

John Colet School

Annual Report 2011



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Reporting area 1: A message from key school bodies

Message from the Chairman of the Board of Governors

It is a great honour and responsibility to chair the Board of Governors of John Colet School, a role that I have undertaken only since November this year. 2011 has been a year of many achievements and continued success. At the Board level, great changes have taken place, including the retirement of our long serving Chairman, Dr Michael Thomas, and the augmentation of the Board by two new Governors, Matthew Lumsdaine and Jack Redfern. Great strides have been taken towards Incorporation of the School and the drafting of a new Constitution, both of which have been rendered necessary by changes in legislation.

Everyone associated with John Colet School has worked very hard throughout the year: the executive of the school and the Board of Governors, the teaching staff and the administrative staff, all the parents who have put in great efforts for the Parents and Friends Association, the chess, sailing, horseriding, music and many other clubs and cultural areas. Their efforts make John Colet School the community it is. Every one of them serves the communal good, above and beyond the normal call of duty.

During the past year there have been many achievements. Colet House was, at last, re-opened during Term 1, offering upgraded and expanded accommodation and working environs. Two new classrooms, a new lunchroom and an improved kitchen were part of this development, and the sacrifices made by staff and parents, caused by the works programme, are acknowledged and appreciated. As usual, the kitchen team has produced generous, delicious and nourishing lunches daily for the children and staff.

There has also been considerable work organising and preparing for the expanded Administration Centre, new Art Room and lift, covered walkway, COLA and Wombat Crossing, all of which are expected to be completed during 2012. Much gratitude must go to Christine Condos for her great contributions towards making this possible.

Thanks also to Bav Bhandari who worked long and hard to bring the new uniform to fruition this year. The new uniform is attractive and practical, and has met with the delight and approval of everyone with whom I have spoken about it.

There have also been many cultural and sporting achievements during the year. The third and fourth class girls' Netball team has remained undefeated during 2011. The Debating team competed well; and won the Forest Debating Competition. The John Colet Choir placed second in the Ryde Eisteddfod, thanks to the tireless work of Judith Irvine. Special mention must also be made of Andrew Mitchell, who has organised and led the Sailing Club for many years, and who will be leaving the school next year.

The Chess Club won unprecedented success, including winning the Castle Cove NSW League tournament, and winning a place in the NSW Junior Chess Championship Finals for the first time, performing creditably against schools which are selective, better resourced

and have vastly larger Chess Clubs – some larger than the whole student body of John Colet School. Glenda Stankovic has been a tower of strength to the Chess Club for many years, and her moving on from the school next year will leave large shoes to fill.

The Parents' and Friends' Association has organised many events, most of which are fund raising, and which have been very successful during 2011. In particular, the Bollywood Ball and Auction was delightful and also raised a great deal of money. In this regard, special mention must go to Sonja Godfrey-Chan, who has ended many years of work as President of the Parents' and Friends' Association this year. She has bonded and led the Association, and instituted many innovations and refinements which will live on as a tribute to her. Alex Coubrough has also been a stalwart of the Association for years, and has lent her support to its work, apart from being of great assistance in the administration of the School itself.

This report is also an opportunity to formally acknowledge Dr Thomas, and all he has achieved and made possible during his ten years as Chairman of John Colet. He is the school's longest serving Chairman in its 26 year history, and he has never had a child at the school.

Under his Chairmanship the school purchased the land on the West of the property, effectively doubling the size of the school. Building projects he oversaw include expanding the Art Room, renovating the kitchen, remodelling and re-roofing Top House, erecting Shakespeare House and Chisholm House, completely remodelling Colet House and preparing the way for next year's expansion of the Administrative Centre and new Art Room, and adding a COLA.

He oversaw the expansion of student numbers from 80 when he took over in 2001 to nearly 200 now. Under his auspices the school has achieved consistently high academic results and won the respect of the Northern Beaches community. He and the whole Board of Governors have contributed greatly to the school with the building programme, policy, finance and governance, without which the School could not function. Many thanks go to the whole Board for their contributions.

