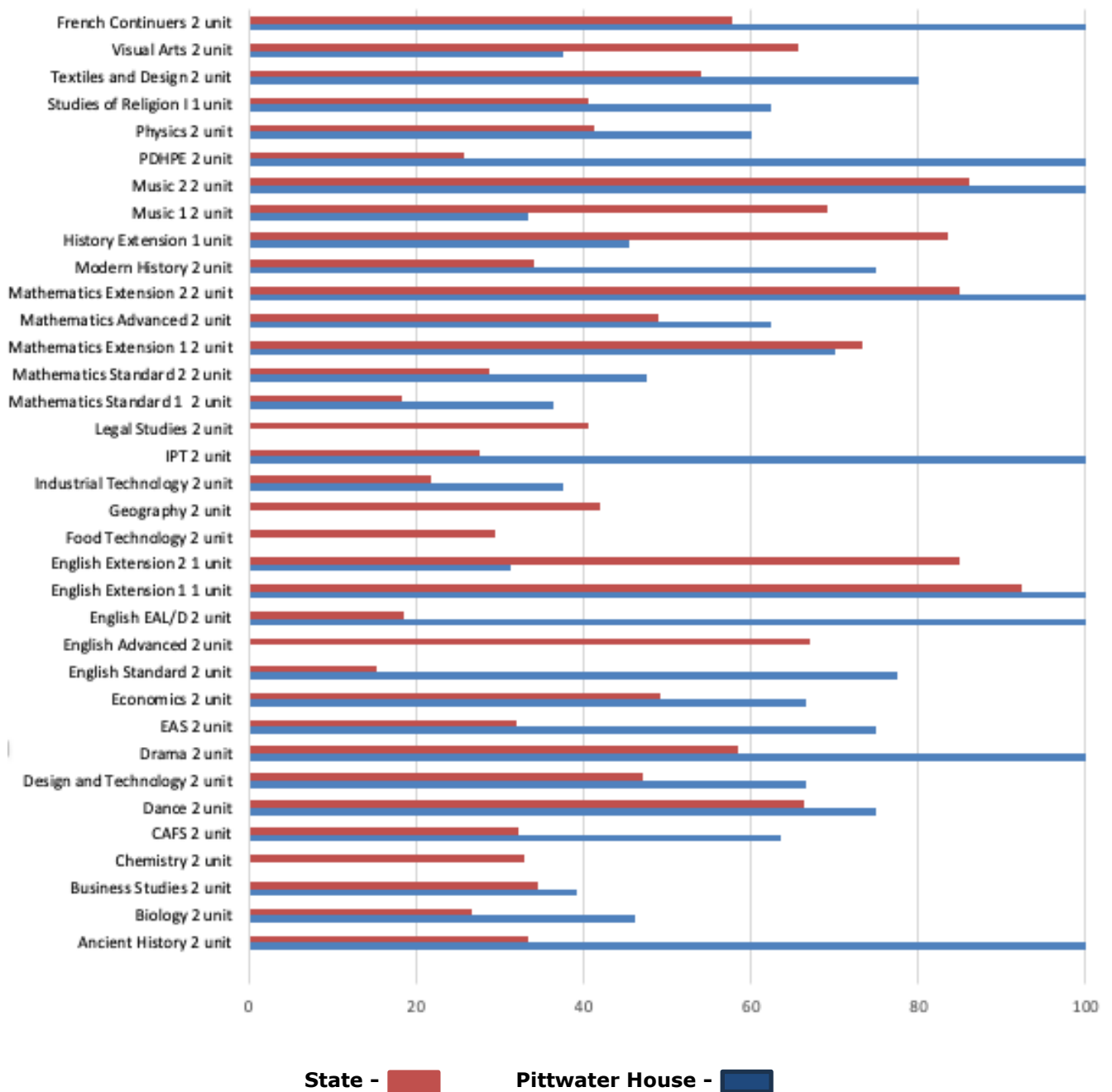
Above all, at Pittwater House our education program is focussed on preparing students for their future. Scholastic achievement in the form of an ATAR is but one important milestone on this journey. The majority of our Class of 2022 students received pre-HSC offers to their first choice of university. Some highlights in our results were:

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 2018 to 2021	School Mean 2022	State Mean 2022	School Mean 2021	State Mean 2021	School Mean 2020	State Mean 2020	School Mean 2019	State Mean 2019
Ancient History	84.70	71.98	81.60	71.06	80.90	72.10	76.20	72.62
Biology	77.20	70.03	75.68	73.38	81.53	72.39	83.97	71.93
Business Studies	75.30	73.95	80.17	73.32	77.95	71.99	77.72	72.18
Chemistry	70.50	72.51	81.66	74.37	83.52	75.52	75.23	75.38
Community and Family Studies	81.78	74.79	85.70	74.28				
Dance	86.35	82.12	87.00	79.42	86.80	79.71	88.45	78.44
Design and Technology	82.24	77.62	84.47	79.11	82.24	78.54	77.40	77.82
Drama	89.27	80.71	-	-	-	-	80.80	78.31
Earth and Environmental Science	83.10	73.77	-	-	-	-	82.20	72.52
Economics	80.86	77.26	79.13	77.66	79.01	77.02	81.63	77.34
English Standard 2	75.17	69.88	75.6	70.47	74.63	69.93	71.94	69.16
English Advanced	83.05	81.53	83.57	81.92	83.86	81.33	83.93	80.73
English (EAL/D)	69.5	66.73	-	-	73.20	70.27	70.60	70.73
English Extension 1 (scored out of 50)	44.10	41.79	44.6	42.07	40.60	41.66	42.42	41.68
English Extension 2 (scored out of 50)	46.35	39.89	43.5	39.56	33.53	39.43	34.07	39.14
English Studies Examination 2 unit	-	-	64	55.87	64.35	50.06	-	-
Food Technology	76.00	71.78	80.27	73.36	-	-	80.03	73.84
Geography	80.40	75.19	79.02	75.75	77.60	74.45	73.27	74.66
Industrial Technology – Multimedia	71.25	70.32	75.88	69.42	80.60	69.45	76.83	68.69

