

# John Colet School

## Annual Report 2012



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

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

2012 was certainly an exciting and challenging year. If I had to pick a theme it might be “Man proposes, God disposes”. All our plans and projections were turned upside down by fire.

Just as an official opening and celebration for the new Colet House was warranted, we had the fire of April 29, and everyone immediately set about cheerfully and efficiently, restoring its finished glory, plus some refinements that always present themselves after you have occupied a building for a while. Sincere and heartfelt thanks are due to the many who patiently and generously supported the School in this period: from parents and students who had been inconvenienced and occupied in alternative accommodation, to many in the community and media who stepped up with support. Then there were the sterling members of the teaching and administrative staff who worked like Trojans at the time of the fire and patiently accommodated the inconvenience each and every day. School lunches also continued several days a week in what was modestly termed the Open Air Kitchen. The catering team, led by Donna Moor, earned our sincere thanks.

To continue the “Man proposes...” theme, our original building plans for 2012 had to be vastly modified due to the Colet House fire. The re-building of Colet House was, of course, taken over as our priority, meaning that the other projects scheduled for 2012, such as re-building our Administrative Centre and creating a new Art Room, the proposed covered walkway between the Administrative Centre and Colet House, a new COLA, and a lift located between Shakespeare House and Chisholm House, were all re-scheduled. Some of the items such as the lift, maybe installed by the end of 2013.

Having dealt with acts of God, or nature, or fire, or electricity, I’m pleased to report on the School’s other achievements during 2012.

One thing John Colet School does well is provide an education, in the basics as well as in many other areas. The NAPLAN results indicated something of our success in providing the basics, and our placement of 17<sup>th</sup> out of 2070 schools in New South Wales, and 32<sup>nd</sup> out of over 10,000 schools nationally, is pleasing, especially as it took place while we maintained our extraordinarily broad and deep curriculum and extra-curricular activities and gave no additional emphasis to the NAPLAN. All the usual John Colet events took place while the academic results prospered; the Shakespeare Festival that occupies Term 4; being the only school with artworks hung for the Gallipoli Art Prize; raising \$8,000 for saving orangutans; reaching the final of the Forest Inter-School Debating Competition; and achieving one “first” and three “thirds” in the inter-school Chess Competition.

A new event was also inaugurated – “John Colet Day”. This day acknowledges John Colet the man, after whom the School is named; and this successful event will now form part of the regular calendar of the School.

Under the heading “Courage Under Fire” comes the John Colet Fair and Open Day. Without missing a beat, the ever-ready and highly competent Parents and Friends Association, together with the indefatigable teachers and administrative staff, went ahead with this event in May, very soon after the fire itself. The day was a great success on all fronts. Many thanks and congratulations to all those who were involved.

As part of the effort to get the John Colet message out to the community and to attract new enrolments, a film crew was commissioned to visit the school and make a record of John Colet School and its activities. The completed film is on the school’s website.

So, it was an exciting and challenging year, full of what might have been disaster, and what definitely was a triumph of the human spirit, patience and endurance. We of the John Colet family appreciate the differences that characterise John Colet school – the small and close community, valuing character and substance over gloss and show, realising the benefits of putting enormous efforts into such events as the Shakespeare Festival, the Christmas Pageant and the three choirs, which benefits go vastly beyond the immediate returns of a delightful presentation to enrich and strengthen the children for the rest of their lives.

It is a great honour and pleasure to be able to serve such a worthwhile and unique community. Everyone has played their part; all those of the present and of course those of the past.

The Headmaster, Mr Mane, worked inventively and with grace under difficult circumstances during 2012, and been the chief executive presiding over all the wonderful successes of the year. As usual he led the school with aplomb, humour and intelligence.

Congratulations and much gratitude to all: the Board, the staff, parents and friends past and present, for making John Colet School thrive as it does, and providing the impetus to go on growing in strength and richness into next year and beyond.

