

John Colet School

Annual Report 2014



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1: A message from key school bodies

Message from the Board of Governors

At John Colet School, 2014 was a year of challenges and successes, hard work and great rewards. It has been a very exciting year to be on the Board of Governors; and I thank the members of the Board for their hard work and the long hours spent voluntarily to respond to all the needs John Colet has been presented with.

The most obvious challenge has been the retirement from teaching – and being headmaster – of Gilbert Mane. This is an epoch marking event for him, and for the School. During his amazing tenure, Gilbert has presided as the school moved to Belrose around 1995, then doubled in land size, and completely rebuilt and expanded all the major buildings, in one case twice because of the Colet House fire. He has led John Colet to the point where it has made a mark in the community of schools, and the general community, as a unique and exemplary school pioneering Shakespeare, mindfulness and Sanskrit in the Primary area, all offered in a loving and supportive community atmosphere.

Gilbert Mane is a brilliant man – he is highly gifted intellectually and his intelligence shines out of him for all to enjoy. He is a man who can grasp a principle, see its ramifications and implement them. In a unique and compelling way, John Colet's Vision, Mission and Values live in the School every day, largely due to his unceasing determination to make it so. He has been a charismatic leader, and commands loyalty, bringing unity to the teachers and staff; and drawing respect and love from the children and parents. He values excellence in education and made that a continuing priority in John Colet School. He has a very strong partnership with his wife Sarah, who has brought her efficiency and strong support to him in his task of running the School. Gilbert is funny. He makes every situation an opportunity for fun, if you are open to it. His classes are fun, and the children love and respect him. He is a great raconteur. When considering the thirty years of John Colet School, we are also looking back at twenty five years of strong leadership and steady growth and transformation under his wise guidance. We are blessed, as a community, to have Gilbert Mane as our Headmaster. He has set the character, direction, mood, presentation and format of John Colet, making it the school it is today. I wish him great happiness and success in his various ventures.

During 2014 a lot happened, but behind the scenes. We have a Development Consent to rebuild the library, reception, administration and headmaster's office building in two stories with teaching space above. We have also secured a \$100,000 Government grant towards this project; and it only remains for the School body to fundraise in a timely way towards the costs, for this important building to go ahead. It is the major 'next step' that will benefit many of the current students and those of generations to come.

Also, Warringah Council asked the School to present a concept plan for all proposed future stages of the School's development. This has been prepared and discussed with the Council and a formal Development Application will be lodged soon. This will 'firm up' the potential of John Colet's site for many years to come, and provide certainty for the School, the people of the local community and the Council – a benefit to all.

All this is a 'Board's eye view' of the School – there are also many successes 'on the ground'. Like all schools, John Colet does more than just teach children, and there are many areas in which 2014 was a year of success. But, of course, teaching our children is our central and perhaps most important job, and I am delighted to report that we are still doing it very well indeed. Despite being in no way a 'selective school' our standards are very high.

Our NAPLAN results for 2014 indicate that, at 5th class level, we are scoring within the top two bands across the criteria, and well above the State average. Our 3rd class scored in the 'tip of the arrow' for reading and grammar and in the top band for numeracy and spelling. These are great results, because they show that all our children are being well-taught.

Of course, we also celebrate particular successes. When Mrs Dunn asked if any children would like to volunteer for the Australian Mathematics Trust Maths Competition, four boys took up the challenge. Two scored at the very top of the State group and were prize winners. One boy scored one point lower and won a High Distinction, and another won a distinction.

I mentioned earlier the non-academic side of John Colet School, so here are some of our 2014 highlights.

Our choir was involved in two Eisteddfods; in July, in Ryde, John Colet's choir managed second place, by exactly one point from first. In August, at the Hawkesbury City Eisteddfod, the choir won first place in two sections – 'Choral, Year 6 and Under' and 'Small Primary Schools – Choral'. A great achievement and a triumph for the children and for our own Choir Director, Mrs Miles.

As usual, our annual Shakespeare festival went ahead and was a great success, with John Bell visiting the school as usual, and gaining excellent publicity for John Colet in the local press. The performances were acknowledged by all to have been outstanding.