A comparison of Pittwater House HSC Examination performance with statewide performance over 2018 to 2021	School Mean 2022	State Mean 2022	School Mean 2021	State Mean 2021	School Mean 2020	State Mean 2020	School Mean 2019	State Mean 2019
Information Processes and Technology	77.15	71.60	81.28	70.97	71.88	70.97	80.04	72.46
Legal Studies	79.72	73.78	81.59	74.72	80.47	74.97	76.11	73.66
Investigating Science	-	-	-	-	73.38	70.79	-	-
Mathematics Standard 1	-	-	71.47	69.46	-	-	73.18	69.84
Mathematics Standard 2 (note prior to 2019 it was General Mathematics)	80.08	70.87	76.46	69.15	75.57	68.40	79.35	70.68
Mathematics Advanced	83.29	78.31	84.26	78.41	83.43	79.20	86.25	78.01
Mathematics Ext. 1	79.50	77.45	83.74	78.21	81.88	78.49	87.97	79.98
Mathematics Ext. 2	87.45	81.43	85.35	83.07	84.74	81.46	83.09	81.59
Modern History	79.18	73.67	83.48	72.85	77.51	72.53	80.49	73.44
History Extension 1	47.50	39.47	-	-	39.04	38.36	39.60	38.92
Music 1	87.70	81.88	89.60	81.34	84.30	81.56	80.12	81.85
Music 2	84.20	86.40	89.00	87.57	81.28	87.03	83.95	87.67
Music Extension 1 (scored out of 50)	-	-	-	-	38.24	45.10	44.53	44.98
PDHPE	81.12	69.75	78.18	72.19	81.07	72.46	77.73	72.57
Physics	80.23	74.25	83.42	75.34	79.26	73.99	77.78	73.20
Software Design and Development			-	-	-	-	87.73	75.22
Science Extension 1			37.15	37.05	40.83	37.04	-	-
Studies of Religion 1 Unit	41.22	37.91	40.74	37.38	39.23	37.69	38.37	38.24
Visual Arts	88.56	78.05	85.94	80.99	84.44	81.02	84.09	80.77
French Continuers	64.96	80.38	76	82.05	67.33	81.92	76.90	82.29

Pittwater House's 2022 subject performance compared to the State in Bands 5 and 6.



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

Theme 5: Teacher Professional Learning, Accreditation and Qualifications

5.1 Professional Learning

In 2022, the School Professional Learning Schedule was structured around the three school strategic intents; Deep Learning, Literacy and Differentiation. Deep Learning - the research-based teaching and learning framework based on the development of the six key competencies; Critical thinking, Character, Citizenship, Communication, Collaboration and Creativity became embedded as the chosen school wide pedagogy and most of the professional learning time was designated to Heads of Department and teachers collaborating on teaching and learning programs which embedded these competencies.

The whole staff, across the Junior and Senior School, collaborated on the reframing and refreshing of a learning model, known as the HEROIC Learning Model. The name derives from the school's core values that form the mnemonic HEROIC. As a key component of the learning model; literacy, a Literacy Professional Learning Committee was established to ensure that the explicit teaching and learning strategies and language of learning was embedded in the HEROIC model at Pittwater House.

In addition, teaching staff attended the following professional learning activities throughout 2022:

Professional Learning Activities	Number of Staff Participating
Deep Learning	All
Dr Ruth Phillips – Conceptual Programming	20
Key Learning Area Specific Courses – a variety of courses and conferences related to specific teaching areas	18
Curriculum Reform – AISNSW Leading the implementation of the K-2 syllabus	4
Literacy and Numeracy – a range of Literacy and Numeracy Workshops as well as regular Literacy and Numeracy meetings (Literacy and Numeracy Team)	8
Pedagogical Strategies - workshops addressing a range of pedagogical strategies including deep learning, differentiated and explicit teaching and learning (HSC)	All
Network Meetings and Conferences – a range of network and subject related meetings including IPSHA Group Meetings (Art, Diverse Learning, PDHPE) as well as Careers and Accreditation Network meetings.	8
Wellbeing/Pastoral – a range of wellbeing conferences and courses addressing school priorities, including courses addressing mental health	8
Gifted and Talented	1
Accreditation – AIS Experienced Teacher workshops	4
Compliance – All teachers completed AIS online modules eg: workplace safety and compliance - All teachers completed either First Aid or CPR qualifications	All
Leadership – Leading evidence informed practice and Law Sense Courses	6

5.2 Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	2
Proficient Teacher	96
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	100
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 2022	
Teaching Staff	100
Full-time equivalent teaching staff	93
Non-teaching staff	50
Full time equivalent non-teaching staff	43.8

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

7.1 Student Attendance Rates

The K-12 Average daily attendance rate was 91.17. This was still slightly down due to impact of COVID in 2022.

