



Pittwater House

# Pittwater House

## Annual Report 2025



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# Theme 1: Context

## 1.1 Message from the School Board

*Including extract from the Chairman of the Board message in the 2025 School Magazine*



As Chairman of the Board, I have the honour of working with a group of Directors for whom the power and force of a Pittwater House education remain central and sits alongside our regulatory requirements for a safe, secure and successful school experience for staff and students who daily pass through our gates.

To acknowledge the outstanding achievements of the Class of 2024, gaining a stellar state ranking of 49 and the finest set of results in our School's history has been both a blessing and a challenge. For with such an academic achievement comes increased focus on our enrolment pipeline, together with the significant challenge for those who this year have stepped into the spotlight, seeking to emulate the exceptional deeds of their immediate predecessors. We know that the Class of 2025 have worked with great purpose and intent, encouraged by their wonderful teachers and we wish them well as they sit their final examinations and prepare for their exciting futures ahead.

The February Meeting of the Board of Directors marked the conclusion of Mrs Kathy Waters' distinguished service as Director. Kathy has served our School since 2009, having seen her three daughters' gains, and she continued to be a mainstay of our Board long after the graduation of her youngest daughter in 2013. Kathy's background in marketing and her astute appreciation of culture and wellbeing, alongside her carriage of the Masterplan Committee, has been deeply appreciated and will continue to be acknowledged as the plan is adopted and unfolds. Kathy has witnessed the transformation of our School.

Around the boardroom table sit Directors whose diverse skillset allows for spirited debate and acute attention to financial, legal, risk, human resource, technological, built environment and regulatory matters, amongst our enormously varied discussions across the year.

Perhaps the greatest role for any Board is the selection of the school Principal, and thus 2025 has been the most significant for the past 15 years. In appointing Dr Steven Middleton as the 4th Principal and CEO of Pittwater House, we engaged the services of a national search firm and were delighted at the calibre of applicants. We look to the future under Dr Middleton's stewardship with great excitement, bringing as he does, proven leadership, ongoing learning, and a wonderful sense of humour.

Given the Pittwaterman provides the historical continuity of our School, 2025 marked the culmination of Pittwater House's 3rd Principal and CEO, Dr Hillier's 15 years of extraordinary leadership and service. This edition could be filled with her long list of achievements. We thank her deeply and wish her a happy retirement.

In closing, I thank all members of the Pittwater House community for your ongoing support of your children and partnership with our School.

**Mr Todd Alexis, SC**  
**Chairman**

## 1.2 Message from the School Principal

*Extract from the 2025 School Magazine*



Sitting at the keyboard reflecting on the year past, and increasingly, on the past 15 years, is a time of deep focus, and ever more so this year.

And let me be quite clear, it is not a time to depend on AI. Whilst AI has an interesting, indeed fascinating future and one, we are currently exploring, my thoughts are based on a lifetime devoted to education, and in recent years, to Pittwater House.

With their life purpose of our students further shaped, and with respect central, truth absolute, observation honed, and gratitude ingrained, I trust 2025 has provided all our students with a broad mindset and increased self-belief. The smiles I witness as I walk the campus, the friendships made, and strengthened, and having good strong boundaries as their guiding mantle, and the handling of failure or heartbreak, as well as success, have all shaped the year for our community.

Engaging with students and seeing them speaking clearly and confidently, reading the reports of their academic journey, taking on new skills and experiences, wearing their uniform with pride, a smile to those they pass, and feeling good about their place here and beyond our gates, are all symptomatic of a Pittwater House education. I hope the year has taught students to be kind and courageous, to be honest, and work hard and persevere through a disciplined approach, each day. All these are qualities I hope are embedded in our approach to educating every Pittwater House student.

Learning is at the core of what we do. There are unique and diverse moments for every student, to bring out the best in them as they journey through the years, moments that enable them to shine. I hope that the year has allowed each student to feel a real sense of partnership with their teachers in their learning as we look to student voice and choice wherever we can.

We must continue to evolve with purpose with the strong foundation we have created and the centrality of our HEROIC Core Values where the wider range of opportunities for students to explore passions and interests, is central. For the classroom is but one place of learning and the extent of offering continues to expand. Thankfully the vast majority of students pursue a diverse array of experiences to complement the core focus of their academic studies.

Our Foundation Day allowed us to honour the traditions of our past and look optimistically to our future whilst hoping our approach each day allows us to educate our young men and women with character and integrity and to strive to make a positive difference in the lives of others. The House 'hands' project that was unveiled on Foundation Day marks a further addition to the sense of place in our Hall. A QR code placed behind the canvas lists every student and staff member associated with each House in 2025. This project, together with our whole School photograph taken in February 2025 provided an important marker for the year.

When our newly inducted Prefects gathered at the beginning of Term 4, 2024, for a time of discussion, planning, skill, and theme building, at the commencement of their year of student leadership, their capabilities were strengthened whilst allowing this group of College and Grammar students to have a platform for collaboration and practical learning to herald their year ahead. I am delighted at their achievements led so well by our Head Prefects Mirabelle and Ruaan. Your initiatives will remind those who follow, of your determination to make a difference and impact the student body. Thank you for all you have given to our community.

As the clinical psychologist Andrew Fuller explores, success by students comes from showing up, opting in, being interested and thinking clearly. Showing up requires students to be prepared and ready for all that each day, and activity, requires. And it also asks parents to be present when their children are with them, showing kindness, enthusiasm and stepping back from their phones, and getting involved. Opting in means having a go, taking on a challenge, and building determination and courage.

And being interested requires the building of curiosity by being intrigued, discovering new concepts, and seeking out new opportunities and experiences. So, parents you can further support your children to think clearly in the way you help develop their thinking skills. We continue to stress the home-school partnership and I can think of no better manifestation of this hope and expectation, that benefits every Pittwater House student, daily.

Our School is not just a place of learning, it is a community, a place where students are known, valued and encouraged to flourish as we live and work by our HEROIC Values.

When I walked through the doors of our School in 2010, I could not have imagined the impact this community would have for me. Where have those years gone? And when I close my office door for the final time, I shall do so with a comfortable mix of pride, and nostalgia. I extend my deepest gratitude to the students, the Staff, the Board of Directors, the parents and those in the wider Pittwater House family who have made it so. There is something particularly special when parents allow you, by dint of the enrolment of their children, into their lives, their families, and with all the experiences that come with this.

Life is not always pretty, and it is our, and my duty, to support our students, and families, as they navigate both joy, and profound challenge. It is a unique privilege.

Life is marked by seasons and chapters, and I am truly grateful for my time at Pittwater House.

Excitedly, from the first steps in the pre-Kindy inaugural class this year, to the Valedictory Assembly and formal farewell to the Class of 2025, this year has been one of profound meaning. You have all played a role in shaping our history and the spirit of our School. The Staff are the heart of our School. Your unwavering commitment, working alongside our students, or undertaking tasks that allow for the wider expression of success, never go unnoticed.