Our sporting results were much improved overall on previous years. In term 1 our 5th and 6th class boys had wins in cricket and came 4th in their competition, while our Softball girls also came 4th. Our 3rd and 4th class girls had a win in T-ball and our T-ball boys' team came 3rd, losing their semi-final by a single point. In Term 2, our 5th and 6th class girls' netball team was much improved and came 4th, while our boys' soccer team came 3rd. In Term 3 the boys' Rugby team came 4th; while in Term 4 the 6th class boys won their annual competition at the German School, with our 4th class boys coming 3rd.

We also had some great chess results. In the Mona Vale One-Day Chess Tournament in March our A team came first (out of 72 teams) with a perfect score of 21 points – an amazing accomplishment. Our girls' team came second in the Girls division. In the Manly Warringah Championships we had a number of successes, with A team achieving equal 2nd place, B team – 5th place, C team – 2nd place, and notably our Rookie team (D team) in MW4 Division were Division Winners! Also, our Rookie Junior (E) Team achieved equal 2nd Place. Individual triumphs included a 2nd place individually in the Sydney Academy Chess Interschool Chess Challenge in the Artarmon heats, and a 4th place individually in the Harbord Semi-Final.

All in all, a year to be proud of; a year of many changes and of great opportunity looking forward. The Board will be seeking to augment its membership with the retirement of Jack Redfern, who made many valuable contributions during his two years of service, and of course the excellent and admirable Gilbert Mane.

Philip Wolfers
Chairman
Board of Governors

Message from the Outgoing Headmaster

The following is an excerpt from the Headmaster's speech at Speech Night 2014:

Are children and their education puzzles to be solved, or mysteries to be explored?

Puzzles excite our interest and curiosity, and even our frustration and annoyance, and then, when the solution is found, we experience joy and satisfaction. But, at the same time, the searching and enquiry and curiosity come to an end.

Mysteries are different. They also excite our interest and curiosity and problem solving skills. But a true mystery can never be fully solved. I would like to quote a physicist, Freeman Dyson on this very issue in relation to science:

The public has a distorted view of science, because children are taught in school that science is a collection of firmly established truths. In fact, science is not a collection of truths. It is a continuing exploration of mysteries.

So, is education a puzzle, to be solved, or a mystery to be explored?

There are, to be sure, some solvable puzzles in the education. Like, how to teach the basics every child needs to learn – grammar, times tables, clear speech, effective writing.

But because, we are dealing with children, and teachers, and parents and Headmasters - and the point at which all these particles collide - I believe that education is at heart a profound mystery.

What makes one child courageous? Why does another show open-hearted delight in a friend's success, where some adults might struggle with resentment or jealousy? What makes teachers turn up every day and take the class forward by increments which are undetectable to the naked eye? What effect does the singing of the Hallelujah Chorus have on the heart and soul of a child, and makes some in the audience reach for their handkerchiefs?

All of this is very mysterious indeed.

And it can be a grave mistake to treat a mystery as a puzzle. This is tempting with things like children's education, when they are part puzzle, part mystery; and we would like all our questions answered and all our problems solved.

There are, in fact, many things which are a puzzle at one level and a mystery at another.

Gilbert Mane

Headmaster until 2 April 2015

Message from the Incoming Headmistress

The change of Head of School has been very smooth, and in fact, quite seamless. The children are well settled and working industriously. The parent body are very supportive and the John Colet community are happy and well satisfied. The values of the School continue to be articulated on a regular basis, and both staff and students participate in making these a living practice.

Mary McKendrick

Headmistress from 2 April 2015

2: Contextual information about the school and characteristics of the student body

