Our school at a glance

Students
In 2010 Pittwater High had 931 enrolled students, 708 in years 7-10 and 223 in the senior years. Students are offered a broad range of elective courses from years 8 to 12. Although an urban secondary school, Pittwater High offers Agriculture, a popular course with students.

Staff
Sixty-three teaching staff and thirteen non-teaching staff supported the learning and achievements of students throughout the year. In addition to core subject areas, the full range of Key Learning Area (KLA) subjects are offered with Creative and Performing arts, Languages and Technological and Applied Studies courses in strong demand.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Messages

Principal’s message
Pittwater High School as a co-educational, comprehensive Year 7-12 school has an established reputation for academic, cultural and sporting excellence.

Our key purpose is to further develop a school culture in which students are academically challenged and actively engaged in learning in a supportive, caring and socially responsible environment.

Throughout 2010 students were encouraged to fully participate in a variety of formal and informal learning experiences as well as take up opportunities in sport, cultural performances and service to the community. The school’s musical (“Disco Inferno”) was an outstanding success. Great expertise and support is provided by teachers and parents who encourage student effort and participation with great enthusiasm.

A strong focus on technology based professional development continued in 2010 with Years 9 and 10 using their laptops regularly to research, create and record their learning. An eLearning site (Moodle) was set up to enable curriculum and curriculum resources to be accessible to all students and staff, including from other Peninsula schools.

The Symphonic Band won gold and Concert Band a silver award in the NSW State Bands Festival at the UNSW. A successful school band tour of the Tamworth area was conducted in late November. A European band tour is planned for 2012.

The Peninsula Community of Schools (PCS) continued to consolidate and strengthen with a renewed focus on a shared commitment to ‘bridging the gap’ between indigenous and non-indigenous Australians. A PCS team visited the Northern Territory in August to participate in the ‘Walking with the Spirits’ ceremony and develop some educational connections with a number of NT schools. The three PCS secondary schools combined their resources to offer an extensive Duke of Edinburgh outdoor education program to students in 2010. Over thirty Pittwater students achieved their Bronze and twelve their Silver Award.

The school’s commitment to achieving a zero carbon footprint continues to be successful with a further 10kW solar panel array installed in September. The school currently generates over 250 kWh’s of energy each day in peak summer from 200 solar panels.

Further significant facilities improvements occurred during 2010 with the long awaited Performance Centre building operational in term 2. The Commonwealth funded Trade Training Hospitality Centre was completed at the end of 2010 and requires final fit out before use in 2011. This will be an outstanding facility for vocational educational and training courses in Hospitality and Food Technology.

The school’s Parents and Citizens (P&C) association provides outstanding support for the school through its canteen, fundraising and working bees. For example, P&C fundraising has enabled the school to purchase 12 Interactive White Boards (IWB) since 2008. I would like to acknowledge the outstanding leadership of the retiring P&C President, Mr. Mal Toolin and thank him and his executive team for their many wonderful contributions to the school and its students.

I certify that the information in this report is the result of a rigorous school self-evaluation process.
and is a balanced and genuine account of the school’s achievements and areas for development.

Ross Cusworth

P & C message

The opening of the Performance Space capped a very successful year for the Pittwater High School Parents’ and Citizens’ Association. The P&C contribution to the Performance Space was $300,000 raised through diligent fundraising from many parents since 2003. This new facility is now being used by performing arts students and members of the wider community. An official opening will be held in 2011.

The P&C spent a total of $127,534.66 on projects to benefit students during 2010. There was an emphasis on improvements to sporting facilities due to the availability of government grants. The major project was the resurfacing of the tennis courts. A community grant of $39,000 was received and the P&C matched this in funding and labour. The sailing committee purchased three Puffin Pacer sailing craft. These were purchased through a community grant of $15,000 and money from the sale of the Kalori ($14,500), plus an additional $1,700 contributed by the P&C. Sporting ovals were top dressed at a cost of $4,100 and students were sponsored in the sports of rugby ($600), futsal ($200) and cricket ($200).

A considerable improvement to the gardens and grounds during 2010 was achieved through parent support of working bees and the outlay of $7,130 on sandstone, plants and gardener’s wages. In particular, the garden around the Performance Centre was established through the hard work of a small group of parents and P&C funding.