2022 Attendance Rates	
Year Level	Attendance Percentage
Kindergarten	94.59
1	93.38
2	91.13
3	93.31
4	90.21
5	91.69
6	91.88
7	90.07
8	89.88
9	87.42
10	89.06
11	91.57
12	90.96

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.

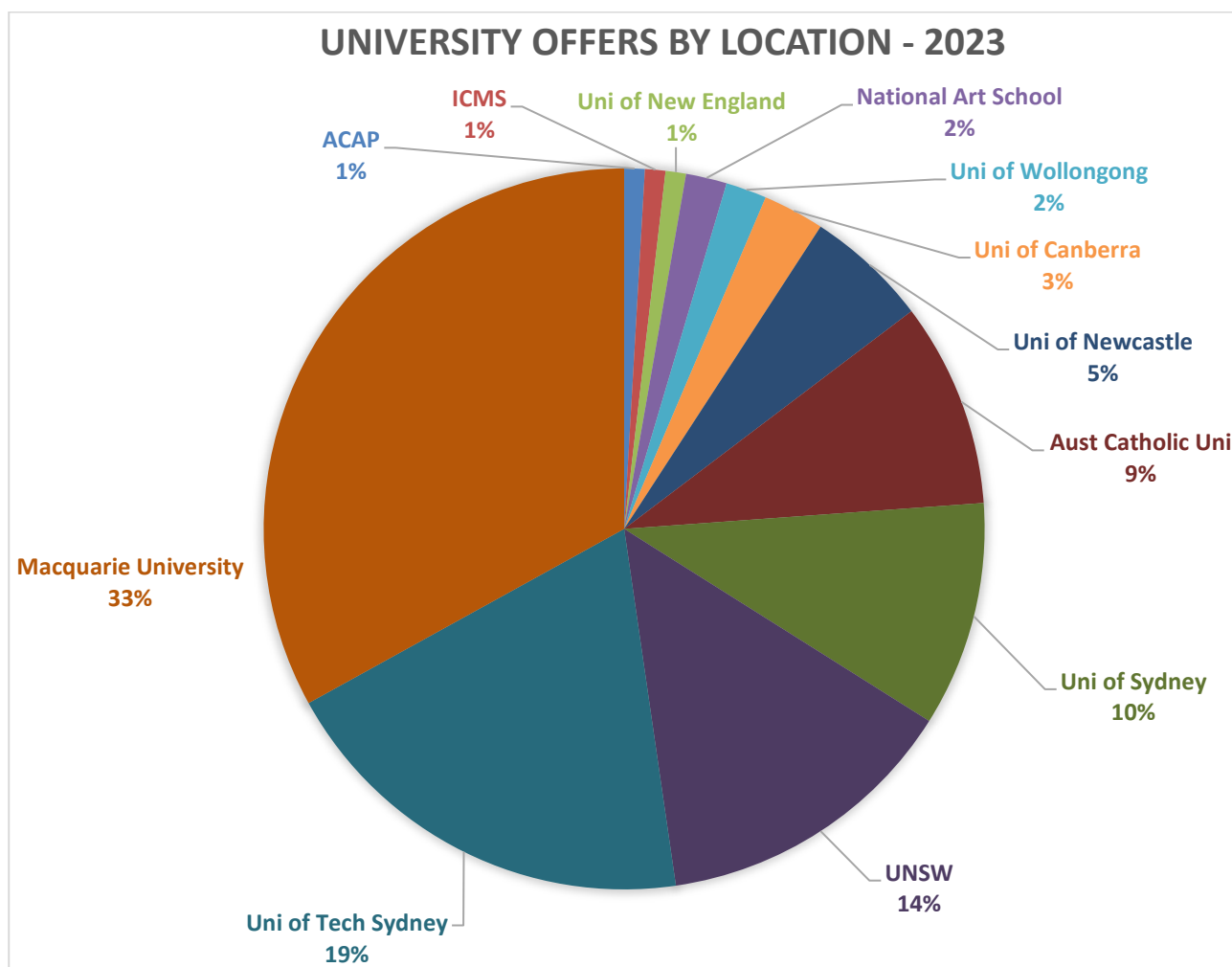
Pittwater House takes daily attendance from the Period 1 roll and identifies unexplained absences. We notify parents with a daily SMS alert and email and follow-up with a reminder at 5 days. The school reviews attendance on a fortnightly basis to monitor reasons for leave and exemptions. Daily and weekly 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.