The Headmaster, Mr Mane, has worked tirelessly during 2011 as usual, and has been the chief executive in making possible all the wonderful successes of the year which I have listed. As usual he has led the school with aplomb, humour and intelligence. He and his team of dedicated and talented teachers have been the source of the most important feature of the School, the rich and varied education and the loving relationship they have with the children. From this all the good things of the School come. My gratitude to them and my respect for them is unbounded

Philip Wolfers
Chairman
Board of Governors

Message from the Headmaster

This year was a time of adjustment to change.

We knew, because of the increased interest in the school, that a wave of new enrolments were coming and we were as prepared as possible for this tidal wave. In the event the enrolments jumped from 150 to about 190 – almost a 30% increase. Including the new Lower 1st, about 70 children out 190 were new to the school.

This gave us an opportunity to re-examine and streamline many of our processes and procedures, in the context of the school's ethos of good, traditional education with a firm basis in ethical and spiritual values.

Our building program had reached an equilibrium with the opening of the renovated Colet House with its wonderful new classrooms and dining and staff facilities. We were also able, for this one year, to use the whole downstairs of Chisholm House as a second hall.

Early in the year I went to the biennial Conference in UK of the all Head Teachers of our sister schools around the world and presented a paper on the issues facing heads of schools in the 21st century.

The rest of the school year proceeded as per usual with the various highlights of each term – swimming carnival, sports carnival, open day, Anzac Day, Easter, Teachers' Day, Founder's Day, Shakespeare Festival and Speech Night – receiving high praise for their organisation and their showcasing the high standards and basic values of the school.

The Shakespeare Festival perhaps exemplifies the way the school community successfully faced the challenges of 2011. The increased numbers of children and the double classes per grade meant it was no longer tenable to have all the children perform in a one week time slot at Glen Street Theatre. The decision was therefore made in 2010 to have an Infants festival at school in August and to have the Primary classes perform in November at Glen Street.

A stage was purchased and a drama teacher engaged and the Infants classes timetabled rehearsals for terms I and II. Their performances were superb. The costumes and sets and lighting all worked perfectly with three wonderful productions presented in a much more intimate setting with parents literally being able to reach out and touch their children – and able to hear them. Some initial disappointment at not being in the theatre was well and truly put to rest.

Then the primary children were able to have the undivided attention of our new drama teacher in Term III and early term IV, and covered themselves in glory with excellent performances in the theatre. And all the behind the scenes organisation of ticketing,

programs, buses and make up fell smoothly into place. In October John Bell made his customary visit to the school and saw extracts of all the plays – including Infants – and yet again expressed his delight and how impressed he was with the generosity and sophistication of the children’s performances.

In summary, 2011 presented the opportunities which growth and popularity bring. The school staff and parent community and students responded effectively and enthusiastically, and we can look back on a very successful year.

Gilbert Mane
Headmaster

Reporting area 2: Contextual information about the school

John Colet is a multi-faith independent K to 6 school in the Northern Beaches area of Sydney. We focus on academic achievement, a rich cultural curriculum and spiritual values. The curriculum is enriched with Shakespeare, weekly Philosophy classes, Sanskrit, Choral singing and a sophisticated Art program. For the spiritual and emotional aspect of the curriculum, there are 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. Philosophy classes are conducted as open discussions addressing questions such as “Who am I?” and “How should I live my life?” The gifted program includes Latin, extension classes in a range of subjects and theatrical and musical productions including an annual Shakespeare Festival in which all the children perform. The school also has a core policy of accelerating children to find their appropriate academic level in each subject with ability grouping, extension groups and individual educational programs. The school has an excellent record of academic achievement in external exams and entry into high school. There is an enthusiastic spirit of learning, a warm relationship between teachers and children and a lively atmosphere of good fun.

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

Reporting area 3: Student outcomes in national and statewide tests and examinations

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 2011, 2010, 2009 and 2008. 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.

Reporting area 4: Senior secondary outcomes

n/a

Reporting area 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	9
(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.

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	No. of staff participating
Positive Behaviour Support: Continued training to implement beyond the classroom by developing School-wide behaviours	10
Promethean Interactive Whiteboard Training	2
Educational Renaissance Trust Teachers Seminar: Teaching the Sanskrit language	1
Fitzroy Reading Method Teacher Training	1
Reading Tutor Program	1
Thinking Mathematically: Developing Classroom Skills and strategies with a specialist consultant	10
Curriculum Organiser: Teacher training in use of online programming and resources site	10

Reporting area 6: Workforce composition

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

There were no indigenous employees in 2011.

