



Pittwater House

Pittwater House

Annual Report 2023



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Contents

Theme 1:	Context	3
Theme 2:	Outcomes and Results	11
Theme 3:	Staffing	17
Theme 4:	Attendance	18
Theme 5:	School Policies	20
Theme 6:	Stakeholder Satisfaction	20
Theme 7:	Summary Financial Information	25

Theme 1: Context

1.1 Message from the School Board

Including extract from the Chairman of the Board message in the 2023 School Magazine



As a School that prides itself on an all-round delivery of education, this year students have once again been challenged in their learning and their capacity to engage with the multitude of offerings we provide. And as a Board of Directors, we are mindful of the need to provide an ever-increasing array of opportunity to our students. In keeping with this, the building works underway will give a greater amenity to the students and an environment responsive to contemporary learning. We have been impressed with the flexibility shown by our community to meet the challenges of disruption to the very core of our campus. It has not been easy, and we are profoundly grateful to our community. The result will be enjoyed on a daily basis.

Sitting around the Board table each month, the Directors have ensured that the key drivers for compliance have been addressed. We have welcomed, our new Company Secretary, Anne-Maree Ironside who took up her role as Business Manager mid-year. Lynn Phelan who stepped into the Business Manager role for the first half of the year, has had oversight of the building works and been invaluable with the depth of understanding she has of our site, and operations.

Pittwater House is no longer a small school. With our growth comes added complexity across all the domains that we address, daily. Our Core Values remain as a focus in all our decision making, and respecting the diversity of opinion amongst students, staff, and parents, that comes with such growth. And of course, the provisioning of the educational product is highly challenging with a shrinking workforce and increased competition for staffing. This remains one of our greatest challenges. To attain the outcomes we all seek, requires us working together in a team. We want to capitalise on the momentum our School is privileged to have whilst ensuring the best elements of our School remain central to our core offering. It is often a fine balance.

It is my good fortune to lead our team of Directors. It is also my duty, and delight, to acknowledge their voluntary work, knowing their determination to ensure a bright future and continued engagement with the School family. My thanks also to the Staff for their support in another year of success for our School. That success is seen not only in the wonderful HSC results for the Class of 2022 but also in the many successful individuals, groups, and teams, and the name, Pittwater House, provides.

Mr Todd Alexis, SC
Chairman

1.2 Message from the School Principal

Extract from the 2023 School Magazine



Foundations have been a central theme to the year. We have all watched over the past twelve months as the central core of our School has evolved to take on an entirely new appearance. Building works of this magnitude are complex and likely to cause significant disruption. The finished product will be one that our current, and future students will derive both from its amenity, and gain pleasure from, as work and social spaces.

Our academic foundations centre on our HEROIC journey, and the launching of the Deep Learning framework in April by Head of Teaching and Learning Jasmin Mano, has been the result of ongoing research, professional development, and discussion. We want our students to be innovators who can shape their future limited only by their imagination. The year has of course been shaped by big data, AI and VR, technology that continues to advance at an unprecedented rate. The way we communicate with each other has changed, requiring schools to be more flexible, creative, and collaborative in our sharing and exchanging of information. Of necessity learning is daily becoming more engaging, accessible, interactive and personalised. Thus, the relationship between our teachers, our learners and this technology continues to evolve.

Following this, our School maintains a deep commitment to developing the whole person and thus our wellbeing program sits proudly alongside our academic offering. I extend my gratitude to our Head of Grammar, Mr David Heath and our Head of College, Mrs Katie Thomas for their ongoing work in this arena. Whether through class time, support of our pastoral and counselling staff, or our commitment to the wider community, Pittwater House students are encouraged to consider those in our world whose lives are negatively impacted through no fault of their own. Such awareness and focus on the common good is a continuing strength within our School family. Thus, once more this year, our students have fostered a variety of programs to bring attention of marginal living to our wider student body.

An outstanding new program, Community Heroes, has flourished this year. As a Stage 5 initiative, a group of students have visited the War Veterans both in term time and during the holidays. Cakes have been baked, trivia questions worked up, songs sung and chatting ensued. Other initiatives such as Feel the Chill, instigated by our Year 9 leaders, Jeans for Genes Day and the many causes fostered by our Prefect team, and groups of students across our School, all featured prominently. I continue to feel great pride with these fine representatives of Pittwater House as they embody our HEROIC Core Values.

The year has been marked by an outstanding group of student leaders, the Class of 2023. Under the leadership of Head Prefects Bridget Boyd and Levi Smith, the commitment of each member of the Prefect team has been superb. Each of these Prefects has brought new initiatives benefitting the entire student body.

The PHPA under the Presidency of Sheridan Millward, is acknowledged with gratitude. 2023 has seen vibrant activities that we have come to expect and enjoy. A sellout Mothers' Day Luncheon at the delightful Manly Golf Club, fabulous Christmas themed Trivia in July, and another great event for Fathers' Day, surpassing the inaugural Fathers' Day evening event of last year, all captured the attention of our School family. The sense of community is well and truly evident across our parent body as everyone appreciates the return to pre-COVID activities.

In working with the growing Alumni Association under the Presidency of Sebastian Davies-Mills, Class of 2014, a closer working relationship with the School is being progressed. Each year the incoming Head Prefects enjoy a business breakfast with an Alumni Committee Member as a precursor to their advocacy of the Association, with their peers. My ongoing work with the Board of Governors under the Chairmanship of Mr Todd Alexis SC, has focused on our Strategic and Master Plans whilst ensuring our record enrolment is well catered for. We have welcomed Anne-Maree Ironside as our new Business Manager and Company Secretary, as well as new Director, Alumnus and parent, Dennis Wong to our meetings. As always there are many ethical and governance challenges to be faced with the emerging technologies, contemporary pedagogy, and societal nuances to be addressed. Thus, our meetings take account of the constantly evolving financial, legal, and industrial relations spaces.