Every department in the school was supported by the P&C through its annual faculty grants which totalled $14,527 in 2010. The Science department also benefitted through the purchase of televisions for Science laboratories at a cost of $2,526. The English department received the proceeds of the fence banner advertising which contributed towards classroom book sets and wide reading resources.

Our school canteen provides a very healthy food service to students and staff. The P&C provided the funds for new shutters for the canteen at a cost of $3,210.

The P&C wishes to thank the principal, Ross Cusworth, for his support throughout the year and for the generous contribution of his time and advice in facilitating the committee’s projects. We also would like to thank the teachers and school staff who have supported our projects, including the P&C’s major fundraiser (the Golf Challenge Day) which raised funds for two additional Interactive White Boards.

Mal Toolin – P&C President

Student representative’s message

Tadhg Parker was SRC President for 2010. The SRC met every second Friday and was made up of students from all years who often passionately discussed new ideas for the school and different ways to help the community. In March, two Year 7 students represented PHS at Harmony Day.

During the year, Year 10 SRC representatives attended several network meetings held at Dee Why with school SRC reps from other schools. Students were involved in charity activities that raised funds for Stewart House, Salvation Army’s Red Shield Day, Shepherd Centre and Deafness Foundation, Cystic Fibrosis (Crazy Hair Day), Leukaemia Foundation (‘world’s greatest shave’), Jean for Genes, Children’s Medical Research Foundation, World Vision’s 40-hour famine, NSW Cancer Council (Pink Ribbon Day), Canteen (Bandana Day) and Anglicare’s Christmas Appeal. Total funds raised exceeded $10,000.

Two senior students became Youth Ambassadors for the Red Cross and in June the Blood Bank set up in our PHS Hall collecting 66 blood donations from years 10, 11 and 12 students, staff and parents.

Also in August a fantastic group of Year 10 students participated in a Youth Decide initiative organised by local councils and NSW Health. They ran a program with local youth workers to inform Year 8 students about the harm that alcohol can cause. A Year 10 student went to the Global Leadership Convention run by World Vision and then helped the school’s SRC teacher coordinator organise and run the PHS 40 Hour Famine. In September a group of Year 7 students and
members of the Special Education class sold Legacy badges in Mona Vale, collecting nearly $1,000.

The SRC discussed possible changes to seating in and around the school’s playground. This involved discussions and representation to the school’s executive and P&C with new seating planned for 2011. Recycling and composting have continued with the Special Education class leading the way.

Our Solar Panel Project and water saving measures are also making progress in making our school environment more sustainable. In November, 14 students from Years 7, 8, 9 and 10 attended a 3-day YouthLead Congress on sustainability. They took part in a program of activities at Oxford Falls run by Ozgreen. At this Congress the students worked on individual, family, school and local plans to improve their ecological footprint. SRC students helped clean up after the Mona Vale Market Day in late November, earning the school another solar panel.

In November groups of Pittwater students consulted with Youth Development officers from Pittwater Council to express their ideas and opinions on local issues. Pittwater’s SRC have had a busy and fulfilling year.

Tadhg Parker – SRC President
Cathy Milliken – SRC Teacher Coordinator

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolment has remained relatively steady in the range of 900 and 960 over the last five years.

Student attendance profile

The Graph below shows that Years 7 to 12 Attendance Rates are above state and fell in relation to region in 2010.

Management of non-attendance

The school introduced a new attendance management system in 2010 which now includes an SMS system and the ability of staff to record electronically students who are absent from lessons.

Retention to Year 12

Retention rates from the School Certificate to the Higher School Certificate (Year 12) continue to be relatively stable over the last few years as shown in the graph below with a small increase recorded for 2010.

Post-school destinations

To date, fourteen universities have made sixty-nine offers to 57 Year 12 students representing
50% of the full-time 2010 student cohort. Course offers include Bachelor (B) of Medicine/Nursing/Health Science or related (9 students), B of Commerce/Business/Economics/Accounting (17), B of Science or related (16), B of Creative/fine Arts or related (4), B of Arts/Social Science/HR or related (8), B of Education (7), B of Engineering (2), B of Communications/Media/Journalism (3), B of Fine Arts/Liberal Arts/International Studies (4), Law (2), Philosophy (1) and a range of other single course degrees.