To all members of our community, thank you for your friendship, dedication and contribution. It has been an absolute privilege to work in a team, with you all.

May Pittwater House continue to shine and grow as an educational beacon on the Northern Beaches.

**Dr Nancy Hillier**  
**Principal and CEO**

## 1.3 Message from the Head Prefects

*Extract from the 2025 School Magazine*

As I look back on my time as College Head Prefect, I'm filled with immense pride for both the growth I've experienced personally and the incredible team and staff I've had the privilege of working alongside.

This journey has truly reminded me how much I love being part of the Pittwater House community. It's been an honour to give back to the School that has supported me and my family all these years.

When Ruaan and I were appointed Head Prefects, we knew we had big shoes to fill. But we soon realised that leadership isn't about trying to outshine those who came before us, it's about leaving a legacy of our own, one we can be proud of. As College Head Prefect, my goal was to be approachable and supportive, to create an environment that brings people together and encourages everyone to flourish in their own unique way. I've been fortunate to have great role models in my own life, and I hope to be that for others.

I feel incredibly lucky to have been surrounded by such a dedicated and inspiring leadership team. Together, we chose "Connection" as our theme for 2025, believing that strong relationships across all year groups are the foundation of a supportive and tight-knit community. Programs like Big Bro's and CUP Groups, led by our Deputy Head Prefects Luke and Adele, played a huge role in building those connections between younger and older students.

Our team also made a conscious effort to give back beyond the school gates. This year, we filled the Great Hall Christmas tree with pre-loved toys to donate to the Peninsula Senior Toy Recyclers, participated in a Narrabeen Beach Cleanup, which became a powerful day of service and team bonding, took part in the Head Above Water 24-Hour Swimathon at Collaroy Rockpool to support local mental health research and raised \$2,700 for the Starlight Foundation. Each of these initiatives helped strengthen our connection, not just within the School, but with the wider community around us.

And for our major initiative, in honour of Foundation Day, we invited students from Kindergarten to Year 12 to add their handprint to a canvas representing their House colour. These three canvases (Butterworth, Orock, Morgan) were unveiled on Foundation Day in hopes that this piece becomes a lasting symbol of what Pittwater House means to its students and the unity we've worked to cultivate this year.

It's hard to believe how far I've come. It feels like yesterday that I received my leadership badge. There have been too many highlights from this experience to count, I couldn't be prouder of everything we've achieved together, and I'm deeply grateful for the support from everyone around me.

In our weekly meetings Dr Hillier constantly reminds us that "the lessons we learn here will be carried on forever" and I couldn't agree more. This year has taught me lessons I'll carry for life.

**Mirabelle Peupion**  
**College Head Prefect**

Reflecting on this past year as Head Prefect at Pittwater House, I feel an overwhelming sense of pride, not just for what this role has meant to me, but for what our leadership team has been able to give back to the School. From the beginning, our team aimed to foster connection, encourage participation, and leave a legacy that reflected the spirit and values of Pittwater House.

One of our first major projects was the Christmas Appeal, where we worked with Tilman and Ella, our Charity Prefects. We set the goal of making it the biggest Toy Drive Pittwater had ever seen and it was. The generosity of our School community was on full display, with donations spilling across the Hall entrance and filling two school minibuses. It wasn't just about the toys; it was a powerful reminder of the kindness and compassion within our School.

Our theme of "Connection," introduced during our first speech of the year, became a guiding principle for everything we did.

We encouraged students to "give everything a crack" and push outside their comfort zones whether that was through House Games, Big Bro's, CUP Groups or new friendships across year levels. Watching students laugh together, support one another, and feel more at home in their school has been a true highlight.

Throughout the year, our leadership team took every opportunity to extend our School's values into the wider community. At the Head Above Water event, we had several students attend and create a supportive presence for an incredible cause, raising awareness and funds for mental health. We also took part in a Narrabeen Beach Cleanup, where the leadership team met in the holidays to pick up rubbish and demonstrate our HEROIC values to the public, contributing to the wellbeing of our local environment and setting an example of our School.

The spirit of giving continued through the tireless efforts of our House Captains, Harry, Ukiesha, Addie, Joe, Marley and Jack, who led several initiatives to raise money for the Starlight Foundation. From bake sales to raffles, their passion and creativity reminded us that leadership exists in many forms, and that every student has the power to make a difference.

A creative project I'm especially proud of was the House Handprints initiative, an idea sparked by Mirabelle and me. Now displayed on the mezzanine level of the Hall, each handprint represents a unique individual within our Houses. With the addition of a QR code, we've created a digital legacy for the Class of 2025 and a lasting symbol of unity and belonging, hoping that this may spark many ideas for our future leaders and their legacy.

Finally, it has been an honour to serve as the last Grammar Head Prefect under Dr Hillier's leadership. Her unwavering support and wisdom have shaped the way we've led this year, and we're so grateful for her belief in us.

Leading this School has been the greatest privilege. Thank you, for allowing us to be part of something truly meaningful.

**Ruaan Eksteen**  
**Grammar Head Prefect**

## 1.4 Contextual Information about Pittwater House

Contextual Information, including characteristics of the student body is found at:  
<https://myschool.edu.au/school/50500>

## 1.5 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 and Acting Principal for Term 4, 2025)

Ms Anne-Maree Ironside (Business Manager)

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

Mr Andrew Goldrick (Head of Pittwater House Grammar School)

Ms Amy Tickle (Acting Head of the Junior Schools and Pre-Kindergarten from Term 1 to Term 3, 2025)

Mrs Ainslie Breckenridge (Appointed Head of the Junior Schools and Pre-Kindergarten from Term 4, 2025)

Mr Adam Demasi (Director of Studies)

Mrs Katie Jackson (Director of Teaching and Learning)

\*Dr Nancy Hillier, Principal and CEO and retired December 2025. Mr James Walmsley was Acting Principal for Term 4, 2025.

## 1.6 Governance

The Board of Governors serves on a voluntary basis as directors, with all profits reinvested into the School.

The members of the Pittwater House Board of Governors for 2025 are listed below.

