



Pittwater House

Pittwater House

Annual Report 2024



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Contents

Theme 1: Context 3

Theme 2: Outcomes and Results 11

Theme 3: Staffing 18

Theme 4: Attendance 19

Theme 5: School Policies 21

Theme 6: Stakeholder Satisfaction..... 21

Theme 7: Summary Financial Information..... 26

Theme 1: Context

1.1 Message from the School Board

Including extract from the Chairman of the Board message in the 2024 School Magazine



Whilst the year has seen all members of our community move through mundane tasks required for successful mastery, to the glories of recognition, achievement and sense of self-worth, our focus as a Board of Directors, has continued: to evaluate, analyse, determine and commit. Our goal, like our School motto, *Semper Diligens*, Always Hardworking, is our commitment to our HEROIC Core Values. These values, and our concern for student and staff wellbeing, are to advance our School for current and future generations of Pittwater House students.

It is in this context that I delight in the completion of the challenging building works, now enjoyed by our community. This was a lengthy, noisy, cumbersome, and difficult time for our students, and Staff. What we have gained is appreciated by all and has added great amenity for our School family. And not to stand still, the current complete refurbishment of the swimming pool, will add additional pleasure to a facility that has seen such success for many students each year.

Added to our significant campus works, our Pre-Kindergarten to Year 1 students, returned to the new School year to explore their refreshed facility, opening as it did, this building to the wider Junior School precinct.

We are proud of the journey of 2024.

Following a remarkable 17-year tenure, Mr Les Galbraith has concluded his membership of the Board of Directors in August and after a 13-year tenure, Mr Rhett Tregunna stepped down as a Director in December 2023, with both Les and Rhett doing so long after their children had completed their schooling. The School owes an enormous debt of gratitude to Les and Rhett for their carriage of responsibility over these years. Their insightful attention to their duties as Governors and their appreciation of culture and finance has helped steer our School to the current position of strength. The Board has welcomed two new Directors, Ms Nellie O'Keefe and Mr Rohan Connors. Both Nellie and Rohan have seen first-hand the opportunities the School has given to their children. Their business skills, and specialties in design and human resource management, are key for our Board table at this juncture of the School's history.

Just as we work to ensure students are helped to understand that it is more important that they be true to themselves, and to think for themselves, so too, do we as a Board seek to embrace the rich tapestry of our School, in making this tapestry of our School interesting by the threads that stand out, rather than those that blend into the background.

Mr Todd Alexis, SC
Chairman

1.2 Message from the School Principal

Extract from the 2024 School Magazine



Our school year is both a marathon and a sprint, with a multitude of events in between. Success comes from participation with joy, humility, pride in one's achievements and the achievements of others. There is something for everyone at Pittwater House.

Congratulations to the Class of 2024 on their outstanding results, the finest results our School has seen.. This group worked very hard, and they have been rewarded generously. We know they will take the education they have been fortunate to have at Pittwater House to their undoubted bright futures ahead.

Sitting behind the events on the micro level of our School, the year continued to sharpen our understanding and response to the challenges of mental health, relationships and the global response to economic, environmental, political and social issues. As communities nurturing our future leaders, influencers and contributors, it is important that our students are given a balanced perspective from which they may develop a personal perspective, understanding and response.

The calendar year started strongly numerically and with intent. To have the long-awaited balcony project enjoyed, and opened in a fitting way that allowed all key stakeholders to revel in its success, was a defining moment. Standing with me ready to cut the ribbon, our Head Prefects, and representatives of the Board of Governors, PHPA and Alumni Association, fittingly came together. and heralded a night of welcome to all families at the opening of the School year function. At the same time, our redesigned Junior School Hub for our Pre-Kindergarten class, Kindergarten and Year 1 students was a much welcomed and enjoyed space.

Pittwater House never remains still.

One key regulatory element of the year was the re-Registration of our School for a further five-year period. All schools in NSW must undertake a thorough review of their curriculum, attendance, attention to Child Protection matters, overall policies, and procedures. This is a time consuming, yet reassuring process that ensures we are always ready should there be a snap inspection too. Knowing that we are compliant in all areas, is important.

The new Pre-Kindergarten class has been a wonderful new addition to our offering. With a capped enrolment of 20 learners, eager to begin their Pittwater House journey, they have adapted to a shared Discovery Hub with the Kindergarten and Year 1 students. The Junior School is certainly buzzing.

The leaders of each of our community groups have worked with purpose to support our School once more. The PHPA has brought a wonderful mix of fun and team to events such as the Mothers' Day Lunch, Trivia Night and Fathers' Day gathering whilst the PHPA prepare for the biennial Christmas Fair to be held in late November. The Alumni Association is working more closely with the School to ensure our alumni remain connected and increasingly, connect once more to their School. Of course, the Board of Governors led by our Chairman, Mr Todd Alexis SC, has delighted in all our School has achieved. The Board members are thanked for their wisdom, focus and attention to the array of regulatory requirements ensuring our School remains a leading place of learning and of engagement for all who daily pass through our gates.

The Staff of Pittwater House define our purpose, daily. Our HEROIC Core Values are very real, and in fact constitute the essence of the Pittwater House spirit. The Staff bring our well-rounded education to their students, and help cultivate and instil ways of self-respect, enterprise and service

in building our community. Not only do we look to these professionals to provide excellence in academics, but they help build character and help provide each student with a more meaningful vision of humanity. Our deep-learning model is crucial to students finding purpose, meaning and self-worth in their learning. And to the Executive Team, my gratitude for your constant attention, resilience and depth of engagement.

The year has seen triumphs and tears, dominance, emotion and above all, multiple stories of the individual journeys of each member of the Pittwater House family. We can look back on our 63rd year with pride and gratitude.

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 foster a strong, connected community among students, parents, guardians, and staff at Pittwater House School. We achieve this by bringing people together through various social fundraising events throughout the year and operating the Second Hand Uniform Shop.

Through these community-building activities, we raise funds that enrich our School's facilities and resources. All funds raised are reinvested in the School to finance diverse projects, procure equipment and resources, and implement upgrades that benefit all students. By working together as a unified community, we enhance not only the physical School environment but also strengthen the bonds that make Pittwater House School a place where everyone belongs and thrives.

As the school year began, the PHPA hosted a double celebration that combined the grand opening of the new School Balcony with the Annual Welcome Drinks. More than 300 members of the School community gathered beneath the newly constructed balcony, raising their glasses in recognition of the efforts that had gone into creating this beautiful new space for the students. Following the ceremony, the Welcome Drinks event took place in the Hall. This event served as an opportunity for parents, teachers, and staff to connect and strengthen the bonds that make Pittwater House such a special place.