John Colet is a multi-faith independent K-6 school in the Northern Beaches area of Sydney. Located in a peaceful bushland setting, we have recently completed an extensive building and refurbishment program. We focus on academic achievement, a rich cultural curriculum and spiritual values. Alongside the core NSW syllabus the curriculum includes Shakespeare, weekly Philosophy classes, Sanskrit, Choral singing and a sophisticated Art program. The curriculum is delivered through a combination of open-ended, enquiry based learning for subjects such as History, Poetry and Philosophy; and direct instruction for subjects such as traditional grammar, spelling and times tables, where the children are encouraged to learn the basic facts by heart. For the spiritual and emotional aspect of the curriculum, the children are introduced to simple exercises in self-awareness and inner stillness. There are regular moments of quiet between lessons; and, at the age of ten, the children are offered meditation. The aim is to give them a quiet sense of self assurance and confidence. Philosophy classes are conducted as open discussions addressing questions such as: Who am I? Is there an intelligent creative force which guides the Universe? If so, what should my relationship with the Creator be? What is my relationship to others and to myself? And, How should I live my life? We offer a range of inter-school activities including Debating, Singing, Chess and an extensive inter-school sports competition between independent schools from the Northern Beaches area. Our sporting program also includes swimming, athletics and dance. A few unusual aspects to the school include the fact that where possible the teachers stay with the same class for several years. This builds up the relationship between teacher and pupil, which enhances the educational process. We have a vegetarian policy, and we provide a hot sit-down lunch to staff and students. The gifted program includes Latin, enrichment classes in a range of subjects and theatrical and musical productions including an annual Shakespeare Festival in which all the children perform. We have a policy, where possible, of subject acceleration. We also have, for some subjects, ability grouping and individual educational programs. We have an excellent record of academic achievement in external exams and entry into high school. More important than focusing only on the high achievers, is the fact that we encourage every child to do their best. The school has an enthusiastic spirit of learning, a warm relationship between teachers and children and a lively atmosphere of good fun. The children who flourish at JCS are those who are keen to learn and to join in with the varied aspects of our enriched curriculum.

Student Population

The School has students from a variety of cultural and socio-economic backgrounds. John Colet School has first class academic results with high proportion of scholarships and entry to selective schools.

Further information is available at the My School website: <http://www.myschool.edu.au>

3: Student outcomes in standardized national literacy and numeracy testing

Student Performance in National Tests

Students in 3rd Class and 5th Class participated in the National Assessment Program Literacy and Numeracy (NAPLAN). This program assesses literacy (reading, writing, spelling, grammar and punctuation) and numeracy (number, patterns & algebra, measurement, data, space & geometry).

The results of these tests can be found at the My School website: <http://www.myschool.edu.au>

Search for John Colet School, Belrose, NSW, 2085 to access our school results for 2008-2014. My School data compares this school to the average scores for statistically similar schools nationwide, and the average scores for all Australian schools.

Statistically similar schools are schools across Australia with a number of factors in common such as the social and economic background of the students, whether the school is remote, the proportion of Indigenous students, or a combination of these factors.

4: Senior Secondary Outcomes

n/a

5: Professional learning and teacher standards

Teaching Staff Details (responsible for delivery of NSW curriculum)

Category	Number of Teachers
(i) Teachers who have teacher qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	15
(ii) Teachers who have a bachelor degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity . Ref: Registered and Accredited Individual Non-government Schools (NSW) Manual 3.10.1	1

Note: The teacher in the third category has been employed for many years due to their extensive experience, considerable expertise and relevant qualifications in the content areas and works directly under the supervision of a qualified teacher. The teacher in the third category is undertaking study to upgrade their qualifications to comply with current teaching requirements in NSW and has approval from the NSW Institute of Teachers to extend the period in which an approved qualification may be obtained.

Total teacher numbers are listed on the My School website. <http://www.myschool.edu.au>

The School Executive participated in various seminars conducted by the Association of Independent Schools. All the teaching staff participated in professional development.

Description of the Professional Learning Activity for 2014	No. of staff participating
Child Protection	18
Health updates and anaphylaxis training	18
iPad training	18
AIS Maths Peter Tompkins – concepts and manipulatives	18
AIS Familiarisation of the NSW Science Syllabus K-6 – Kelly Borg	18
Writing K-6; Teaching Beyond Text Types	3
Promethean training for electronic whiteboards	2
Masterclass school law	1
Registrar course	1
Teaching Struggling students in Maths	1
Social Media Risk and Reputation Management Forum	1
Sydney Symphony workshop	1
SchoolPro training	2
Understanding Autism Spectrum workshop; Dr Tony and Michelle Attwood	1

6: Workforce composition

Information is available at the My School website: <http://www.myschool.edu.au>

No Aboriginal and Torres Strait Islander staff members were employed in 2014.

7: Student attendance and management of non-attendance, secondary retention

Student Attendance Rate

For whole school student attendance rates please refer to the school's data on the My School website:

<http://www.myschool.edu.au>

Student attendance rate

Grade	Average student attendance rate per year %
Lower First	96.0
Upper First	95.8
2 nd Class	96.3
3 rd Class	96.2
4 th Class	96.3
5 th Class	95.4
6 th Class	95.7
Whole School	96.0

Management of Non-Attendance

Punctuality and Attendance

Children are to attend school punctually throughout the school calendar year and are to be available for all school events including those which take place outside normal school hours, on weekends and/or during school holidays as notified.