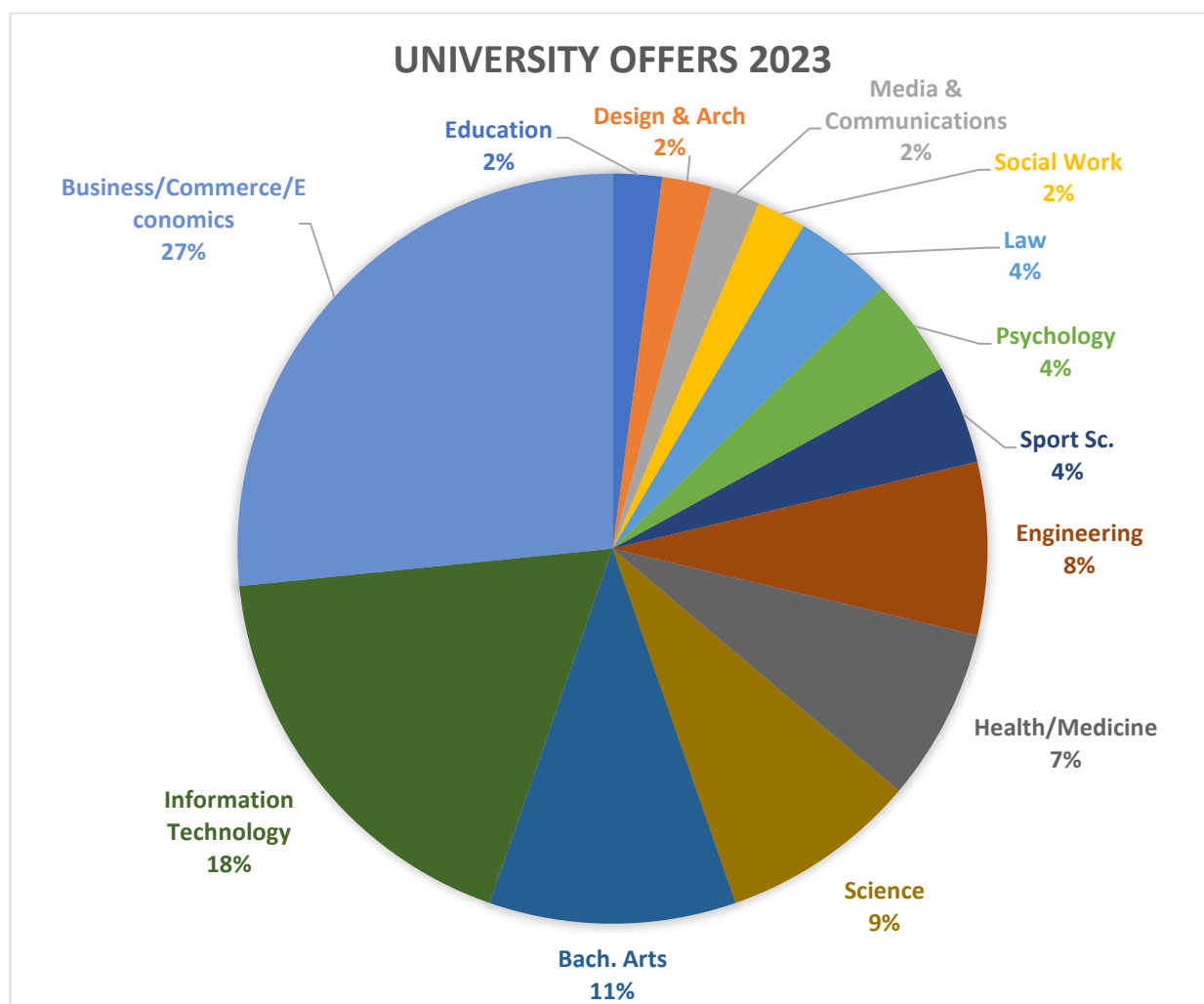
7.3 Retention Rates Years 10-12

At the end of 2020 school year, 7 students left the Year 10 cohort to complete their school in other schools and did not continue into Year 11 at Pittwater House School. Throughout Stage 6, prior to completing their 2022 HSC, 4 other students departed Pittwater House.

7.4 Post School Destinations

The 2022 Higher School Certificate graduates were extremely successful with their university offers. The majority 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 2023 and the locations our students will undertake their study.





Theme 8: Enrolment Policies

The full text of the Pittwater House Enrolment Policy is below.

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 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 student or parent behavior, academic progress, or payment of fees.

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

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

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 of the school to meet the special needs or abilities of the student
- The ability and willingness of the student to participate in, and contribute to, the life of the school community
- The willingness of the family to positively contribute to the life of the school community
- Assessment of the student's personal characteristics and approach to academic work as shown in previous school reports.

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

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.