Term 2 saw the return of one of the most eagerly anticipated events in the PHPA calendar: the Mother's Day Lunch. This year, the event was moved to a larger venue to accommodate even more of the wonderful school mums, with over 260 attendees enjoying a three-course sit-down luncheon. The highlight of the day was the Mother's Day raffle, which featured over 30 prizes and added an extra layer of excitement to the occasion. In the same week, the Mother's Day Gift Bazaar proved to be a resounding success, with volunteers helping to beautifully wrap over 500 gifts. These gifts were eagerly purchased by students for the special women in their lives. The combined fundraising efforts from these Mother's Day events raised over \$20,000, which was used to purchase a machine that repurposes plastics into pens, carabiners, plant pots, and more, demonstrating the School's commitment to sustainability.

Term 3 brought back another beloved event: the Australiana-themed Trivia Night. Following its reintroduction last year, this event was met with just as much enthusiasm. The theme, inspired by the upcoming Olympics, filled the room with vibrant green and gold decorations, and attendees embraced the spirit by dressing in Australian-themed costumes, from flight attendants to BBQ ensembles. This event, like many others, was focused on bringing the School community together for an evening of fun and camaraderie.

The PHPA also hosted the Annual Father's Day Evening, a cherished event that has become a highlight for the dads in the community. Over 60 Father's enjoyed a relaxed and social environment to connect and enjoy each other's company.

During Term 4, the PHPA was due to help host and run the Biennial Christmas Fair. Unfortunately, this had to be postponed due to unfavourable weather but will take place in Term 1 next year.

In closing, we extend our heartfelt appreciation to the PHPA committee and the dedicated volunteers whose tireless efforts have been instrumental in the success of these events. Your unwavering commitment and passion have enriched our School community, creating lasting memories for students, parents, and staff alike. Here's to another year of fostering a vibrant and inclusive School environment.

Sheridan Millward
President, Pittwater House Parents' Association

1.4 Message from the Head Prefects

Extract from the 2024 School Magazine

I reflect on the 2024 school year as one filled with success, unity, and positivity.

When Nick and I were appointed Head Prefects, we asked the Pittwater House students to commit to making the most out of school. To not only excel in academics, sports, and creative arts but to also foster stronger unity and tighter inter-year group connections. We wanted school to be more than a place of study, but a cohesive team.

Deputy Head Prefects Clara and David have done an incredible job building these connections through their Cup Group and Big Bro Programs. These mentoring sessions have helped form bonds in a casual setting, ensuring younger students feel comfortable turning to older peers for guidance.

The entire leadership team has been instrumental in achieving our 2024 leadership goal of unity, with each leader actively seeking ways to achieve this goal.

This year, community prefect Millie launched a new leadership buddy program. This initiative connected senior and junior school leaders through shared lunchtimes, meetings, and activities. By fostering these bonds, junior leaders gained insight into senior leadership, while everyone involved has learned from each other and discussed ways to improve their roles.

For Foundation Day, Nick and I, with the help of the leadership team, created a School map to commemorate the 2024 campus. Students from Kindergarten to Year 12, and some teachers, got involved in drawing the map, a testament to our focus on uniting all students. We hope this piece represents what Pittwater House means to its students and acts as a symbol of the unity we aimed to cultivate this year.

The 2024 leadership team has also made a conscious effort to give back to the wider community. In March, Pittwater House participated in the Head Above Water 24-hour swim at Collaroy Rockpool, supporting local mental health research and services. Our school showed incredible support, with a team of 30 members raising \$3,700. We also participated in a Dee Why Beach Cleanup, volunteered for One Meal, and held charity events focusing on Canteen Australia. Charity prefect Amaya has facilitated much of this effort.

Having been a part of Pittwater House since my early childhood, I've witnessed the profound impact of strong leaders. It has been an honour to build upon the legacy of my predecessors and offer guidance to younger students throughout this year.

Thank you to everyone who has been a part of this incredible journey.

Sienna Batton, College Head Prefect

Reflecting on my year as the 2024 Grammar Head Prefect at Pittwater House, it has been full of wonderful learning experiences and memories that I will never forget. Working with our dedicated teachers and engaging with fellow students has been exciting and rewarding.

In January, at our first Assembly, we explored the significance of our core values-Excellence and Honesty. I believe that honesty and excellence have a significant influence on our personal identities.

This year we have embraced many positive school programs, sporting events, performing arts activities, academic opportunities, fundraising ventures, and co-curricula projects.

The Big Bro and CUPs mentoring initiatives have built strong connections between students across every year, helping with mental health, confidence and self-image. Run by Clara and David, these programs ensured that there is always a friendly face and a Buddy to talk to.

Our annual Christmas Charity Appeal was a huge success. The generosity shown by the Pittwater House family resulted in the entire floor of the Great Hall foyer being covered in gifts. This special event adds another layer of warmth to our School atmosphere by giving back to others in the community, reminding all of us to be grateful for the life we enjoy with our school, family and friends.

The weekly "Give it a Go, Show and Grow," assembly awards helped to shine a spotlight on student achievements and excellence. These awards recognised and celebrated the success of our fellow students, creating excitement and a sense of connection throughout the entire school.

We continue to develop the Mullets for Mental Health fundraising event by working closely with a group of Grammar and College Year 10 students, mentoring and encouraging them to introduce their own creative ideas for the event.

Our School Map Project created a 2-dimensional map of the School, identifying the buildings, classrooms and outside spaces that are important to all of us. Each year groups contributions represents unity, and the sense of belonging felt by all students in the Pittwater House Family from Kindergarten to Year 12.

Activities like this help to strengthen our relationships and trust in each other, emphasising the importance of community and acceptance.

Thank you for the opportunities provided in 2024.

Nicolas Butcher, 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 Pre-Kindergarten, 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) (Acting Head of Grammar January-October)

Ms Anne-Maree Ironside (Business Manager)

Mrs Katie Thomas (Head of Pittwater House Girls' College)

Mr Andrew Goldrick Heath (from October 2024 Head of Pittwater House Grammar School)

Mr Adam Demasi (Dean of Studies)

Mr Glenn Stephenson (Head of the Junior Schools and Pre-Kindergarten)

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 2024 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 8 August 2024
Mr Tod S McGrouther	Non-Executive Director	24 June 2008 to present
Mrs Kathleen J Waters	Non-Executive Director	2 February 2010 to present
Mrs Connie Pople	Non-Executive Director	25 February 2020 to present
Ms Monique Mackenzie	Non-Executive Director	16 February 2021 to present
Ms Gaile Timperley	Non-Executive Director	19 May 2022 to present
Ms Nellie O'Keeffe	Non-Executive Director	23 April 2024 to present
Mr Rohan Connors	Non-Executive Director	21 May 2024 to present
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.

