



**Pittwater House**

# Pittwater House Schools

Annual Report 2012

The Pittwater House Schools Limited

A Company Limited by Guarantee  
ABN 87 000 655 845

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## 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.

## 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 which they will serve.

## Core Values

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

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



## Our Short Term Objectives are to:

- Exhibit energetic and forward thinking leadership
- Develop positive, enthusiastic, capable and empowered staff
- Maintain Twin schooling
- Demonstrate academic and co-curricular success
- Clearly articulate and model our Core Values
- Deliver strong pastoral care
- Provide sustainable financial management

## Principal's Message

### The Year in Review - 2012

We take great joy in celebrating the many achievements of our students in 2012 both inside and outside the classroom. We are proud of each of our students.

Our community is busy, vibrant, colourful, engaged and full of diversity. Students show great initiative, constantly coming up with genuine attempts to enrich the lives of all. Staff and students continue to be involved in an ever increasing offering of co-curricular activities.

On top of this, and central to the choice of Pittwater House for our families, our students are engaged in the classroom. The focus on academic accomplishment has been rigorous. HSC students have been challenged and headed by Tim Zhang with an ATAR of 99.7, they produced outstanding results. Whilst they, and we, will be judged on the numerical ATARs, our aim is for our Alumni to leave content in their chosen tertiary path. Our Year 10 students have been involved in subject fairs, subject choices and career guidance. Year 7 students have adjusted to the many challenges of

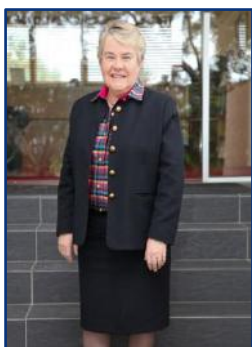
secondary education whilst our Primary students continued to engage in the wonders and marvels of this part of their school journey.

Students today thrive in a school learning environment that is more akin to the world in which they live; using today's digital tools, with access to information and media, connected to other learners and adaptive to individual learning styles and abilities. There is abundant research demonstrating that it is not the device that makes the difference; it is the way it is used. Therefore 2012 has again seen the School focus on optimum opportunities to advance student learning.

Our teachers are committed and dedicated to finding the best in each student and giving them the opportunity to flourish. The relationship that exists between teachers and students at Pittwater House is unique and something of which we should all be proud. Each member of staff looks for a sense of personal responsibility in their students. There is recognition that each student has a responsibility to themselves, to their friends and classmates and to their other teachers to make the best of what they can be.

As we drive to meet the needs of each student, we ensure that our Core Values are the hall marks by which our actions meet our mission.

I commend this Report to you.



**DR NANCY HILLIER**  
**Principal & CEO**

## The Council of Governors

The Board of Governors of Pittwater House has the ultimate responsibility for all matters relating to the running of the School. Without limiting the generality of the Board's role, its principal functions are focused on determining the policies governing the School's operation and the approval of annual and strategic budgets.

**TODD ALEXIS, SC**  
**Chairman**

### Directors

Mr Todd A Alexis SC	Chairman	24 June 2008 to present
Mr Steven B Howell	Non-Executive Director	24 June 2008 to present
Mr Leslie Galbraith	Non-Executive Director	24 June 2008 to present
Mr Tod S McGrouther	Non-Executive Director	24 June 2008 to present
Mrs Kathleen Waters	Non-Executive Director	2 Feb 2010 to present
Mr Santo Severino	Non-Executive Director	2 Feb 2010 to 30 July 2012
Mr Rhett Tregunna	Non-Executive Director	7 June 2011 to present
Dr Nancy Hillier	Executive Director	26 Oct 2010 to present

## Corporate Structure 2012

The School is managed on a daily basis by the School Executive, which comprises the following members:

Dr Nancy Hillier (Principal and CEO)

Mrs Lynn Phelan (Business Manager)

Mrs Jennifer Fortuin (Head of Pittwater House Girls College) (LSL Term 4, 2012)

Mr Mark Page (Head of Pittwater House Grammar School)

Mrs Ruth Achurch (Head of the Junior Schools)

Mr James Walmsley (Head of Teaching and Learning)

## Distinctive Curriculum Offerings

### Performance in External Tests and Examinations

#### Higher School Certificate 2012

Pittwater House HSC students performed particularly well in 2012 with 43 mentions on the Distinguished Achievers List for achieving Band 6 results and the school being ranked 13<sup>th</sup> in the state by the Sydney Morning Herald for HSC Mathematics. In 2012 Pittwater House continued to be the top ranked non-selective school on the Northern Beaches.



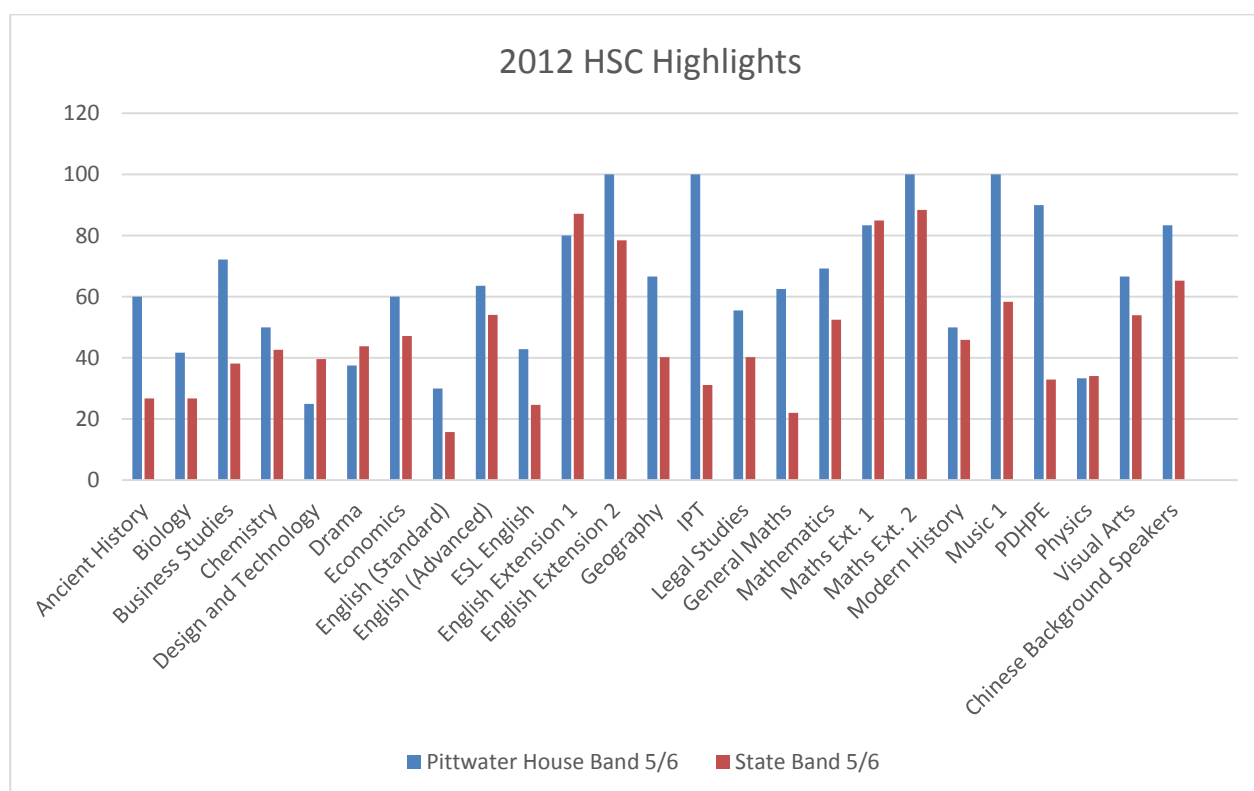
- Ancient History – 60% achieved in the top two Bands.
- Biology – 42% achieved in the top two Bands.
- Business Studies – 73% achieved in the top two Bands
- Chemistry – 50% achieved in the top two Bands.
- Economics – 60% achieved in the top two Bands
- English (Advanced) – 64% achieved in the top two Bands.
- English Extension 1 – 80% achieved in the top two Bands.
- English Extension 2 – 100% achieved in the top two Bands.
- Information Process and Technology – 100% achieved in the top two Bands.
- Legal Studies – 55% achieved in the top two Bands.
- General Mathematics – 62% achieved in the top two Bands.
- Mathematics – 69% achieved in the top two Bands.
- Mathematics Extension 1 – 83% achieved in the top two Bands.
- Mathematics Extension 2 – 100% achieved in the top two Bands.
- Modern History – 49% achieved in the top two Bands.