Absence from School

Reasonable notice in writing must be given directly to the Headmaster of any requests for absence (aside from illness or accident etc). The school requires at least half a term's written notice for extended absences of a term or more.

In the case of absence due to illness or accident the school must be notified before 9.00am on the day of absence by email setting out the name of the child, his/her class teacher and the reason for the absence to attendance@johncolet.nsw.edu.au . Alternatively notification can be made by telephone on (02) 9451 8395. If parents or care givers notify by phone then they must also provide written confirmation of any absence and the reason for that absence.

In the event that a child is away due to illness for three days or more a doctor's certificate may be required.

Late Arrival at School

Students who arrive late at school must obtain a late pass from the school office before proceeding to class. Written confirmation of the reason for late arrival must be provided.

Early Departure

Parents or care givers must contact the school via telephone if a student is to be collected early. They must then meet the child at the school office and confirm the reason for early departure in writing at that time. In the event that the child is leaving the school early without being collected by an adult, written notification must be received beforehand.

Records of Attendance

The school will keep a register of daily attendance detailing all absences – full or partial.

Repeated or Ongoing Absence

If a Student is repeatedly absent from school over the period of a term, the class teacher will discuss the matter with the child's parents at the next parent /teacher interview.

8: Enrolment policies and characteristics of student body

Enrolment Policy (in full)

John Colet School is an independent, multi-faith, K-6 school for boys and girls, with traditional values which operates within the policies of the NSW Board of Studies. Applications are processed in order of receipt.

Enrolment Acceptance Policy

Acceptance of a child's enrolment is subject to:

- 1 The availability of a place in the relevant class;
- 2 Availability of a place in the School as a whole;
- 3 Appropriate age: Children for Lower 1st should turn four by 31st August in the year prior to enrolment. The same applies mutatis mutandis for children enrolling in older classes.
- 4 The ability of the School effectively to educate the child;
- 5 Priority placement on the Waiting List will be given to:
 - Children of graduates of the School or affiliated Schools;
 - Siblings of present students or graduates of the School or affiliated Schools.
- 6 The final decision that a child be accepted for enrolment is the Head of School;

The School will forward a letter of confirmation of enrolment to the parents/guardians.

Enrolment is conditional upon the parents/guardian agreeing to abide by the school's ethos and policies.

Scholarships

Prerequisites for continued enrolment with a Scholarship Place:

Students (either internal or external) who have sat the scholarship test administered through 'Academic Assessment Services' and have been awarded either a 25% or 50% academic scholarship by the school must comply with the following criteria to maintain a Scholarship place:

- Continued academic achievement
- Adherence to the ethos, values and policies of the school
- Good behaviour, including care of uniform, equipment and homework
- Consistent attendance
- Applicants entering 5th Class should demonstrate leadership qualities and set a good example to younger students

Enrolment Procedure (in full)

1 Application for Waiting List:

Parents/guardians complete the Application to enrol for placement on the Waiting List and pay a non-refundable administrative fee.

The child is then placed on the waiting list for the appropriate year.

Information regarding school events will be sent regularly.

2 Interview: Lower First Applicants – 18 months prior to the proposed enrolment an interview with the Head of School is arranged.

For students applying for immediate enrolment an interview will be scheduled as soon as application is received.

3 Enrolment Contract:

After the interview, an Offer along with the Enrolment Contract is sent to parents/guardians

Parents/guardians complete and submit the Enrolment Contract with a **non refundable deposit to secure a place.**

4 Confirmation of Enrolment: The school then sends a letter confirming the child's enrolment together with an **Information Pack.**

5 Class Meeting with Class Teachers: A group meeting for parents only is scheduled with the class teachers.

Introductory Half Day: The child attends an Introductory Half Day to meet the class teachers and class members.

9: Other school policies

The current version of the following John Colet School Policies can be viewed on the School website www.johncolet.nsw.edu.au. The policies are available from the school office on request.

All changes made to policies are noted in the Revision Schedule at the beginning of each policy.