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 Continuing Enrolment

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

Theme 9: School Policies

9.1 Student Wellbeing

Policy Summary	Changes in 2022	Access to Full Text
<p>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:</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• The Pastoral Care 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 Junior School Leaders, Prefects, SRC, the Army Cadet ranking officers, College Union Groups and the Big Bros.	<p>Development of a draft Pastoral Care handbook that will replace a suite of policies relating to student wellbeing by 2023.</p> <p>This document will include a student code of conduct, behaviour justice schema and relevant policies relating to access of the pastoral care staff.</p>	<p>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.</p>

9.2 Bullying Prevention

Policy Summary	Changes in 2022	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 School's policy includes, but is not limited to;</p> <ul style="list-style-type: none">• an outline of bullying and harassment behaviours• prevention and response measures for students, parents and staff• actions for students and staff• prosocial initiatives to foster bullying prevention, including restorative practice and the UR Strong program.	<p>Development of a draft Pastoral Care handbook that includes a safe school policy that will replace the bullying prevention policy by 2023.</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 2022	Access to Full Text
<p>Elements of discipline, both self-imposed and imposed externally, are necessary in all aspects of overall human development. Learning involves making mistakes and finding more appropriate ways to behave in the future. The Pittwater House School's discipline policy is intended to support the development of student self-respect and respect for the rights of others.</p> <p>The School's policy relating to the discipline of students attending the School are based on the principle of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion. The School DOES NOT permit corporal punishment of students by school or non-school persons.</p>	<p>Development of a draft Pastoral Care handbook that includes a behaviour justice schema that will replace the student discipline policy by 2023.</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>

Policy Summary	Changes in 2022	Access to Full Text
<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>The discipline policy is designed to identify the rights and develop a sense of responsibility in our students. The School's policy outlines students and staff responsibilities.</p>		

9.4 Reporting Complaints and Resolving Grievances

Policy Summary	Changes in 2022	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>	No updates in 2022	The full text of the Complaints and Grievance Resolution Policy can be accessed on the school website and by request from the Principal.

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 2022 Priorities

Areas	Priorities for 2022	Achieved in 2022
Teaching and Learning	Continue with the implementation of the Deep Learning framework across the school.	Ongoing
	Streamline and clarify the procedures around NCCD evidence collection	Completed
	Ongoing emphasis on literacy skills development K-12 – working towards whole school literacy plan	Ongoing
	Ongoing emphasis on numeracy skills development K-12	Ongoing
	Plan and implement new K-2 Syllabus and commencement of Year 3-6 planning and implementation.	Ongoing
Welfare	Student wellbeing survey to seek feedback on current state of student wellbeing and to give direction for our pastoral care program.	Ongoing
	Positive reinforcement of HEROIC Award system to recognise and reward positive student behaviour linked to our Core Values.	Completed/ Ongoing
	IT Filtering – introduction of Assure Saasyan product to replace family zone in monitoring students of concern and online behaviour.	Completed
	Behaviour schema – refinement of the behaviour justice schema for equity in student behaviour.	Ongoing
	Change in structure of our pastoral care model to mirror our twin schooling model – Stage Coordinators 7-10 and Year Coordinators 11-12.	Completed
	Change in Junior School Leadership structure. One Assistant to the Head of Junior School – Wellbeing K-6. One Assistant to the Head of Junior School – Curriculum K-6.	Completed
	Positive Behaviour Management System introduced to K-2. This system encourages students to reflect on their actions and gives them an opportunity to reset positive behaviour. Mirroring the model of the Years 3-6.	Completed
Facilities and Resources	Roll out of Apple TV to continue	Completed
	Ongoing upgrade of interactive whiteboards to LCD Smart Screens	Completed
	Ongoing implementation of TASS school administration portal	Completed/ ongoing
	Replacement of stage lighting in Creative Arts Centre	Completed
	Upgrade of Hall sound system	Ongoing

Areas	Priorities for 2022	Achieved in 2022
	Building refurbishment and commencement of construction of building balconies	Ongoing
	Construction of new “Kiss and Drop” zone	Completed
	Replacement of Senior School classroom furniture	Ongoing
	Refurbishment and refurnish Senior Common rooms and Learning spaces	Completed
	Upgrade 2 classrooms to Science Labs	Completed
	Reconfigured Junior School classroom	Completed
	Refurbishment of corridor space in West Wing	Ongoing
	Renewal of all Campus signage, directional and buildings	Ongoing
	Creation of an office/breakout space for Counselling team and Learning Support	Completed

10.2 Priorities Set for 2023

Areas	Priorities for 2023
Teaching and Learning	HEROIC Learning framework launched across the School.
	Ongoing clarification and embedding of differentiated strategies in teaching and learning programs and on school LMS
	Ongoing emphasis on literacy skills development K-12 – working towards whole school literacy plan
	Ongoing emphasis on numeracy skills development K-12
	Plan and implement new 3-6 Syllabus and commencement of Year 3-10 English and Mathematics Syllabus planning and implementation.
Welfare	Student wellbeing survey to seek feedback on current state of student wellbeing and to give direction for our pastoral care program. Also, to provide longitudinal comparison data.
	Development and distribution of a 5-12 Student Code of Conduct
	Formulation and completion of a Senior School Pastoral Care Handbook and Policy
	Development of a Pastoral Program Scope and Sequence Years 7-12
	Continue to develop student leadership opportunities in our Stage 5
Facilities and Resources	Completion of significant balcony and renovation project for the West and South Wings
	Renovation of the Amphitheatre and external space adjacent the Canteen
	Create lift access to the West and South Wings of the Senior School

Areas	Priorities for 2023
	Extension to the pool change rooms
	Renovation of the Hall mezzanine balcony
	Commence implementation of school wide CCTV
	Upgrade the air safety management system in the Industrial workshop
	Implement new corrosive chemical storage systems in Science block
	Implement TrackOne learning analytics system
	Complete data migration to cloud storage
	Commence the design and implementation of new enrolment software enhancements
	Upgrade Senior School hydrant services
	Replace the specialised flooring in the Sports Centre
	Commence investigations into a new Uniform shop management system including online ordering
	Implement the Flexischools system

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, Diverse Learning Staff and Year/Stage 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 Events 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 pastoral care 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.