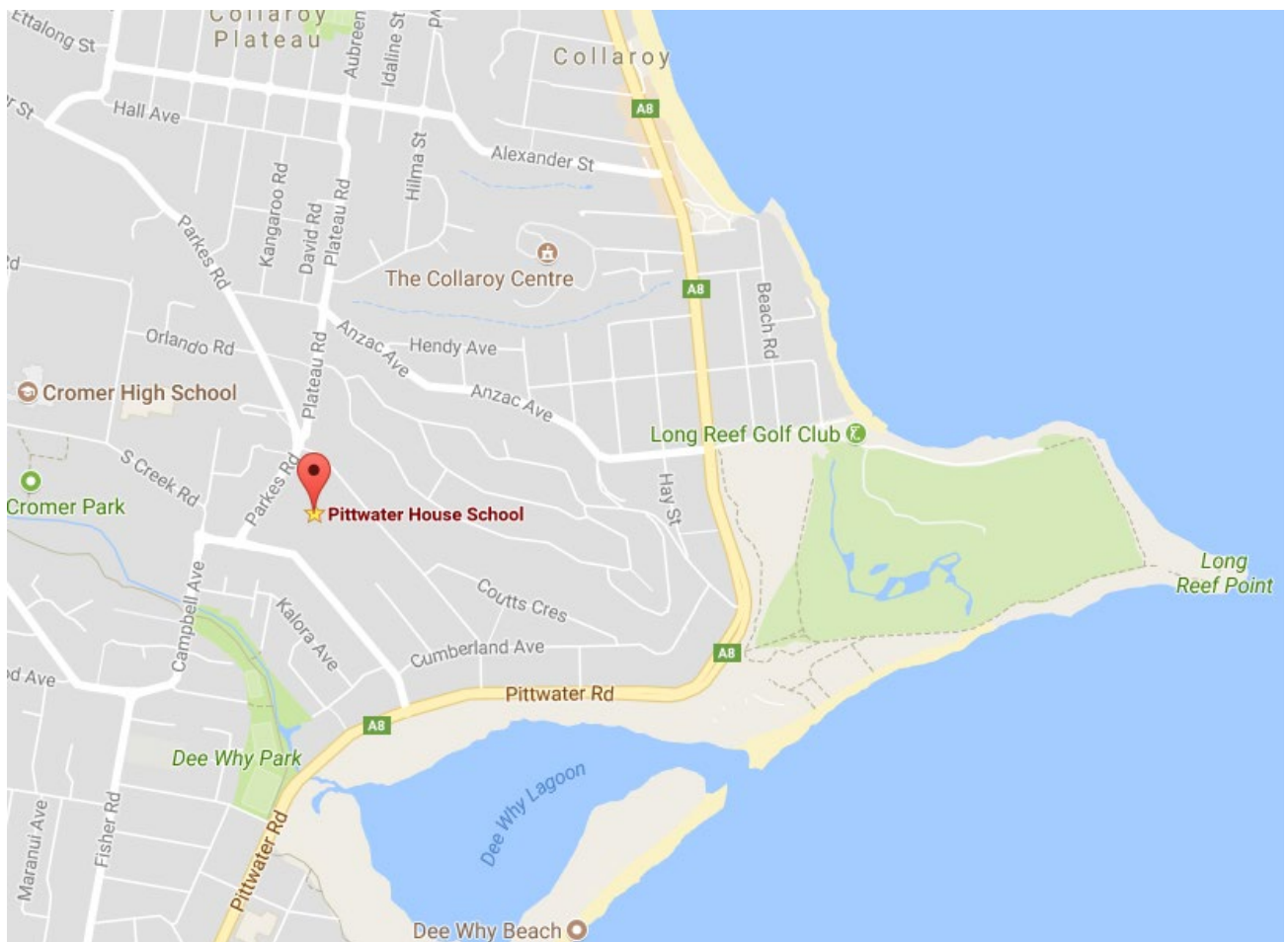
C

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 2024 NAPLAN results, we were excited to see our students demonstrated well above or above average achievement in most 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 2024 completed all required NAPLAN tests online.

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

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	454	442	427	458	439
Year 5	516	511	504	514	520
Year 7	597	590	576	601	610
Year 9	615	615	585	613	631

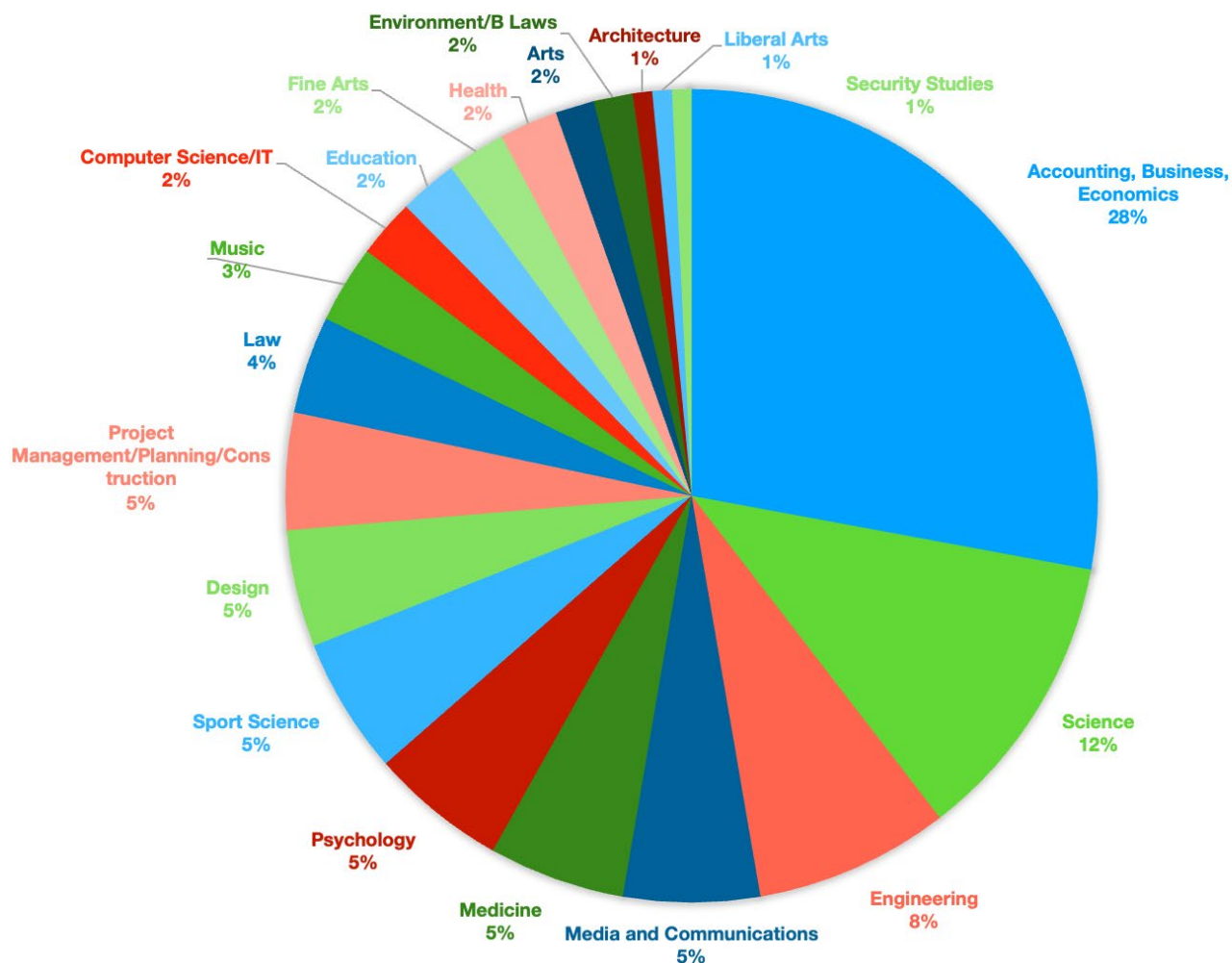
NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