The Staff of Pittwater House provide the excitement, challenge, and commitment to Campus life each day. Whether the week of remote learning due to our difficult period of building works, the camps attended, the evening functions addressed, and the pastoral and academic foci, supported as always by the Business Services team; the staff ensure the daily program is challenging and engaging. As our senior students always note, the teachers of Pittwater House are the key to their success; the special glue of our School.

The School Executive, is central to our success. We are a complex operation and the challenges brought not only from our size, but within the confines of a building site, have tested us all. With year's end, Mrs Achurch is stepping down from her role leading the Junior School. I thank her sincerely for all she has done over so many years. I acknowledge with particular thanks our Deputy Principal Mr Walmsley, for ensuring every element of our daily operations are carefully thought through and meticulously planned. The sense of team in this group allows us to be the best version of ourselves, just as we ask of our students, daily.

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 ever popular Mother's Day Lunch and Bazaar, Father's Day pizza evening, Trivia Night and swimming carnivals. Not only have these events showcased the vibrant school community, but they have also raised an impressive sum of over \$71k for the School. We have already utilized these funds to finance essential items and projects for the current Financial Year.

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 2023 School Magazine

It has been an honour and a privilege to have been the Pittwater House College Head Prefect in 2023.

Levi and I addressed the school during our first assembly as Head Prefects highlighting the importance of our HEROIC values, Honesty and Integrity, Excellence, Respect and Care, Origins, Innovation and Community, and further emphasised that they guide us to strive for our personal best, as well as strengthen our relationships across the school. We aimed to create an environment that was supportive, inclusive and enjoyable for all members of our community and I believe that as a leadership team, we succeeded in doing so.

Our leadership team took a slightly different approach to the HEROIC values, as we wanted to focus on a different value that we deemed vital, in each term, as opposed to focusing on one value all year. We found this to be successful as it allowed all students to focus on different aspects of themselves and our community, as well as broaden their understanding of the importance of these values.

We encouraged everyone to become supportive of each other and to be respectful of themselves and their peers. We continued to motivate everyone to involve themselves in all aspects of the School, such as school sport, performing arts and cadets, during their time here, and we are very proud of everyone for continuing to do so.

I believe that the 2023 leadership team has been successful in encouraging and supporting our School community and emulating all of the HEROIC values every day. Levi and I couldn't have asked for a better team to lead and work alongside, we are very thankful for all that you did.

Our involvement in programs and charities such as Acts of Kindness, Senior Peninsula toys recyclers, Head Above Water, The Burdekin Association, Monika's Doggie Rescue, The Arranounbai School, and the National Breast Cancer foundation has had an everlasting effect on the people who we as a community, lend a helping hand.

Led by our Deputy Head Prefects, the Big Bros and CUPs programs are another example of how we continued to highlight the importance of community within our School. These incredible initiatives encourage conversations between all year groups within the School, and ultimately build everlasting connections, as well as create a supportive environment for all students.

I would like to take this opportunity to recognise our teachers and the staff members who have helped us throughout our years at Pittwater House. Their constant passion and dedication shines through. They have been a positive influence on our education and our studies, as well as our personal growth and development throughout our 6 years of High School.

To our fellow Year 12 classmates, you should all be very proud of yourselves, just as Pittwater House is, for your efforts and achievements. Remember to motivate each other to stay enthusiastic and to learn and grow, make a difference and be proud of how far you have come.

Thank you to all in our community for your constant support of us and our leadership team.

Brigit Boyd, College Head Prefect

To represent Pittwater House as the Grammar Head Prefect has been a lifechanging opportunity, and as the 2023 school year draws to a close it would be remiss not to reflect on the journey which our leadership team, and broader school community have been on throughout the last 12 months.

Guidance for our leadership team this year was provided through weekly meetings with Dr Hillier, with our HEROIC values as a backbone. Each term we focused on different values, and alongside the frequent wellbeing warriors and heroic habits presentations, we aimed to foster these character traits within our entire School community.

As well as this, weekly meetings as a leadership team, were paramount to our success this year. Each prefect having their own respective portfolio allowed them to bring something unique to the table to help our School grow and prosper. With portfolios across the board in academics, sports, creative arts, and wellbeing, each of our prefects works tirelessly day in, day out to balance their school commitments, extra-curriculars and role as a prefect.

Through the consistent efforts of our Deputy Head Prefects, the Big Bros and CUP groups Programs were able to grow stronger than ever before, creating positive environments, allowing all students in our School to connect. The SRC prefects had an impressive campaign, creating opportunities for all year groups to strive for that which they believed necessary and beneficial for their school journey and our community as a whole. The House Captains were able to foster School and House spirit throughout the year, bringing excitement to each of the sporting carnivals, as well as in their House charity competition, alongside our charity prefect. The efforts of our prefects in their respective portfolios cannot be understated, with great focus on all things in academics, sports, wellbeing, sustainability, performing arts, charity, creativity, and passion areas.

We were granted opportunities this year to attend a range of Leadership afternoon teas, at private and public schools from around our area, which gave us insight into how other leadership teams were making the most of this year and encouraged us to continue to make positive change in our school.

Another focus of this year for our School and leadership team, was the encouragement of future leaders, and this year has seen the emergence of exceptional young role models. From the SRC to various leadership roles, our students in all year groups have shown exemplary leadership skills, making a real difference within our School. The future is bright at Pittwater House, and I cannot wait to see what change the future generations can make.

I would like to take this opportunity as well to give thanks to the entire School and broader School community for their efforts in 2023. From the Executives to teaching staff, sports coaches to classmates and every student who arrived at school each day and gave their all, I'd like to say thank you.

