

John Colet School

Annual Report 2015



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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 2015 at John Colet School and to fulfil the requirements stemming from both the NSW Government and Australian Government Regulations.

In 2015 the John Colet School Board of Governors met 13 times. A major task undertaken during the year was the successful recruitment of a new Head of School. This is the reason the Board met more times than is usual (10) in the year.

The Board congratulates Mrs Mary McKendrick, the outgoing Head of School on the renewal of registration with BOSTES during 2015 for another five years, which was an onerous and significant task accomplished by John Colet School in 2015. Much work has been done by the Board in relation to Governance and further work on this area will continue. The Board has also undertaken a review of long term planning for the school, which is also a continuing process.

Each year I have the further privilege of revisiting the past twelve months at John Colet School. It is always an education to see, collected together, the changes, the accomplishments and the triumphs of the School, and especially those of the children. These cover academic success, sporting activities and cultural achievements as well as other fields of endeavour.

Beginning with some of our academic achievements; as usual, a good number of our 6th class leavers have attained academic scholarships, as well as selective schools and Gifted and Talented placements. This should not, however, overshadow the other scholarships our children have also secured, including in the Art, Music, Performing Arts and All Rounder fields. We wish all the 6th class leavers well, and congratulate these scholarship winners.

In other academic areas, the Mandarin learners participated for the first time in a Mandarin language competition. These 'after-school-learners', competing against students from schools where Mandarin is compulsory, performed very well: with one student achieving 3rd place in the 8 to 12 years individual competition – a wonderful achievement.

Our Sanskritists have no local competition to enter; so, apart from our own Sanskrit Recitation Competition, which is always an amazing treat to witness, our sixth class children can choose to enter the International Sanskrit 11-plus Examination. Here they achieved 1 merit and 7 distinctions- a brilliant result.

In the ICAS external exams John Colet School students achieved: -

- 1 High Distinction and 6 Distinctions in Writing
- 2 High Distinctions and 10 Distinctions in Science
- 2 High Distinctions and 12 Distinctions in English
- 4 High Distinctions and 8 Distinctions in Spelling, and
- 16 Distinctions in Maths.

Also, in the Australian Maths Competition, where 3rd, 4th and 5th Class maths lovers entered for the first time, we achieved the almost incredible result of 2 High Distinctions and 10 Distinctions. Please remember the small size of John Colet School while you are digesting these academic achievements.

The most gratifying and astounding academic result of all I saw when I looked into The Australian newspaper earlier this year and saw that John Colet School had achieved 8th place across Australia for Primary School NAPLAN results. Bear in mind that two of the schools above John Colet School are highly selective. This result is testimony and valuable confirmation that our practices of systematic teaching, respect and love, stillness and mindfulness and other strong values, which have always characterised John Colet School, are indeed a recipe for success as well as being valuable in their own right.

John Colet has never been a school in which sports are given the highest emphasis. So it is always gratifying when the children give of their best and achieve success in this field: -

- Our 5th and 6th class boys won their cricket competition and placed 2nd in Rugby.
- The 5th and 6th class girls won in netball, football and softball – what a triumph!
- Our 3rd and 4th class girls performed well and came 3rd in their soccer competition.

In cultural areas, John Colet School is proud of its tradition of participation and excellent standards. This year, as usual, the Chess competition drew large numbers of children, with over 1/3 of the school involved in the internal competition, and with more than half of these not even being Chess Club members! A young and inexperienced set of teams from the Chess Club won through to the NSW final of the Interschool Chess Challenge, against many larger schools, some of which are selective in intake. It was a great achievement by 3 of our 4 teams to have a 'podium' finish in their divisions.

Our Debating team won the Inter School Debating Finals, defeating The Alexander School, with the adjudicators commenting that the standard of argument, rebuttal and speaking from both teams was on par with High School rather than Primary debating teams.

I would like to thank Mrs Miles very much for all her work in the music department. In Music our choir came 1st in the Small Schools Division of the Hawkesbury City Eisteddfod, and 4th in the overall 'Year 6 and Under' section. 4th class has worked very hard on their Recorder playing, appearing at school assemblies as accompanists, and competing successfully in the Small Ensemble section of the Ryde City Eisteddfod. In a very close competition they came 2nd, one point behind the winners. Congratulations.

Another area I would like to highlight is the fundraising efforts of the children, for charities. Between their regular Market Days, a special Cupcake Fundraiser, 'Kidpreneur' stalls and Jump Rope, I have calculated that they have raised over \$8,000 this year for charities such as The Nike Foundation, Lifeline and the Salvation Army, UNICEF, The Starlight Foundation and other organisations. And that is before mentioning the Christmas Giving program supporting the Smith Family and an underprivileged school in Kenya brought to our attention by one of our former teachers. This truly expresses the School's value of "Serve and Care for all".

Now, from the perspective of the Board's eye view, many other areas of change are visible. The leadership of the School is the prime example. We have seen the retirement of Mr Mane after 25 years of great service, which could have been a significant hurdle for the School. However, Mrs McKendrick, who is one of the founders of John Colet School and who has been with the School since its inception over 30 years ago, has stepped seamlessly into the role of Headmistress from the start of Term 2, and has led the School with dignity, intelligence, firmness and great love, so that we have not missed a beat. Enrolments for 2016 and beyond are strong; and our community is well-knit and cohesive. She has drawn the confidence and admiration of the children, parents, the Board and Members as well as all the staff. We owe her an immense debt of gratitude.

This is also the time that Mrs Donald will be stepping down from the Board of Governors after serving from the beginning of John Colet School. She will be sorely missed.

In closing, I would like to share with you my vision for John Colet School. Long after I have gone; long after everyone in this hall has gone; John Colet School will continue as a beacon, as a shining light of education, Bearing Witness of That Light in this country. I see John Colet School as the best primary school in Australia, and continuing to grow in the same direction, and with the same values, for a long, long time. When you consider the long-established schools in Europe, hundreds of years old: that is my vision for John Colet School. Let us contribute and lend our support as trustees of what will become a great school, a leader in education, over the next 500 years.

Thank you,

Philip Wolfers

Chairman
Board of Governors

Message from the Head of School

It is a great privilege to have been appointed as the Headmaster of John Colet School this year and it continues to be a position that I am both proud and honoured to hold.

I had learnt in my research and through the interview process of many elements that had been combined to make this such a special school. However, it is only since arriving that I have truly come to appreciate all the ingredients that are involved. While I continue to try and put my finger on the key differences it is really the combination that makes the 'cake'. This includes the high academic challenge, focus on character building, mindfulness, Shakespeare, shared lunch, three to four year class teaching periods, Sanskrit, Choir and most importantly dedicated teachers within a supportive community. All these elements and more have been brought together and refined over many years to ensure a consistent, excellent education for our children.

I doubt that many incoming Headmasters have been received into a new school with such warmth and support. I would like to thank the Board for their time, passion and rigor in ensuring such strong school governance, all school staff for their openness and support, and the parent body and students of John Colet School who are just so proud of their school. My ability to move quickly into this role is due in no small part to the excellent state in which the school has been passed on and I would like to make special mention of the continued dedication of Mary McKendrick in this, as well as her ongoing mentoring in our school.

My focus in this first year is making sure that with our steady growth of numbers we do not lose any aspect of the quality education that our students enjoy. It is ensuring that we have the required infrastructure and resources to enable our teachers to do what they do best in support of student learning. To this end our goal of ensuring student numbers within two classes per year will enable consistency, a greater learning dynamic and increased opportunities for all students.

Julian Wilcock

Headmaster from 15 January 2016

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 2008-2015. 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	14
(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

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 seminars conducted by the Association of Independent Schools. All the teaching staff participated in professional development including iPad training and familiarization of the new geography curriculum for 2017, as well as CPR, Anaphylaxis and Child Protection training. In addition, the following professional learning activities were undertaken by staff throughout 2015.

Description of the Professional Learning Activity	No. of staff participating
Teacher Conference of educational principles	1
Music - Stage 1-3 ABC Concerts Workshop	1
ICT - Active Inspire Core skills - Empowered learning	1
Autism Spectrum workshop: teaching strategies for successful education	1
Spelling K-6: more than 'i' before 'e'	2
ATSIC Education - Promoting Reconciliation through the curriculum	2
Assessing Students' Writing: where to next?	2
Teaching with quality literature: Enhance, engage, enjoy	1
Assessment through Observation and Conversation in Maths	1
Habits of Highly Effective Teachers - including classroom management	1
Multi-lit Spell-it	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 2015.

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	94.2	92.5
Upper First	93.7	93.1
2 nd Class	93.8	94.3
3 rd Class	95.8	93.9
4 th Class	94.9	95.0
5 th Class	94.1	87.9
6 th Class	92.8	91.6
Whole School	94.2	92.5

The 5th class Term 3 attendance rate is lower than the Semester 1 rate as one child was on leave for a week and quite a few were sitting selective school tests in term 3

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 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) Page teachers, over the school intercom at 9.15 am, to request any outstanding absences.
- d) Page individual teachers at 9.25am who have still not sent in Absentees. Page again as necessary.
- e) 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.
- f) On receipt of notice of absence, inform class teacher.
- g) 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 .
- h) 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.
- i) Notify the Head of School of any repeated/ongoing absence or unexplained absence.
- j) Arrange for secure filing of Attendance Registers.
- k) 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 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 a Trial Day is required and interview with the Head of School will be scheduled as soon as application is received.

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.**

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.

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. 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 2015	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	School website School office on request
<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	School website School office on request
<p>Child Protection Policy encompassing:</p> <ul style="list-style-type: none"> • An Introduction • Publication and Distribution 	Nil	School website School office on request

<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 2015	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 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"> • 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 2015	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 2015	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 2014 Annual report
Vision Mission and Values (VMV)	Reviewed the Values to possibly incorporate Courage
Educational Provision	Prepared for the implementation of new Australian curriculum in Geography for 2016.
Governance Management and Finance	Reviewed and refined policies and procedures relating to governance, management and finance
Community and communication	Planned to establish a recent alumni group which may include a past families group Planned to improve communication with and recognition of contributors to the school
Growth, marketing and sustainability	Planned to develop the school as a centre of excellence for mindfulness education through the hosting of a Mindfulness event
Premises and facilities	Continued the development of a master plan for the school

Key Focus Area	2015 Priorities - areas for improvement
Vision Mission and Values (VMV)	Incorporate Courage as a value and develop the practical display of this value
Educational Provision	Continue to prepare for the implementation of new Australian curriculum in Geography for 2016 Begin to prepare for the implementation of new Australian curriculum in History for 2017
Governance Management and Finance	Further 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's presence in social media
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, 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 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.
- 6th class students organise the raising of money for four charities of their choosing, throughout the year.
- 6th class students are responsible for designing and implementing activities on Open Day for the younger children.

12: Parent, student and teacher satisfaction

A survey was undertaken in 2015 of parents and staff that provided a snap shot of the satisfaction levels at the school. There were a number of key points from this survey. Teachers love working here, and the children; parents love the culture, Shakespeare and the mindfulness/philosophy. It is overwhelmingly important to parents and teachers, that our children enjoy academic work/ schoolwork and be highly skilled at it. The personal qualities that parents in particular want reinforced in their child are Confident/Courageous. Staff rated Trustworthy/ Honest most highly. Character development is a top priority for the JCS community. The opportunities we provide for a well-rounded education were rated as Excellent by 65% of teachers, and 53% of parents respectively. In terms of whether it is important in a primary school education offering, the vast majority (77%, 76%) rate a well-rounded education as very important.

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 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 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 2015 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>.

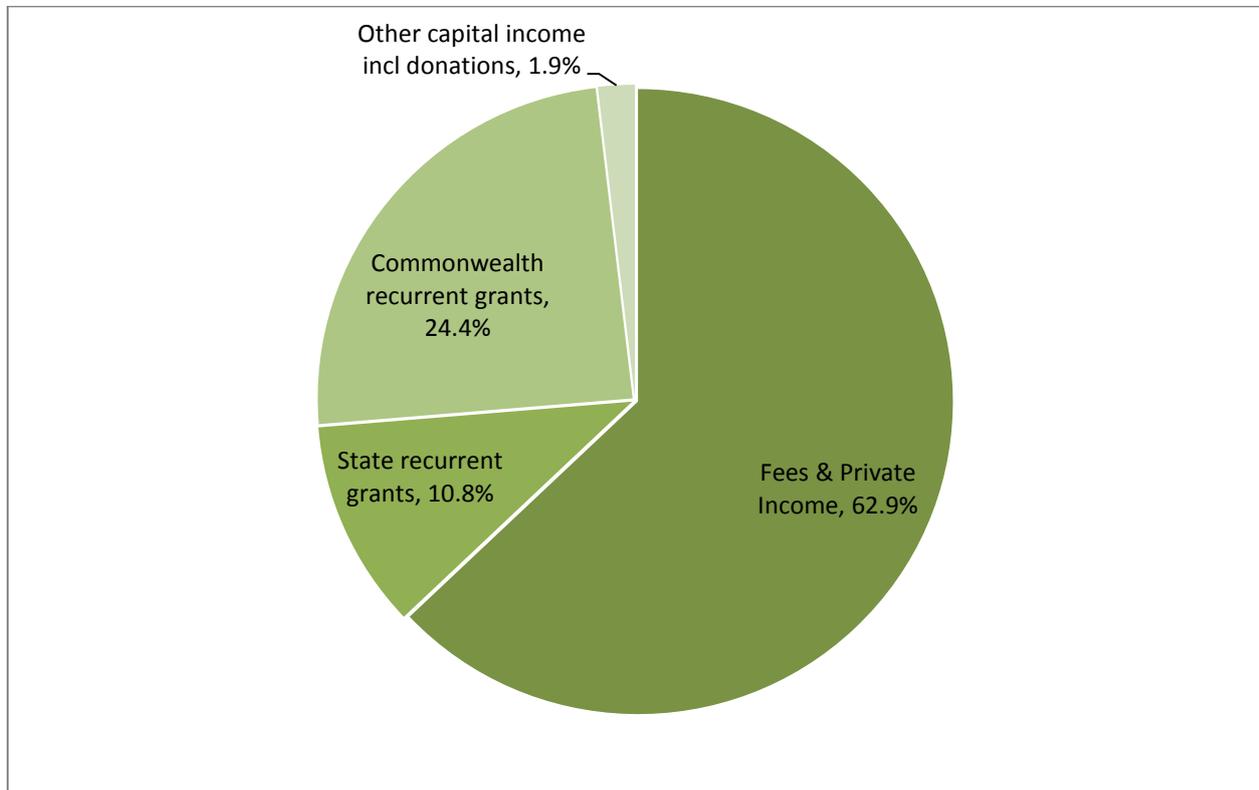
The students are encouraged to look after and respect each other and the school. At the sit - down lunch served each day, the students serve their classmates and are responsible for ensuring they do not go without. At play, they are encouraged to include everyone in their games. Sportsmanship is encouraged 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 Head of School has a regular lunch with the Head Girl and Head Boy and lunch occasionally 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 Head of School, 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.

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