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

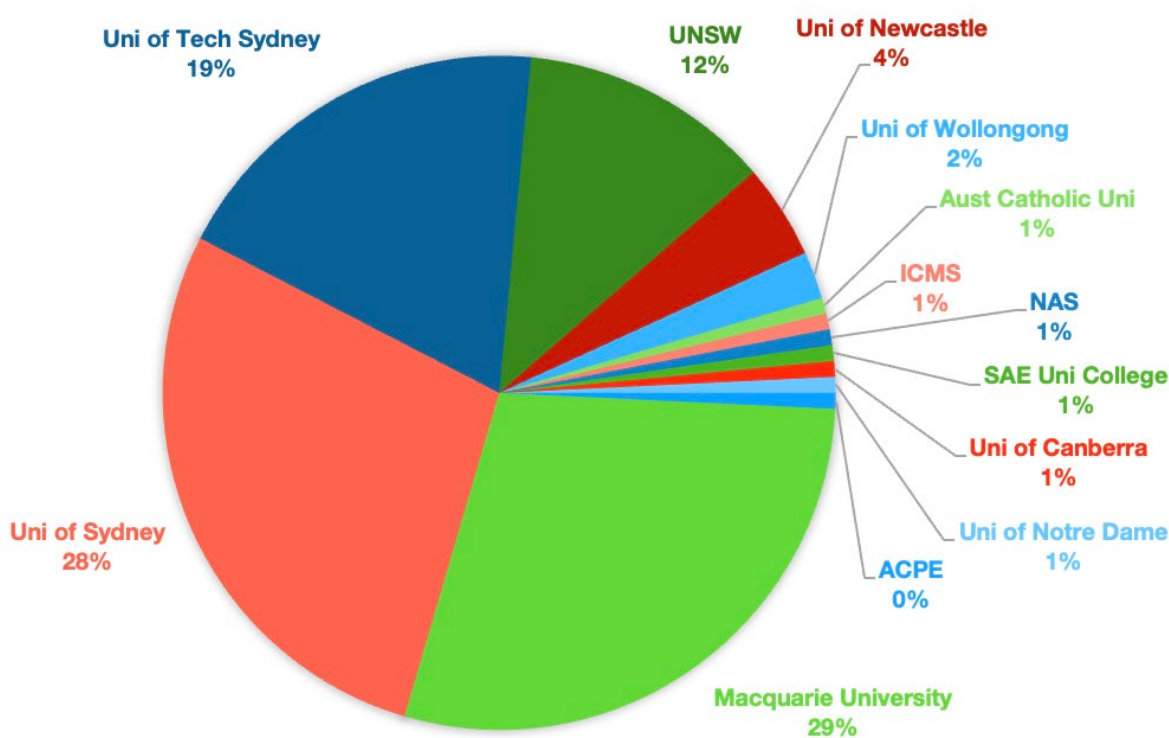
2.2 Post school destination

The majority of students who concluded their schooling at the end of Year 12 went on to enrol in university, TAFE, or private colleges. 86 students completed their HSC 82 applied to UAC and 81 received an offer. Five students went into vocational training and the workforce.

University Offers for 2024 Graduates



Post School Graduate University Locations



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 2024.

Year 12 students attaining Year 12 certificate or equivalent VET qualification:

Year 12	Qualifications/Certificate	Percentage of Students
2024	HSC	100%
2024	AQF Certificate III or above	0%

2.4 The Higher School Certificate

In 2024, 86 students completed their HSC studies. All 86 were eligible for an ATAR, and 80 students used their ATAR for university entrance. The maximum ATAR achieved by a student in 2024 was 99.75. The average ATAR achieved by students in 2024 was 84.26, and median ATAR of 87.3. The school mean for most of the subjects studied at Pittwater House continued to be significantly above the state mean. Two students placed first in the state for Geography and Dance, along with 4 students in the Top Achievers list for achieving one of the highest places in an HSC course. Sixty students reached the Distinguished Achievers list, achieving Band 6 (or equivalent) result in one or more subjects. Five students 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 educational program remains centred on preparing students for their future pathways. Academic achievement, such as the ATAR, represents just one significant milestone along this journey. Notably, 94% of the Class of 2024 received pre-HSC offers to their preferred university choice.