Year 12 students undertaking vocational or trade training

Of the remaining students where information was available, 27% are undertaking TAFE or other full-time courses, 22% have taken up apprenticeships, 15% are in the general workforce and 27% indicated they are taking a Gap year involving travelling.

Year 12 students attaining HSC or equivalent vocational educational qualification

99.1% of students attained an HSC from the 2010 Year 12 student cohort.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

The school has approximately 63 full time equivalent teaching staff and an additional 13 support staff, including a general assistant and part-time farm assistant. There are no indigenous Australians on staff.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>45.1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13.4</td>
</tr>
<tr>
<td>Total</td>
<td>74.8</td>
</tr>
</tbody>
</table>

Staff retention

87% of the school’s 2009 teaching staff continued their employment at the school in 2010.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>93</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>7</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>537900.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>480629.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>326065.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>783138.00</td>
</tr>
<tr>
<td>Interest</td>
<td>29119.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>171681.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>2328532.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>161295.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>200681.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>135352.00</td>
</tr>
<tr>
<td>Library</td>
<td>9975.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2439.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>306913.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>178836.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>186131.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>73388.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>143291.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>211130.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>207644.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1817075.00</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>511457.00</strong></td>
</tr>
</tbody>
</table>

The balance carried forward includes moneys held in tied and trust accounts and for specific programs continuing in 2011. For example, Peninsula Community of Schools projects, computer network, Languages staff room, library and office refurbishment, new large photocopier, school seating, interactive white boards, technology resources for teaching and learning, portable stage for the Performance Centre, a new
shade structure for Year 12 and further fit-out of the new trade training centre.

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the School’s parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Creative and Performing Arts

Excellence in a diverse range of opportunities in the performing arts is a feature of Pittwater High School. Many students participated in ensembles, bands, dramatic performances and dance troupes or supported their creative pursuits as behind the scenes support crews. Our experiences and achievements include:

• 7 performances of the musical ‘Disco Inferno’, involving more than 40 cast and 15 crew reached an audience in excess of 2,000.
• Over 200 students performing in the school’s instrumental ensembles which include a symphony orchestra, a string orchestra, 2 symphonic bands, 2 stage bands and a jazz ensemble.
• 10 students were selected for The Arts Unit instrumental ensembles.
• 10 students selected for State Band.
• Symphonic Band: winning gold at The NSW State School Band Championships in the premier section and a gold award at the Yamaha Music Festival’s A Grade section.
• The Symphonic Band embarked on a week long tour to the Tamworth district where they performed for 8 different schools.
• Concert Band: winning a silver award at the Yamaha Music Festival in the B Grade division and a gold award at The NSW State School Band Championships.
• Senior Stage Band: Received a gold award at the NSW State School Band Championships in the premier division. They also performed at numerous local venues including the Manly Jazz Festival and featured in a concert with James Morrison at Pittwater High School.
• Strings Ensemble: Performed in numerous internal school concerts including a dedicated strings night at Pittwater High.
• Symphony Orchestra: Performance at the strings evening. Many students from this ensemble are members of the Northern Beaches Youth Orchestra.
• Junior Stage Band: Performing with local PCS primary schools and internal concerts such as Open Night and Pittwater High School Jazz Evening.
• Several students were selected to perform in the NSW Public School’s Spectacular with students performing in the Symphony Orchestra, and as dancers.
• Several students participated in State Music and Drama Camps, Choral Concerts and the Metropolitan North Music Festival.
• The Annual Musicale showcased the talents of students in the elective music classes
• Year 10 Drama performing a modernised version of ‘Hamlet’, helping senior students to understand their English text in a different context.
• Students from various Dance and Drama classes being involved in a national advertisement for an upcoming music CD launch.
• One student from Year 11 Drama co-hosting a TV show on SBS.
• Dance/Drama Night re-established in the new Performance Centre to an audience of appreciative friends, family and community members.
• Two students were involved in an education composition exercise with the Berliner Philharmonic at the Sydney Opera House.
• A senior art exhibition which features work of students in Year 11 and 12.
• A highly successful gifted and talented Visual Arts camp at Bundanoon on the south coast.
Sport

Pittwater High again had a very successful year in sport. Some of the highlights of the year are listed below:

- Three outstanding carnivals in swimming, athletics and cross-country from which a record number of students continued on to representation at zone, regional and CHS levels.
- Grade sport champion school. Nine out of fourteen teams reaching the grand final. Five of the girls teams winning the grand final.
- Successful conveners of the Warringah Zone Athletics carnival.
- Second place in the Zone Cross-country and Athletics.
- Nicholas Simons and Jordan Purchase were Zone Swimming age champions.
- Claire Stonell was Zone, Regional and CHS age champion for Athletics. Breaking three zone records.
- Brandon Forrest and Aaron Bruce were selected in the Australian Gymnastics team competing in Los Angeles.
- Jake Trbojevic represented NSW U16 in the State of origin curtain raiser.
- Peter Euers as a junior won the open division of the St Augustine’s and Pittwater High School Biathlon. The first time a student has won both Biathlons.
- Chris Anderson competing in the Laser 4.7 world championships (2nd in age group).
- U14 Rugby League team were runners up in the NSW All Schools - Manly division.
- Layataya Fotofili, Moses Keresi and Ben Askew were selected in the CHS Rugby Union team.
- Year 7 and U14 teams were grand finalist in the Peninsula Cup Rugby competition.
- Ryan Binfield was first in the 100m at Regional Athletics Championships.
- Girls 14 year old relay won Gold at the Regional Athletics Championship. The team consisted of Faith Aghahowa, Emma Williams, Claudia Longgren-Hall, Harley Johnston.
- Champion school in the Intermediate division of the Cullin Cup tennis. The winning team consisted of Jamie Holt, Daniel Plant and Adam Willard.
- Claire Stonell, Emma Rounds, Alysha Rowe and Sara Kotow competing in the 12 years swimming freestyle relay at CHS level.
- Felix Bennett competed in the multi-disability freestyle and backstroke swimming at CHS, and broke 4 age records in the 2010 Swimming NSW Short Course Multi class swim championships.
- Nicole Ortiz (Y7) gained 1st place in U13 Machado Jui-Jitsu National Championships.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

An analysis of the 2010 National Assessment Program in Literacy (NALAN – Literacy) indicates that students in Years 7 and 9 have achieved equal to or above the state mean in all sections of the test with the exception of Year 9 in Grammar and Punctuation.

Literacy – NAPLAN Year 7

The NAPLAN – Literacy results are reported in 6 bands. In Reading, 44% of Year 7 students scored in the top two bands compared to 33% for state, In Writing the figures were 24% compared to 25%; Spelling was 37% compared to 36% and in Grammar and Punctuation 20.4% compared to 26% for state.

Progress in literacy

Average scaled score growth in literacy were below average state figures with the greatest difference in Grammar and Punctuation.
Numeracy – NAPLAN Year 7

An analysis of the 2010 National Assessment Program in Numeracy (NALAN – Numeracy) indicates that students in Years 7 and 9 have achieved above the state means in all sections of the test.

In Number, Patterns and Algebra 34% of Year 7 students scored in the top two bands compared to 31% for state, In Measurement, Data, Space and Geometry the figure was 37% compared to 34% for state.
Progress in numeracy

Year 7 Numeracy mean results for boys and girls comfortably exceeded the state mean in all areas of numeracy. Growth in numeracy was close to average state growth rates with stronger growth for girls.

Literacy – NAPLAN Year 9

The NAPLAN – In Year 9 Reading 25.1% of students scored in the top two bands compared to 25% for the state. In Writing the figures were 13.4% compared to 20%; Spelling was 22.1% compared to 28%, and in Grammar and Punctuation 18.2% compared to 26% for the state.
Progress in literacy

Generally average scaled literacy growth rates were below state average figures with girls spelling growth above the state figure. The area of least growth for both boys and girls was Grammar and Punctuation.

A focus on punctuation, grammar and writing will be key targets for 2011.

Numeracy – NAPLAN Year 9

The NAPLAN – Overall Numeracy results for Year 9 were 27% of students scored in the top two bands compared to 27% for state. In Number, Patterns and Algebra 29% scored in the top two bands compared to 31%, and in Measurement, Data, Space and Geometry the figure was 27% compared to 26% for state.

Progress in numeracy

Year 9 Numeracy mean scaled scores were moderately below state mean growth figures for boys and slightly below state figures for girls.

School Certificate

In the School Certificate (SC) the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

The school’s average SC English mark was 79.4 compared to a state average of 75.1. There was a strong percentage in Bands 5 and 6 representing 47.7% of students compared to 30% for the state.