Mr Todd A Alexis SC	Chairman	24 June 2008 to present
Mr Tod S McGrouther	Non-Executive Director	24 June 2008 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 31 December 2025

## 1.7 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.



## 1.8 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.

## 1.9 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

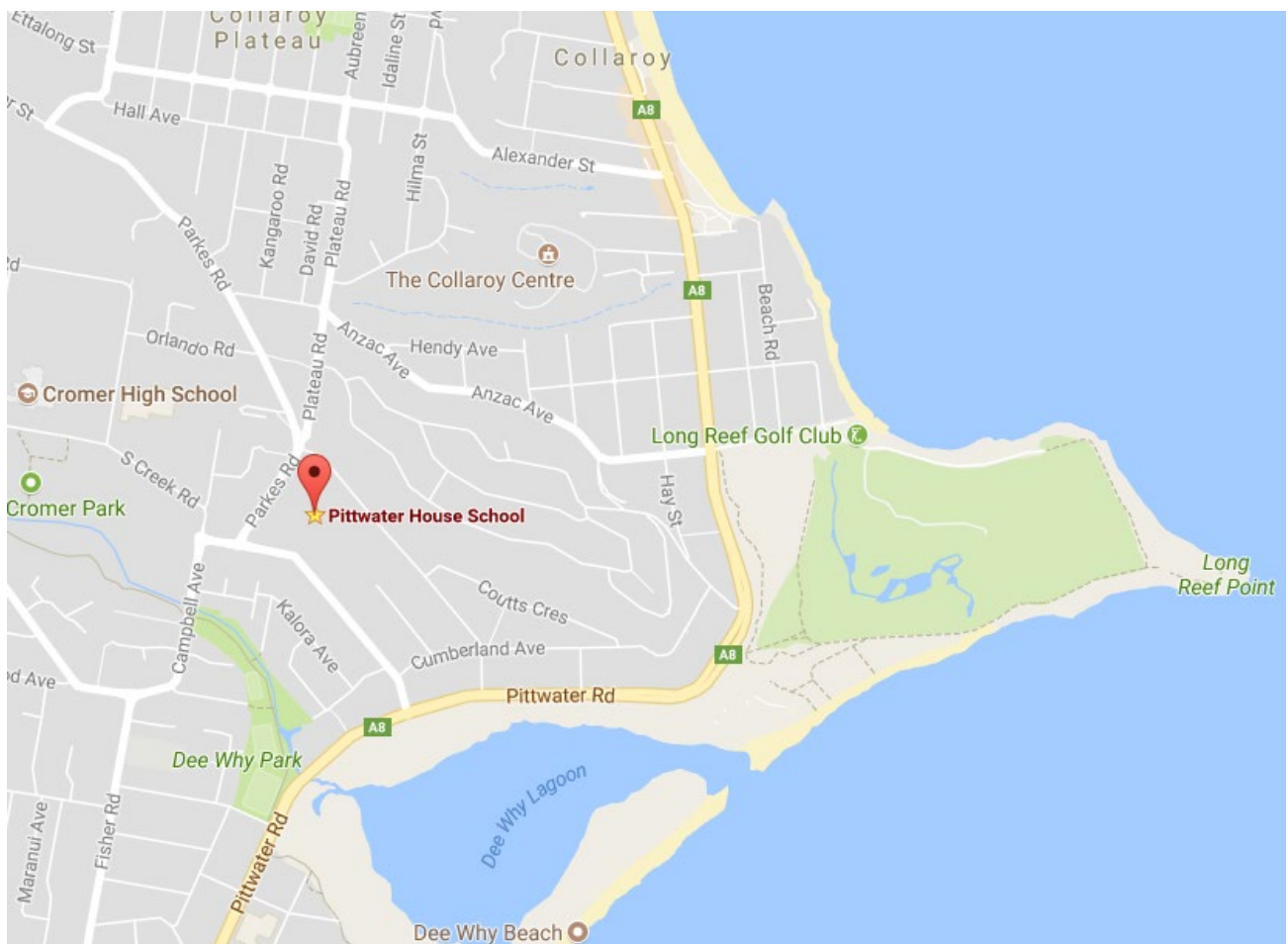
We encourage originality, enquiry, risk-taking and critical thinking where students have the courage to imagine.

### C

#### COMMUNITY

We connect our students, families, staff and alumni.

## 1.10 Where to Find Us



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. It comprises tests in reading, writing, language conventions and numeracy. In the 2025 NAPLAN results, we were delighted 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 2025 completed all required NAPLAN tests online.

Pittwater House School’s NAPLAN averages, compared with those of all Australian students, are presented in the table below.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	456	449	431	486	450
Year 5	531	524	512	541	541
Year 7	598	579	573	604	613
Year 9	619	631	605	628	654

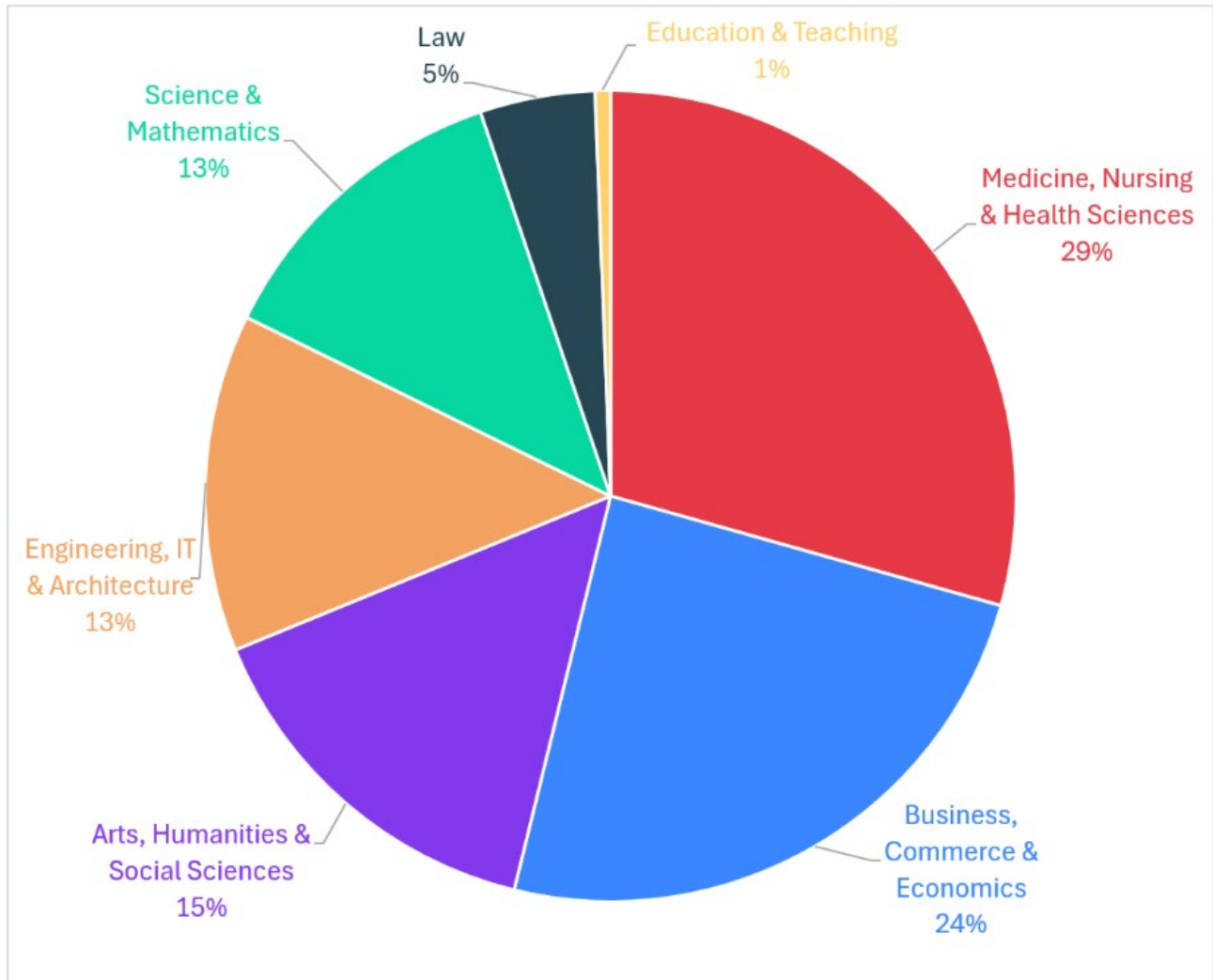
NAPLAN participation for this school is 99%  
 NAPLAN participation for all Australian students is 95%