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

Student Attendance Rate

The attendance rate for all classes in 2011 was 95.9% and is consistent with 2010 where the whole school attendance rate was 95%.

Table 9: Student attendance rate

Grade	Average student attendance rate per year %
Lower First	96.0
Upper First	96.5
2 nd Class	91.7
3 rd Class	97.9
4 th Class	96.0
5 th Class	97.5
6 th Class	98.3
Whole School	95.9

Management of Non-Attendance

Absence from School

Staff will identify any absences from school and/or class and will follow up any unexplained absences. Parent(s) and/or Guardian(s) will be notified of poor school and/or class attendance.

Any requests for absence (aside from illness or accident etc) must be made on reasonable notice directly to the Headmaster. Written reasonable notice of half a term must be given 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. Parents 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 requested.

Early Departure

Parents must contact the School 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 unusual event that the child is leaving the School early without being collected by an adult, written notification must be received beforehand.

Repeated or Ongoing Absence

If a Student is repeatedly late or absent from school, the Class Teacher will discuss the matter with the child's parents at the earliest opportunity.

Reporting area 8: Post-school destinations (for secondary schools only)

n/a

Reporting area 9: Enrolment policies and characteristics of student body

Enrolment Policy

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:
 - 5.1. Children of graduates of the School or affiliated Schools;
 - 5.2. 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 Headmaster's;

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

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

Enrolment Procedure

1. **Application for Waiting List:**
 - 1.1. Parents/guardians complete the Application for Waiting List.
 - 1.2. The child is then placed on the waiting list for the appropriate year.
 - 1.3. Information regarding school events will be sent regularly.
2. **Interview:** In the year prior to the proposed enrolment an interview with the Headmaster is arranged.
3. **Enrolment Contract:**
 - 3.1. After the interview the Enrolment Contract is sent to parents/guardians
 - 3.2. Parents/guardians complete and submit the Enrolment Contract with a **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.
6. **Introductory Half Day:** The child attends an Introductory Half Day to meet the class teachers and class members

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

Reporting area 10: 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 2011	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>Nil</p>	<p>School website School office on request</p>

<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 		
<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</p> <p>School office on request</p>
<p>Child Protection Policy encompassing:</p> <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating 'reportable conduct' • Investigating processes documentation 	<p>*No changes in 2011</p> <p><i>*Note: A completely new Child Protection Policy superseded the 2011 policy in 2012.</i></p>	<p>An archived copy of the 2011 superseded policy is available on request from the school office.</p> <p><i>This new policy is available on the school website</i></p>
<p>Healthy Eating Policy encompassing:</p> <ul style="list-style-type: none"> • Vegetarian food policy • Lunch • Nut Aware • Allergies & Intolerances • Allowed Foods 	<p>Major revision: policy totally revamped to exclude excessive details of allowed foods etc; also "nut aware" rather than nut free. Also Policy owner now Headmaster.</p>	<p>School website</p> <p>School office on request</p>

Policy	Changes in 2011	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 2011	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

Reporting area 11: School determined improvement targets

Area	Priorities	Achievements 2011
Teaching and Learning	<ul style="list-style-type: none"> • Form an IT committee to address ICT in the school. • Further develop teachers' programming skills using ICT with the introduction of "Curriculum Organiser" in preparation for implementation of the Australian Curriculum in 2014 in NSW. • Focus on specific areas of curriculum eg maths with whole day workshop for teachers. • Focus on specific areas of curriculum eg writing (persuasive) in response to NAPLAN data. • Re design the Primary Choir arrangements to better enhance teaching and learning outcomes in view of expanding numbers. • Introduce GAT courses for Vedic Maths and Writing. • Investigate and instigate scholarship tests with outside provider. 	<ul style="list-style-type: none"> • 2-stream 2nd, upper first and lower first in 2011. • Consolidated Bounce Back program (personal development and resilience program) in all classrooms. • Continued preparations for introduction of student ICT, initially for use by 6th class. • Recruited specialist Spanish teacher for elective modern European language for 6th class • Expanded French extra-curricular offering. • Continued to develop Sanskrit language programme, including expansion of specialist staff. • Continued development of sport program and inter-school competitive sport with selected teams. •
Student Achievements	<ul style="list-style-type: none"> • Formation of Infants string ensemble. • Expand extra-curricular fencing program in line with increased demand and 	<ul style="list-style-type: none"> • Developed instrumental music lessons and performance groups within the school for flute and strings. The Flute Choir and the Primary