Policy	Changes in 2014	Access to full text
<p>Student Welfare (Summary statement): John Colet School places the highest priority on the character growth of its students and on their security and safety and welfare of its students; and will take all reasonable steps to ensure students are safe from physical and mental harm while at school; and that they are encouraged to grow into fine, responsible, reasonable young men and women. Various Policies and Procedures are in place to support this aim.</p>		
<p>Student Safety & Welfare Policy encompassing:</p> <p>Security</p> <ul style="list-style-type: none"> • Security of the grounds and buildings • Use of grounds and facilities • Emergency procedures • Travel on school-related activities <p>Supervision</p> <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on-site and off-site activities • Guidelines for supervisors <p>Pastoral Care</p> <ul style="list-style-type: none"> • The pastoral care system • Availability of and access to special services such as counseling • Health care procedures <p>Codes of Conduct</p> <ul style="list-style-type: none"> • For staff • For students <p>Student Leadership</p> <ul style="list-style-type: none"> • The student leadership system • Communication between stakeholders 	Nil	<p>School website School office on request</p>
<p>Critical Incidents Policy encompassing:</p> <ul style="list-style-type: none"> • Definition of various forms of a Critical Incident • Procedures for dealing with a Critical Incident • Documenting a Critical Incident 	Nil	<p>School website School office on request</p>
<p>Child Protection Policy encompassing:</p> <ul style="list-style-type: none"> • An Introduction • Publication and Distribution 	Nil	<p>School website School office on request</p>

<ul style="list-style-type: none"> • Creating a Safe Learning Environment • Reporting Obligations • Risk Management • Investigation • Pastoral Care • Employment • Record Keeping • Review of Policy Dictionary 		
<p>Healthy Eating Policy encompassing:</p> <ul style="list-style-type: none"> • Vegetarian food policy • Lunch • Nut Aware • Allergies & Intolerances • Allowed Foods 	Nil	School website School office on request

Policy	Changes in 2014	Access to full text
<p>Anti- Bullying (Summary statement): John Colet School is committed to providing all students and staff with a learning and working environment which is safe, supportive and caring and which is free of harassment, bullying and discrimination of any kind. Accordingly, harassment, bullying and discrimination will not be tolerated under any circumstances. The School expects everyone who is part of the School community to honour the School's commitment in this Policy and to work with the School in achieving a safe learning and working environment. This Policy applies to behaviour even if it occurs off school premises and outside of school hours where, in the Headmaster's reasonable opinion, there is a connection between one or more of those involved and the School.</p>		
<p>Anti-Discrimination, - Harassment and – Bullying encompassing:</p> <ul style="list-style-type: none"> • Definitions • Creating a safe working and learning environment • Reporting obligations • Investigation • Pastoral Care • Publication and distribution • Policy review 	Nil	School website School office on request

Policy	Changes in 2014	Access to full text
<p>Discipline (Summary statement): The highest form of discipline is self-discipline where a man or woman is able to restrain unacceptable behaviour and engage in reasonable behaviour through their own inner sense of right and wrong. The School's Discipline Policy endeavours to set out reasonable standards of behaviour, and consequences such that the atmosphere at the school promotes good behaviour and instills a sense of right and wrong in the hearts of the children.</p>		
Discipline Policy encompassing: <ul style="list-style-type: none"> • Core Values • Responsibilities • Rights • Behaviour Management • Moral Education • Self Discipline • Corporal Punishment not sanctioned (p.8) • Procedural Fairness (p.9) 	Nil	School website School office on request

Policy	Changes in 2013	Access to full text
<p>Complaints and Grievances (Summary statement): The school will listen to all complaints or grievances and deal with them under the general principles of natural justice as follows:</p> <ol style="list-style-type: none"> 1. Each party to the complaint will be given the opportunity to be heard with appropriate notice and knowledge of the facts and allegations. 2. Each party will be treated with due respect whilst going through the steps set out in the complaints and grievances procedure. 3. The school and all parties acting for the school will act fairly, in good faith and without bias 		
Complaints & Grievances Policy	Nil	School website School office on request