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

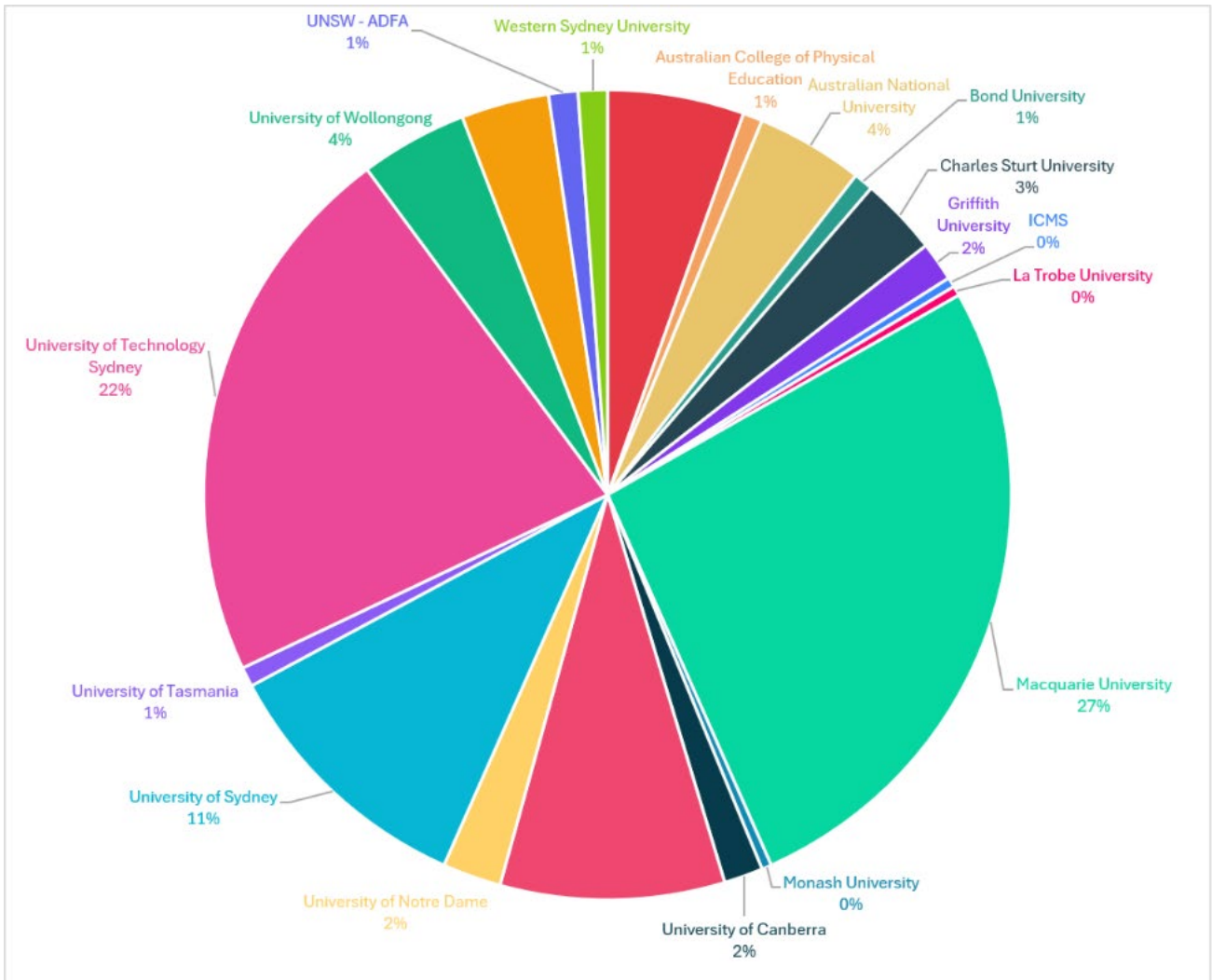
## 2.2 Post school destination

The majority of students who concluded their schooling at the end of Year 12 went on to enrol in university, TAFE, or private colleges. 110 students completed their HSC 94 applied to UAC and 95 received an offer. Fifteen students went into vocational training and the workforce.

### University Offers for 2025 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 prior to completing the Higher School Certificate (HSC). In 2025, 110 Pittwater House students were awarded a RoSA credential by NESA.

All Year 12 students attained a Year 12 certificate or an equivalent VET qualification.

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

Year 12	Qualifications/Certificate	Percentage of Students
2025	HSC	100%
2025	AQF Certificate III or above	0%

