

# John Colet School

## Annual Report 2017



## Contents

Contents.....	2
1: A message from key school bodies.....	3
2: Contextual information about the school and characteristics of the student body .....	7
3: Student outcomes in standardized national literacy and numeracy testing.....	8
4: Senior Secondary Outcomes.....	8
5: Professional learning and teacher standards .....	9
6: Workforce composition .....	10
7: Student attendance and management of non-attendance, secondary retention .....	10
8: Enrolment policies and characteristics of student body .....	13
9: Other school policies.....	15
10: School determined priority areas for improvement .....	18
11: Initiatives promoting respect and responsibility .....	19
12: Parent, student and teacher satisfaction .....	20
13: Summary financial information .....	21

## **1: A message from key school bodies**

### **Message from the Board of Governors**

This annual report on John Colet School is published to provide information to the Members about the year 2017 at John Colet School and to fulfil the requirements stemming from both the NSW Government and Australian Government Regulations.

In 2017 the John Colet School Board of Governors met 9 times. A major task this year was managing the building and opening of our beautiful new Administration Centre and classrooms. This required patience and understanding from all our staff - particularly the office staff, who had to be relocated during this process – and our thanks are tendered to them. In particular, thanks to Mrs Christine Condos who supervised both the building program and the relocations required, and to Mr Demetrius Condos for the beautiful design which he oversaw through his project management.

The new building, Plato House, comprising the new Allen Administration Centre and the G. S. Mane wing (two lovely new classrooms and a breakout area for 6th Class, named for our immediate past Headmaster of long tenure) is a credit to the School and blends seamlessly with the existing buildings. It is gratifying that we have now secured the classroom capacity to accommodate 14 classes (two in each year), representing the achievement of our long-term goal, ensuring more children will be able to experience the unique education that our school provides.

2017 also saw the consolidation of the leadership of our Headmaster, Mr Julian Wilcock. His first year, 2016, represented a very successful transition into John Colet School, and 2017 has seen a continuation of his good work, embedding his unique style and continuing the special features of John Colet School. The School continues in good hands. Under his watch the student numbers continue to rise, making the job of managing the school that much easier for the Board, from a commercial point of view.

His tasks in 2017 included managing the retirement of Mrs Judith Donald: the Founder and first Headmistress of the School, and Mrs Mary McKendrick: co-Founder and also a past Headmistress on two occasions. These two wonderful ladies made John Colet School possible and contributed vitally and continuously from 1985 up to the end of 2017, making the task of replacing them very difficult and challenging. The Board would particularly like to acknowledge them as gifts from God who have been the backbone of the School since its inception. Thankfully, Mrs Donald and Mrs McKendrick have agreed to continue at the School on a casual basis, providing a number of vital services. We are delighted not to lose the accumulated wisdom, knowledge and skill of these two magnificent ladies.

Mr Wilcock managed the transition to their retirement excellently; and Mrs Diane Renshaw, a long-term teacher at John Colet School and a person well versed in the ethos and unique characteristics of the School, was selected as our new full-time Deputy Headmistress. She was fortunate to be able to 'learn the ropes' under Mrs Donald and Mrs McKendrick during 2017. Great thanks are due to the whole John Colet School community, including the children, parents, teachers and other staff, the Parents and Friends Association and the Members of the

school, as well as your Board of Governors who work to ensure the continuation and proper governance of the School financially, ethically and in keeping with our ethos.

In addition to these general thanks the Board would like to acknowledge the particular contribution of Atousa Khadem, a Board member, for her professional and time consuming work managing the revision of all our Policies. Her knowledge, experience and sharp eye for detail have made this process manageable for the rest of the Board. These policy revisions are a continuous process: we look forward to her continued input as the revisions proceed. On the financial side, the Board would like to acknowledge the ongoing input of our highly competent treasurer, Mr Simon Beissel, as well as our Bursar, Mrs Christine Condos. These two are responsible for organising and finalising our accounts every year, and appreciate the support of Mr Chris McKendrick in his review role.

2017 has been a very successful and happy year at John Colet School, and we look forward to 2018 with confidence and high hopes.

Thank you,

Philip Wolfers

Chairman  
Board of Governors

## **Message from the Head of School**

2017 has been a special year for many reasons. Our Open Day continued to showcase some of the best elements of our school and is a wonderful opportunity for the wider community to experience why our school is so special. Of particular note this year was the amount of alumni students returning for this special day.