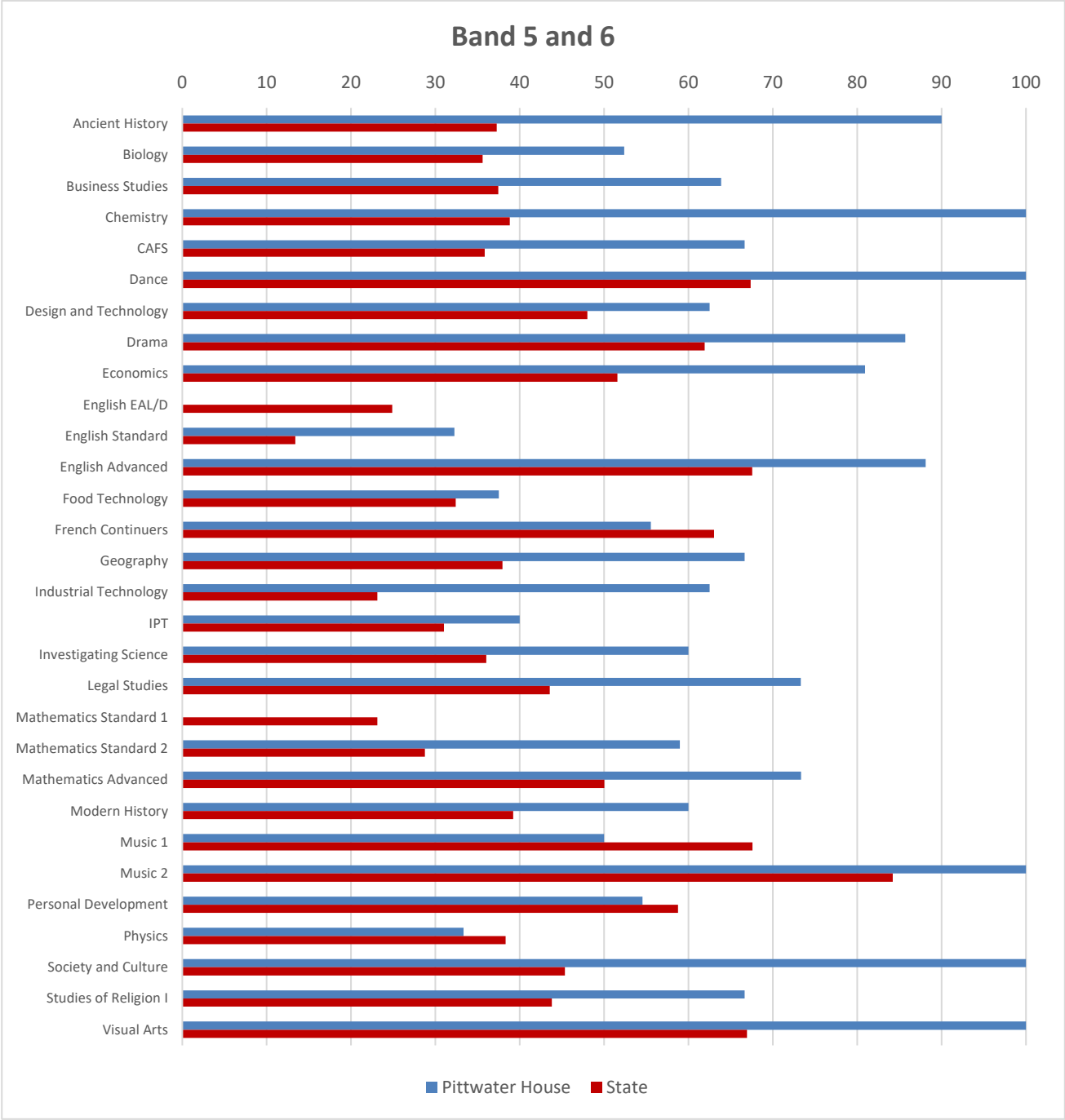
Some highlights in our HSC results were:

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 2020 to 2024	School Mean 2024	State Mean 2024	School Mean 2023	State Mean 2023	School Mean 2022	State Mean 2022	School Mean 2021	State Mean 2021	School Mean 2020	State Mean 2020
Ancient History	85.7	72.92	-	-	84.7	71.98	81.6	71.06	80.9	72.1
Biology	79.72	73.89	74.16	73.3	77.2	70.03	75.68	73.38	81.53	72.39
Business Studies	83.39	73.45	81.38	73.77	75.3	73.95	80.17	73.32	77.95	71.99
Chemistry	86.74	74.33	81.88	74.13	70.5	72.51	81.66	74.37	83.52	75.52
Community and Family Studies	81.93	74.48	81.11	74.46	81.78	74.79	85.7	74.28	-	-
Dance	92.5	82	90.4	82.3	86.35	82.12	87	79.42	86.8	79.71
Design and Technology	80.95	77.25	85.96	77.16	82.24	77.62	84.47	79.11	82.24	78.54
Drama	86.51	81.85	78.28	81.12	89.27	80.71		-	-	-
Earth and Environmental Science	-	-	-	-	83.1	73.77	-	-	-	-
Economics	83.42	77.35	83.41	76.76	80.86	77.26	79.13	77.66	79.01	77.02
English (EAL/D)	86.02	82.03	-	-	69.5	66.73	-	-	73.2	70.27
English Advanced	78.4	69.68	83.9	81.73	83.05	81.53	83.57	81.92	83.86	81.33
English Extension 1 (scored out of 50)	45.9	42.42	42.44	42.17	44.1	41.79	44.6	42.07	40.6	41.66
English Extension 2 (scored out of 50)	47.7	40.7	39.18	40.07	46.35	39.89	43.5	39.56	33.53	39.43
English Standard	77.9	71.4	76.6	70.12	75.17	69.88	75.6	70.47	74.63	69.93
English Studies Examination 2 Unit	-	-	60.32	55.95	-	-	64	55.87	64.35	50.06
Food Technology	78.2	72.94	83.97	72.9	76	71.78	80.27	73.36	-	-
French Continuers	77.64	81.66	75.2	81.55	64.96	80.38	76	82.05	67.33	81.92