Philip Wolfers  
Chairman  
Board of Governors

## Message from the Headmaster

We started 2012 looking forward to settling in to our newly completed Colet House. The renovations had been completed in late 2010, with many details needing to be finished off in 2011. These renovations included a lovely large Maclaren Hall/lunchroom, larger classrooms and a spanking new Library. And for the first few weeks of the year things went according to plan.

Then, on April 29<sup>th</sup> a fire broke out and the library and one of the classrooms were completely destroyed and the rest of the building, except for the Staff Common Room, was unusable for the rest of the year.

We made quick adjustments to accommodate the two 2<sup>nd</sup> classes and redeployed management. We had Workcover come and inspect our arrangements to ensure their safety, and for the rest of the year played catch up, trying to accommodate all the regular events of the year – Open Day, Infants Shakespeare Festival - with a gaping hole in the centre of our facilities.

The tireless efforts of teachers, parents, children and administrative staff and the Governors were magnificent and showed the true depth of character of the school community.

On a technical level we had around 200 students in 11 classes in 2012; and we took on several new members of the teaching staff. We laid plans for 2013 which involved an extra class, which needed to be accommodated and an extra teacher.

One major milestone in the life of the school was that 2012 marked the end of Miss Irvine and Mrs Mane's quarter century tenure as Music and Singing Teachers. They were jointly responsible for training several generations of accomplished singers and musicians and together set an extremely high standard. John Colet's reputation for choral excellence is due to them and the school's gratitude is profound. We have now acquired the services of Mrs Mikaela Miles who will take the singing on the further heights in 2013.

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 of the high standards and basic values of the school. Our NAPLAN results were generally excellent. And we instituted independent external testing for 2<sup>nd</sup> and 4<sup>th</sup> class via Robert Allwell and Co.

The focus of the professional development for the teaching staff was Maths, Gifted and Talented and preparation for the roll out of the National Curriculum.

The Infants Shakespeare Festival perhaps exemplifies the way the school community successfully faced the challenges of 2012. These classes staged three superb productions in a temporary demountable and the maturity and polish of the children, the focus of their teachers and the delight of the parents were significant markers of the school's unity and strength.

Behind the scenes a complete review of all school policies was carried through and various other administrative challenges which arise in a growing organisation were met, including the continuing focus of developing the strategic and annual planning processes.

In all, 2012 was a testing time for us and the strength and the maturity of the school, saw us through.

Gilbert Mane  
Headmaster

#### **Message from the President of the Parents & Friends Association**

2012 was another successful year for the Parents & Friends association of John Colet School and it has been an honour to be part of this. It is the role of the P&F to support the school in its educational endeavors through organisation of fundraising and other events, including social events to build a closer community. Meetings are held monthly and advertised on the school's website.

The parent body has excelled once again. Those who have volunteered their time and energy have become the social glue that helps bond the school together. And this year the role of class parents, in particular, has stepped up a notch in initiative and enthusiasm. All concerned, particularly the teachers, have been overwhelmed by the generous service class parents have provided.

There were indeed some challenges in 2012, (with fire effecting classrooms, offices and the library). Fire & flood, but never famine where the John Colet School community is concerned. Neither famine in the sense of bountiful food, nor bountiful service. The measure of the P&F's success was indeed this service and the warmth of atmosphere at events. Not to mention the achievement of fundraising (over \$23k for the school- a big effort in a non-major fundraiser year) and assisting with raising over \$8k towards saving an orangutan in Borneo.

In term 1 the annual Walkathon was just as successful as ever, a fun filled afternoon which raised \$7002 to fund all weather blinds for a play area for children on wet days. Thank you to the parent organiser for many of years of excellence in walkathon convenorship.

In term 2 the School's Open Day & Fair emerged, Phoenix-like from the ashes, as a true celebration of the spirit of service, generosity, fortitude and care which embodies John Colet School. Thanks to all who volunteered on the day and contributed to a very happy atmosphere. The side effect was a healthy net fundraising total of \$16,000. This includes stall takings of \$10,200 and Library Donations of a staggering \$5800, which will go a long way in helping to rebuild our new library.

Term 3 saw another successful Trivia Night. We are very glad to say that the team of John Colet teachers came last in trivia knowledge, but won the "Are you as smart as a 5th grader?" competition! I would like to thank the organising committee who put together a fun night which raised twice as much as previous Trivia Nights at almost \$4000. P&F catering for the Shakespeare festival this year raised \$1484. The P&F also supported the BBQ fundraiser which raised \$1200 for the school.

With funds raised from recent events we were able to make a donation of \$200 per class for our dedicated teachers to spend on extra classroom resources or excursions. In addition to funding the all-weather blinds, the P&F also assisted in funding the marketing video made for the school and earmarked funds for a rescue boat for JCS sailing club.

This success was contributed to by wonderful support at the committee level. And I would like to take this opportunity once again to thank the outgoing vice president & secretary for their contributions over the past year and also to our excellent treasurer for her continued support. Gratitude is also due for the support received and time given by the staff and the board of governors. We look forward to a prosperous and fulfilling 2013.

Katrina Beissel  
President  
Parents & Friends Association

## **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 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 2008-2012. 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	13
(ii) Teachers who have a bachelor degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity . Ref: Registered and Accredited Individual Non-government Schools (NSW) Manual 3.10.1	1

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

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

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

<b>Description of the Professional Learning Activity</b>	<b>No. of staff participating</b>
Child Protection	15
Health Education and Training	15
Educational Renaissance Trust Teachers Seminar: Teaching the Sanskrit language	2
Sydney Symphonia Stage 1-3 pre-concert teacher preparation	2
Curriculum Differentiation: Taking it Further	1
Thinking Mathematically: Developing Classroom Skills and strategies with a specialist consultant	15
Implementing the Australian Curriculum	2
Report Writing	15
Measure Up: Teaching the NSW Measurement strand in Maths (AIS)	1

#### **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 2012 was 96.6% and is consistent with 2011 where the whole school attendance rate was 95.9%.

Table 9: Student attendance rate

Grade	Average student attendance rate per year %
Lower First	96.5
Upper First	98.2
2 <sup>nd</sup> Class	96.9
3 <sup>rd</sup> Class	96.5
4 <sup>th</sup> Class	95.6
5 <sup>th</sup> Class	98.8
6 <sup>th</sup> Class	92.3 *several students on extended leave for family travel
<b>Whole School</b>	<b>96.6</b>

### 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 in writing 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.

There is a specifically designated email address for notification of absence: [attendance@johncolet.nsw.edu.au](mailto:attendance@johncolet.nsw.edu.au) This address is published as a permanent item in the school's Weekly Note which goes to all parents weekly and it is in the Information Booklet to parents (p4) available on the school's website.

**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 (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> 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/guardians.

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

### **Enrolment Procedure (in full)**

#### **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](http://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 2012	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 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 &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>Nil</p>	<p>School website School office on request</p>

<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>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>	Nil	School website School office on request
<p>Child Protection Policy encompassing:</p> <ul style="list-style-type: none"> <li>• An Introduction</li> <li>• Publication and Distribution</li> <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</li> </ul> <p>Dictionary</p>	A completely new Child Protection Policy superseded the 2011 policy in 2012.	School website School office on request
<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> </ul>	A new policy introduced in 2012.	School website School office on request

Policy review		
Healthy Eating Policy encompassing: <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 2012	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 2012	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:          1. Each party to the complaint will be given the opportunity to be heard with appropriate notice and knowledge of the facts and allegations.</p>		

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 2013	Achievements 2012
Teaching and Learning	<ul style="list-style-type: none"> <li>• Form an IT committee to address ICT in the school</li> <li>• Preparing for implementation of new Australian curriculum in Maths and English</li> <li>• Continue professional development on differentiating the curriculum and issues related to provision for Gifted and Talented students.</li> <li>• Focus on specific areas of curriculum including PD for teachers eg (persuasive writing) in response to NAPLAN data</li> <li>• Continue provision of GAT courses</li> <li>• Expand provision of Latin for Stages 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• Further developed teachers' knowledge and skills including the use of ICT in preparation for implementation of the Australian Curriculum for English in 2014 in NSW.</li> <li>• Focused on specific areas of curriculum, particularly maths and English with whole day workshops with external presenters for teaching staff.</li> <li>• Redesigned the Primary Choir arrangements which better enhanced teaching and learning outcomes in view of expanding numbers.</li> <li>• Introduced pilot program for Latin for Stages 1 and 2</li> <li>• Introduced GAT courses for Vedic Maths and Writing.</li> <li>• Investigated and instigated scholarship tests with outside provider.</li> </ul>
Student Achievements	<ul style="list-style-type: none"> <li>• Establish a string ensemble</li> <li>• Continue to enter John Colet Choir in Eisteddfods.</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded extra-curricular fencing program in line with increased demand and external competitions.</li> <li>• Raised \$8000 to support Orangutans in Borneo by Art Departments art program for students and parent participation</li> <li>• Continued to increase level of participation in extracurricular chess. Competition performance improvements.</li> <li>• Maintained the long term participation in the Gallipoli</li> </ul>

		<p>Art Prize Competition leading up to the 2015 Centenary of the Gallipoli Landing.</p> <ul style="list-style-type: none"> <li>• Separate Infants Shakespeare Festival held in August with great success.</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>• Continue to implement and develop PBIS system</li> <li>• Continue to emphasize school values</li> <li>• Introduce new student leadership position: Art Prefect</li> <li>• Support parents wanting to establish a gardening club for students</li> <li>• New Working with Children Check: update all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Continued to formalize and review WHS procedures.</li> <li>• Continued to implement successfully a school wide approach of the PBIS system (Positive Behaviour Intervention Support)</li> <li>• Introduced a special John Colet Day to learn about and celebrate the school's name sake.</li> <li>• Developed and implemented new criteria for selection of student leadership positions.</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Revise new teacher training course in John Colet School values and educational ethos</li> <li>• Re-timetable lunch supervision to release teachers to have lunch together in staffroom to allow time for networking</li> <li>• Continue training in new Australian Curriculum in English and Maths</li> <li>• Commence selected implementation of Australian Curriculum in English</li> <li>• Establish more regular training in the use of the Interactive Whiteboards</li> </ul>	<ul style="list-style-type: none"> <li>• PD for teachers in new teaching strategies for the 'Thinking Mathematically' strand.</li> <li>• Developed and commenced delivery to new teachers of a training course in John Colet School basic values and educational ethos.</li> <li>• Mentoring new teachers with an experienced teacher 'partner'.</li> <li>• Increased efficiencies with the newly defined and clarified administrative staff processes.</li> <li>• Regular staff morning teas each term hosted by a different department assisted collegial relations across the whole staff.</li> <li>• Improved performance in the use of the school administration software as a result of training.</li> <li>• 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</li> </ul>

		<p>management.</p> <p>Implementation of Board's Strategic Plan (2011-2015) for: Staff, Development, Financial, Stakeholders, Operational Systems, Facilities, Marketing, Curriculum, Compliance.</p>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Finalise installation of Lift</li> <li>• Continue plans for redevelopment of Administration building including additional teaching space in first floor extension</li> <li>• Development of a new school masterplan including playgrounds</li> <li>• Continue to upgrade school frontage</li> </ul>	<ul style="list-style-type: none"> <li>• Wombat crossing completed.</li> <li>• School frontage upgrade commenced with new signage.</li> <li>• Employed grounds and maintenance man.</li> <li>• Re-build of Colet House after the fire in April 2012</li> </ul>

## 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.
- 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.

### **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. In 2012 the P&F organized and hosted a very successful Trivia Night to primarily provide a fun and spirited social occasion and secondarily to raise funds. All these events were well attended and reflected the enthusiasm and commitment of the whole school community including staff, parents, 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 whole parent community supported the school in its time of need after the fire with generous donations of library books, money, goods and services and hands-on labour when required.

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.

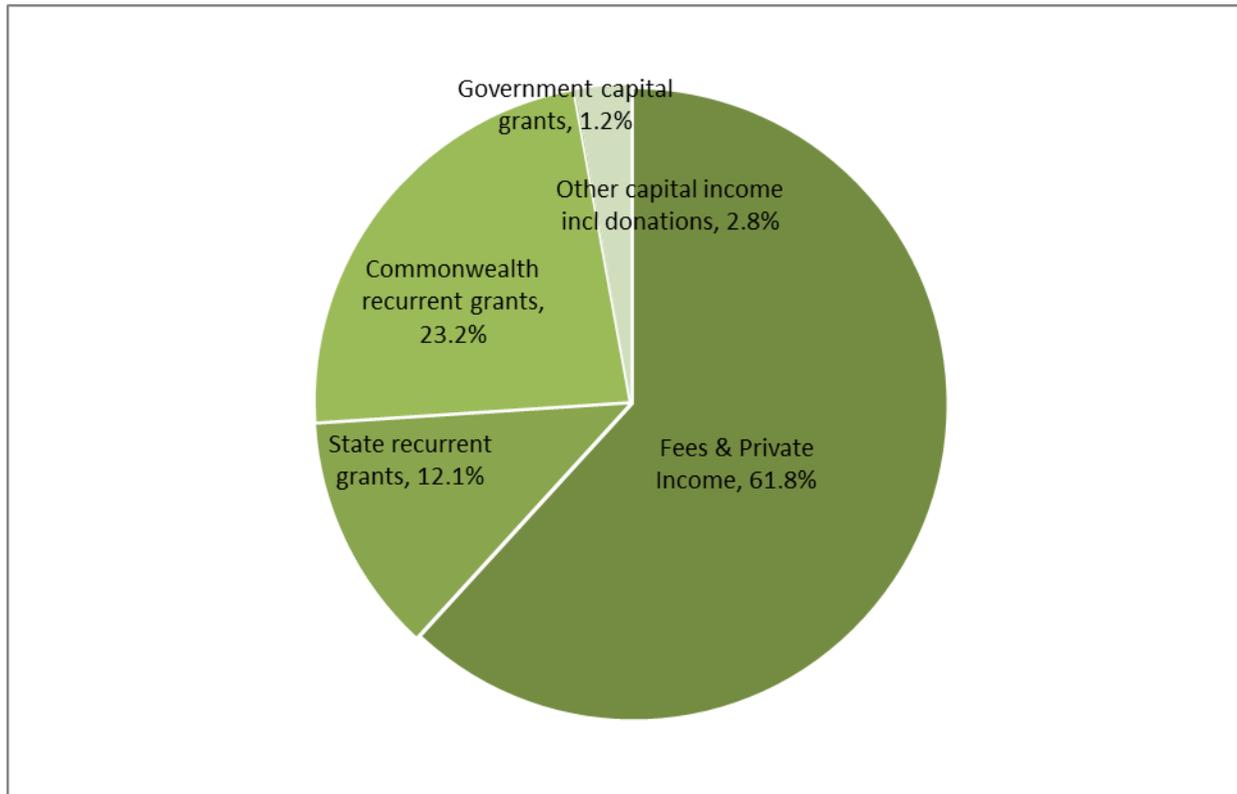
Teachers and staff have indicated their satisfaction with many areas of the school, particularly collegiality and the strength of the school values. This is supported by our consistently low level of staff turn-over.

All parents, staff and 6<sup>th</sup> class students were given the opportunity to participate in on-line satisfaction surveys in 2012.

### 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**