	<p>external competitions.</p> <ul style="list-style-type: none"> Continue to enter John Colet Choir in Eisteddfods. 	<p>String Ensemble had inaugural performances at Open Day 2011 followed by performances at the new Christmas Concert.</p> <ul style="list-style-type: none"> Continued to increase level of participation in extracurricular chess. Competition performance improvements. The John Colet Chess Team 'A' won NSW Junior Chess League Castle Cove Public School One Day Tournament. The A Team progressed to the NSW State Finals. Maintained the long term participation in the Gallipoli Art Prize Competition leading up to the 2015 Centenary of the Gallipoli Landing. Supported and fostered children with sporting talent eg 4th class netball team undefeated in PISA competition Inaugural separate Infants Shakespeare Festival held in August with great success. John Colet Choir achieved First Place and a Highly Commended at the Ryde Eisteddfod.
Student Welfare	<ul style="list-style-type: none"> Plan to introduce a special John Colet Day to learn about and celebrate the school's name sake. Develop new criteria for selection of student leadership positions. 	<ul style="list-style-type: none"> Continued to formalize and review OH&S procedures. Reinvigorated school wide approach of the PBIS system (Positive Behaviour Intervention Support) and developed school-wide behaviour standards. New uniform launched with a look that is smart and more consistent with the school brand. "John Colet School Diary" introduced for students incorporating school core values, school creed, rules and key dates.

Staff Development	<ul style="list-style-type: none"> • PD for teachers in new 'Thinking Mathematically' teaching strategies. • Developed and commenced delivery to new teachers of a training course in John Colet School basic values and educational ethos. • Mentoring new teachers with an experienced teacher 'partner'. 	<ul style="list-style-type: none"> • Increased efficiencies with the newly defined and clarified administrative staff processes. • Regular staff morning teas each term resulted in stronger collegial relations across the whole staff. • Improved performance in the use of the school administration software as a result of training. • The Board's Vision, Mission and Values for the whole School community were promulgated widely and a concerted effort to implement at all levels of management. • Implementation of Board's Strategic Plan (2011-2015) for: Staff, Development, Financial, Stakeholders, Operational Systems, Facilities, Marketing, Curriculum, Compliance.
Facilities and Resources	<ul style="list-style-type: none"> • Install interactive whiteboards in Infants classrooms. • Plan for Admin/Art Room, COLA, covered walkway and lift construction. • Build wombat crossing. • Rejuvenate Top House play equipment • Upgrade school frontage with new signage. • Employ grounds and maintenance man. 	<ul style="list-style-type: none"> • Improved kitchen facilities – purchase commercial dish washer, oven and fridge. • Developed facilities master plan following Board's strategic plan. • Continued to prepare resourcing for spike in enrolments following release of MySchool. • New school administration software used for fees administration and swimming carnival administration.

Reporting area 12: 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;
- Staff are encouraged to stand when the Headmaster enters a room as an example for the children;
- 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;
- The older 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 and House Captains 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.

Reporting area 13: 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. This year the P&F organized and hosted a magnificent 'Bollywood' themed Auction and Ball. There was also an Art Show along with the Annual School Fair. All these events were well attended and reflected the enthusiasm and commitment of the whole school community including staff, parents and past students and the School Board. The P&F also raises funds which are used to purchase specialized equipment and supplies for the school.

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. This is supported by our consistently low level of student turnover of enrolment due to dissatisfaction.

Teachers and staff have indicated that they are very satisfied with all areas of the school, particularly their relationships with other staff, staff morale and the level of autonomy with which staff are entrusted. This is supported by our consistently low level of staff turn-over.