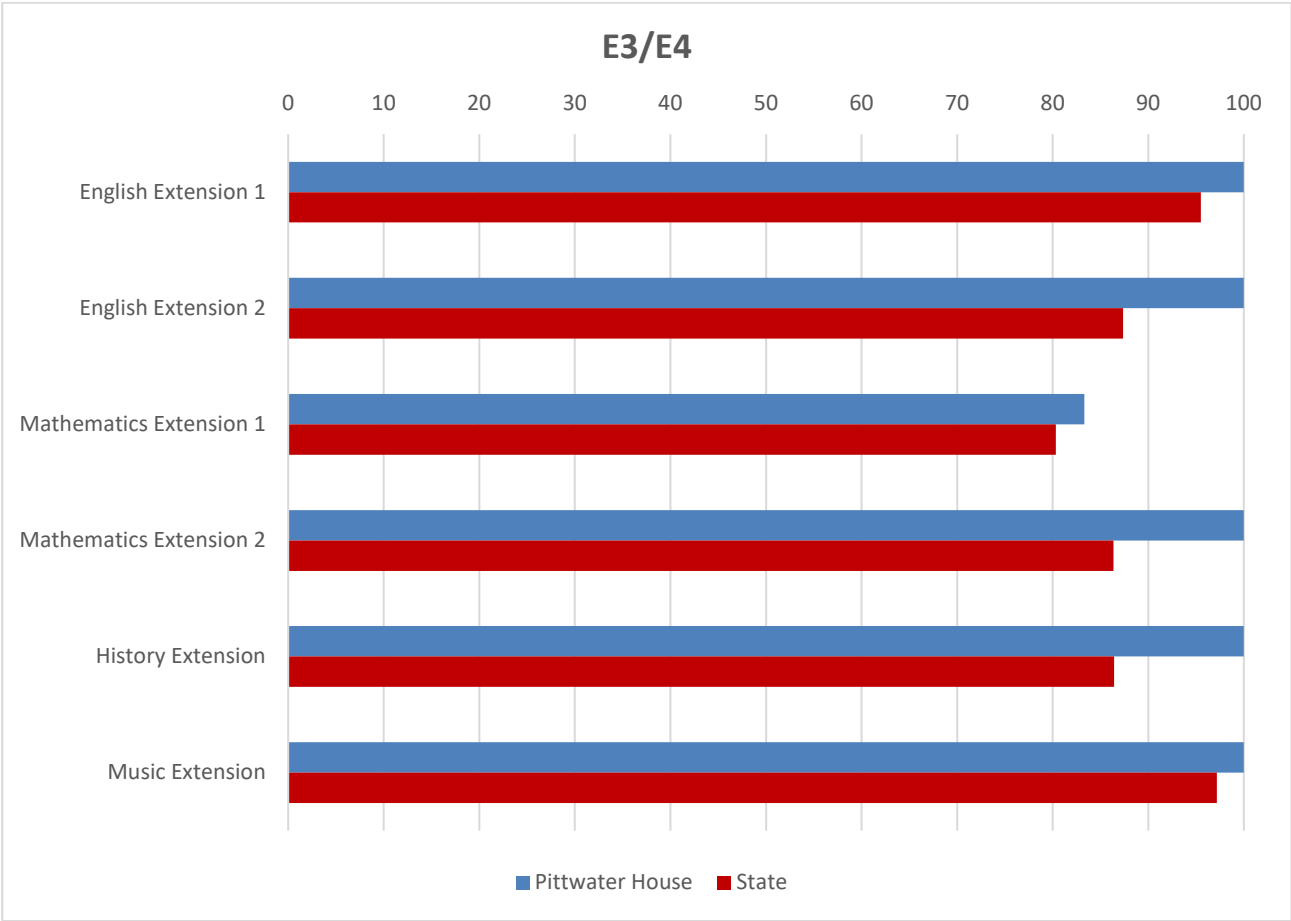
A comparison of Pittwater House HSC Examination performance with statewide performance over 2020 to 2024	School Mean 2024	State Mean 2024	School Mean 2023	State Mean 2023	School Mean 2022	State Mean 2022	School Mean 2021	State Mean 2021	School Mean 2020	State Mean 2020
Geography	85.09	74.96	79.24	75.88	80.4	75.19	79.02	75.75	77.6	74.45
History Extension 1	42.43	40.16	42.8	39.79	47.5	39.47	-	-	39.04	38.36
Industrial Technology – Multimedia	81.13	70.77	82.6	70.87	71.25	70.32	75.88	69.42	80.6	69.45
Information Processes and Technology	80.3	71.76	77.65	70.71	77.15	71.6	81.28	70.97	71.88	70.97
Investigating Science	82.04	74.55	-	-	-	-	-	-	73.38	70.79
Legal Studies	85.88	75.55	83.63	75.27	79.72	73.78	81.59	74.72	80.47	74.97
Mathematics Advanced	83.62	78.43	81.74	78.04	83.29	78.31	84.26	78.41	83.43	79.2
Mathematics Ext. 1	80.49	79.94	79.2	77.78	79.5	77.45	83.74	78.21	81.88	78.49
Mathematics Ext. 2	86.51	82.58	73.02	82.2	87.45	81.43	85.35	83.07	84.74	81.46
Mathematics Standard 1	-	-	56.2	71.99	-	-	71.47	69.46	-	-
Mathematics Standard 2	80.21	71.63	78.76	71.76	80.08	70.87	76.46	69.15	75.57	68.4
Modern History	82.72	75.02	80.13	72.78	79.18	73.67	83.48	72.85	77.51	72.53
Music 1	83.8	81.49	84.43	82.09	87.7	81.88	89.6	81.34	84.3	81.56
Music 2	88.2	86.13	78	86.08	84.2	86.4	89	87.57	81.28	87.03
Music Extension 1 (scored out of 50)	47.5	45.32	41.25	44.99	-	-	-	-	38.24	45.1
PDHPE	81.45	74.03	84.85	72.98	81.12	69.75	78.18	72.19	81.07	72.46
Physics	73.64	73.75	73.77	74.81	80.23	74.25	83.42	75.34	79.26	73.99
Society and Culture	84.8	77.01	-	-	-	-	-	-	-	-
Software Design and Development	-	-	82.97	73.73	-	-	-	-	-	-
Studies of Religion 1 unit (scored out of 50)	41.22	38.35	41.19	38.8	41.22	41	40.8	37.38	39.24	37.69
Visual Arts	90.36	81.9	86.04	81.49	88.56	78.05	85.94	80.99	84.44	81.02

Pittwater House’s 2024 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 2024 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	3
Provisional	10
Proficient Teacher	98
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	111

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	111
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 Composition

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 2024	
Teaching Staff	111
Full-time equivalent teaching staff	102.2
Non-teaching staff	48
Full time equivalent non-teaching staff	47.67

Theme 4: Attendance

4.1 Student Attendance Rates

The K-12 Average attendance rate was 96.38%

2024 Attendance Rates	
Year Level	Attendance Percentage
Kindergarten	95.94
1	97.89
2	97.39
3	97.66
4	96.72
5	96.93
6	96.25
7	95.12
8	95.93
9	96.00
10	95.41
11	95.47
12	96.20

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 publicly 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 (96.38%) 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.

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.