## 2.4 The Higher School Certificate

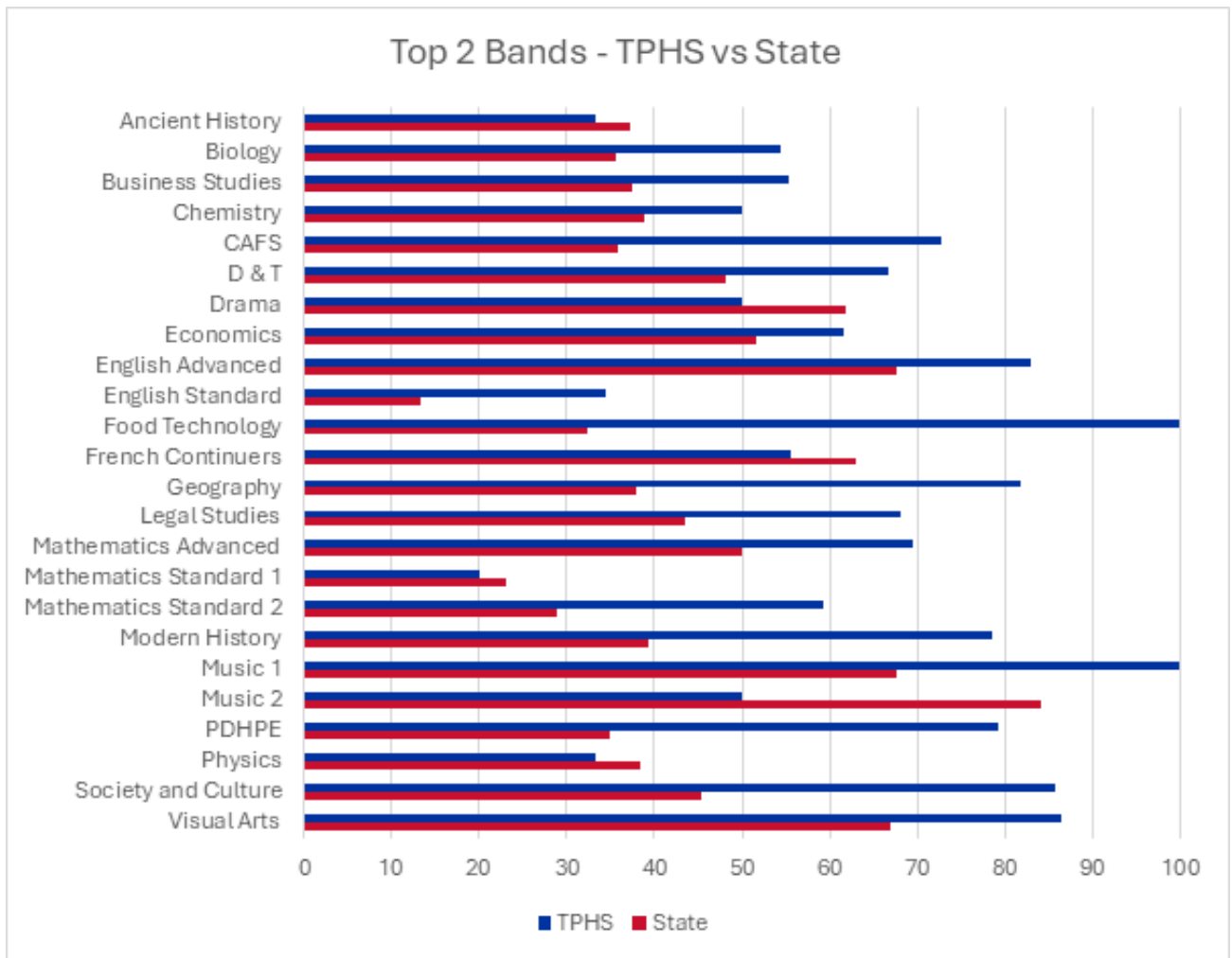
In 2025, 112 students completed their HSC studies. Of these, 110 were eligible for an ATAR, with 94 using it for university entrance, while 2 students completed non-ATAR pathways. The maximum ATAR achieved by a student in 2025 was 99.5. The average ATAR achieved by students in 2025 was 81.90, and median ATAR of 83.1. The school mean for most of the subjects studied at Pittwater House continued to be significantly above the state mean. 4 students made the Top Achievers list for achieving one of the highest places in an HSC course. 58 students reached the Distinguished Achievers list, achieving Band 6 (or equivalent) results in one or more subjects. 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, 69% of the Class of 2025 received pre-HSC offers to their preferred university choice.

Some highlights in our HSC results were:

A comparison of Pittwater House HSC Examination performance with statewide performance over 2021 to 2025	School Mean 2025	State Mean 2025	School Mean 2024	State Mean 2024	School Mean 2023	State Mean 2023	School Mean 2022	State Mean 2022	School Mean 2021	State Mean 2021
Ancient History	74.6	72.4	85.7	72.92	-	-	84.7	71.98	81.6	71.06
Biology	80.5	73.0	79.72	73.89	74.16	73.3	77.2	70.03	75.68	73.38
Business Studies	80.4	74.3	83.39	73.45	81.38	73.77	75.3	73.95	80.17	73.32
Chemistry	80.2	74.9	86.74	74.33	81.88	74.13	70.5	72.51	81.66	74.37
Community and Family Studies	84.6	74.0	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
Design and Technology	82.3	78.3	80.95	77.25	85.96	77.16	82.24	77.62	84.47	79.11
Drama	77.8	81.3	86.51	81.85	78.28	81.12	89.27	80.71	-	-
Earth and Environmental Science	-	-	-	-	-	-	83.1	73.77	-	-
Economics	81	77.7	83.42	77.35	83.41	76.76	80.86	77.26	79.13	77.66
English (EAL/D)	-	-	86.02	82.03	-	-	69.5	66.73	-	-
English Advanced	85.0	81.8	78.4	69.68	83.9	81.73	83.05	81.53	83.57	81.92
English Extension 1 (scored out of 50)	43.3	42.4	45.9	42.42	42.44	42.17	44.1	41.79	44.6	42.07
English Extension 2 (scored out of 50)	38.3	40.9	47.7	40.7	39.18	40.07	46.35	39.89	43.5	39.56
English Standard	76.7	71.6	77.9	71.4	76.6	70.12	75.17	69.88	75.6	70.47
English Studies Examination 2 Unit	-	-	-	-	60.32	55.95	-	-	64	55.87