The Mathematics average was 73.2 compared to a state figure of 70.2. There was a strong percentage in Bands 5 and 6 representing 32.3% of students compared to 23.2% for the state.

Pittwater High’s SC Science average was 77.6 compared to a state figure of 74.6. The percentage of students in Bands 5 and 6 was 45.8% compared to 34.3% for the state.

School Certificate History results continue to be outstanding. The school average mark of 75.0 was significantly above the state average mark of 67.9. 31.6% of students achieved either a Band 5 or 6 compared to 14.8% for the state.

The SC Geography average mark was 75.1 which was significantly higher than the state average mark of 69.9. 30.1% of students achieved either a Band 5 or 6 compared to 20.4% for the state.
The Computing Skills test mean was 78.6 compared to the state figure of 77.4.

School Certificate relative performance comparison to Year 5 (value-adding)

Value added growth for all core subjects exceeded recent averages with significant improvements in Mathematics and Geography. History has been very strong for a number of years.

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2010</th>
<th>School Average 2006 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.1</td>
<td>0.7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1.3</td>
<td>-0.5</td>
</tr>
<tr>
<td>Science</td>
<td>0.1</td>
<td>-0.1</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>4.5</td>
<td>3.6</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>2.3</td>
<td>0.8</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>-2.5</td>
<td>-1.8</td>
</tr>
</tbody>
</table>

Higher School Certificate

In 2010 Textiles and Design, French Beginners, PDHPE, Community and Family Studies, Visual Arts, Ancient History, Drama, Food Technology, Legal Studies and Modern History were well above state average scores. Agriculture, Biology, Business Studies, Chemistry, Design and Technology, General and 2U Mathematics, Music 1, Studies in Religion and Entertainment achieved results above state average scores.

The school’s dux (Aero Leplastrier) achieved an Australian Tertiary Assessment Rank (ATAR) of 98.85 with 11 students achieving ATAR’s in the 90’s. Lauren Terry was 9th in state in Textiles and Design.

The mean score of students in each Higher School Certificate course with ten or more students is shown below compared to state and similar school group figures:
Higher School Certificate relative performance comparison to School Certificate (value-adding)

All broad performance band groups showed growth compared to the state and compared to Pittwater’s 5-year average. This growth was stronger for lower and middle (band 4) results.

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, 2010</td>
<td>3.7</td>
<td>2.3</td>
<td>0.7</td>
</tr>
<tr>
<td>School Average: 2006 - 2010</td>
<td>1.7</td>
<td>1.1</td>
<td>0.6</td>
</tr>
<tr>
<td>SSG Average: 2010</td>
<td>4.2</td>
<td>4.5</td>
<td>1.6</td>
</tr>
</tbody>
</table>

The low performance band includes students in Bands 1, 2 and 3. The middle band includes students in Band 4 and the high band includes students in Bands 5 and 6. By definition, state average value-added is zero.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

| Reading | 98.3 |
| Writing | 97.7 |
| Spelling | 98.3 |
| Punctuation and grammar | 94.8 |
| Numeracy | 99.4 |

Significant programs and initiatives

Aboriginal education

Indigenous students have personalised learning plans that have been devised in consultation with the welfare team and their caregiver.

An important school target was to begin the implementation of the DET’s new Aboriginal Education and Training policy into curriculum and other school practices. This was the focus of a School Development Day which led to the development of new Aboriginal Education components into units and stages of work in all Key Learning Areas (KLA’s).

The Prefects’ Initiative Day also focused on this theme and they organised speakers from the Australian Indigenous Mentoring Scheme, Ian Thorpe’s ‘Fountain for Youth’ foundation and from ‘HealthHabitat’, an organisation that provides and develops home maintenance skills for the upkeep of dwellings and buildings in indigenous communities. It was an inspiring day to motivate the school community to authentically connect with indigenous Australians.

Multicultural education

Seventeen percent of the school’s population come from a language background other than English. Culturally inclusive teaching practices are encouraged.

The school participates in an annual student exchange with New Trier High School in Wilmette Chicago. As well, intercultural visits from overseas high school bands and/or visits from Japanese High School students provide a range of
rich experiences for students. These visits promote intercultural communication skills and positive international community links.