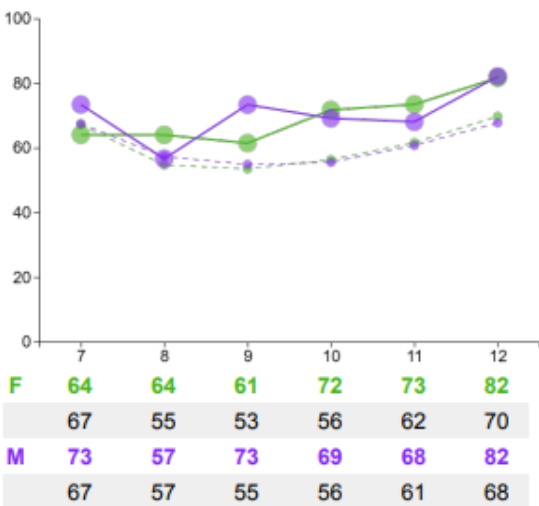
The survey was co-developed with the Department of Psychology, Social Work and Social Policy at the University of South Australia and utilises a significant student data-set of more than 375,000 Australian students aged 7-19 years of age and has been used in over 1,500 Australian schools.

We used this survey in 2024 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 imbed and programs we use to increase student resilience.

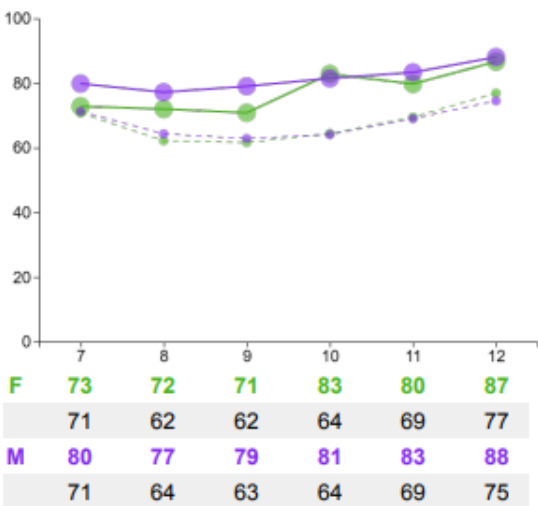
Some highlights from the 2023-2024 surveys are shared below with the solid line representing our students and the dotted line representing Australian Norms:

Connected

teacher at school who cares - ry3

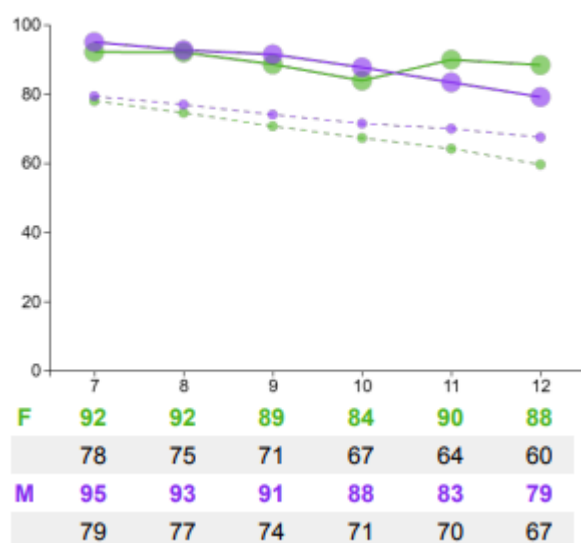


teachers who encourage - ry4

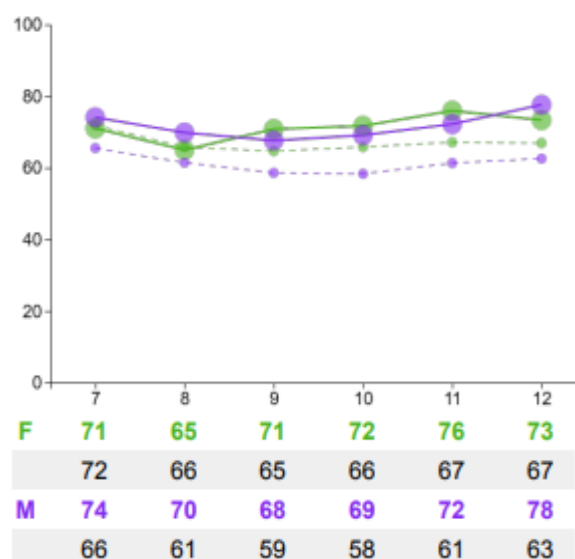


Protected

involved in at least one extra-curricular - ry25

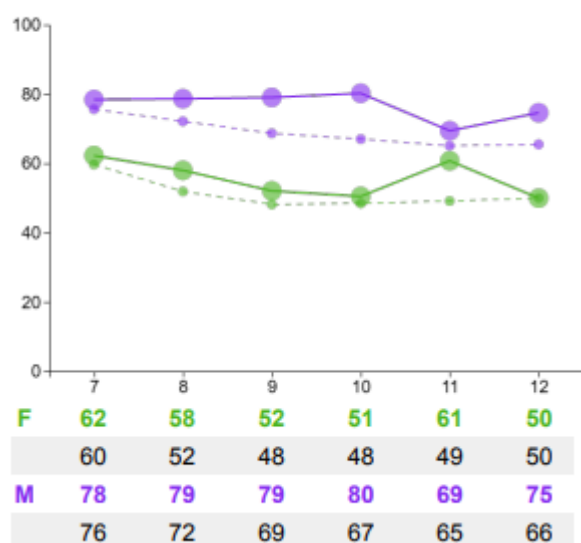


give my time to help others - ry26



Respected

feel good about myself - ry21



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.

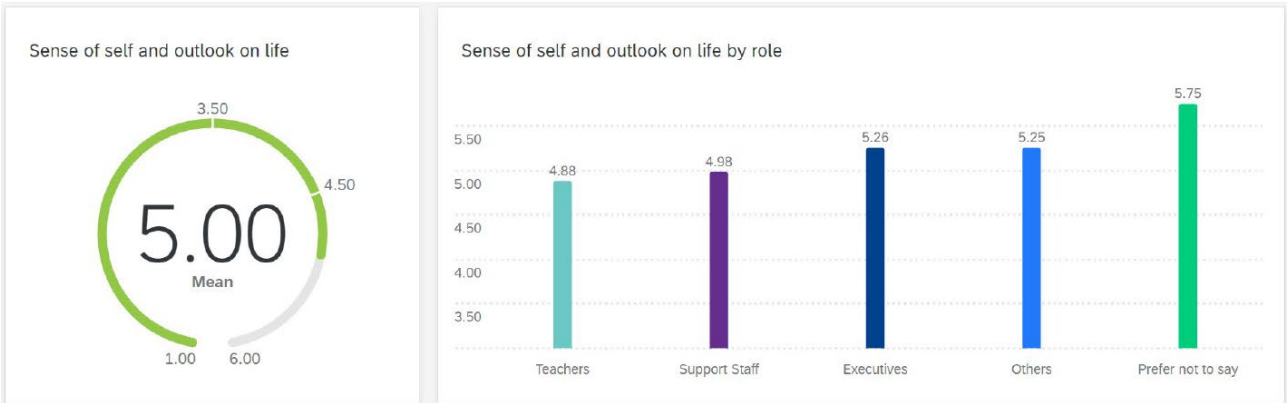
In both parts of the school, the Faculty Leaders meetings, the Wellbeing Team meetings, the Junior School Meet to Learn (Tuesday morning) meetings and the whole school Professional Development meetings and Professional Learning Team meeting, all provide valuable opportunities to gain feedback and discuss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