To the Year 12 graduating class, I would like to congratulate you all for making it through the school year. I couldn't be prouder of a group of classmates and friends, and I look forward to seeing you prosper after we leave the Pittwater House gates for potentially the last time.

With that, I would like to again express my gratitude for the privilege of being the Grammar Head Prefect for 2023.

Levi Smith, Head Prefect Grammar

1.5 Contextual Information about Pittwater House

Contextual Information, including characteristics of the student body is found at:

<https://myschool.edu.au/school/50500>

1.6 The Student Body

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 (Acting Business Manager Jan- July 2023)

Ms Anne-Maree Ironside (Business Manager from July 2023)

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)

1.7 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 14 December 2023
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
Mr Dennis Wong	Non-Executive Director	25 June to 29 November 2023
Dr Nancy Hillier	Executive Director	26 October 2010 to present

1.8 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.

1.9 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.



1.10 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.

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.

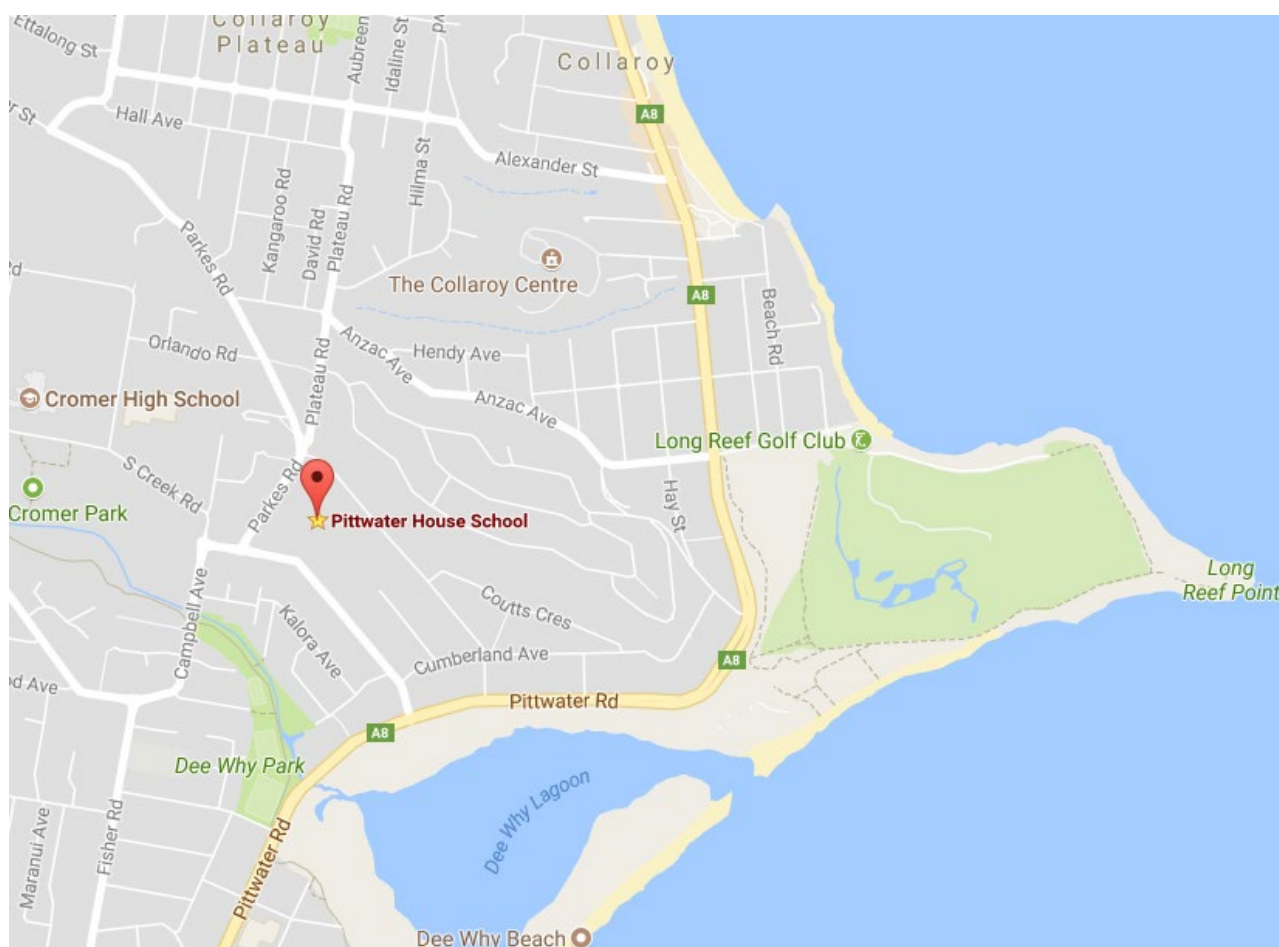
C

COMMUNITY

We connect our students, families, staff and alumni.

1.11 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>.

Theme 2: Outcomes and Results

2.1 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. In the 2023 NAPLAN results, we were excited to see our students demonstrated well above or above average achievement in all 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. Pittwater House students in 2023 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	475	467	468	482	477
Year 5	531	524	515	532	532
Year 7	598	592	575	597	613
Year 9	616	626	605	611	625

NAPLAN participation for this school is 100%
 NAPLAN participation for all Australian students is 95%

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

2.2 Post School Destination

Most students who left school at the end of Year 12, following completion of their school education, enrolled at university, TAFE, or private colleges. Of the 88 students to complete their HSC and received an ATAR, 97% were offered a place at university. A number of students will take a GAP year before beginning their tertiary education. For most of these students it will involve some time spent overseas as well as joining the workforce for a short period of time.

2.3 Senior Secondary Outcomes

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 2023.