Our debating, chess, Sanskrit, recorder, choir, art and sporting competitions with other schools continued to show the breadth of talent that we have across our student body.

Shakespeare again was outstanding in both our Infants and Primary performances. It is such a wonderful opportunity for our students to not just perform, but also watch so many varied productions each year. It is no wonder that we see truly high school quality performances at the end of primary such as the Taming of the Shrew enacted by 6th class this year.

There are many highlights, however it is the day to day quality of attention to learning and growth that can be seen upon walking into any class at any time. This is not just reserved for special occasions, it is happening continually from Lower First through to 6th Class. Our students should be rightly proud of the progress and development they have achieved this year.

2017 has seen significant developments of our school site. We have opened the Guringai reserve to allow students the opportunity to play in a bush land setting, also new paths, landscaping and turfing has allowed us to make better use of our beautiful environment. We have also placed air-conditioning in four additional classrooms to support the learning and comfort of the children during our peak summer days.

Our major development was Plato House, which was completed in Term 3 this year. 5th Class have now had the opportunity of working, within the G.S. Mane Wing in our two new classrooms and they will remain in these rooms for 2018 as it becomes a space dedicated to our most senior students. The ground floor of Plato House has been developed into a central administration area and has enabled us to free up much needed space in other areas of the school. This includes moving our library to its new permanent home in Colet 2. There are a few enhancements for the library yet to complete in the new year, however it now has use of greater space and is rightly located at the heart of our school. At a time when bookshops and libraries are sadly in decline it is testament to the vision of the School Board that our school maintains a clear belief in the importance of literature for learning and development.

In a similar vein to our School Board who are made up of volunteers, our Parents and Friends Association have also shown great vision and commitment in championing the implementation of solar panels for John Colet School. Fundraising from events such as the wonderful Masquerade Party and Walkathon along with the generous contributions from individual families have made this project a reality in just one year. The solar panels will be of financial benefit to the school for many years to come, yet more significantly, it reduces our community's impact on the environment. A big thank you to all parents for the success of this project as well as the many areas in which they have contributed to the daily life of our school. I am very pleased to say that the solar panels were beginning to be put up today!

We are fortunate to have such a wonderful environment in which to teach and learn. However, the quality of a school is much more than the buildings or grounds, or even the curriculum. What makes a school great is skilled, passionate and caring teachers. We have welcomed a number of new teachers this year who have been warmly received by our community and who have added a new breadth of knowledge and expertise to our school. We are also fortunate to have some fabulous teachers joining us in 2018. The quality of our teaching staff and their collegial support for each other is beyond compare.

Two of the people greatly responsible for where we are today are retired at the end of 2017. After all their years of service to the school I am sad I have only had the opportunity of working with them for two years.

As leaders both Mary McKendrick and Judith Donald are exceptional. They operate without ego, for the good of the school and the decisions that they make are made with the best interests of the child first. However, more important than their leadership roles, they are true teachers at heart and as any Headmaster or Principal will tell you a great teacher is a great learner. They continually hold themselves up to such high standards and are always looking towards improvement. There is no better illustration for the students, parents, and staff of our school of the practical application of our school values.

The service they have provided over the many years to all the children, teachers and parents who have moved through our school has been beyond a mere occupation. For them it has been a true vocation and their impact on the curriculum, culture and ethos of our school will continue to be felt into the future. I am sure you will be pleased to know that their arms have been dually twisted, thankfully not too hard, to ensure they will still play a role in the life of our school, so I am glad to say you may still see their faces from time to time.

From similar stock comes Mrs Diane Renshaw, one of our most experienced and respected teachers, who is taking on the role of Deputy Head of School. I am very much looking forward to working with her side by side.

I would also like to acknowledge the role of the School of Practical Philosophy in the development of John Colet School. This year the School of Practical Philosophy celebrates 50 years. John Colet School was started by members of the school and without their commitment and ongoing support over the many years our school would not be here today. They continue to offer a unique program that seems to be more and more relevant in our fast paced lives.

We will begin 2018 with a full complement of two classes per year level across our school. It is wonderful to be able to share this very special education with more students and their families. With your continued support our school can only go from strength to strength.

Julian Wilcock  
Headmaster

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

John Colet School is a multi-faith independent K-6 school within Belrose, on the Northern Beaches area of Sydney. Located in a peaceful bushland setting, our school is comprised of two classes at each year level.