Additionally, a comprehensive staff survey of 148 respondents was undertaken by all Teaching and Business Services staff. This gave us a snapshot of staff wellbeing as it was related to the workplace covering such areas as:

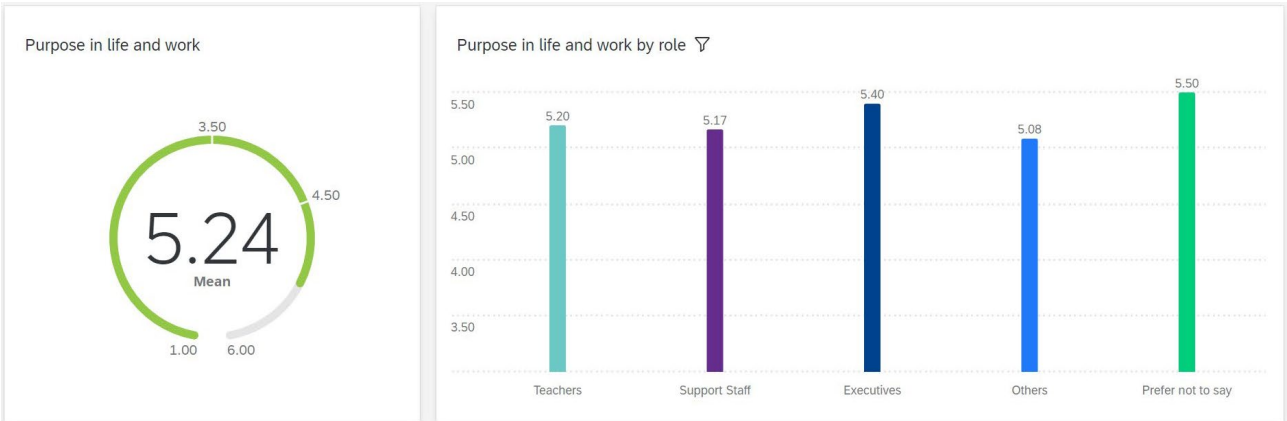
- Sense of Self and Outlook on Life
- Belonging and Support
- Purpose in Life and at Work
- Autonomy at Work
- Self-efficacy at Work
- Wellbeing
- Preventative Measures
- Voice and Recognition

A selection of data is shown in the graphs that follow:

Sense of Self and Outlook on Life



Purpose in Life and at Work



Work Experience

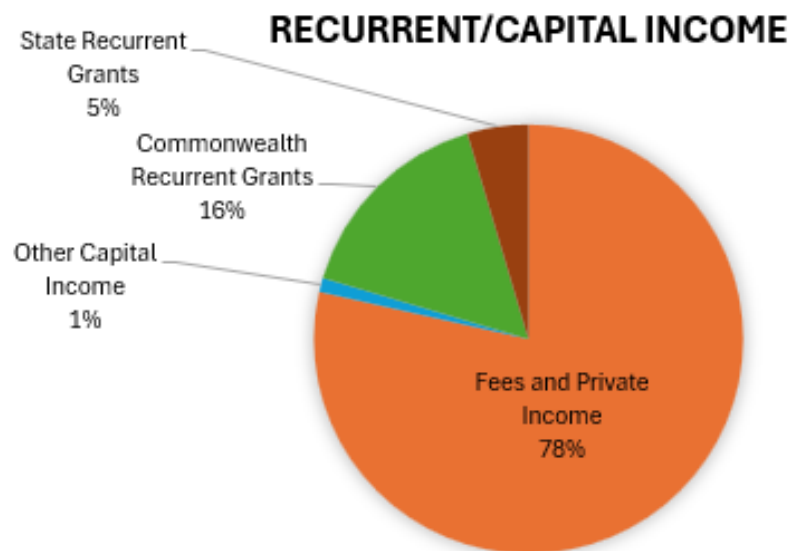


Questions asked included:

- Through my work, I am making a valuable contribution to my School community
- I derive a sense of purpose and meaning from my work
- I feel supported by my leadership team
- I feel optimistic about the future
- I have influence over the pace of my work
- I make an effort on my physical and mental wellbeing
- My School considers the opinions of Staff about matters that directly affect us
- I have opportunity for professional growth

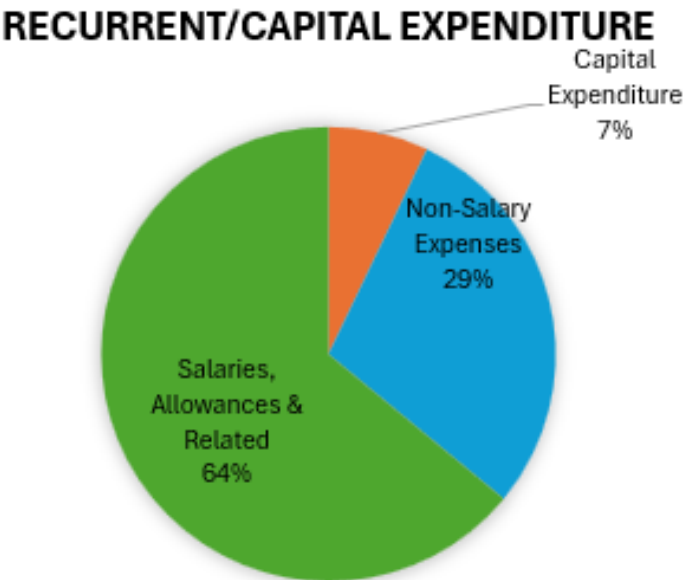
We continue to explore ways of engaging Teacher Voice and 2024 saw the implementation of a new medium Thrive Hive which not only brings staff together in socially conducive ways, but seeks to harness opinion and through this an engaged and happy workplace.

Theme 7: Summary Financial Information



Income Summary

Whole of School	25,079,560.84
Fees and Private Income	339,800.00
Other Capital Income	5,042,263.00
Commonwealth Recurrent Grants	1,469,354.23
State Recurrent Grants	



Expense Summary

Whole of School	2,361,798.92
Capital Expenditure	9,551,812.58
Non-Salary Expenses	21,188,307.65
Salaries, Allowances and Related	