In 2023, 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
2023	HSC	99%
2023	AQF Certificate III or above	1%

2.4 The Higher School Certificate

In 2023, 88 students completed their HSC studies. All 88 were eligible for an ATAR, and 80 students used their ATAR for university entrance. The maximum ATAR achieved by a student in 2023 was 98.65. The average ATAR achieved by students in 2023 was 80.56, and median ATAR of 83.50. The school mean for most of the subjects studied at Pittwater House continued to be significantly above the state mean. Fifty students reached the Distinguished Achievers list, achieving Band 6 (or equivalent) result in one or more subjects. One student reached the All-Rounders Achievers list, for achieving a Band 6 (or equivalent) in 10 or more units in their current pattern of study.

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. 73% of the class of 2023 students received pre-HSC offers to their first choice of university.

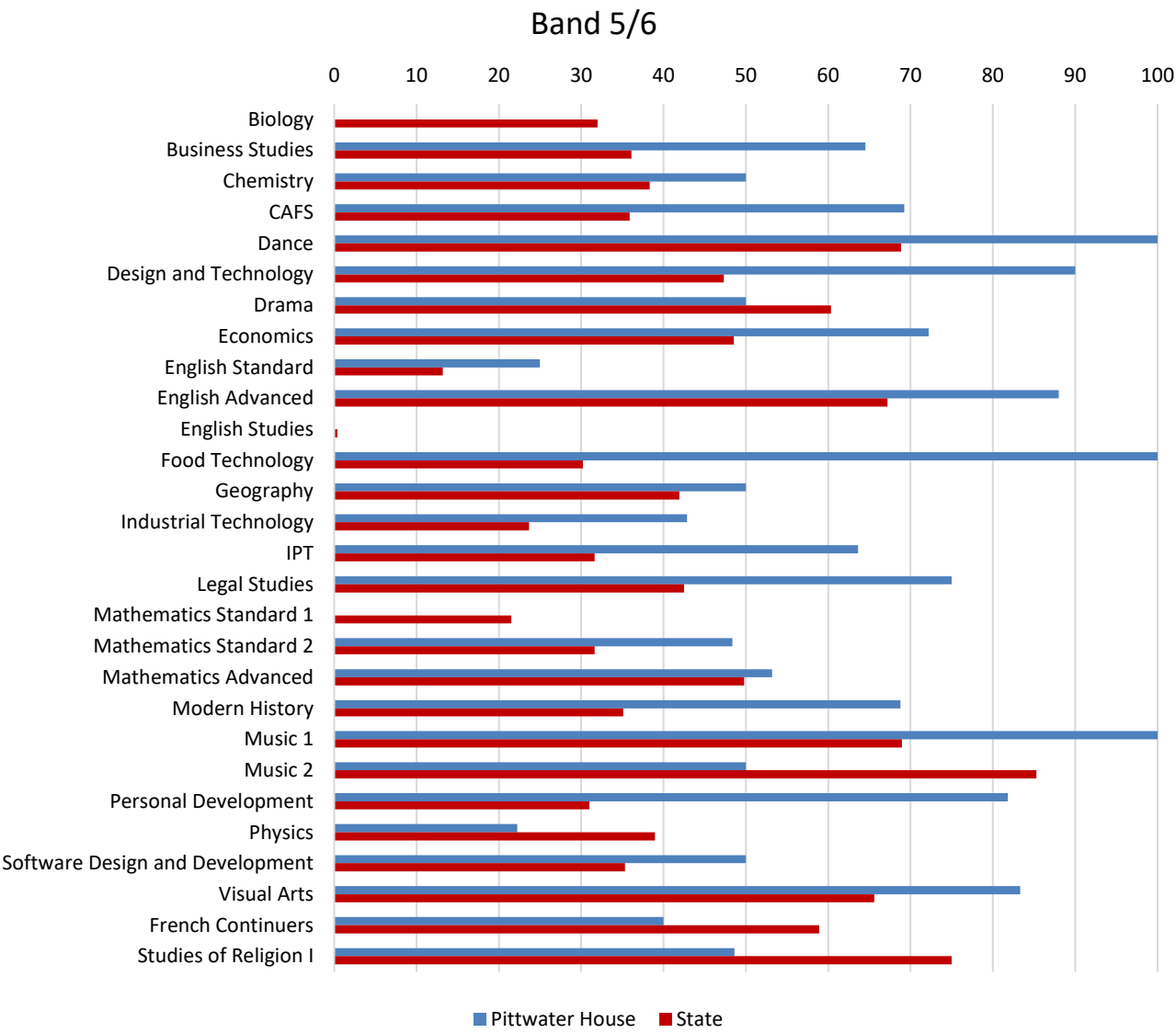
Some highlights in our HSC results were:

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 2019 to 2023	School Mean 2023	State Mean 2023	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	-	-	84.7	71.98	81.6	71.06	80.9	72.1	76.2	72.62
Biology	74.16	73.3	77.2	70.03	75.68	73.38	81.53	72.39	83.97	71.93
Business Studies	81.38	73.77	75.3	73.95	80.17	73.32	77.95	71.99	77.72	72.18
Chemistry	81.88	74.13	70.5	72.51	81.66	74.37	83.52	75.52	75.23	75.38
Community and Family Studies	81.11	74.46	81.78	74.79	85.7	74.28				
Dance	90.4	82.3	86.35	82.12	87	79.42	86.8	79.71	88.45	78.44
Design and Technology	85.96	77.16	82.24	77.62	84.47	79.11	82.24	78.54	77.4	77.82
Drama	78.28	81.12	89.27	80.71	-	-	-	-	80.8	78.31
Earth and Environmental Science	-	-	83.1	73.77	-	-	-	-	82.2	72.52
Economics	83.41	76.76	80.86	77.26	79.13	77.66	79.01	77.02	81.63	77.34
English Standard	76.6	70.12	75.17	69.88	75.6	70.47	74.63	69.93	71.94	69.16
English Advanced	83.9	81.73	83.05	81.53	83.57	81.92	83.86	81.33	83.93	80.73
English (EAL/D)	-	-	69.5	66.73	-	-	73.2	70.27	70.6	70.73
English Extension 1 (scored out of 50)	42.44	42.17	44.1	41.79	44.6	42.07	40.6	41.66	42.42	41.68