Our focus is on the development of character, 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 aspects of the curriculum, the children are introduced to simple exercises in self-awareness and mindfulness. There are regular moments of quiet between lessons; and, at the age of ten, the children are offered optional meditation. The aim is to give them a quiet sense of self assurance, confidence and resilience. Philosophy classes are conducted from K-6 as open discussions addressing practical aspects of character development, as well as self-awareness and empathy with others. The philosophy curriculum includes aspects of various traditions from both the East and the West.

We offer a range of inter-school activities including Debating, Singing, Chess, Languages and an extensive inter-school sports competitions between independent schools from the Northern Beaches area. Our sporting program also includes swimming, athletics and fencing.

A few unique 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 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 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 3<sup>rd</sup> Class and 5<sup>th</sup> 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 2008-2017. 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	2

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

The Board of Governors and the School Executive participated in various courses and seminars conducted by the Association of Independent Schools. All the teaching staff participated in professional development including anaphylaxis training, epipen training, emergency evacuation and child protection reportable conduct training as well as the following courses: Performance and Development Goals; Assessment that leads to learning; Performance Development, Goals, Actions and Evidence; Student questioning in the K-6 Classroom.

In addition, the following professional learning activities were undertaken by staff throughout 2017:

Description of professional learning activity	Number of teaching staff
Kids in Cyberspace (Generation Next)	1
Writing K-6: Teaching beyond text types	1
Differentiation in the Classroom: A Proactive, Common Sense approach	3
12 Tactics of effective numeracy instruction	1
IPSHA deputies: Well Being of Young People	2
IPSHA Learning Support Umbrella Meeting	1
ACER using and interpreting data in schools	1
PETAA Explicit teaching of writing K-6	2
Tough conversations	1
Understanding Autism Spectrum Disorder - Teaching strategies and Behaviour Support	1

Level of accreditation	Number of teachers
Pre – 2004 teachers (accreditation not required in 2017)	5
Conditional	2
Provisional	3
Proficient teacher	7

## 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 2017.

## 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 in Semester 1	Average student attendance rate in Term 3
Lower First	94.3	92.7
Upper First	95.6	94.2
2 <sup>nd</sup> Class	93.9	90.1
3 <sup>rd</sup> Class	95.2	94.3
4 <sup>th</sup> Class	94.6	91.1
5 <sup>th</sup> Class	92.0	89.3
6 <sup>th</sup> Class	94.2	93.5
<b>Whole School</b>	94.2	91.9

### Management of Non-Attendance:

#### Attendance-Action Plan

##### 1. Parent/Care Giver Responsibility

It is the responsibility of the Parent/Care Giver to:

- a) Ensure that their child attends school regularly.
- b) Promptly explain absences or partial absences by:
  - i. By 9.00 am on the day of absence, email: [attendance@johncolet.nsw.edu.au](mailto:attendance@johncolet.nsw.edu.au) or telephone the School Office 94518395.
  - ii. Inform class teachers of the reason for absence, by email or other means, and cc the school office.
  - iii. If communication is oral this must be followed up by written communication.
- c) Obtain a Medical Certificate for illness longer than 3 days if required by Head of School.
- d) Make requests for extended leave using the [application for extended leave form](#), with reasons for leave: such as Family (bereavement, weddings), Educational, Cultural/religious events and other special family circumstances.

##### 2. Student Responsibility

- a) When he/she arrives at School on time (at or before 8.30am), then he/she is to go to his or her Home Classroom.
- b) When arriving at School late (after 8.30 am) he/she is to report to the School Office first and collect a Late Pass, and then he/she is to go to his/her Home Classroom and give the Late Pass to the Teacher.

### **3. Teacher Responsibility**

It is the responsibility of the Teacher to:

- a) Mark the roll in accordance with the common code approved by the Minister (see inside Class Roll), within the first 15 minutes of arrival in Home Classroom, unless delayed by School timetable (eg Assembly).
- b) In the event of unexplained absence contact the office immediately.
- c) Collect the Late Pass from any student who arrives late and return it immediately.
- d) In the event that a student arrives late and does not have a Late Pass, then the Teacher will send that student to the School Office to obtain a Late Pass and will then collect that Late Pass from the student.
- e) Notify any Absences to Office Reception by 9.30am.
- f) Send any communications regarding attendance or absences from any Parent/Care Giver to the School Office for filing at the end of each week.
- g) Refer requests for extended leave to the Head of School.