Intensive/Small Group Programs

At Pittwater House Junior School, we understand that many students will require extra support and intervention at various times throughout their primary school journey. We provide specific and intensive intervention for students who may require support with the social skills or managing their worries.

- **Cool Kids Club** - The Cool Kids Program is a world-renowned skills-based program that teaches children (including teenagers) and their parent(s) how to better manage anxiety.



- **The Brave Program** - is an online program supporting childhood and adolescent anxiety. BRAVE is based on **cognitive behavioural therapy** (CBT), the most effective method for overcoming anxiety in children and teenagers.
- **Secret Agents Society** - Pittwater House is using SAS to help guide the writing and implementation of individual learning plans – clear goals, child motivation, strategies and resources to support many students. This breakthrough social skills approach is used with 8 to 12-year-old children with a range of social and emotional challenges.

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

Red Earth Experience

Students in Years 9 to 11 were offered to travel to the remote Indigenous homelands of the Cape York Peninsula. Students had the rare opportunity to make real connections with Indigenous Australians living on their own land who have maintained a deep connection to their culture and history. The aim was to learn from Elders and Traditional Owners and play with young Indigenous children eager for a window to the outside world.

This experience was enjoyed by over 25 students, and it is planned to be run every second year.

Pastoral Care Program - 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



Pastoral Care Program - 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

Pastoral Care Program - 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 Program - 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 ground-breaking programs, inaugurated and developed by previous student leaders, are aimed at promoting vertical connections at Pittwater House. The underlying goal of the programs is to create a culture of support to allow the students to discuss challenges 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, a sense of connection and vertical integration.

Leadership

We believe every one of our students can become a great leader. Students are provided with both formal and informal leadership opportunities including SRC, Senior Prefect group, co-curricular leadership and year level specific programs.

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 School.



Pittwater House believes that in order to achieve a well-rounded education, students 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
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 Educational Schools) which is the regional level of representation. This level proceeds to CIS competitions (Combined Independent Schools). CIS select teams to compete at the State All Schools against CHS and CCC.

Performing 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
- 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 Concert Band (3 to 6)
- Senior Concert Band (7 to 12)
- Orchestra (5 to 12)
- Big Band (7 to 12)
- Junior String (Beginner String players K to 4)
- String Ensemble (Experienced players 3 to 12)
- Vocal Ensemble (4, 5 and 6) and Show Choir (7 to 12)
- Junior Dance Company (4 to 6)
- Senior Dance Company A and Senior Dance Company B
- Junior and Senior Guitar Ensemble
- Bass Guitar Ensemble
- Contemporary Band
- Allegro



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 and community based
- 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. We continue to have 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. In 2023 we will be embarking on our biennial major production of 'High School Musical', which has been long awaited after a hiatus due to COVID. In addition, we will continue to develop the program and enrichment through the orchestra and other enrichment opportunities.

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 recognised 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 Unit was able to conduct a three-day Training Bivouac during the April school holiday period and the Annual five-day Field Exercise held in September was highly successful. Training was able to resume without any interruptions due to the relaxation of the Covid-19 restrictions of the past few years. The Unit was able to conduct a formal Ceremonial Parade with ex-student MAJGEN Roger Noble as the Reviewing Officer and Dining-In Night to farewell the outgoing senior leadership. The change-over in cadet leadership occurred without any problems in early October and planning for the new year's program continued seamlessly. Numbers in the Unit have remained fairly constant despite the disruptions due to Covid-19 experienced by many units across the State.

Ceremonies of Remembrance in the Community for ANZAC Day were able to be conducted in conjunction with the Manly Dam War Memorial Trust, Avalon Beach RSL Sub-Branch and Collaroy RSL Sub-Branch. Vietnam Veteran's Day at Manly in August and Flag Day at Dee Why in September were able to go ahead. Remembrance Day events were also able to go ahead at both Manly Dam War Memorial Park and RSL Lifecare at Narrabeen. A major milestone was the attendance of two of the senior cadets at the Adventure Training Award held at Madura Barracks in Canberra.

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: an internationally recognised program to support young people to maximise their potential. It operates in more than 130 countries and territories, helping to inspire millions of young people. The Duke of Edinburgh challenges young people to dream big, celebrate their achievements and make a difference in their world. Duke of Edinburgh is available to students 14 years and over. There are three award levels, each requiring a high level of student commitment to work towards their chosen goal. This voluntary and self-managed program requires a high level of self-discipline and organisational skills. It is structured so that students can design their own unique program centred on their interests, passions, or existing activities. Students grow through challenge, service, and responsibility through a range of activities in four mandatory areas: physical recreation, skill, service and adventurous journey. Through developing transferable skills, increasing their fitness levels, cultivating a sense of adventure and volunteering in their community, the Award helps young people to find their purpose and place in the world to become #WORLDREADY.