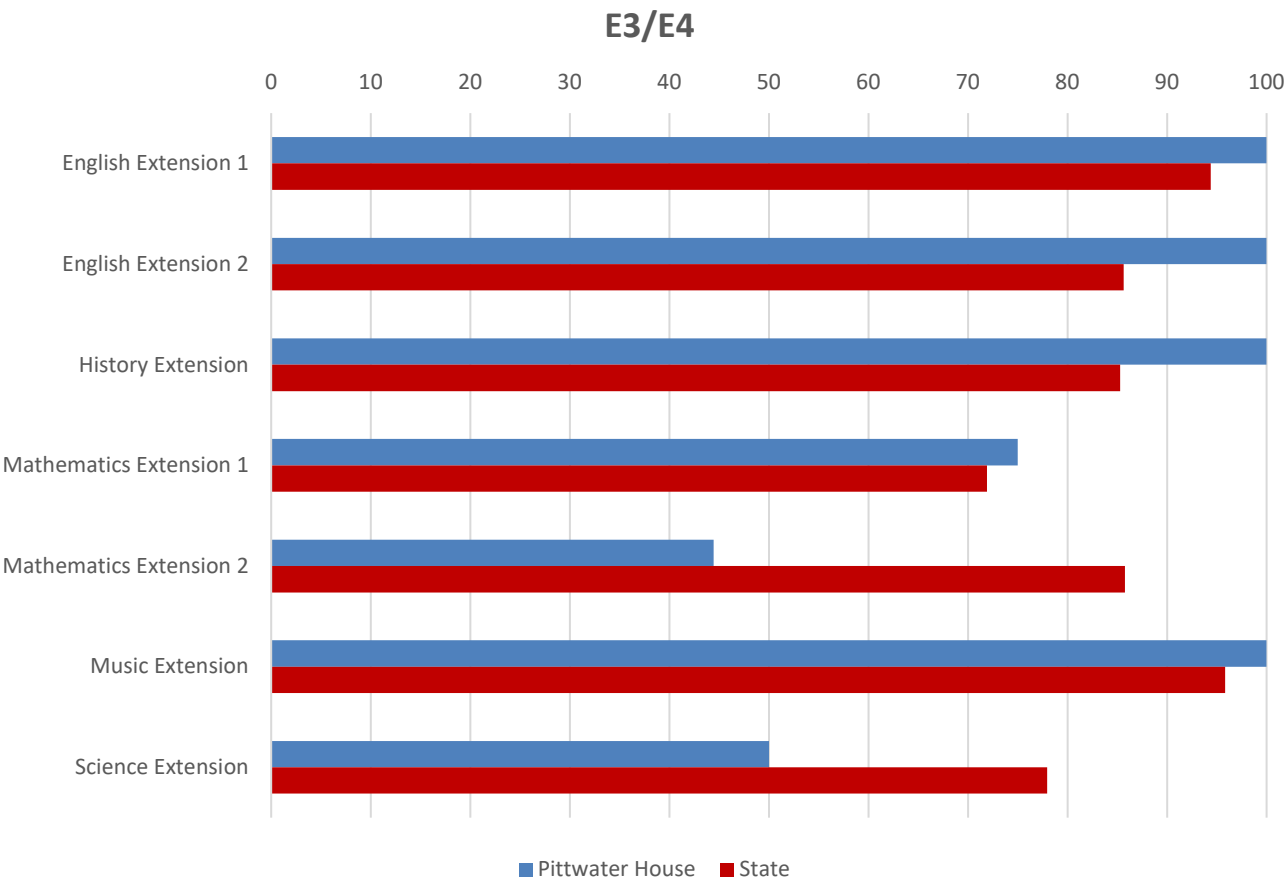
A comparison of Pittwater House HSC Examination performance with statewide performance over 2019 to 2023	School Mean 2023	State Mean 2023	School Mean 2022	State Mean 2022	School Mean 2021	State Mean 2021	School Mean 2020	State Mean 2020	School Mean 2019	State Mean 2019
English Extension 2 (scored out of 50)	39.18	40.07	46.35	39.89	43.5	39.56	33.53	39.43	34.07	39.14
English Studies Examination 2 unit	60.32	55.95	-	-	64	55.87	64.35	50.06	-	-
Food Technology	83.97	72.9	76	71.78	80.27	73.36	-	-	80.03	73.84
Geography	79.24	75.88	80.4	75.19	79.02	75.75	77.6	74.45	73.27	74.66
Industrial Technology – Multimedia	82.60	70.87	71.25	70.32	75.88	69.42	80.6	69.45	76.83	68.69
Information Processes and Technology	77.65	70.71	77.15	71.6	81.28	70.97	71.88	70.97	80.04	72.46
Legal Studies	83.63	75.27	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	56.20	71.99	-	-	71.47	69.46	-	-	73.18	69.84
Mathematics Standard 2	78.76	71.76	80.08	70.87	76.46	69.15	75.57	68.4	79.35	70.68
Mathematics Advanced	81.74	78.04	83.29	78.31	84.26	78.41	83.43	79.2	86.25	78.01
Mathematics Ext. 1	79.2	77.78	79.5	77.45	83.74	78.21	81.88	78.49	87.97	79.98
Mathematics Ext. 2	73.02	82.2	87.45	81.43	85.35	83.07	84.74	81.46	83.09	81.59
Modern History	80.13	72.78	79.18	73.67	83.48	72.85	77.51	72.53	80.49	73.44
History Extension 1	42.8	39.79	47.5	39.47	-	-	39.04	38.36	39.6	38.92
Music 1	84.43	82.09	87.7	81.88	89.6	81.34	84.3	81.56	80.12	81.85
Music 2	78.00	86.08	84.2	86.4	89	87.57	81.28	87.03	83.95	87.67
Music Extension 1 (scored out of 50)	41.25	44.99	-	-	-	-	38.24	45.1	44.53	44.98
PDHPE	84.85	72.98	81.12	69.75	78.18	72.19	81.07	72.46	77.73	72.57
Physics	73.77	74.81	80.23	74.25	83.42	75.34	79.26	73.99	77.78	73.2
Software Design and Development	82.97	73.73	-	-	-	-	-	-	87.73	75.22
Visual Arts	86.04	81.49	88.56	78.05	85.94	80.99	84.44	81.02	84.09	80.77
French Continuers	75.2	81.55	64.96	80.38	76	82.05	67.33	81.92	76.90	82.29