### **4. School Office Responsibility**

It is the responsibility of the School Office staff to:

- a) Keep student records up to date.
- b) Issue Late Passes.
- c) Telephone Teachers by 9.15 am, to request any outstanding absences
- d) Check any parent/care giver communications and log reasons for any absence into Schoolpro software. In the event of computers and email being inaccessible, the Office will telephone parents to confirm absences.
- e) On receipt of notice of absence, inform class teacher.
- f) In the event of unexplained absence:
  - i. Check with siblings, parents and school executive immediately.
  - ii. In the event that i) above does not yield a satisfactory explanation for the absence, inform Head of School and call Police .
- g) File written communications from Parent/Care Giver detailing reasons for absence. Follow up parent/care givers who have not provided a written note until it is provided.
- h) Notify the Head of School of any repeated/ongoing absence or unexplained absence.
- i) Arrange for secure filing of Attendance Registers.
- j) Update STATS (Non-Government School's Student Attendance System) as required.

### **5. Stage Co-ordinator Responsibility**

It is the responsibility of the Stage Co-ordinator to:

- a) Monitor compliance by the Teachers with the School's Attendance Policy, Procedure and Action Plan including giving feedback and training as required.
- b) In the event that a student has an identified record of repeated/ongoing absence exceeding 15% of school days per half term, the Stage Co-ordinator will inform the Head of School. The Head of School will then arrange for the School Office to contact the parents by email. A copy of this email is to be filed in the student's personal file.

## **6. Registrar Responsibility**

It is the responsibility of the Registrar to:

- a) Receive student details on enrolment forms and arrange for these to be entered into Schoolpro.
- b) Receive confirmation that a student will be leaving the school and find out details, as legally required, detailing the name of the new school the student will attend. Where the destination is unknown, follow up with Department of Education and Communities Officer with liaison responsibilities, giving name, age, and last known address.
- c) Ascertain the reasons parent/care giver provides for leaving the school.

## **7. Head of School Responsibility**

It is the responsibility of the Head of School to:

- a) Consider any written requests from Parents for extended leave and to approve or not approve such requests in accordance with the legislation detailed in definitions below.
- b) Monitor repeated or ongoing absence via Weekly staff meeting and Attendance records.
- c) In the case of repeated or ongoing absence:
  - i. Weekly identification of students with ongoing absences.
  - ii. Ensure that the Class Teacher has alerted parents/care givers that this has been noted, and any ongoing situation noted by the Stage Co-ordinator.
  - iii. If necessary work with the Stage Co-ordinator, Class Teachers and parents/care givers to devise strategies to improve school attendance.

## **8. Definitions**

"Repeated absence" means a student misses school intermittently but repeatedly.

"Ongoing absence" means that a student misses school continuously.

"Extended Leave" means absence aside from illness or accident (eg. Movie role, overseas travel) up to 100 days in 12 months as per the Minister's delegation under Section 25 of the Education Act.

## **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 1<sup>st</sup> should turn four by 31<sup>st</sup> July 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 a Trial Day is required along with an interview with the Head of School.

### 3 **Enrolment Contract:**

After the interview, an Offer may be extended. If an Offer is extended it, 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**. The non-refundable deposit is made up of the non-refundable Enrolment Administration Fee and the Confirmed Acceptance Fee which is taken off the Capital Bond, unless the placement is cancelled by the parent, prior to the agreed commencement date, in which case it is non-refundable.

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

### 5 **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](http://www.johncolet.nsw.edu.au). The policies are available from the school office on request. Policies are reviewed on a regular cycle.