10: School determined priority areas for improvement

Key Focus Area	Achievement of priorities identified in the school's 2013 Annual report
Vision Mission and Values (VMV)	<ul style="list-style-type: none"> Reviewed VMV with all school stakeholders
Educational Provision	<ul style="list-style-type: none"> Continued to develop and implement ICT plan including making a class set of devices available. A range of policies and guidelines were further refined for safe and intelligent use of ICT. Ways of incorporating ICT within the teaching program, without detracting from the current teaching environment and focus were explored. Prepared for implementation of new Australian curriculum in Science and Mathematics ready for 2015. Developed performance opportunities for the string ensemble. Developed a program to document optimal grade standards. Joined an interest group for use of electronic whiteboards.
Governance Management and Finance	<ul style="list-style-type: none"> Continued to implement strategic and annual planning process Developed a process to conduct a full policy review by the Staff, Executive and Board Developed a process to conduct a full procedure review by the Staff and Executive Developed succession plans for the Executive.
Community and communication	<ul style="list-style-type: none"> Introduced two new evenings for parents – “State of the School” and “Future Directions” Implemented new privacy policy in accordance with new privacy legislation
Growth, marketing and sustainability	<ul style="list-style-type: none"> Established marketing committee. Reviewed and documented class size guidelines.
Premises and facilities	<ul style="list-style-type: none"> Continued to install electronic whiteboards in classrooms. Continued development of a new school master plan. Installed new building signage system.

Key Focus Area	2014 Priorities - areas for improvement
Vision Mission and Values (VMV)	Review the Values to possibly incorporate Courage
Educational Provision	Prepare for the implementation of new Australian curriculum in History for 2016.
Governance Management and Finance	Review and refine policies and procedures relating to governance, management and finance
Community and communication	Establish a recent alumni group which may include a past families group Improve communication with and recognition of contributors to the school
Growth, marketing and sustainability	Develop the school as a centre of excellence for mindfulness education
Premises and facilities	Continue the development of a master plan for the school

11: Initiatives promoting respect and responsibility

The School promotes Respect and Responsibility amongst its community in the following ways:

Respect

- Students are asked to address staff and each other in a respectful and courteous manner using full names and, in the case of adults, titles.
- Students stand whenever an adult enters their classroom and greet them politely;
- The school has a strict “no swearing” policy which promotes respectful speech between students;
- Students are encouraged to apply the commandment to “honour thy father and thy mother” and we have found in practice this promotes respect in the home as well;
- The general discipline policy and core values of the school which are revisited regularly in assembly, weekly newsletter and in class have, as one of their fundamental principles “to work together with love, harmony and **respect** for one another”.
- The fruit of all these efforts is an atmosphere within the school, commented on by students, staff and parents and, most interestingly, by first time visitors, of harmony and quiet respectfulness.

Responsibility

- All children are encouraged to take responsibility for their possessions, their personal appearance and their actions.
- Particularly in relation to their actions it is emphasised that, while staff will respond without fail to any incident of injustice or bullying, the injured party should also reflect on any responsibility they may have had for contributing to the incident;
- The school Discipline Policy sets out the procedure for restitution where a student who has harmed or infringed the rights of another takes responsibility for their actions and in a collaborative way makes good the harm;
- With variations for age, the children are consulted in their learning;
- Classes are given responsibility in the management of classroom dynamics with formulation of an agreed set a class rules and values;
- The senior classes provide Head Boy and Head Girl, House Captains, Head Chorister and Art Prefect and these office holders perform a variety of functions with the support and assistance of their classmates.
- 6th class students participate in a Buddy system with the Lower First children which provides them with the opportunity to learn responsibility and leadership through scheduled ‘Buddy’ time. Buddy activities include reading stories, playing games and having conversations relating to how to be a good friend, what to expect at school etc.

12: Parent, student and teacher satisfaction

Parent involvement is actively encouraged at the school, particularly through the Parents and Friends Association (P&F), Class Parents network and the Class Reading network. The P&F meets on a monthly basis and organises major school events such as the Fair and many

fundraising initiatives both large and small. All these successful events reflected the enthusiasm and dedication of the whole school community including staff, parents, past students and the School Board. The P&F also raised funds which were used to purchase specialized equipment and supplies for the school. They consulted with the school's executive management team to create a 'wish list' of items for the school so the P&F could focus their efforts strategically. Many highly positive testimonials are received every year and 2014 was no exception.

The parent testimonials on the school's website provide detailed feedback of their satisfaction: <http://www.ihoncolet.nsw.edu.au/latest-news/testimonials>.