- Music 1 – 100% achieved in the top two Bands.
- PDHPE – 90% achieved in the top two Bands.
- Visual Arts – 66% achieved in the top two Bands.
- Chinese Background Speakers – 83% achieved in the top two Bands.

**Note:** Band 6 indicates the highest level of performance in a 2 Unit course and is awarded to those students achieving results in a course between 90 and 100%.

### RoSA - Record of School Achievement

In 2012 no Pittwater House students left school in Year 10 with the purpose of joining the workforce. Therefore, no RoSA credentials were awarded.



### HSC Performance Compared to State and Previous Years

A comparison of Pittwater House HSC performance with state wide performance over 2011 to 2012*	School Mean 2012	State Mean 2012	College Mean 2011	State Mean 2011
Ancient History	79.12	69.35	92	72.89
Biology	76.47	72.46	76.43	72.65
Business Studies	83.84	73.98	75.6	72.93
Chemistry	73.52	75.51	71.5	74.99
Design and Technology	77.15	76.08	NA	NA
Drama	76.88	77.77	83.4	77.48
Economics	77.72	75.23	NA	NA
English Standard	75.51	68.27	73.07	65.02
English Advanced	80	79.56	83.8	79.93
English (ESL)	76.03	71.76	75.67	73.93

<b>A comparison of Pittwater House HSC performance with state wide performance over 2011 to 2012*</b>	<b>School Mean 2012</b>	<b>State Mean 2012</b>	<b>College Mean 2011</b>	<b>State Mean 2011</b>
English Extension 1 (scored out of 50)	39.42	40.24	41.7	39.87
English Extension 2 (scored out of 50)	36.65	38.58	45.7	39.44
Geography	80.15	73.71	NA	NA
IPT	89	71.05	78.2	71.18
Legal Studies	82.22	74.44	86.67	74.23
General Mathematics	81.41	69.2	84.93	69.41
Mathematics	85.34	77.64	75.13	77.02
Mathematics Ext. 1	86.82	81.42	88.2	81.09
Mathematics Ext. 2	91.12	82.78	NA	NA
Modern History	73.09	75.61	84.93	75.3
Music 1	83.3	80.17	NA	NA
Music 2	NA	NA	93.6	85.88
PDHPE	82.82	72.58	79.33	73.93
Physics	67.18	73.82	79.8	74.85
Visual Arts	81.87	79.39	85	78.16
Chinese Background Speakers	86.3	81.39	82.2	80.16
French Continuers	73.27	81.8	78.33	81.71
French Extension 1 (scored out of 50)	NA	NA	40.5	40.69

**\* Note:** Pittwater House Grammar School and Girls College results have been officially merged by the Board of Studies from 2012 into the one school.

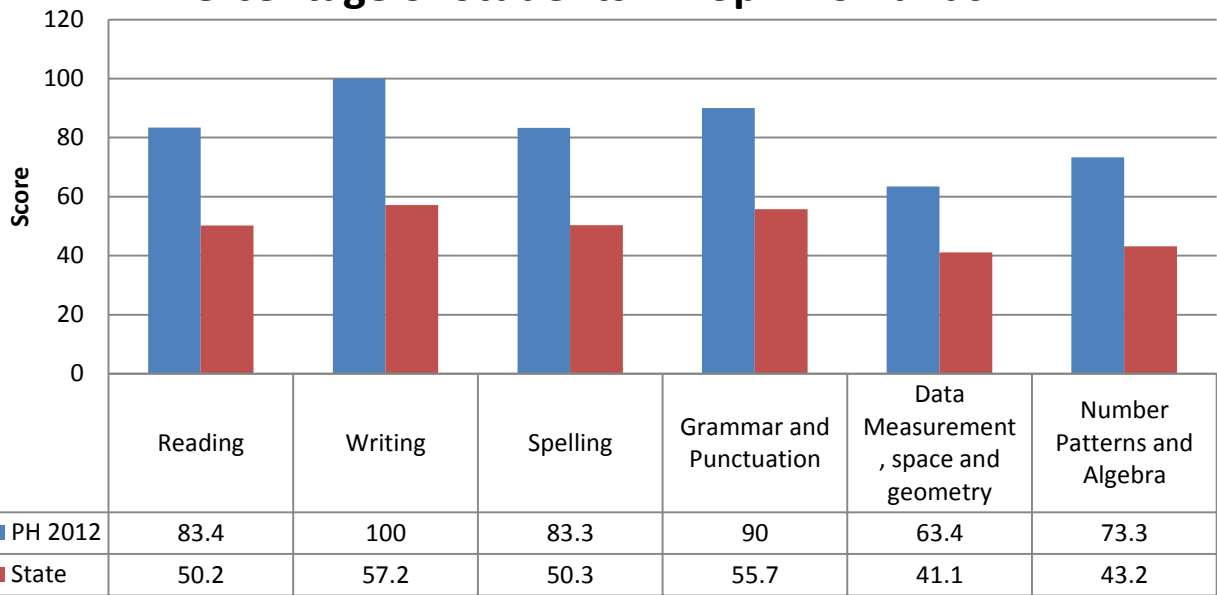
All of our 2012 Year 12 cohort were eligible for attaining an HSC and ATAR credential. 4.44% of students in the 2012 Year 12 cohort undertook a vocational or trade training course as part of their HSC studies.