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

Policy	Changes in 2017	Access to full text
<p><b>Student Welfare</b> (Summary statement): John Colet School places the highest priority on the character growth of its students and on their security, safety and welfare; 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 &amp; Welfare Policy encompassing:</p> <p>Security</p> <ul style="list-style-type: none"> <li>• Security of the grounds and buildings</li> <li>• Use of grounds and facilities</li> <li>• Emergency procedures</li> <li>• Travel on school-related activities</li> </ul> <p>Supervision</p> <ul style="list-style-type: none"> <li>• Duty of care and risk management</li> <li>• Levels of supervision for on-site and off-site activities</li> <li>• Guidelines for supervisors</li> </ul> <p>Pastoral Care</p> <ul style="list-style-type: none"> <li>• The pastoral care system</li> <li>• Availability of and access to special services such as counseling</li> <li>• Health care procedures</li> </ul> <p>Codes of Conduct</p> <ul style="list-style-type: none"> <li>• For staff</li> <li>• For students</li> </ul> <p>Student Leadership</p> <ul style="list-style-type: none"> <li>• The student leadership system</li> <li>• Communication between stakeholders</li> </ul>	<p>Nil</p>	<p>School website School office on request</p>
<p>Critical Incidents Policy encompassing:</p> <ul style="list-style-type: none"> <li>• Definition of various forms of a Critical Incident</li> <li>• Procedures for dealing with a Critical Incident</li> <li>• Documenting a Critical Incident</li> </ul>	<p>Nil</p>	<p>School website School office on request</p>
<p>Child Protection Policy encompassing:</p> <ul style="list-style-type: none"> <li>• An Introduction</li> <li>• Publication and Distribution</li> </ul>	<p>Merged with Information from AIS policy on Child protection legislation</p>	<p>School website School office on request</p>

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

Policy	Changes in 2017	Access to full text
<p><b>Anti- Bullying</b> (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 Head of School'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"> <li>• Definitions</li> <li>• Creating a safe working and learning environment</li> <li>• Reporting obligations</li> <li>• Investigation</li> <li>• Pastoral Care</li> <li>• Publication and distribution</li> <li>• Policy review</li> </ul>	Nil	School website School office on request

Policy	Changes in 2017	Access to full text
<p><b>Discipline</b> (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"> <li>• Core Values</li> <li>• Responsibilities</li> <li>• Rights</li> <li>• Behaviour Management</li> <li>• Moral Education</li> <li>• Self Discipline</li> <li>• Corporal Punishment not sanctioned (p.8)</li> <li>• Procedural Fairness (p.9)</li> </ul>	Nil	School website School office on request

Policy	Changes in 2017	Access to full text
<p><b>Complaints and Grievances</b> (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"> <li>1. Each party to the complaint will be given the opportunity to be heard with appropriate notice and knowledge of the facts and allegations.</li> <li>2. Each party will be treated with due respect whilst going through the steps set out in the complaints and grievances procedure.</li> <li>3. The school and all parties acting for the school will act fairly, in good faith and without bias</li> </ol>		
Complaints & Grievances Policy	Nil	School website School office on request

## 10: School determined priority areas for improvement

Key Focus Area	Priorities identified in the school's 2016 Annual report	Achievements in 2017
Vision Mission and Values (VMV)	<ul style="list-style-type: none"> <li>Amend constitution so that VMV is a schedule to it.</li> </ul>	<ul style="list-style-type: none"> <li>Constitution amended</li> </ul>
Educational Provision	<ul style="list-style-type: none"> <li>Implementation of new Australian curriculum in History for 2017.</li> <li>Review the school philosophy program.</li> </ul>	<ul style="list-style-type: none"> <li>New History curriculum implemented.</li> <li>Primary philosophy program reviewed.</li> </ul>
Governance Management and Finance	<ul style="list-style-type: none"> <li>Set up an implement a system for policy review.</li> <li>Maintain a business risk management framework for the Board.</li> <li>Maintain compliance manual for the Board.</li> <li>Transition of new Head of School.</li> </ul>	<ul style="list-style-type: none"> <li>Policy review system set up.</li> <li>Business risk management framework established.</li> <li>Compliance manual under development.</li> <li>Transition to new Head of School completed.</li> </ul>
Community and communication	<ul style="list-style-type: none"> <li>Maintain timely and efficient communication with children, parents and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Communication plan in place.</li> </ul>
Growth, marketing and sustainability	<ul style="list-style-type: none"> <li>Plan and implement move towards two stream year levels.</li> <li>Investigate alternate areas for marketing.</li> </ul>	<ul style="list-style-type: none"> <li>Planned for two stream year levels in all grades by 2018.</li> <li>Alternate areas for marketing identified.</li> </ul>
Premises and facilities	<ul style="list-style-type: none"> <li>Plan for the development of the administration area and two new classrooms.</li> <li>Identify and develop areas within the school for student play.</li> </ul>	<ul style="list-style-type: none"> <li>Two new classrooms and expanded administration area created.</li> <li>Areas within school identified for student play and plan for development underway.</li> </ul>