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

Through the course of the academic year, parents are provided with continuing opportunities to engage with the School; to express their concerns, and their affirmation.

All parents meet with Staff through parent-teacher meetings and the ongoing engagement parents have with Staff. There is an openness to this process as we seek to ensure the home-school partnership is strong.

Each class is represented by a Network Parent and this group meets with the Principal each Term to canvas issues and provide mutual support. These meetings have principally been by zoom as we transition back to pre-COVID times of on-Campus, face to face, gatherings. We continue to hear reports of high-level engagement academically, and the appreciation for the strength of the cocurricular program, coupled with the ease of transition students have into our School, and between year levels. Of course, there are students and families who are seeking a panacea to concerns in former schools, given our strong wellbeing culture. We work very hard to overcome such challenges and parents have been, in the main, most appreciative of the growth and change in their child's demeanour and zest for learning.

12.2 Student Voice

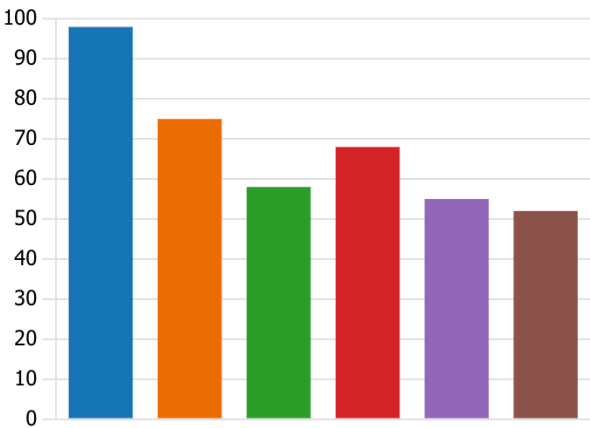
We acknowledge that student satisfaction can be linked to student attendance and retention rates and additionally, gaining their voice gives us important feedback.

Student voice is gained in a variety of ways such as: weekly Prefect Meetings with the Heads of School, selected students speaking at Parent Information Evenings and the Student Representative Council.

The HEROIC Learning Framework gained much momentum with inherent consultation from teachers and students and with parents invited to provide feedback on the model. Student voice as an integral foundation to the authenticity of the learning model, was garnered through a robust survey for all students K-12 to respond to. The survey encapsulated questions pertinent to the way students learn at Pittwater House and included such questions as: Our HEROIC Values are core to how we teach and learn at Pittwater House. Which of the following values do you best relate to? Why is this value so important to your learning? Deep Learning is about learning at school ready for life beyond school. Can you think of a recent example in your learning where you may have applied one of these capabilities? Why might this capability be important in your life beyond school? What type of learning do you enjoy best? Rate how engaged you feel overall in your lessons every day. What is it about Pittwater House learning that you value most? Of the 406 student responses, some statistics from the data include:

10. Please indicate your Year level. (0 point)

[More Details](#)

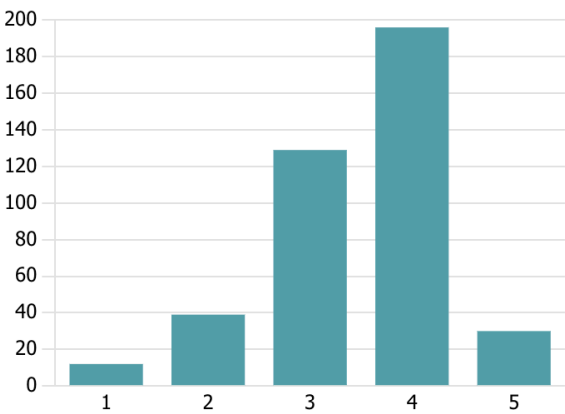


6. Rate how engaged you feel overall in your lessons every day. (0 point)

[More Details](#)

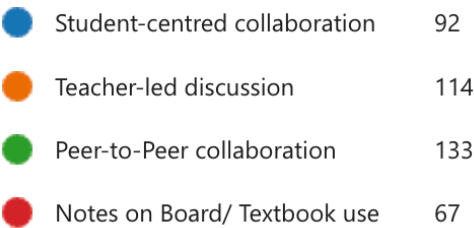
[Insights](#)

3.48
Average Rating



5. What type of learning do you enjoy best? (0 point)

[More Details](#)



As part of the School's partnership with The Resilience Project we have access to survey our students via The Resilient Youth Survey conducted by Resilient Youth Australian. The survey empowers students and educators, delivering powerful insights to create a connected, protected, respected school culture. The survey is conducted online and it collects, analyses and reports on the resilience of young people at a cohort level in terms of their strengths, life satisfaction, hopefulness, anxiety and depression, coping style and risk and protective behaviours.

The survey was co-developed with the Department of Psychology, Social Work and Social Policy at the University of South Australia and utilises a significant student data-set of more than 350,000 Australian students aged 7-19 years of age and has been used in over 1,300 Australian schools.

In 2022, we used this survey for the first time to gain insights into the resilience levels of our students and determine areas of strength and areas that require intervention. We aim to conduct this survey on an annual basis to gain a longitudinal understanding of our students connections, protected and respected behaviours and evaluate the effectiveness of strategies we embed and programs we use to increase student resilience.