John Colet School surveys parents, staff and students every two years. The rationale for this timing is to allow sufficient time to respond to areas for improvement.

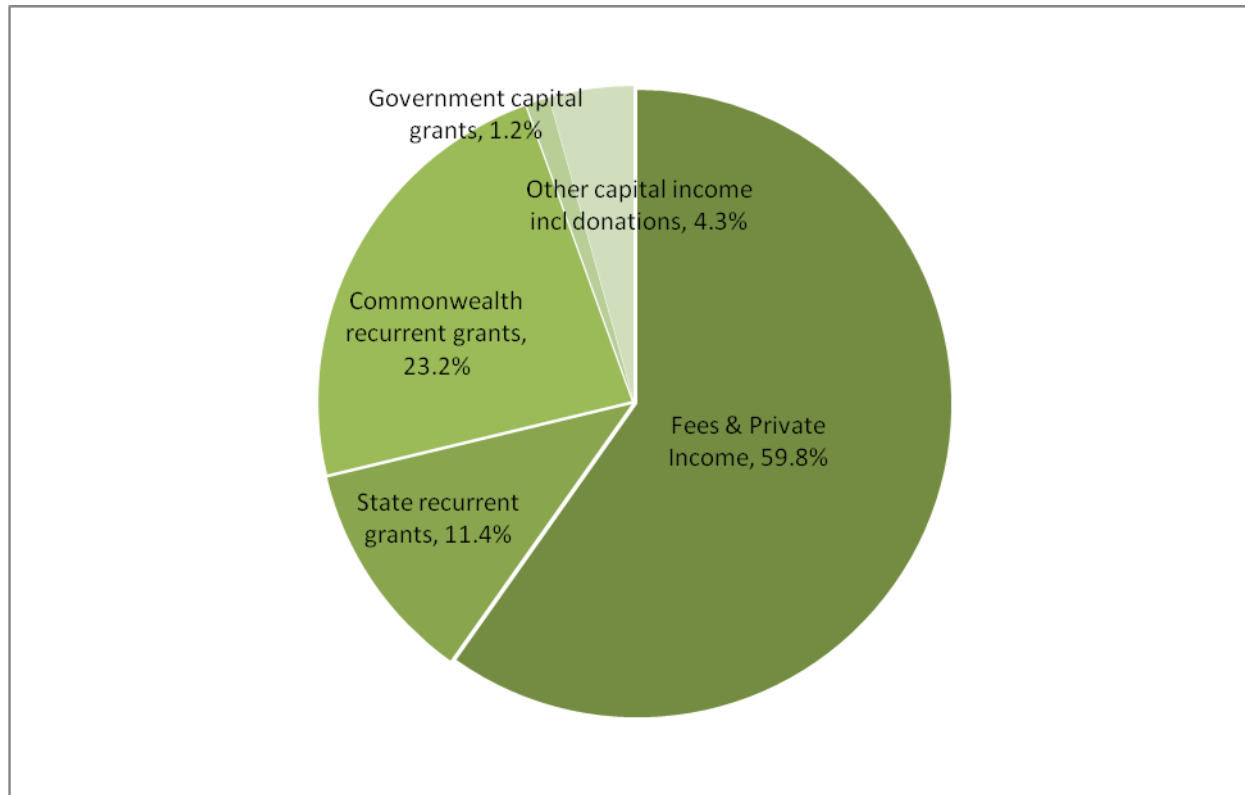
All parents, staff and 6th class students were given the opportunity to participate in comprehensive on-line satisfaction surveys in 2010 and in line with the rationale for biennial surveying, 2011 has been a year to act on feedback where necessary which was raised in the 2010 survey. The actions which have been undertaken this year from the surveys include:

- Parents: Communications review has been commenced including the creation of a new website ready for 2012 launch; Improved Weekly newsletter with more information and current events across teaching and learning.
- Students: An 'untucked' blouse for the senior girls; planning to increase recorder lessons in the lower primary grades next 2012.
- Teachers: New staff induction process has been updated and improved; Primary and Infants Mistresses taking up more responsibilities to support and mentor staff; Communications review has been commenced.

Reporting area 14: 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