Pittwater House’s 2023 subject performance compared to the State in Bands 5 and 6, as a percentage.



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

Pittwater House’s 2023 Extension subject performance compared to the State in Bands E3 and E4, as a percentage.



Note: Band E3 results represent marks in the HSC above 70% and Band E4 results represent marks in the HSC above 90%.

Theme 3: Staffing

3.1 Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	5
Proficient Teacher	101
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	107

3.2 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	107
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

3.3 Teacher Qualifications

None of our staff members have identified as Aboriginal or Torres Strait Islander. Pittwater House School is committed to being an equitable and inclusive workplace regardless of gender, race, background, religion, abilities and ethnicity. More information available at <https://myschool.edu.au>

School Staff 2022	
Teaching Staff	107
Full-time equivalent teaching staff	99.6
Non-teaching staff	47
Full time equivalent non-teaching staff	43.2

Theme 4: Attendance

4.1 Student Attendance Rates

The K-12 Average attendance rate was 93.47

2023 Attendance Rates	
Year Level	Attendance Percentage
Kindergarten	94.74
1	95.85
2	94.88
3	93.48
4	92.91
5	92.84
6	93.83
7	93.25
8	91.34
9	91.90
10	91.80
11	94
12	94.24

4.2 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, Year/Stage Leaders, Junior School Wellbeing Coordinator, 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. The strategies for improving poor attendance for individual students is outlined in the table below.

Intervention Level	Time of Intervention	Responsibility	Nature of Intervention
Level 1 (at risk)	Three consecutive absences in a term	K-6 Classroom teacher 7-12 Form Teacher	Email to parents. Purpose of email should be a 'check in' from a wellbeing perspective.
Level 2 (at risk)	Five absences in a term	K-6 Classroom teacher 7-12 Year / Stage Co-ordinator	Email or phone call to parents (if needed, depending on nature of absences). Purpose of contact should be a 'check in', however, also to remind parents that they have reached less than 90% attendance, which is starting to be seen as 'at risk'.
Level 3 (moderate chronic absence)	Seven absences in a term	K-6 Wellbeing Co-ordinator 7-12 Year / Stage Co-ordinator	Phone call to parents (if needed, depending on nature of absences). Purpose of contact is to follow up on absences to see if interventions are necessary (depending on nature of absences). Determine whether an action plan is needed to address barriers to school attendance and increase engagement.
Level 4 (severe chronic absence)	Ten absences in a term	K-6 Assistant Head of Junior School or Head of Junior School 7-12 Heads of School	Face to face interview (if needed, depending on nature of absences). Absences considered severe or chronic. Coordinated response with school support and external support staff. May require legal intervention. Coordinated return to school action plan to be implemented. This will result in ongoing monitoring and follow up.

Theme 5: School Policies

The following school policies are publically available on the website:

- [Anti-bullying](#)
- [Child protection](#)
- [Discipline](#)
- [Enrolment](#)
- [Managing Complaints](#) (Grievance Policy)

Theme 6: Stakeholder 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.

6.1 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 through the year to canvas issues and provide mutual support. 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. Events such as the Resilience Project, Time & Space evenings with parents and their children, and y-Safety events all provide feedback opportunities which help in our future planning. Parental engagement in Junior School pastoral initiatives is important for consistency. Parents are included in the URStrong Wellbeing program by attending an evening session with their children and parents in Year 6 are also invited to attend a sex education session from Amazing Me.

6.2 Student Voice

We acknowledge that student satisfaction can be linked to student attendance (93.47%) and retention rates and additionally, gaining their voice gives us important feedback.

Student voice is gained in a variety of ways such as: weekly Head Prefect meetings with the Principal, Prefect meetings with respective Heads of School, selected students speaking at Parent Information sessions and the Student Representative Councils of both Junior and Secondary School. SRC Representatives from each year level engaged with their cohort and saw some of their ideas brought to fruition. Those included student study support groups, the street library, a School Art competition and uniform reforms.



A sample of Junior School voice published in the School magazine included:

....I have really enjoyed working with teachers at different levels and being more involved in the school community.

...I enjoyed interacting with J3 students through our fundraisers.

...I really enjoyed being a role model to younger students.

...I have enjoyed encouraging everyone in all the sports events.

...I have enjoyed helping others and allowing them to be more excited and competitive....to teach other people the importance of getting in and having a go and not be afraid to do something even knowing you may not be the best at it.

....in guiding parents on a Tour of the School, I was able to express just how much I love our School.

As part of the School's partnership with The Resilience Project we have the opportunity 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.