**Respect, Responsibility and Aspire**

Pittwater High introduced the ‘Positive Behaviour Engaged Learners’ (PBEL) program which will be implemented during the next 3-5 years. The school community made the consensus decision to underpin this program with the foundational values of Responsibility, Respect and Aspire. A staff team meets regularly to review and plan the implementation of PBEL, beginning with behaviours in the playground, canteen and corridors.

A community mentor program was again implemented with small groups of Year 8 and 9 students who greatly valued the opportunity to spend one-on-one time with a trained more mature member of the community. TAFE NSW trains mentors for this program.

The school recognises the positive contributions and initiatives of students in their school and community through a monthly sponsored School Spirit Award acknowledged on school assemblies.

**Other programs**

The Peninsula Community of Schools (PCS) has continued to consolidate and strengthen with a renewed focus on a shared commitment to ‘bridging the gap’ between indigenous and non-indigenous Australians (see page 1).

The middle school sustainability project was successfully continued with 35 Year 9 students mentoring small groups of stage 3 students working on a sustainability project. The project culminated in a rich task that was presented to their peers and parents in the primary schools. The Year 9 students demonstrated their sustainability knowledge and skills through a related Geography assessment task.

Great support was again provided by Macquarie University’s ICT Centre and Pittwater Council’s Coastal Environment Centre in providing expertise and technological learning tools for this project.

**Solar Panel Project**

The school’s commitment to achieving a zero carbon footprint continues to be successful with a further 10kW solar panel array installed in September. The school currently has 200 solar panels able to generate over 225 kWh’s of energy each day in peak summer. To date 65,000 kWh’s of renewable solar energy has been generated since the project began in 2008 saving over 65,000 tonnes of carbon emissions.

**Progress on 2010 targets**

**Target 1**

*An concerted whole-school approach to literacy skills development focusing on language, spelling and writing skills*

Our achievements include:

- Clear and explicit literacy expectations in most curriculum assessment tasks and teaching and learning programs
- Average NAPLAN literacy results were close to or exceeded state averages in Reading, Writing and Spelling in Year 7 and Reading in Year 9. The largest difference for both years was in Grammar and Punctuation.
- Average growth was generally below state with the exception of Year 9 girls spelling.

**Target 2**

*An concerted whole-school approach to numeracy skills development focusing on the identified component areas of the NAPLAN (Numeracy) Test*

Our achievements include:

- Up-skilling of staff occurred through professional learning led by Mathematics staff.
- Year 7 Numeracy mean scaled scores for boys and girls comfortably exceeded the state mean in all areas of numeracy.
- Growth in Year 7 Numeracy was close to state average growth rates with stronger growth for girls.
- Year 9 Numeracy mean scaled scores were moderately below state mean growth figures for boys and slightly below state figures for girls.
- Overall NAPLAN Numeracy results for Year 9 were at or above state figures for percentage of students in the top two bands.
- The percentage of students achieving a band 5 or 6 exceeded the state percentage figure in the School Certificate and in General Mathematics in the Higher School Certificate.
**Target 3**

*Integration of new Technologies (eg. laptops) into T&L to achieve more effective curriculum differentiation and student engagement – this could involve use of IWB’s, Connected Classroom, Moodle, Wiki’s, blogs, Podcasts etc.*

Our achievements include:

- Significant professional learning on eLearning tools occurred throughout 2010.
- Substantial growth in eLearning courses and units of work placed on the PCS Moodle site from most KLA’s.
- Faculty programs were strengthened with further explicit inclusion of eLearning T&L strategies
- Substantial progress made in using software included in student DER laptops as effective research, recording and creative learning tools.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of our broad welfare philosophy and practices, and a curriculum review of the Creative and Performing Arts (CAPA) Key Learning Area.

**Educational and management practice**

The school volunteered to take up the opportunity provided by region to introduce the ‘Positive Behaviour Engaged Learners’ (PBEL) philosophy into school-wide culture and welfare practices. The PBEL philosophy aims to improve all student outcomes by creating sustainable school-wide, classroom and individual systems of support that strengthen the link between positive behaviours and enhanced learning.

**Background**

Eight staff were trained over two days in late term 1 and began the process of reviewing and evaluating Pittwater’s core values. All members of the school community participated in this values clarification process. Full implementation of PBEL may take 3-5 years.