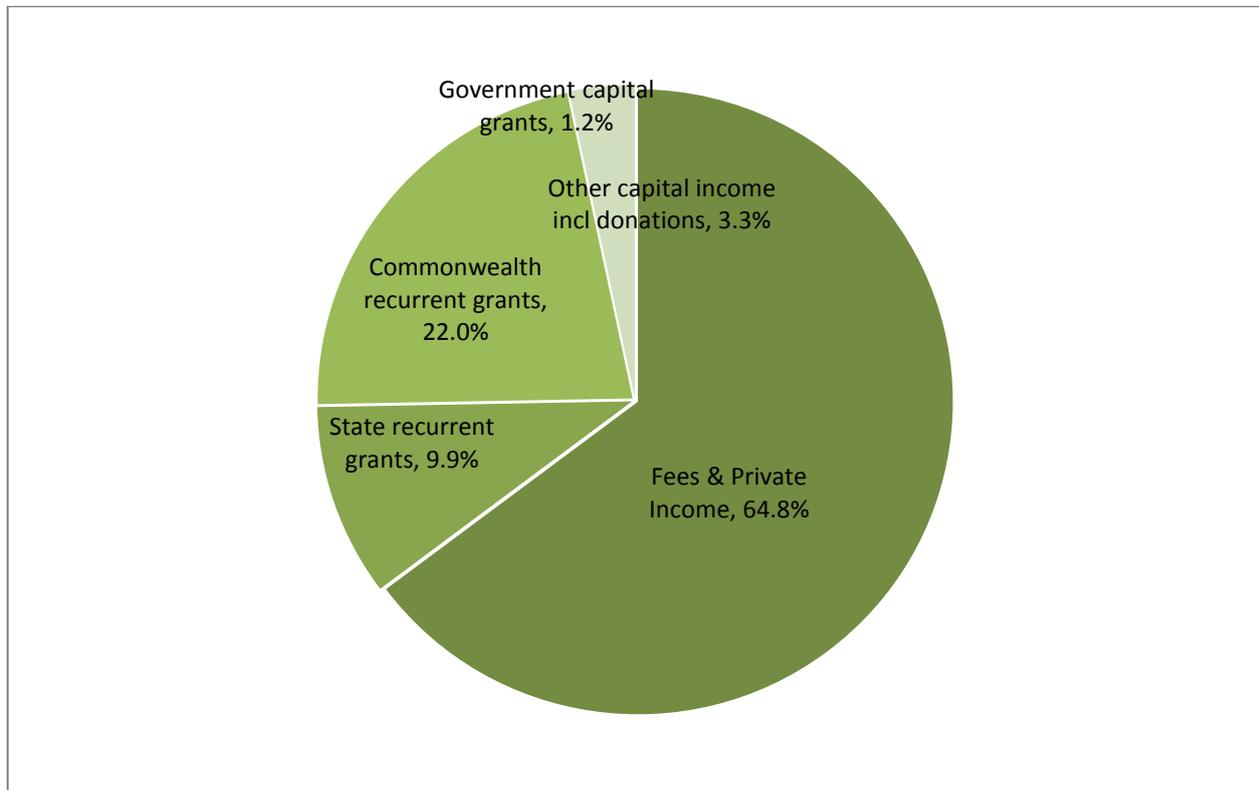
The students are encouraged to look after and respect each other and the school. At the sit - down lunch served each day, the students serve their classmates and are responsible for ensuring they do not go without. At play, they are encouraged to include everyone in their games. Sportsmanship is encouraged through the 'Best and Fairest' award, where points are awarded to those students displaying the highest level of team skills. Informal feedback indicates that all students feel safe at the school and believe they are treated fairly. The students are canvassed by the teaching staff to ensure that all is well and this helps to bring any matters to light that might need attention. They feel safe and confident to raise any issues with their teachers. The Headmaster has a weekly lunch with the Head Girl and Head Boy and lunch once a term with all the office bearers including the house captains, head chorister and art prefect. These occasions provide an excellent forum for the student leaders to give their frank views and experiences of situations which informs a more rounded response. It also builds mutual respect and understanding.

Teachers have regular opportunities to provide feedback to the school, in the morning pause where all teaching staff assemble, staff meetings, easy access to the Headmistress, email, and other opportunities. Informal feedback from teachers and discussions with the Executive indicates during 2015 staff were generally very satisfied in all areas of our school, particularly in terms of recognition, encouragement, morale and work value, staff relationships, and general school operations. This year we will lose one member of staff who will join his wife in Thailand but there is a low turnover of teaching staff, generally, and this is an indicator of teacher satisfaction.

13: Summary financial information

This information is taken from the information provided by the school for the Australian Government's Financial Questionnaire.

Graphic 1: Recurrent/Capital Income



Graphic 2: Recurrent/Capital Expenditure