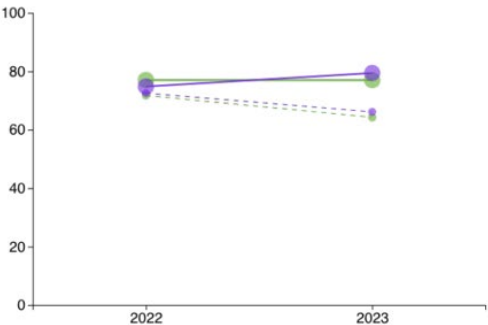
The survey was co-developed with the Department of Psychology, Social Work and Social Policy at the University of South Australia and utilises a significant student data-set of more than 375,000 Australian students aged 7-19 years of age and has been used in over 1,500 Australian schools.

We used this survey in 2023 to gain insights into the resilience levels of our students and determine areas of strength and areas that require intervention. We are conducting 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.

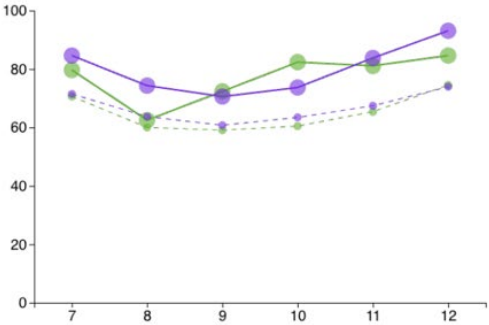
Some highlights from the 2023 survey are shared below with the solid line representing our students and the dotted line representing Australian Norms:

Connected

teachers who encourage - ry4

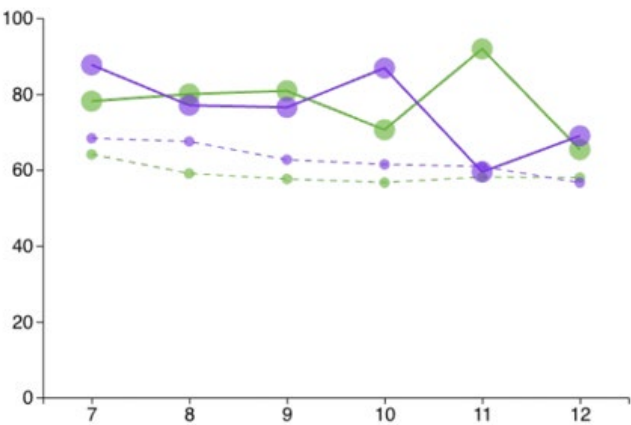


teachers who encourage - ry4



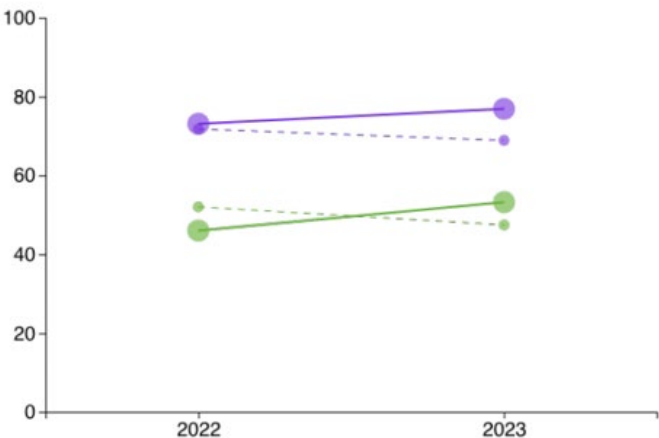
Protected

not using a device between 10pm/midnight and 6am - ry40



Respected

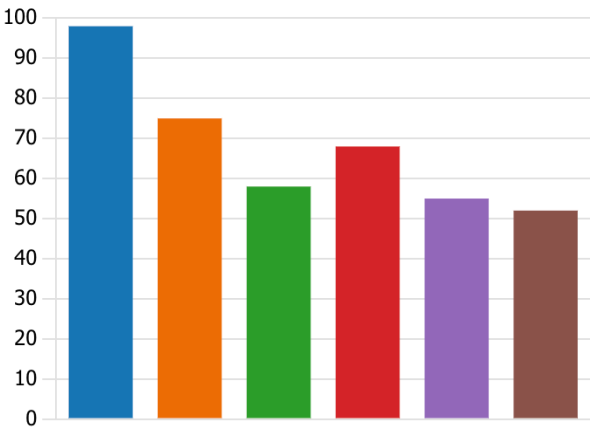
I feel good about myself. - ry21



The HEROIC Learning Framework continues to gain 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](#)

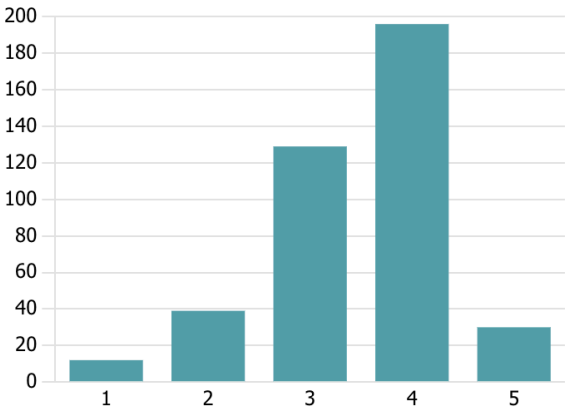


6. Rate how engaged you feel overall in your lessons every day. (0 point)

[More Details](#)

Insights

3.48
Average Rating



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

[More Details](#)

● Student-centred collaboration	92
● Teacher-led discussion	114
● Peer-to-Peer collaboration	133
● Notes on Board/ Textbook use	67