**Findings and conclusions**

- The school community chose ‘Responsibility’, ‘Respect’ and ‘To Aspire’ as the three core values to underpin PBEL.
- A PBEL team has been formed to meet each fortnight with a mentor provided by region.
- Priority areas for implementation were determined for 2011
- An implementation budget was set for 2011

**Future directions**

- Priority areas for PBEL in 2011 are to improve the operation of canteen lines followed by movement in school corridors and general assembly behaviours.
- PBEL principles will also apply to the school’s ‘clean playground’ project begun in 2010.
- Appropriate PBEL signage will be displayed progressively throughout 2011.

**Curriculum**

**Review of Teaching and Learning Practices in the Creative and Performing Arts KLA**

**Background**

This review is part of a regular annual review of a KLA or subject area each year. The review included surveys of students and teachers, discussion of the results and incorporation of the outcomes into the faculty planning process.

That CAPA faculty includes Visual Arts, Music and Drama and has a major role in the school’s band program, musical and creative life in general.

**Findings and conclusions**

- Staff are expert in their subject areas and showed significant effort to align their teaching programs to the 2010 school targets – this included explicit demonstration of literacy, numeracy, technology and Aboriginal education perspective outcomes.
- A sample student survey indicated that 27% of students were very satisfied with their learning experiences in a CAPA subject, 63% were satisfied, 7% were neutral and 2% were unsatisfied.
- The music and band programs have long been key components of the school and continue to draw students to the school.
- Visual Arts (VA) has seen a change in the wet photography course to Digital media – this has been very popular with 2 senior classes operating.
• The members of the KLA are highly committed - they display excellent teaching and learning strategies, were forward thinking and showed a readiness to experiment with new ideas.
• HSC results have been very strong in VA over the last few years, and strong in Drama and Music
• It is worth noting that the various CAPA programs add enormous value to the quality of school life and the sense of purpose for the school through its broad extra curricula impact. An example is the exceptional quality of the annual school musical production.

Future directions
• A closer consideration of HSC component marks (theory vs major works or performance) to review CAPA curriculum areas in need of improvement
• Continue the growing emphasis on the use of technology to support teaching and learning activities.
• Explore the possibility of constructing a high performance Dance and Drama curriculum to take full advantage of the school’s newly built Performance Centre.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school in relation to the level of satisfaction with various school systems (school-wide discipline/management, non-classroom and classroom settings) and gather data on where improvement was needed. The survey given provided the base data for planning and implementation of the PBEL project.

Their responses are presented below.
• School-wide data indicated that 80% of desired systems were either in place or partially in place, with 40% seen as in need of review or improvement.
• Non-classroom data showed that 65% of desired systems were either in place or partially in place and 35% were in need of review.
• Classroom data showed that 78% of desired systems were either in place or partially in place, with 22% seen as in need of review or improvement.

• Examples of areas for improvement include clarity of consequences for problem behaviours, explicit teaching of expected behaviours of students in non-classroom settings and consistency of consequences for problem behaviours in classroom settings.
• This does not detract from the many areas of school procedures and processes that are operating at a high standard.

Professional learning
Once again all members of staff were engaged in professional learning during 2010. The activities were in support of the DET, region and school targets. Resources were allocated to support staff in the implementation of the Digital Education Revolution targets with an emphasis on literacy and numeracy targets.

Beginning teachers were supported by the school and the region with a comprehensive, ongoing program that prepared the teachers for accreditation and supported them in their teaching and management practices. Feedback from the staff was very positive.

The school conducted faculty training with a focus on technology to cater for a broader range of learning abilities and to improve student outcomes. There has been an improvement in student performance in the SC Computing skills test and in the number of band 5 and 6 results in the SC and HSC over the last two years.

Additionally, professional learning funds were allocated to the new “Positive Behaviour Engaging Learners” Program to more clearly establish the values base supporting school welfare programs and align practices with statewide best practice procedures. The program trained a team of teachers who have since worked with staff and students to implement the program. Outcomes have been the development of a common language to discuss issues with students built around responsibility, respect and aspiring to do their best.

Pittwater High School also supports the PCS through joint faculty meetings, conducting PCS professional learning and participating in the organisation and support of the four School Development days undertaken each year. In 2010 Pittwater High created an eLearning resource to support staff in the implementation of the new
Aboriginal Education Policy launched by the DET. This resource was shared between PCS schools.