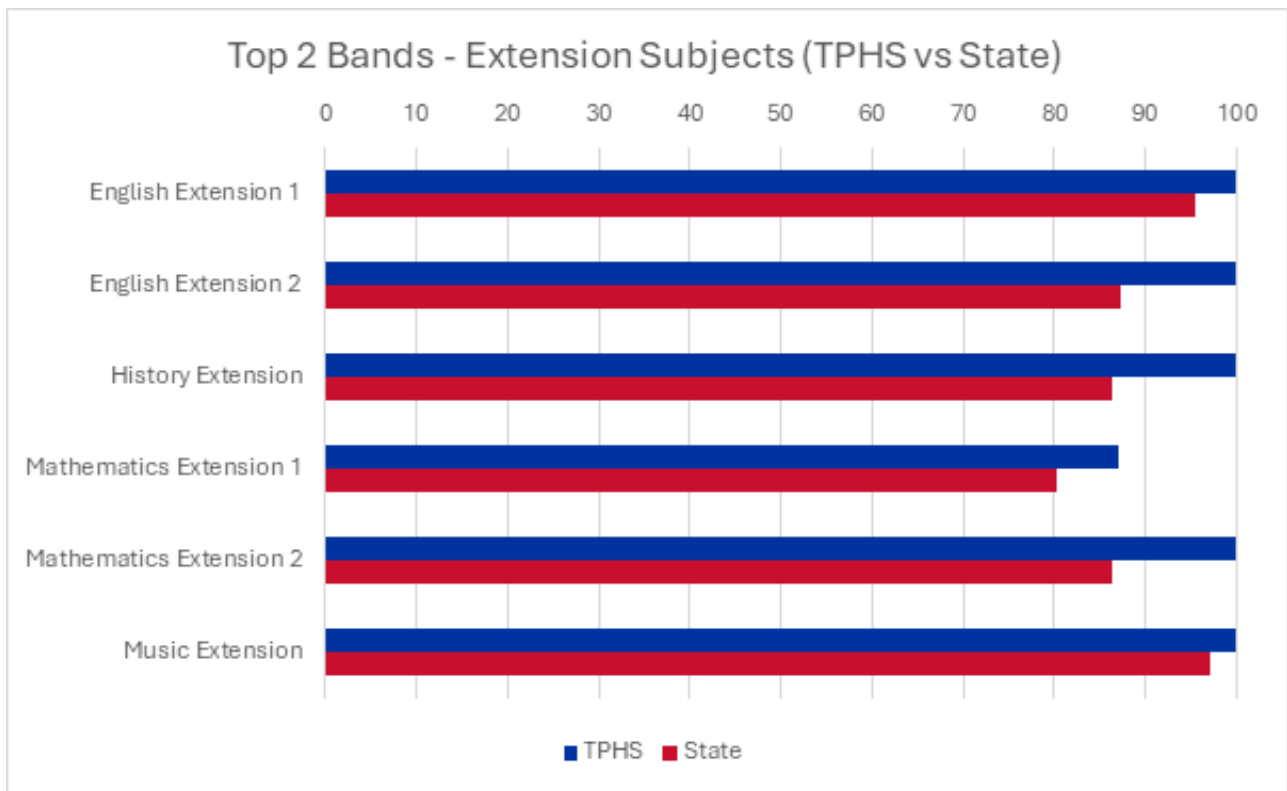
A comparison of Pittwater House HSC Examination performance with statewide performance over 2021 to 2025	School Mean 2025	State Mean 2025	School Mean 2024	State Mean 2024	School Mean 2023	State Mean 2023	School Mean 2022	State Mean 2022	School Mean 2021	State Mean 2021
Food Technology	85.6	73.1	78.2	72.94	83.97	72.9	76	71.78	80.27	73.36
French Continuers	80.5	82.1	77.64	81.66	75.2	81.55	64.96	80.38	76	82.05
Geography	82.4	75.7	85.09	74.96	79.24	75.88	80.4	75.19	79.02	75.75
History Ext. 1	41.4	40.1	42.43	40.16	42.8	39.79	47.5	39.47	-	-
Industrial Technology – Multimedia	-	-	81.13	70.77	82.6	70.87	71.25	70.32	75.88	69.42
Information Processes and Technology	-	-	80.3	71.76	77.65	70.71	77.15	71.6	81.28	70.97
Investigating Science	-	-	82.04	74.55	-	-	-	-	-	-
Legal Studies	82.4	75.2	85.88	75.55	83.63	75.27	79.72	73.78	81.59	74.72
Mathematics Advanced	84.0	78.8	83.62	78.43	81.74	78.04	83.29	78.31	84.26	78.41
Mathematics Extension 1	80.7	78.7	80.49	79.94	79.2	77.78	79.5	77.45	83.74	78.21
Mathematics Extension 2	80.8	82.5	86.51	82.58	73.02	82.2	87.45	81.43	85.35	83.07
Mathematics Standard 1	71.6	71.0	-	-	56.2	71.99	-	-	71.47	69.46
Mathematics Standard 2	80.3	71.6	80.21	71.63	78.76	71.76	80.08	70.87	76.46	69.15
Modern History	83.4	73.7	82.72	75.02	80.13	72.78	79.18	73.67	83.48	72.85
Music 1	91.1	81.3	83.8	81.49	84.43	82.09	87.7	81.88	89.6	81.34
Music 2	82.7	87.0	88.2	86.13	78	86.08	84.2	86.4	89	87.57
Music Extension 1 (scored out of 50)	46.7	45.9	47.5	45.32	41.25	44.99	-	-	-	-
PDHPE	85.7	74.1	81.45	74.03	84.85	72.98	81.12	69.75	78.18	72.19
Physics	75.1	73.6	73.64	73.75	73.77	74.81	80.23	74.25	83.42	75.34
Society and Culture	82.5	77.4	84.8	77.01	-	-	-	-	-	-
Studies of Religion 1 unit (scored out of 50)	-	-	41.22	38.35	41.19	38.8	41.22	41	40.8	37.38
Visual Arts	86.6	81.4	90.36	81.9	86.04	81.49	88.56	78.05	85.94	80.99

Pittwater House’s 2025 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 2025 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	2
Provisional	12
Proficient Teacher	93
Highly Accomplished (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	117

### 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	117
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 2025	
Teaching Staff	117
Full-time equivalent teaching staff	104.9
Non-teaching staff	58
Full time equivalent non-teaching staff	49.45

## Theme 4: Attendance

### 4.1 Student Attendance Rates

The K-12 Average attendance rate was 92.23%:

2025 Attendance Rates	
Year Level	Attendance Percentage
Kindergarten	94.52
1	92.05
2	93.46
3	94.16
4	93.08
5	93.96
6	90.78
7	90.22
8	90.41
9	92.14
10	88.94
11	91.91
12	93.41

### 4.2 Management of Non-Attendance

Pittwater House has a strong pastoral focus, where student attendance is closely monitored by the Head of Junior School, Heads of Grammar and College, Year/Stage Leaders, Junior School Wellbeing Coordinator, Form Teachers, and other staff responsible for student welfare.

Attendance is recorded daily via the Period 1 roll, and unexplained absences are identified promptly. Parents are notified through a daily SMS alert and email, with a follow-up reminder issued after five days if required. The School reviews attendance on a fortnightly basis to monitor patterns, reasons for leave, and exemptions. Daily and weekly absence and absence from class reports are generated to ensure pastoral leaders have accurate, up-to-date information to account for all students and to support those experiencing attendance difficulties.

Strategies to address poor attendance for individual students are outlined in the table below.

Time of Intervention	Responsibility	Nature of Intervention
<b>Intervention Level 1(at risk)</b>		
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.
<b>Intervention Level 2(at risk)</b>		
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’.
<b>Intervention Level 3(moderate chronic absence)</b>		
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.
<b>Intervention Level 4(severe chronic absence)</b>		
Ten absences in a term	K-6 Junior School Wellbeing Coordinator 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 School's website:

- [Senior School - Anti-Bullying Policy](#)
- [Junior School - Bullying Prevention Policy](#)
- [Child Protection Policy](#)
- [Junior School - Discipline Policy](#)
- [Senior School - Discipline Policy](#)
- [Enrolment Policy](#)
- [Managing Complaints \(Grievance Policy\)](#)

## Theme 6: Stakeholder Satisfaction

Pittwater House is committed to continuous review and improvement. Accordingly, feedback from parents, students and teachers is sought in a variety of ways throughout the year.