### **NAPLAN 2012**

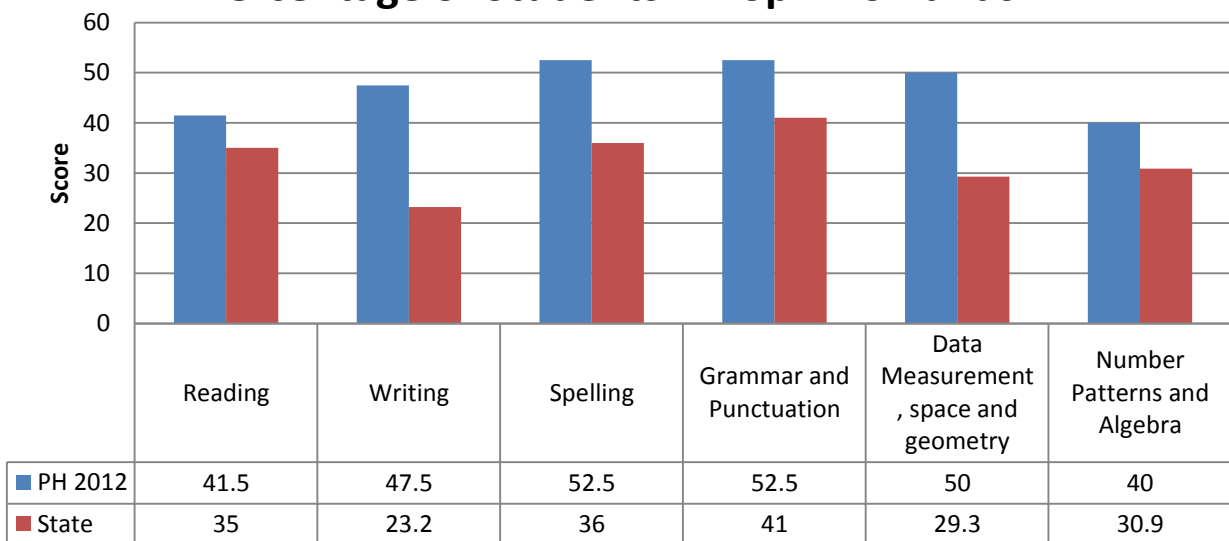
Our 2012 NAPLAN results continued to be impressive with all groups getting well above the state average in each of the areas of assessment. Year 3 in particular deserve special praise for some truly outstanding results this year, gaining more than 80% of their students in the top two bands in Reading, Writing, Spelling and Grammar and Punctuation.

Although high class averages are pleasing, we're most interested in how our students are progressing over time and whether there are any statistically significant improvements or decreases on improvement that we need to work on. The initial analysis of the results indicates that the majority of students demonstrated individual growth in performance well above the state average.