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6.3 Teacher Voice

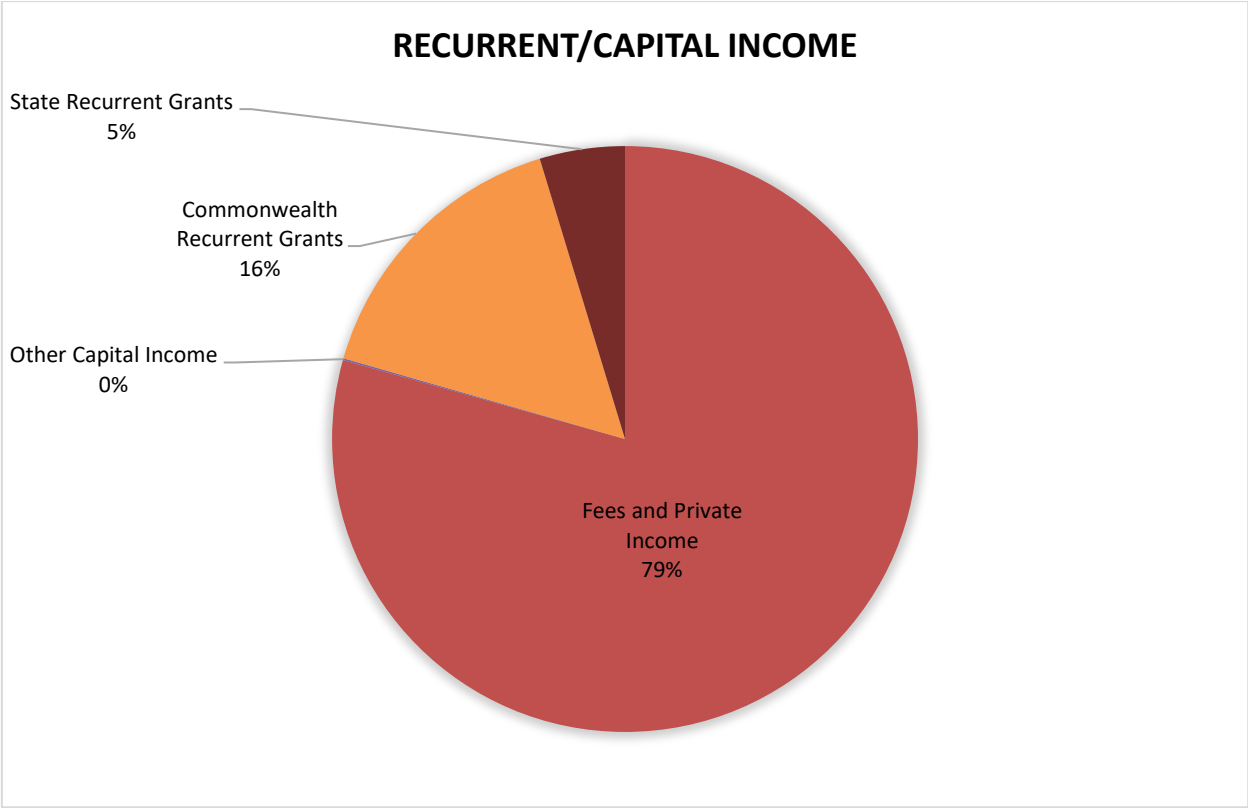
Teacher voice is gathered through several forums across the school. In the Junior School this occurs through the structured SOAP meetings, which are an opportunity for each K-6 teacher to provide feedback and then have a 1:1 meeting with the Head of the Junior school to discuss students, classes and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

Additionally, every faculty met with the Principal and Head of Teaching and Learning at the end of Term 4 to discuss their years works, review their faculty aims and share achievements and challenges as they prepared for the year ahead.

In both parts of the school, the Faculty Leaders meetings, the Wellbeing Team 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 in our cycle of continuous improvement. Multiple teams exist, reporting to members of the School Executive. The data encapsulated is discussed at the weekly Executive meetings.

Theme 7: Summary Financial Information

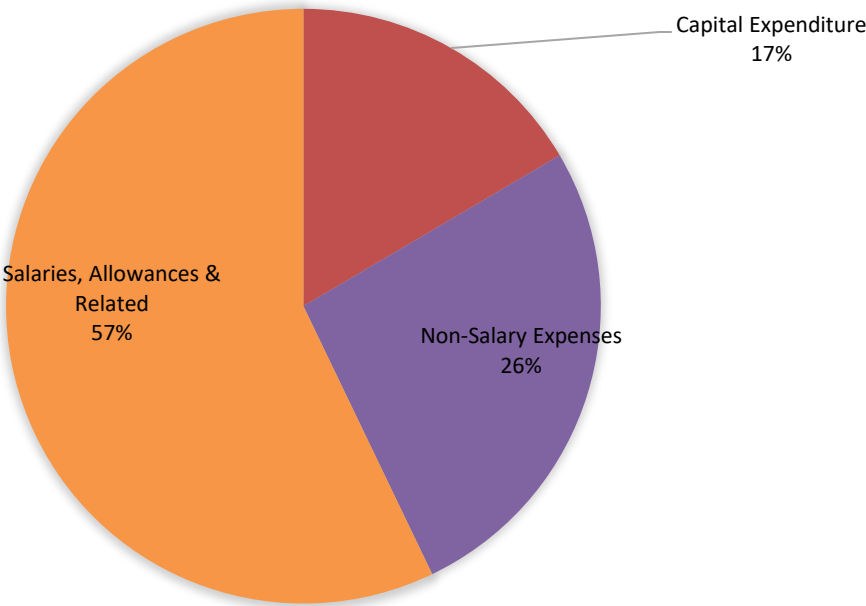


Income Summary

Whole of School

Fees and Private Income	23,179,750.69
Other Capital Income	29,289.62
Commonwealth Recurrent Grants	4,632,127.00
State Recurrent Grants	1,373,212.65

RECURRENT/CAPITAL EXPENDITURE



Expense Summary

Whole of School

Capital Expenditure	5,486,804.17
Non-Salary Expenses	8,738,981.06
Salaries, Allowances & Related	18,957,387.45