### 6.1 Parent Voice

Across the year, parents are given regular opportunities to connect with the School, share their perspectives, raise concerns, and affirm the work being done within the community.

Parents engage with staff formally through parent teacher meetings and informally through ongoing communication across the year. This open exchange helps to strengthen the partnership between home and school and supports a shared commitment to each student's growth.

Every class has a Network Parent, and this group meets with the Principal throughout the year to discuss matters of interest, share feedback, and foster mutual support. Parents consistently report strong academic engagement, value the breadth of the cocurricular program, and appreciate how smoothly students transition into the School and between year levels. Some families arrive hoping that our strong wellbeing culture will resolve difficulties experienced in previous settings. We work diligently to support these students, and parents are often grateful for the positive changes they see in their child's confidence, attitude, and enthusiasm for learning. Opportunities for parent feedback also arise through initiatives such as the Resilience Project, Time and Space evenings for parents and children, and y-Safety events, all of which inform future planning. In the Junior School, parent involvement in pastoral initiatives remains especially important in promoting consistency between school and home. Families participate in the URStrong Wellbeing program through a shared evening session, and Year 6 parents are also invited to an Amazing Me presentation on sex education.

In Term 4, parent voice in the Junior School was further strengthened through Friday morning teas hosted by the Head of the Junior School. A different group of parents attended each week, using the time to share feedback, raise matters for consideration, and build stronger connections within the community.

## 6.2 Student Voice

Student voice is gathered through several channels, including weekly Head Prefect meetings with the Principal, Prefect meetings with the Heads of School, student contributions at Parent Information sessions, and the Junior and Secondary School Student Representative Councils. SRC representatives from each year level consulted with their peers and helped bring many of their ideas to life.

### Junior School Student Reflections from Surveys

#### **From Stage 1 student:**

*I loved being in Year 1 with Miss Saxby. She made learning enjoyable through reading groups and helped us build confidence by teaching us our sounds. I also enjoyed learning French, and it has made me want to visit France one day.*

#### **Year 4 student:**

*My friends were the highlight of last year. I was new and a little nervous at first, but the boys made me feel welcome. I was quickly included in handball, and I really enjoyed sport. I also loved learning the rules of soccer on the oval, experimenting with 3D shapes, and exploring how water can be used to generate energy.*



#### **Year 5 student:**

*Year 5 was a wonderful year. Mrs Loughland made learning fun and challenged us in mathematics. She was also kind and supported us whenever we needed help with friendships. I really enjoyed music, and it helped me grow in confidence to sing and try new things. I now play an instrument in the band.*

### Senior School Student Survey Results

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.

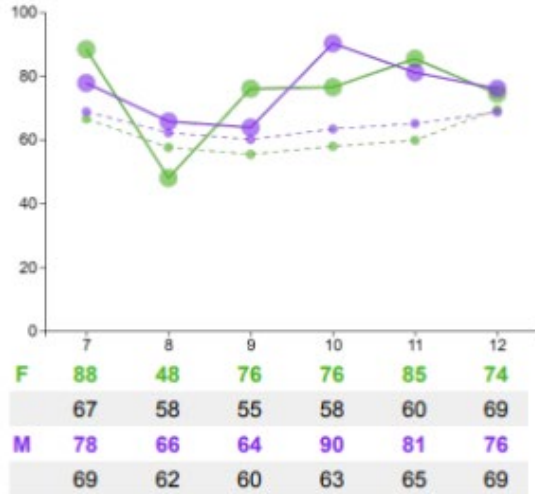
The survey was co-developed with the Department of Psychology, Social Work and Social Policy at the University of South Australia and utilises a significant student data-set. It has been administered to more than 900,000+ students across 3,500+ schools in Australia, New Zealand, the United Kingdom, and Bhutan.

We used this survey in 2025 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.

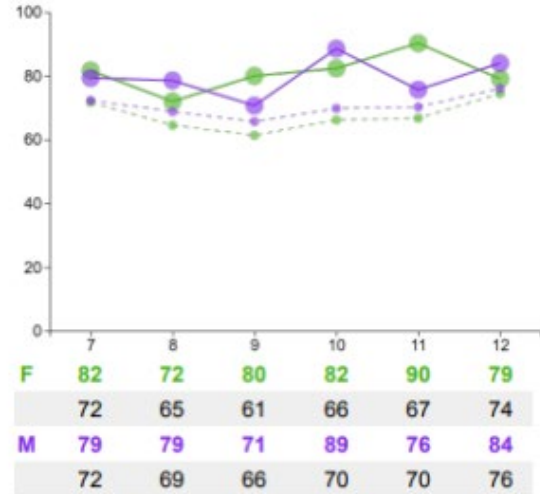
Some highlights from the 2025 surveys are shared below with the solid line representing our students and the dotted line representing Australian Norms:

### Connected

teacher at school who cares - ry3

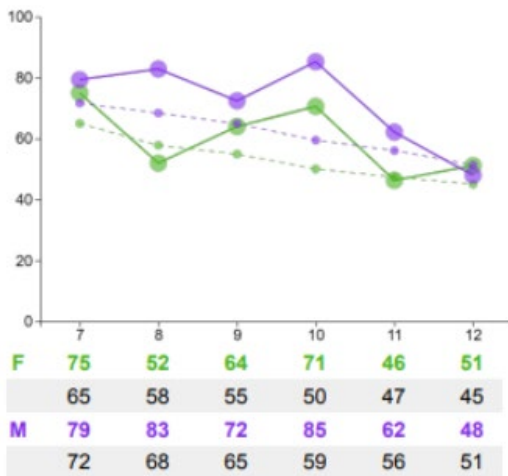


teachers who encourage - ry4



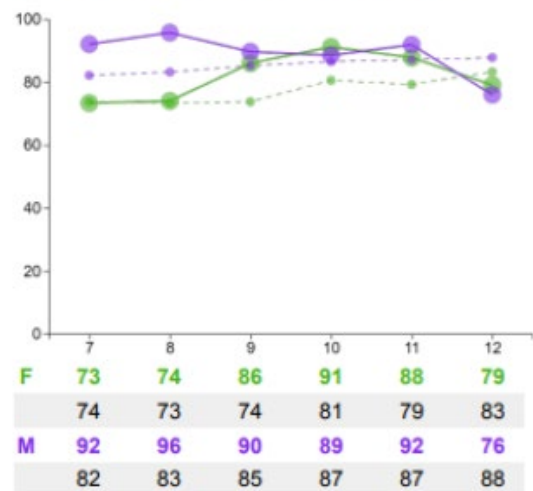
### Protected

get at least 8 hours of sleep most nights - sun3



### Respected

can come up with ways to solve problems - chs4



## Senior School Student Feedback

### Academic Support

Students from the Class of 2025 consistently highlighted the exceptional academic support provided by Pittwater House teachers. Students described teachers as highly invested in their success, offering detailed feedback, additional support outside class hours and personalised guidance. This strong culture of academic partnership enabled students to build confidence, resilience and achieve to their potential.

### **Teacher Relationships / Being Known**

A defining theme across student feedback was the quality of relationships between students and teachers. Students repeatedly described feeling genuinely known as individuals, with teachers investing deeply in both their academic and personal growth. This relational approach fostered trust, confidence and a strong sense of belonging, allowing students to feel supported, valued and empowered to succeed.

### **Student Peer Groups and Friendships**

Student responses reflected strong satisfaction with the friendships formed at Pittwater House, with many identifying these relationships as among the most valued aspects of their schooling. Students spoke of developing deep connections over time, with friendships strengthened through shared classroom experiences, camps, co-curricular activities and everyday moments that fostered a lasting sense of belonging.

### **Student Peer Support**

Beyond friendship, students reported a highly supportive peer culture that positively influenced both wellbeing and academic performance. Students described peers as collaborators, motivators and trusted support networks who shared resources, explained difficult concepts and encouraged one another through the challenges of Year 12. This culture of mutual support helped students feel connected and less isolated during the HSC.

### **Pastoral Care and Wellbeing**

Student feedback strongly affirmed the school's commitment to pastoral care and wellbeing. Many students described feeling supported by a school environment that prioritised balance, resilience and personal growth. Students consistently emphasised the importance of maintaining wellbeing alongside academic challenge, reflecting a culture where achievement and wellbeing are seen as complementary.

### **Co-curricular Experience**

Co-curricular opportunities were repeatedly identified as a defining strength of the Pittwater House experience. Students credited sport, performing arts, cadets, leadership and other pursuits with providing balance, enjoyment and personal development. These experiences offered valuable outlets beyond the classroom while building confidence, leadership, teamwork and strong connections across the school community.

### **Student Quotes**

*"I am grateful for how teachers took the time to get to know their students, fostering genuine connections that cultivated learning environments where we could thrive and realise our full potential."* – Viktoriya

*"I truly could not have reached the heights I have without them."* (on teachers' support) – Nakita

*"I never once felt alone during my time at school thanks to them."* (on peer support) – Emily

*"That shift from competition to cooperation built trust, made study more enjoyable, and ultimately made the final stretch of Year 12 much more supportive and effective."* - Harley

*"From my first day in Year 7, I grew closer to my peers each year, and now leave with lifelong friendships."* - Jack

## 6.3 Teacher Voice

The School is committed to a culture in which staff voice is actively encouraged, valued and embedded in decision-making. Across the Junior and Secondary Schools, both formal and informal processes ensure staff perspectives shape continuous improvement and strategic planning.

In the Junior School, teacher voice is gathered through established SOAP (Student, Organisation, Assessment, Professional Practice) staff and grade meetings. These sessions give all K–6 teachers opportunities to provide feedback, with further discussion available with the Head of Junior School as needed. Together, they support reflection on student progress, class dynamics and broader professional matters.

In the Secondary School, the Pittwater House Quality Teacher Performance and Development framework enables staff to share insights through Faculty Coordinators. These are then communicated to the Director of Teaching and Learning and the School Executive, helping align classroom practice with whole-school priorities.

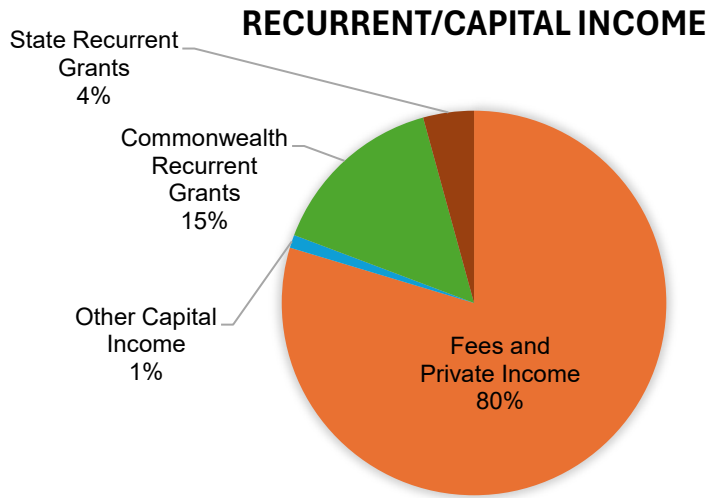
Across both Schools, a strong meeting structure supports ongoing dialogue and professional collaboration. Faculty Leader meetings, Wellbeing Team meetings, Junior School “Meet to Learn” sessions, whole-school Professional Development days and Professional Learning Team meetings all provide opportunities for staff to give feedback, share expertise and identify areas for improvement. Insights from these forums are reviewed and considered in weekly School Executive meetings.

Staff voice is also represented through formal governance structures, with diverse staff representation on the ICT Committee, Literacy Committee, Risk and Compliance Committee and Work Health and Safety Committee. These committees provide valuable opportunities for staff to contribute to risk management, compliance and the maintenance of a safe and supportive working environment.

Beyond these formal structures, staff continue to show strong professional engagement and initiative through their involvement in key strategic and cultural projects. These contributions reflect a committed workforce dedicated to innovation, inclusivity and the ongoing development of the School community.

Through these channels, the School ensures staff perspectives remain central to its culture of continuous improvement and organisational excellence.

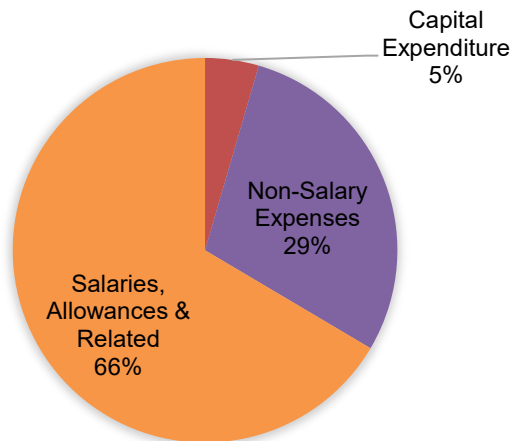
# Theme 7: Summary Financial Information



**Income Summary**

Whole of School	\$27,056,534.15
Fees and Private Income	\$372,070.70
Other Capital Income	\$5,091,433.09
Commonwealth Recurrent Grants	\$1,449,599.93
State Recurrent Grants	\$27,056,534.15

**RECURRENT/CAPITAL EXPENDITURE**



**Expense Summary**

Whole of School	
Capital Expenditure	\$1,561,486.00
Non-Salary Expenses	\$10,042,160.25
Salaries, Allowances and Related	\$23,025,801.13