## Grade 3 NAPLAN 2012 Percentage of Students in Top Two Bands

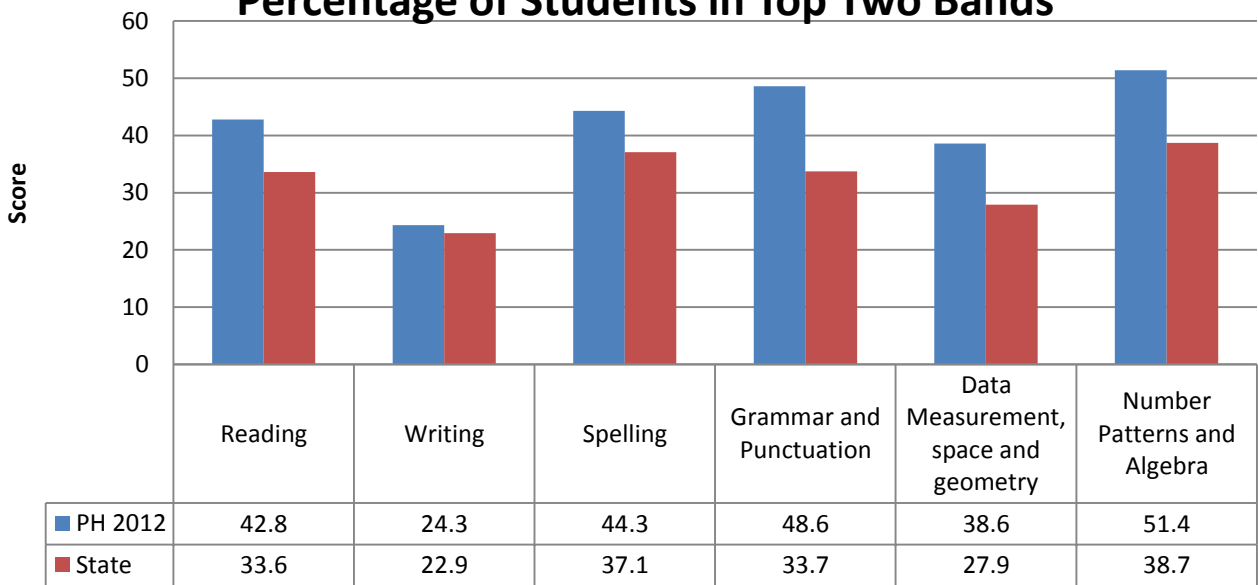


## Grade 5 NAPLAN 2012 Percentage of Students in Top Two Bands

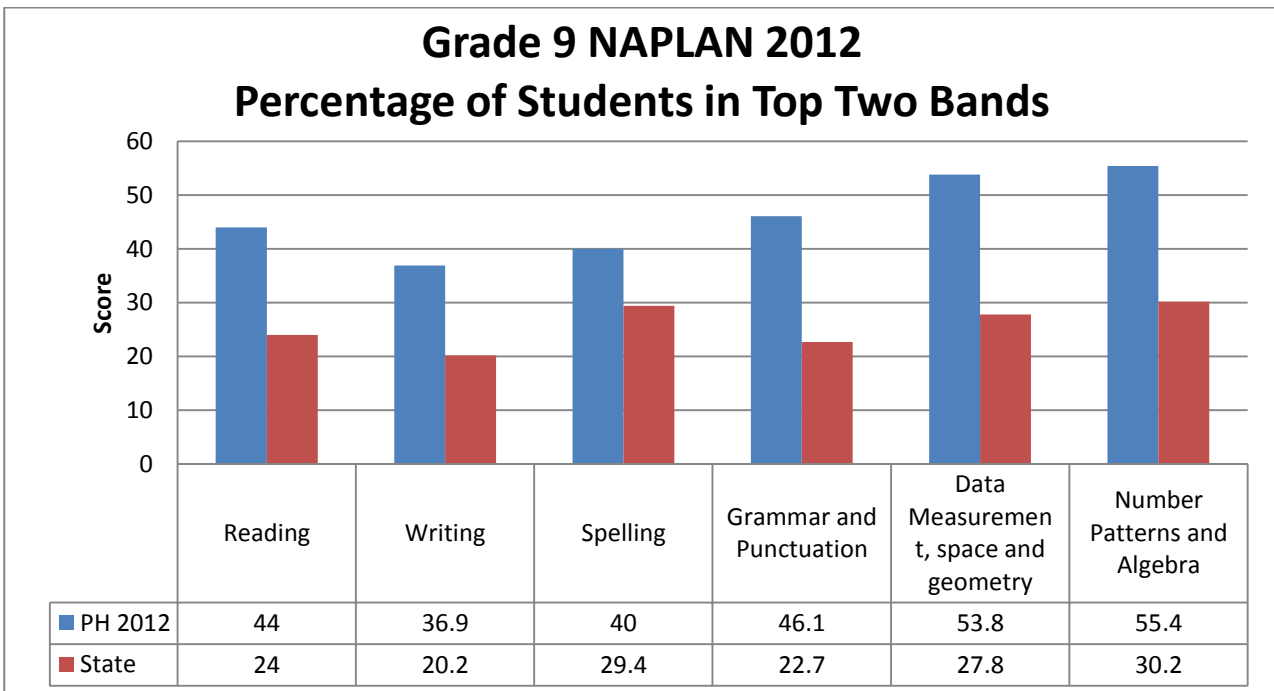




## Grade 7 NAPLAN 2012 Percentage of Students in Top Two Bands

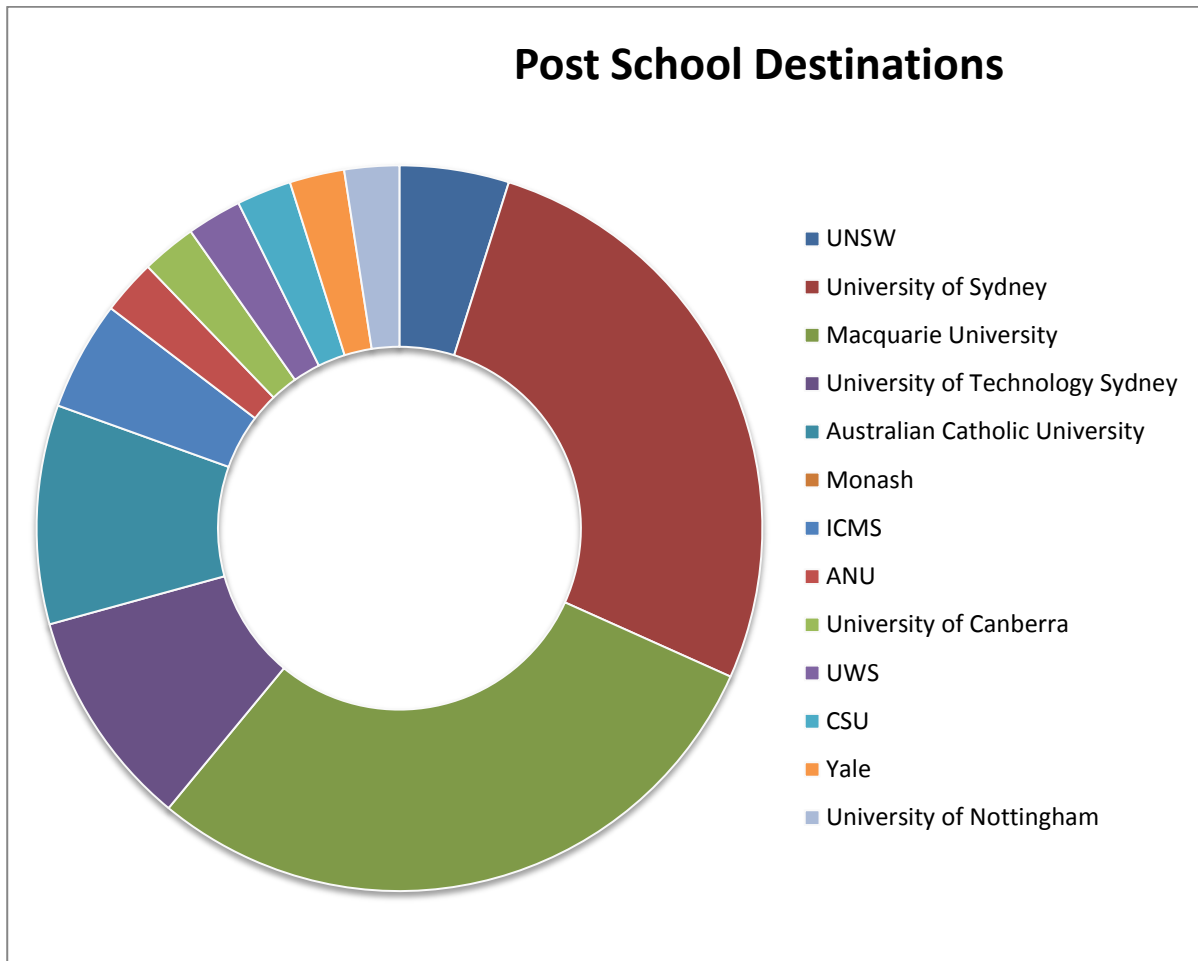


## Grade 9 NAPLAN 2012 Percentage of Students in Top Two Bands

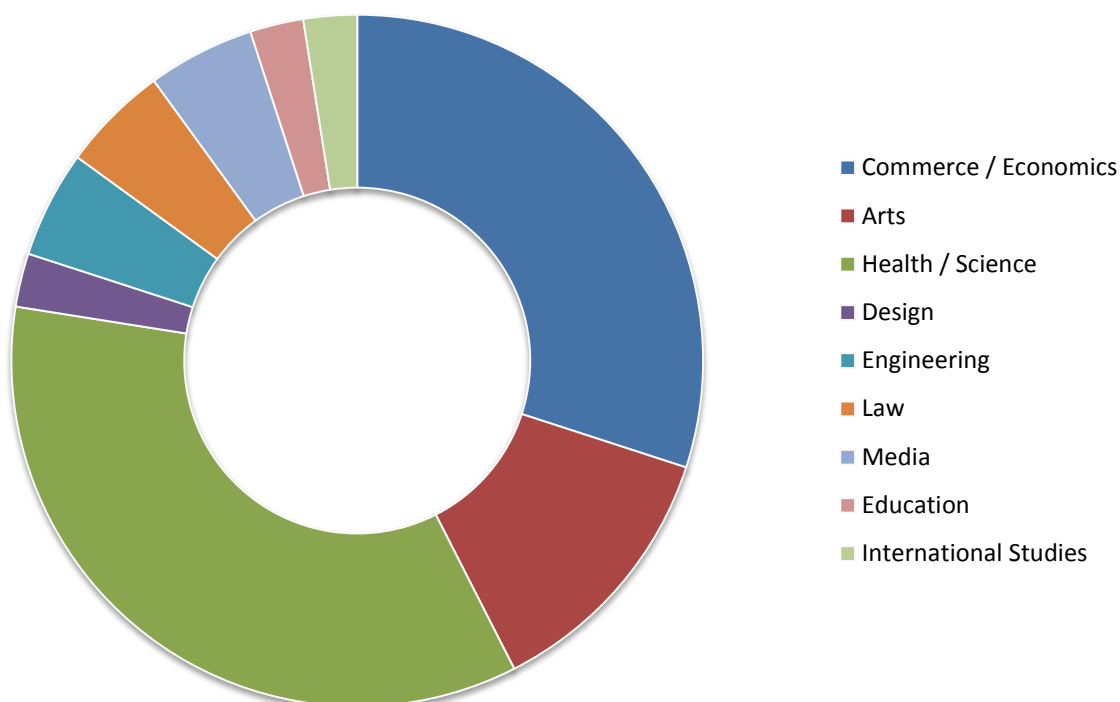


## Post School Destinations

The 2012 Higher School Certificate graduates were extremely successful with their university offers. The majority of the Pittwater House students choose to go onto further university study. The table below outlines the offers made by Tertiary institutions for 2013.



## Chosen Areas of University Study



### Professional Development

At Pittwater House we encourage continual learning in a wide range of professional development areas through external and internal training. A range of the external professional learning activities have been included below; however; this has been supplemented through our weekly in-house professional development. Every Wednesday from 3.30 to 4.30pm all staff participated in school based professional development, where the teachers have the opportunity to report back from external training as well as to collaboratively develop their ICT skills, subject mastery, pastoral skills and effective assessment techniques. A further 7 days of whole school professional development is undertaken during school holidays

HSC Marking was again encouraged as further professional development for our Year 12 teachers. Teachers in 2012 completed HSC marking across most faculties. These teachers learn the particular qualities of answers that distinguish different band results and return to school to emphasise that knowledge.

### Description of Professional Learning Activity

- Culture of Thinking Conference
- ICT Educators of NSW Conference
- Senior First Aid Training
- Legal Studies Association State Conference
- AIS – PDHPE “Getting up to speed with the HSC”
- AIS – Mathematical Problem Solving
- AIS – Making Thinking Visible
- Early Literacy for Kindy
- Introduction to Circle Time Solutions
- Teaching Monologue Performance

- IEU – Educators On-Line Conference
- AIS – Workplace Management (Science Technician)
- Teachers Guild – Understanding HSC Moderation
- AIS – “How many seeds in a pumpkin”
- AIS – Visible Thinking
- AIS – ICT Integration
- AIS – Using the Interactive Whiteboard
- Children’s Book Council Conference
- AIS – Padagogy (iPads)
- History Teacher Association – New Teachers Day
- AHISA – Directors of Studies Conference
- AIS – History Teachers Conference
- Conscious Classroom Management
- IPSHA Meetings
- Promoting Positive Classrooms
- Fractions to Algebra
- AIS – Writing
- Pearson Education – Michael Fullan “Educational Change”
- Photography for Beginners
- Web 2.0 Tools
- Instructional Rounds
- AIS - Action Learning
- Head Injuries
- Scootle for Beginners

The Pittwater House acknowledges the funding provided under Smarter Schools National Partnership on Improving Teacher Quality and facilitated by the Independent Schools Centre for Excellence. The funding for the Instructional Rounds was made possible through this funding.

### School Determined Improvement Targets

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

Achievement of Priorities of 2011 for 2012		
Areas	Priorities in 2011	Achieved in 2012
Teaching and Learning	Increase the capacity of teaching programs to cater for the varying ability of students through the differentiation of curriculum and assessment tasks.	Dedicated professional development time aimed at programming with the aim of catering for a mixed ability environment.
	Further enhance the integration of ICT across the curriculum K-12.	Year 9 laptop scheme continued. iPad class sets made available. Teacher training on their use.
	Increased focus on providing effective feedback to students.	Full staff professional development on Formative Assessment and the importance of the feedback cycle.

### Achievement of Priorities of 2011 for 2012

Areas	Priorities in 2011	Achieved in 2012
	Increased focus on gender differentiation in the curriculum	Heads attended HICES conference on how Boys and Girls learn and were able to further refine our educational understanding of learning styles and ideal environments.
	Increased focus on programing for different learning styles	Set professional development time allocated to improving programing and planning with differentiation one of the core aims.  Specific focus on making “Thinking Visible” based on the Harvard Model.
	Revision of assessment policies	Increased focus on higher quality assessment tasks. Change of policy procedures concerning late work and submission of work.
	Continued improvement in SC and HSC results.	School Certificate no longer in place. HSC results were again excellent and demonstrated a significantly improved number of Band 6 results.
Student Achievements	Continued improvement of NAPLAN results	Significantly improved NAPLAN results were demonstrated. This was especially the case in Maths.
	Increased emphasis on recognizing and rewarding student achievement.	New certificates for achievement established and successfully implemented.
	Continued targeted professional development for New Scheme Teachers	School worked with new scheme teachers to ensure they are reaching required hours and received required support.
Staff Development	Continued use of one afternoon a week for mandatory professional development	Ongoing
	Continued development of understanding of Information Technology	Web 2.0 tools and iPad sessions implemented
	Continued development of understanding of National Curriculum	Faculty and whole staff directed PD on the new Australian Curriculum took place
	Support a collaborative learning environment.	Instructional Rounds Implemented

<b>Achievement of Priorities of 2011 for 2012</b>		
<b>Areas</b>	<b>Priorities in 2011</b>	<b>Achieved in 2012</b>
Student Welfare	Continued commitment to seamless transition across the ages and stages of the school	Continuation of specialist teachers teaching in Year 5 and 6. Buddy systems implemented.
	Continuation of anti-bullying program and program to develop academic resilience	An update of our Anti-Bullying policy took place and was implemented.
	Continuation of digital citizenship education and support	ACMA invited to present to parents, students and teachers on CyberSmart themes. This was used as the bases for ongoing cyber safety education.
Facilities and Resources	Ongoing implementation of 1:1 laptop program for Year 9	Implementation complete, program - complete.
	Implementation of a class set of iPads	Implementation successful multiple sets available.
	Painting and re-carpeting of campus	Ongoing program

<b>2012 Priorities</b>	
<b>Area</b>	<b>Priorities 2012</b>
Teaching and Learning	Australian Curriculum planning K-6 for English and Year 7 and 9 for English, Maths, Science and History.
	Continued focus on Visible Thinking strategies
	Continued focus on the use of 21 <sup>st</sup> century tools to enhance engagement and learning. Aim to establish a 2013 BYOD practice.
	Continued focus on HSC and NAPLAN results.
	Focus on improving literacy in all students K-12.
Welfare	Establishment of a Year 11 HSC preparation camp
Facilities and Resources	Painting and re-carpeting of campus
	Upgrade of air-conditioning plant
	Increase technology in the Great Hall
	Upgrade computer and software technology in student labs

## Enrolment Policy

Pittwater House is a non-selective, inclusive school and has no requirements for students to achieve a level of academic performance to be admitted to the school or to maintain their place within the school.

## School Policies

Pittwater House has a range of policies regarding staff, students, parents and other members of the community. The majority of these policies can be accessed by school community members through the school intranet available to staff, students and families. Relevant policies are also available to prospective families and the wider community on request. Where appropriate, new or changed policies are circulated to families and/or students. Some policies relating directly to students are available in the student diary. All school policies are due for review in 2013. These policies include:

- A Positive Community
- Attendance
- Complaints and Grievances
- Discipline standards and expectations

## Curriculum Ethos

Pittwater House prides itself on developing well rounded students who are confident and positive individuals. We want Pittwater House learners to be the best that they can be in all aspects of their lives for education is a gift that lasts a lifetime.



## Academic Curriculum

Our ECC to HSC structure ensures a seamless spiralling curriculum which ensures that students gain mastery of the necessary key competencies at all year levels

## Extra-Curricular Activities

Pittwater House's broad range of co-curricular and sporting activities caters 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

Netball	Soccer	Basketball
Swimming	Athletics	Cross Country
Tennis	Surf Education	Surf Life Saving
Water Polo	Skipping	Snow Sports
Fitness	Diving	Touch football
Triathlon	Biathlon	Gymnastics
Futsal	Volley Ball	Rugby Union
Cricket		



Complementary to these sporting activities Pittwater House competes in the local Peninsula Independent Sporting Association (PISA) competitions.

Pittwater House also competes in many sporting areas in 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.

## Performing and Creative Art



There are many opportunities for Music, Drama and Dance performances throughout the year including the Junior School Creative Arts Evening and Senior Creative Arts Night. The College holds an inter-house Performing Arts Festival. There is an annual Pittwater House Art Exhibition displaying art works throughout all of the Senior School. Also every year, there is a Foundation Luncheon Competition.

Senior Choir	Carol Service	Performing Arts Festival
Big Band/Marching Band	Dance	Junior String Group
Wind Band	Art Club	Private Music Tuition
Junior School Band	Drama Club	Junior Choir
House Rock	Orchestra	Junior Guitar Club
Bass Guitar Club	Major Productions	



## Extras

Maths Olympiad	Chess Club
Debating	Board Game Club
Robotics	

## Subject Competitions

UNSW Maths Competition	SDN Interschool Debating	Northern Beaches Eisteddfod
HICES Maths Competition	Easy Money Challenge	SMH Young Writer of the Year
Rio Tinto Science Competition	ASX - Share Market Game	The Dorothea Mackellar Poetry Awards
Science Olympiad	Money Matters, Dept of Fair Trading	Mosman Youth Awards in Literature
Nationals Geography Competition	Tournament of the Minds	Extreme Dance Competition

## Cadets

Pittwater House has a long tradition with its Army Cadet Unit. The Cadet Program goes beyond outdoor recreation and community service activities; it focuses on leadership and team building skills from an early age.

The Cadet calendar provides many opportunities to be part of community events on days of remembrance. One of the highlights of the calendar is the overnight camps, which give the cadets the opportunity to undertake many activities and challenges.



## Duke of Edinburgh Award

Pittwater House participates in The Duke of Edinburgh Award Scheme: an internationally recognised program designed to help young people maximise their potential.

The Award's goal is personal challenge, service and responsibility, developed through a range of activities in four mandatory areas; physical recreation, skill, service and adventurous journey.

Participation is voluntary and is structured so students can design their own unique program centered on their interests, passions or existing activities.

## The Social Climate of the School

### Respect and Responsibility

Each member of the School community must display respect, understanding, tolerance and realise that in the community they are ambassadors for the School.

In all Form periods, Form teachers work with their students to instil a sense of understanding and respect for others. Form teachers conduct different activities so that all members of the group feel part of that group and the group works as a cohesive entity. Students are reminded of what is acceptable behaviour on public transport, in assemblies and in class. Indeed, all staff work with their students to be aware of inappropriate behaviour.

It must be stressed that in all areas staff encourage each and every student to think about the ethos of their school and to show a respect for their peers. Inappropriate comments are not tolerated, inappropriate behaviour is not acceptable. When inappropriate behaviour occurs Class teachers, Form teachers will act swiftly. Heads of School deal with serious issues and parents are notified and appropriate punishments are put in place.

The School realises the Core values are incredibly relevant not just to the School community but also our students should realise the role they play in the wider community. This area is a focus for 2013.

## Junior School

### Student Wellbeing



The pastoral care of each student enrolled in the Junior School is integral in the development of the whole child. In the Junior School, student welfare policies have been developed to support wellbeing across the School so that the academic and social needs of the students are met through teaching and learning programs that support the individual student. These policies are the basis on which the happiness and success of students at the School relies. At the heart of the School are the 6 Core Values and the motto *Semper Diligens* (always hard working).

#### Policies

The policies relevant to wellbeing include; *A Discipline Policy* which incorporates strategies to promote self-discipline and effective learning and strategies for dealing with unacceptable behaviour. Students are imbued with the knowledge that each has the right to be safe at school and that common sense and care are needed to ensure a safe, supportive and harmonious learning environment. *A Recognition and Achievement Policy* exists to celebrate and embrace all students' achievements, none is too small. Our award system is based on positive reinforcement for performance, achievement, academic success, positive classroom and playground behaviour. All are reinforced in the classroom and at the various assemblies. Individual students' successes are celebrated in the School's Newsletter, House News. There are 4 focus awards for which students strive. These promote the School's Values; Term 1, focusing on classroom work, Term 2, on appearance, Term 3, on the character strength of kindness and Term 4, the teacher's choice for their class. *The Reporting Policy* is one where regular discourse with the student and their family takes place through frequent verbal and written feedback. There is a formal written report prepared about the student at the end of each semester with a follow up interview.

#### House

Each student is appointed to a House on enrolment, maintained within the family for future siblings' enrolments. Belonging to a House enables a sense of belonging across the whole School from Kindergarten to Year 12. The House System fosters trust, confidence and team spirit among students. It applies in the sporting context as well as inside and outside of the classroom. The House System is promoted through such occasions as, House Dinners, The Foundation Day Relay, House Points and House Games, connecting students of all ages and grades with this common bond.

#### Student Leaders

The Year 6 Leadership Team is a working group of elected peers from Year 6. Albeit, it is every student in Year 6 who is given the opportunity and the responsibility to lead by example and promote the values of the School to their younger peers. The Leaders undertake such tasks as

running assemblies, representing the School at more formal occasions, welcoming and thanking dignitaries and distributing playground equipment.

### **Student Representative Council**

The Student Representative Council comprises one peer elected member from each class, K-6, and meets once a week to discuss and consider ideas to promote unity and improvement, both physical and social, within the School. The SRC Leader reports to the assembly each week.

### **Buddy System**

A Buddy System exists in the Junior School whereby buddy classes meet three times a term to conduct activities which promote friendship, responsibility and nurturing. Each class is buddied with another of a few years' age difference so that role-modelling and mentoring can occur. The Early Childhood Centre students are buddied with students in Years 3 and 4 to allow for a comforting transition to Kindergarten to occur knowing that a big buddy exists in the playground for the younger student when they enter Kindergarten.



### **Pastoral**

A Pastoral period of 25 minutes is timetabled into each class every day in the Junior School. During this time the students come together with their class teacher to reflect upon how the class is working both inside and outside of the classroom. The aim is to be proactive rather than reactive to uncomfortable situations which may arise. The teachers implement the Bounce Back program as a resource, guiding the students, using these opportunities to build resilience and practice at implementing strategies, emboldening the student to make use of clear positive language and instruction. Positive social and moral attitudes are key to an harmonic learning and playing environment. A School Counsellor is also available to students should the need arise.

### **Whole School Events**

Enhancing the sense of wellbeing are the times when the students of the Junior School come together to celebrate a variety of occasions. Some of these events take place at specific times in the year, according to season or designated purpose, however each supports the over whelming sense of working together as a team for a mutual goal bringing pride, pleasure and personal satisfaction to all. Such occasions are; sporting carnivals, outdoor education camps, Christmas picnic day, charity events such as Jump Rope for Heart, ANZAC and Remembrance Day commemorations, book week character parade, music festivals, Creative Arts Evening, dance concerts, eisteddfods, choir performances and annual prize giving.

### **Secondary School**

**Pastoral Care** - A strong sense of belonging is a feature of the Pittwater House family

At Pittwater House, we believe that citizens of tomorrow require a broad education encompassing academic knowledge and emotional intelligence. They must build resilience, positive self-esteem and a respect for all mankind and the environment.

The care and development of the whole person is a critical value which underpins the Pittwater House ethos. Through the role modeling of staff, students build an intrinsic respect for each other and develop a sense of care and responsibility for all.

Our pastoral care program pervades every aspect of our curriculum and is delivered by Form Teachers, House Teachers, Heads of School and a School Counsellor. Through this nurturing approach we cultivate a strong sense of belonging in the Pittwater House family.

Being a small school, the Staff is able to monitor closely the academic, social and emotional progress of all students, both informally and in pastoral meetings, which are held regularly for each year level. From these discussions, appropriate actions are planned in liaison with families. Next year we would like to introduce a variety of Programs to ensure that all our students have the support and self-belief they need to fulfil their potential and dare to dream.

### **Our Mission**



We want to encourage all young people, no matter what their circumstances, to believe they can achieve both academically and also in the community.

To monitor academic progress, Pittwater House will introduce regular work check meetings. Once a month all staff teaching a particular year group will meet and discuss the students' progress, their achievements and concerns. This will ensure students are helped to overcome any learning, study or revision issues. We will commence a Study Skills Program to prepare students for the rigours of homework and revision. This Program will be run in Term 3 by the Form teacher and will assist the students to understand their learning and importance of regular study.

### **Pastoral Programs**

Adolescence is a time of significant change and development – a time when young people question who they are, and how they relate to each other and the world around them.

We are aware that the next generation of Australians faces unique challenges. Things like, the expanding use of social media, delayed transitions to independent living and the highest levels of stress, anxiety and depression ever reported by an adolescent population. We are also very aware that we live in a multi-cultural country and we must help our students gain an understanding about the different cultures.

The health, wellbeing, acceptance and understanding of young people not only affect their immediate quality of life, but it also shapes the future health and well-being of our broader society. Young people who are unable to make a smooth transition into adulthood can face significant difficulties and barriers, in both the short and long term. Therefore it is essential that we put in place these Programs to assist our students. This process of development and discovery can be both challenging and confronting, but the Programs we will use and have created inspire and support participants to courageously connect, and to take on this journey of self-discovery.

## **Parent Involvement**

Pittwater House fosters a strong partnership between parents and the School. The major focus is of course the students. We stress at interview and at all opportunities the need for our families to become and remain a part of the Pittwater House community; this is an enduring strength.

A range of activities are available for parents to be involved. These include:

- The PHPA (Pittwater House Parents Association) which focuses on building community, developing friendship and supporting the school through both volunteer work and fundraising events.
- Volunteer activities: canteen, uniform shop, carnivals, library, reading support, sporting coaches and network groups.

## Pittwater House Parents Association (PHPA)

Our parents are actively involved and supportive of the School as we move forward and develop new and innovative ways to meet the needs of our students. Led by a strong and focused Committee, the PHPA once again supported the parent body and the students of Pittwater House in many and varied ways. The ongoing support of parents is critical if we are to benefit from the home-school partnership that is such a part of our School.

Meeting monthly, the Committee focused on a number of events in 2012:

- The opening of year welcome evening
- Mothers' Day lunch
- Fathers' Day breakfast
- School fair
- Drinks evenings
- Support of School events through provision of suppers
- Second hand book sale

Additionally, the PHPA maintains:

- The Canteen and 'Cool Kiosk'
- The Clothing Pool
- Ongoing fundraising for small and more major projects in support of all students' needs

## Parent, Teacher and Student Satisfaction

Pittwater House continually monitors the satisfaction of parents, students and teachers. Anecdotal records are collected from parents in a range of fora: at Parent Network Meetings held twice per term and in the Principal's Coffee Mornings held separately with each class group. Records are also collected during entry and exit interviews to determine the quality of the service and education programs being delivered. Anecdotal evidence suggests that there is a genuine culture of care and support for all members of the Pittwater House community.

In 2012 Pittwater House designed and completed a Parent Satisfaction Survey with the aim to learn what parents thought about the quality of their child's/children's educational experience and to help prioritise improvements within the School.

The survey ran from 25 May through until 10 June and was made up of 132 questions which predominantly focused on:

1. critical qualities and outcomes,
2. relevance of the events
3. quality of the teaching staff and the curriculum
4. effectiveness of pastoral care and discipline
5. resources
6. communications
7. leadership
8. core values and
9. overall satisfaction

There was a good response with reliable representation from each area of the School:

- ECC 9%
- Junior School 45%
- College 24%
- Grammar 37%

Overall satisfaction was high with 95% of parents stating that they are happy with their decision to educate their child/children at Pittwater House. Furthermore, over 90% of parents indicated that they would recommend Pittwater House to others.

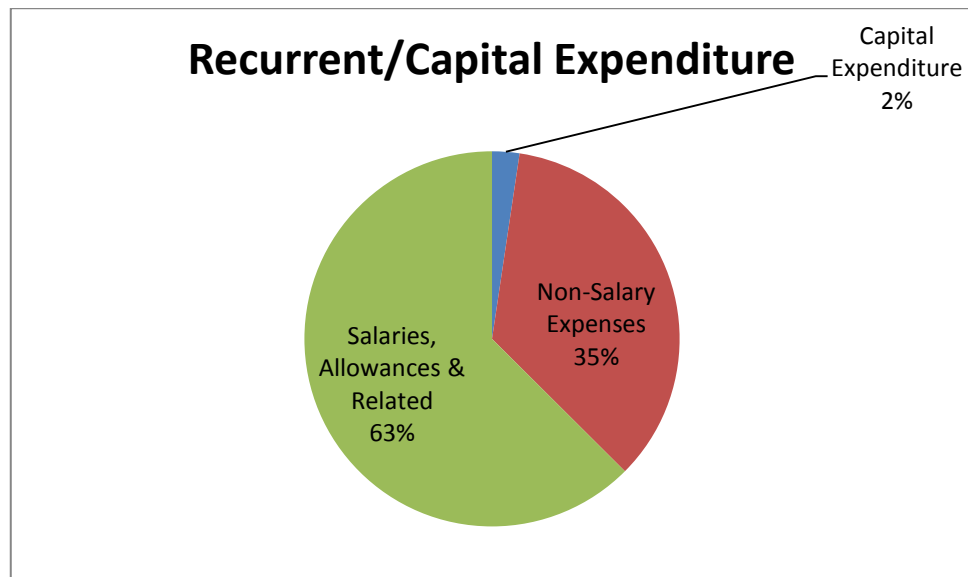
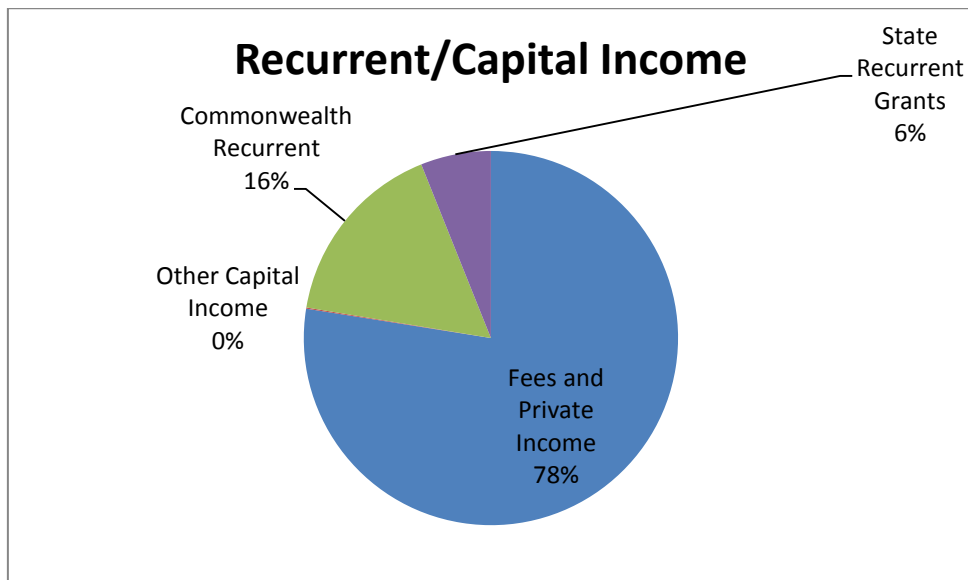
When parents were asked to rank the importance of 12 key Pittwater House qualities they ranked the provision of a ‘well-rounded education’ the most highly at 97.3% and ‘caring atmosphere’ the second most important quality at 95.1%.

The key outcomes that are important to their child/children were identified as ‘self-confidence’ 82.4% and ‘good decision making’ 80.2% as their top two outcomes.

More than 80% of parents strongly agree that their ‘child/children’ were happy to attend Pittwater House; an equal number 80% also said that ‘Pittwater House is a safe place in which to learn.’ Parents strongly preferred email as the key channel of communication with 99.5% nominating it as the most efficient way for the School to communicate with them.

## Finance

Pittwater House is a not-for-profit organisation, but adheres to contemporary commercial business practices to ensure that finances are managed in an effective and efficient manner. The accounts of Pittwater House are subject to an annual audit by a registered audit organisation. The charts below show the sources of income gained during the 2012 calendar year and the areas of expenditure.



## Fundraising

Parents and friends of The Pittwater House Schools can make tax deductible gifts to the Pittwater House Building Fund. Money can be donated by electronic funds transfer to the Building Fund bank account, by cheque made out to the Pittwater House Building Fund or by means of a monthly direct debit. Please contact the Business Manager if you would like to donate to current or future capital projects to improve the amenity of our school.

## Gifts and Donations

The following supporters contributed to the Building Fund in 2012:

In addition to the anonymous supporters to the Building Fund:

Ms Suzanne Boyd, Mrs Kristy Cosentino, Mr Simon Crighton, Ms Jane D’Elmain, Dr Nancy Hillier, Ms Marie Horvath, Mr Steven Howell, Mr Richard Smith, Mrs Kathleen Waters, Mrs Wendy Smit, Mr and Mrs Colin Melrose, Mr Riaz Hussain, Family Irish, Mr Enrico Massi, Family McCann, Mrs Robyn McLean, Mr Jeremy Pearson, Ms Lynn Phelan, Mr Richard Thomas, Mrs Sharon Walbran, Dr Harriet Webb.

## Facilities



The School continues to improve the infrastructure and built environment in which the education of our students takes place. We will be replacing roofs of some of our older buildings with energy saving technology to ensure that the life of the building is extended as well as the comfort of the teaching space within. Air conditioners will continue to be replaced with more effective, energy efficient models. The computer network will be upgraded to allow more student owned devices to be operated on campus.

The school pool will be fitted with more energy efficient heaters. Work continues on the upgrade to the Science block with work on the physical fittings of the laboratories commencing in 2013 now that the underlying infrastructure has been improved or replaced.

## Staff Attendance and Retention Rate

In 2012 the average daily staff attendance rate was 96.82%. The proportion of staff retained from 2011 was approximately 87%.

### Teaching Standards

All teachers have teaching qualifications from a higher education institution within Australia or as recognised within AEI-NOOSR guidelines.

### 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.

## Student Attendance and Retention

### Student Attendance

The average daily student attendance rate for was 94% each school day in 2012. As well as complying with all Government regulations regarding the monitoring and reporting of student attendance, Pittwater House has a strong pastoral focus where matters of attendance are monitored closely by Form Teachers and others charged with the care of the individual student's welfare.





<b>2012 Attendance Rates</b>	
<b>Year Level</b>	<b>Attendance Percentage</b>
K	96.03%
1	96.13%
2	95.70%
3	94.90%
4	95.37%
5	94.93%
6	93.95%
7	94.07%
8	94.54%
9	91.76%
10	93.07%
11	90.59%
12	92.63%
<b>Total</b>	<b>93.81%</b>

## **Student Population**

The School had 572 students (inclusive of FFPOS) enrolled at the beginning of 2012 with 346 in the Secondary School. Students come primarily from the Northern Beaches peninsula from a range of social-economic backgrounds, as evidenced by the School's Commonwealth SES score. A snapshot of the characteristics of the school community can be found on the My School website under Pittwater House Schools or by following the link:

<http://myschool.edu.au/SchoolProfile/Index/62606/PittwaterHouseSchools/50500/2012>

## **Student Retention**

84% of the Year 10 cohort completed Form 12 in 2012. Of the nine students who did not continue to Year 12 two were international students whose Visa study period was completed prior to the commencement of the HSC; one international student chose to transfer to a University Foundation Course in lieu of the HSC, one international student chose to return to their home country, one international student departed due to failure to meet the requirements of their Visa, two students left due to personal medical or illness issues and two transferred to other Sydney based schools.