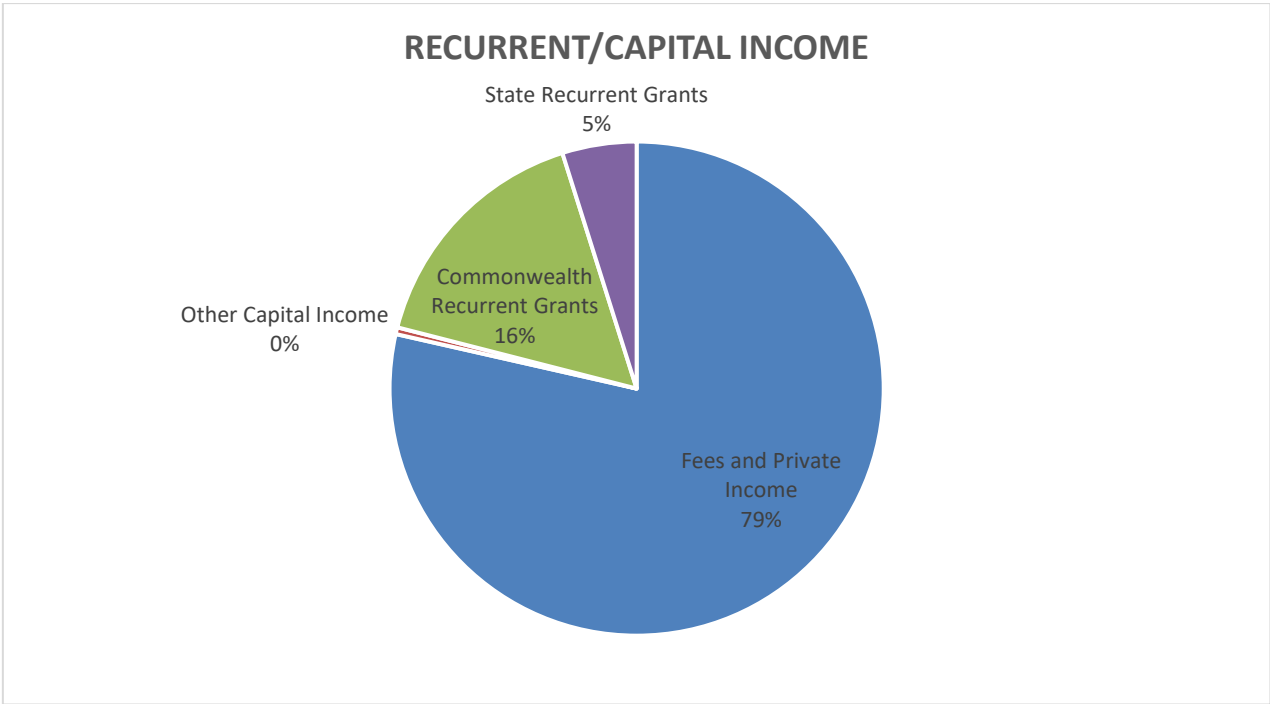
12.3 Teacher Voice

Teacher voice is gathered through several forums across the school. In the Junior School this occurs through the structured SOAP meetings, which are an opportunity for each K-6 teacher to provide feedback and then have a 1:1 meeting with the Head of the Junior school to discuss students, classes and other areas of concern or interest.

In the Secondary School, the established Pittwater House Quality Teacher Performance and Development Policy, allows each teacher to feed forward information through the Faculty Coordinators then through to the Head of Teaching and Learning and School Executive.

In both parts of the school, the Faculty Leaders meetings, the Junior School Meet to Learn (Tuesday morning) meetings and the whole school Professional Development meetings, all provide valuable opportunities to gain feedback and discuss areas needing improvement.

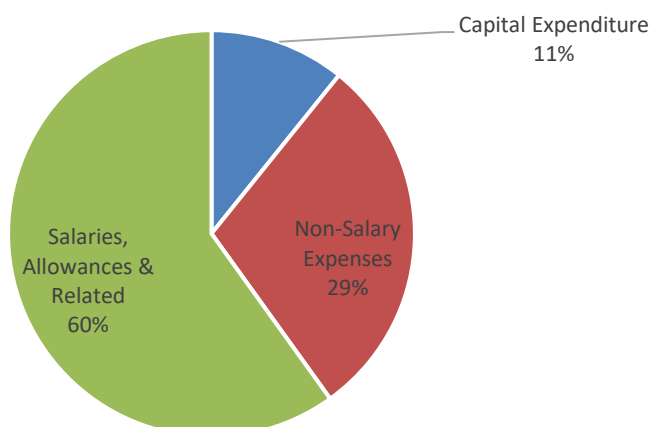
Theme 13: Summary Financial Information



Income Summary

Whole of school	
Fees and Private Income	21,121,711.95
Other Capital Income	119,384.82
Commonwealth Recurrent Grants	4,342,745.13
State Recurrent Grants	1,306,725.49

RECURRENT/CAPITAL EXPENDITURE



Expense Summary

Whole of school

Capital Expenditure	3,238,381.00
Non-Salary Expenses	8,792,119.50
Salaries, Allowances & Related	17,985,284.62

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.