Key Focus Area	2017 Priorities - areas for improvement
Vision Mission and Values (VMV)	<ul style="list-style-type: none"> <li>Review the Value of 'Respect' within the school.</li> </ul>
Educational Provision	<ul style="list-style-type: none"> <li>Review the school Philosophy program for Infants.</li> <li>Preserve the special place in the curriculum of Meditation, Philosophy, Pausing, Sanskrit, Shakespeare, and Choral Singing.</li> <li>Determine a clear and structured extension and enrichment program.</li> <li>Implement Performance and Development Framework.</li> </ul>

## 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, honour 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 of 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.
- 6<sup>th</sup> 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.
- 6<sup>th</sup> class students organise the raising of money for four charities of their choosing, throughout the year.
- 6<sup>th</sup> class students are responsible for designing and implementing activities on Open Day for the younger children.

## 12: Parent, student and teacher satisfaction

The school experienced continued growth during 2017 resulting in the splitting of classrooms towards a two stream school planned for 2018. A survey was taken of parents whose children had left for high school at the end of 2016. Satisfaction in the school's curriculum, teaching and pastoral support was high as was indications as to whether this would be a school to recommend. Families choosing to leave during the 2017 year were invited to complete an exit survey. For the majority the reasons for leaving were listed as opportunities connected to high school application, local and international moves and personal reasons. There were some parents who indicated that a move was sought due to some of the unique aspects offered at the school. As each new admission involves a meeting with the Head of School there is now an emphasis on ensuring that all new parents are fully aware of all aspects of the school program.

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, along with the Head of School, and organises many social and fundraising initiatives both large and small. All these successful events reflect 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 solar panels 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 2017 was no exception.

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

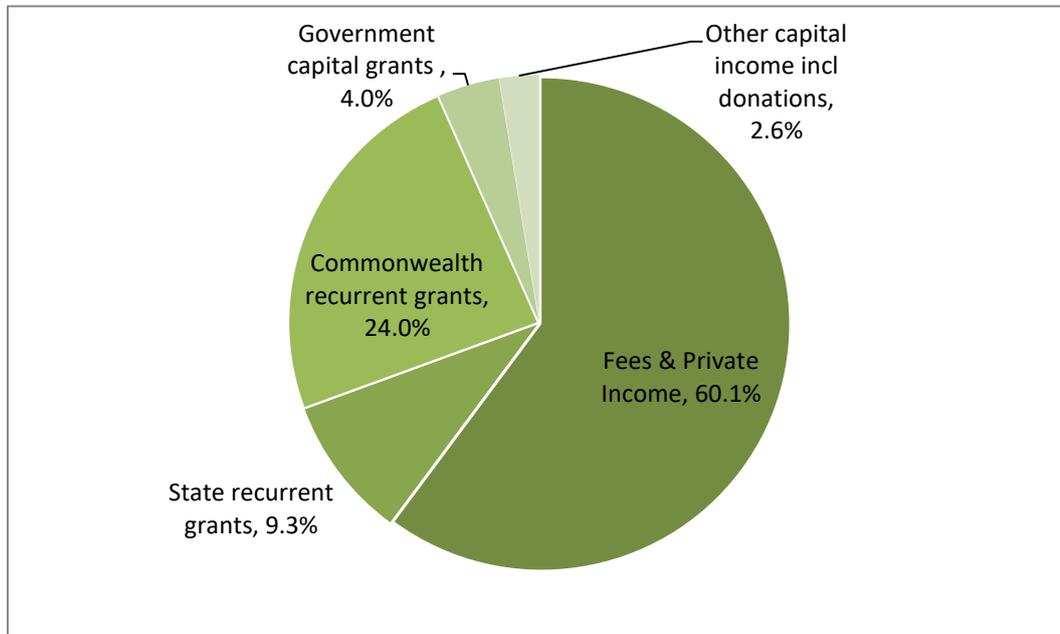
The students are encouraged to look after and respect each other and the school. At the sit - down lunch served each day, the students serve their classmates and are responsible for ensuring they do not go without. A pupil satisfaction survey of the school menu survey was taken in 2017 and adjustments were made to what the students are served. 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.

The Head of School has a weekly lunch with a selection of 6<sup>th</sup> Class students. 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.

### 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**