In an effort to model appropriate teaching strategies for use in the digital classroom much of the school based professional learning has been delivered via the eLearning site with staff input.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

*A concerted whole-school approach to literacy skills development focusing on writing, grammar, punctuation and spelling.*

**Strategies to achieve this target include:**

- Set up of a proactive cross-faculty Literacy Committee which will (among other things):
  - Oversee a fortnightly literacy focus across the school
  - Raise expectations of quality student responses in literacy
  - Make recommendations on effective recording of student learning and (literacy) feedback to students in context of widespread use of laptops (eg. OneNote)
  - Recommend common evaluation strategies for effective literacy skills development
- Professional learning (PL) which focuses on strategies that explicitly embed and engage students in language/writing skills – special focus on bridging the gap with boys and extending the top students
- Cross faculty sharing of effective literacy strategies, including writing skills development

**Our success will be measured by:**

- Effective progress in student literacy skills through assessment for learning and/or of learning in identified KLA units of work.
- Continued Up-skilling of staff who will have more confidence and skill in integrating new and effective literacy strategies into their teaching and learning practices.
- NAPLAN (Literacy) results which equal or exceed state average figures in the top two bands for Years 7 and 9.
- Average growth in NAPLAN (Literacy) in reading, language and writing equaling or exceeding state average growth rates for both boys and girls.

**Target 2**

*A concerted whole-school approach to numeracy skills development with a focus on ‘Working Mathematically’*

**Strategies to achieve this target will include:**

- Set up of a proactive cross-faculty Numeracy Committee which will (among other things):
  - Identify from recent NAPLAN test specific numeracy skill areas for further development
  - Make recommendations for effective teaching and learning strategies to strengthen numeracy skills that are common across KLA’s
  - Recommend common evaluation strategies for effective numeracy skills development
- Identify from NAPLAN numeracy items/areas that need a more explicit focus in T&L programs
- Embed new or modified numeracy strategies in identified areas of each KLA’s teaching and learning (T&L) programs

**Our success will be measured by:**

- Demonstrated inclusion of new or modified numeracy strategies in teaching and learning programs
- Effective progress in student numeracy skills through assessment for learning and/or of learning in KLA units of work
- Up-skilling of staff who will have more confidence and skill in integrating new and effective numeracy strategies into their T&L practices
- Average growth in the NAPLAN numeracy components in Year 7 and 9 to equal or exceeding state average growth rates for both boys and girls
- The percentage of students achieving band 5 and 6 in the School Certificate and Higher School Certificate Mathematics courses to equal or exceed the State averages.

**Target 3**

*Integration of ICT/eLearning into T&L to achieve more effective curriculum differentiation and student engagement – this could involve use of IWB’s, Connected Classroom, Moodle, Wiki’s, blogs, Podcasts, Vodcasts etc.*

**Strategies to achieve this target include:**
• There will be a growth in availability of eLearning tools such as IWB, student laptops and the development of a Moodle site as a flexible Learning Management tool.
• Continued targeted professional learning programs for the implementation of broad eLearning
• Focus of eLearning on:
  o how to engage and cater for differentiated groups of students, including G&T, learning support and indigenous students
  o how to integrate quality teaching strategies with eLearning tools
  o how to more effectively use the school’s newly developed eLearning site
• Cross-faculty sharing of resources and effective eLearning lessons

Our success will be measured by:
• Higher levels of engagement from students (evidence based – eg. survey)
• eLearning Units of work will explicitly include identified QT/higher order thinking strategies
• A minimum of three significant units of work from each KLA will be available for Year 7, 9 and 10 on the eLearning site.
• Faculty programs will have effective eLearning strategies integrated into units of work as standard practice.

Target 4
Implement ‘Positive Behaviour Engaged Learners’ program – with focus on canteen, playground corridor and assembly areas

Strategies to achieve this target will include:
• Regular (fortnightly) PBEL Committee meetings for planning, review and implementation
• Program a PBEL progress report in all staff meetings
• All staff using similar language reflecting core PBEL values – respect, responsibility and to aspire
• Explicit behaviour demonstration to students of new expectations for focus areas of improvement
• Review implementation effectiveness in term 4, 2011

Our success will be measured by:
• Positive changes made from PBEL implementation in focus area(s)
• Fewer negative behavior records associated with PBEL focus areas
• Use of a ‘common’ PBEL language by staff
• Positive evaluation survey of students and staff

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: