

John Colet School

Annual Report 2013



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Reporting area 1: A message from key school bodies

Message from the Chairman of the Board of Governors

2013 has been an eventful year – of course nowhere near as eventful as 2012, but then we had to suffer along this year without the drama of a major fire emergency. Consequently, this year has largely been about consolidating and adapting, with our former plans put on the shelf and all our proposals put back by at least 12 months. One result of this has been our need to house part of our administration office off-site temporarily, to accommodate our 13 classes in 2014, until our next building phase is complete. Praise is due to the office staff who are adapting very well to the new situation.

During 2013 there have been many highlights and I shall mention only a few. Academically, culturally and in sports, John Colet School has achieved well. For example, out of our 19 students in sixth class, three were awarded scholarships to the High Schools of their choice. This is a very strong result.

In the 2013 NAPLAN results, half of our children in Years 3 and 5 were placed in Band 6 overall. Please bear in mind that John Colet School is not in any way a selective school; and of the children who sat the NAPLAN a number have learning disabilities. John Colet also achieved an unprecedented number of High Distinctions for Maths and Science in the ICAS [or University of NSW] examinations. These results are extraordinary when you factor in the school's extensive and broad curriculum enrichment programme for all children including Philosophy, Shakespeare, modern languages as well as Sanskrit, mindfulness and singing – and that is only part of it.

As you are aware, John Colet School has a number of parent-run activities and clubs, such as sailing, science, Mandarin lessons and the new Garden Club. Perhaps the jewel in the crown, or at least the most popular, is the Chess Club. A very large proportion of the children takes part in chess, and nearly fifteen percent of the School represents in inter-school competitions. Invidious though it is to single out only a few of the year's results, I note that the children achieved first places at the NSW Junior Chess League tournament in Championship MW1 Division, Intermediate MW2 Division and Rookie MW6 Division, and just yesterday we competed in the one day tournament NSW finals where our team placed a creditable 23rd out of 58 schools, including many elite and highly ranked chess players.

In 2013 the Art Show made its welcome return from its fire break.

In sport at John Colet School we have never been noted for outstanding results, due to the small pool of athletes from which we select our teams. Thus it gives me particular pleasure to mention the steady improvement in our PISA inter-school performances, highlighted by our second and third class girls winning the PISA Soccer Championship and placing second in Netball.

I would now like to turn to the Board's place in all this. In early December, the Board completed the strategic planning for 2014, along with the School's Executive, and it brought home to me

what an excellent and demanding job the Executive and the whole school staff does, well above and beyond the hours and tasks that could be compensated for by their pay.

With the growth of the School's numbers over the past few years, the Board of Governors has had to grow and adapt also, and this is happening still. This year we have seen the departure from the Board of Matthew Lumsdaine, who was only with us for a short time before being inundated with new responsibilities in other fields, and Naomi Smith, who served faithfully, intelligently and very well for over ten years and made a number of very valuable contributions in that time.

Fortunately, the Board has been augmented by new and highly qualified members, including Sarah Wulff, who among her many accomplishments is a mother of children at John Colet and brings welcome enthusiasm and a fresh viewpoint, and our latest 'acquisition' James Donald. James is a particular jewel, as, although he is yet to fully join us in our deliberations, he is the first alumnus, the first John Colet School graduate, to join the Board of Governors. The first of many, we hope.

I will not poach on the Headmaster's preserves by naming all the excellent teachers who are leaving, and their replacements, but my report would not be complete without referring to the retirement of one of our longest serving and most valued staff members, Lynne Werner. Having commenced working at John Colet in 1990, Lynne has been our beloved registrar for some years, and for many parents her loving soul and gentle being was their first contact point with John Colet School. Inevitably steady and constantly wise and loving, her presence will greatly be missed. We wish her well in her retirement.

2013 has been a good year of consolidation and preparation for the future. The Board looks forward with enthusiasm and optimism to more growth and even greater achievement during 2014.

Philip Wolfers
Chairman
Board of Governors

Message from the Headmaster

Can a school excel academically, and also take time from the busy curriculum to teach each child a classical language, and put them in an annual Shakespeare play, and inculcate good manners, and give them training in mindfulness? My answer, along with that of the Staff, parents and children of John Colet School, is resoundingly in the affirmative.

John Colet School was founded in 1985 with a passionate commitment to excellence, and since being appointed Headmaster in 1989 I have worked with a virtuoso team of teachers to keep those excellent standards where they have always been.

So all children sing choral music, each class has a weekly Philosophy discussion, all students study the great religious teachings from around the world, every child hones their linguistic and grammar skills with the study of Sanskrit; and also on offer are Latin, Spanish, French and Mandarin. And each year the crowning achievement of the school is our annual Shakespeare Festival in which every child from K to 6 performs in their individual class play.

And the results? Not just consistent top NAPLAN scores, but more importantly, articulate, self-confident and responsible young men and women, who are a credit to their families, their school and themselves.

Gilbert Mane
Headmaster

Message from the President of the Parents & Friends Association

The John Colet School Parents' & Friends' Association (JCS P&F) has thrived throughout 2013, with many successful events, both social and fundraising. The parents continue to band together to support our dedicated teachers create a rich environment for the children. Particular thanks go to the class parent representatives who have provided a reliable conduit for communications and generously given of their time in all manner of classroom endeavours.

This year a decision was made to defer the major P&F social event and fundraiser to 2014 for the beginning of the school's 30th anniversary celebrations, however, there have been a number of smaller events throughout 2013:

- A big thank you to the organiser of the walkathon in March. It was a happy day full of John Colet School spirit. The children, with unstoppable energy, walked at a dizzying pace to raise \$8103.35 for their school.
- There was an aura of 'carnivale' at the school's fair and open day in May. A wonderful team of generous parents gave of their time, energy and skills to create a very special day showcasing the essence of JCS. Once again visitors to the school commented on the warm and

nurturing atmosphere. And once again success in the fundraising sense with almost \$12 000 raised.

- Also in May, the art show raised over \$5000 for the school and \$1200 to help make life easier for the children and families of Bear Cottage in Manly. The art show opening night was a wonderful event, with atmosphere created by the jazz quartet "Supermojos". Thank you again to the art show team and the JCS alumni who supported the night.
- Congratulations to the teachers and children for a stunning Shakespeare Festival. And thank you to everyone who helped out in some way- making and selling food, helping with hair, makeup and props. The generously supported catering effort raises funds to restock the hair and makeup supplies which the P&F makes available each year.
- In October, the first P&F John Colet Movie Night under the stars was a resounding success. The atmosphere was convivial, creating a perfect social event for the whole family. Many thanks to the organisers for creating such a lovely event.
- Unfortunately the wood fire Pizza night scheduled for term 4 had to be cancelled due to a total fire ban, but we are looking to reschedule this for term 1 next year. Thank you to all who bought raffle tickets and the enthusiasm in launching the event.

The P&F were delighted to help the garden club off the ground, with a donation of \$1000. We were also able to provide \$5000 towards re-turfing the playground and assisted year six with their gift to the school- providing \$1100 towards a substantial set of soccer goals, which the children will enjoy for many years to come. Other donations include \$1200 for the purchase of 3 laser boats for the sailing club and funds towards the purchase of a shipping container for secure storage onsite. Part of the funds raised from the Fair and Art Show allowed the purchase of a chest freezer and catering equipment to support the kitchen team provide the delicious daily lunches for students and staff. The monies raised from the walkathon were earmarked to assist in equipping the new classrooms- a project which is now pending (stay tuned for further details).

It has indeed been an honour and a joy to serve the school as president of the parents' association. Now my tenure as president has come to an end I would like to express gratitude to all who have given wholeheartedly in their support of the JCS P&F over the last 2 years. I would particularly like to thank the outgoing committee for their support and efficiency. We wish the incoming team all the very best.

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 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 2008-2013. 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	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
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity . Ref: Registered and Accredited Individual Non-government Schools (NSW) Manual 3.10.1	1

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

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

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

Description of the Professional Learning Activity for 2013	No. of staff participating
Child Protection	15
Health updates and anaphylaxis training	15
Gifted and talented seminar	15
Maths with Anita Chin	15
English Syllabus K-6	15
Integrating I pads into the classroom	1
Really Understanding numbers	1
Gifted and Talented GATE	5
Live Life Well Program	1
Promethean training	4
Peter Tomkins NSW Syllabus	15

Reporting area 6: Workforce composition

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

There were no indigenous employees in 2013.

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

Student Attendance Rate

The attendance rate for all classes in 2013 was 96.4% and is consistent with 2012 where the whole school attendance rate was 96.6%.

Table 9: Student attendance rate

Grade	Average student attendance rate per year %
Lower First	96.5
Upper First	95.4
2 nd Class	96.2
3 rd Class	97.5
4 th Class	96.8
5 th Class	97.3
6 th Class	94.9
Whole School	96.4

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 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 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/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:

- 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: Lower First Applicants** - In the year prior to the proposed enrolment an interview with the Headmaster is arranged.
For students applying for immediate enrolment an interview will be scheduled as soon as application is received.
- 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 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 2013	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>	Nil	School website

<ul style="list-style-type: none"> • An Introduction • Publication and Distribution • Creating a Safe Learning Environment • Reporting Obligations • Risk Management • Investigation • Pastoral Care • Employment • Record Keeping • Review of Policy Dictionary 		School office on request
<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 <p>Policy review</p>	Nil	School website School office on request
<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 2013	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>		
<p>Discipline Policy encompassing:</p> <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) 	<p>Removed short section entitled Moral Education as it expressed views which were no longer appropriate or relevant to what was actually taught at school.</p>	<p>School website School office on request</p>

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

Reporting area 11: School determined improvement targets

Area	Achievements 2013
Teaching and Learning	<ul style="list-style-type: none"> • Formed an IT committee to address ICT in the school • Prepared for implementation of new Australian curriculum in Maths and English • Continued professional development on differentiating the curriculum and issues related to provision for Gifted and Talented students. • Focused on specific areas of curriculum including PD for teachers eg (persuasive writing) in response to NAPLAN data • Continued provision of GAT courses • Expanded provision of Latin for Stages 1 and 2
Student Achievements	<ul style="list-style-type: none"> • Established a string ensemble • Continued to enter John Colet Choir in Eisteddfods. • Three students from the graduating 6th class were offered scholarships to high schools. • Continued to get excellent NAPLAN results. • Maintained the long term participation in the Gallipoli Art Prize Competition leading up to the 2015 Centenary of the Gallipoli Landing. • Continued to increase level of participation in extracurricular chess. Competition performance improvements.
Student Welfare	<ul style="list-style-type: none"> • Continued to implement and develop PBIS system • Continued to emphasize school values • Introduced new student leadership position: Art Prefect • Supported parents wanting to establish a gardening club for students • New Working with Children Check: updated all staff as required. • Commissioned an audit of WHS
Staff Development	<ul style="list-style-type: none"> • Revised new teacher training course in John Colet School values and educational ethos • Re-timetabled lunch supervision to release teachers to have lunch together in staffroom to allow time for networking • Continued training in new Australian Curriculum in English and Maths • Commenced selected implementation of Australian Curriculum in English • Established more regular training in the use of the Interactive Whiteboards
Facilities and Resources	<ul style="list-style-type: none"> • Finalised installation of Lift • Continued plans for redevelopment of Administration building including additional teaching space in first floor extension • Began development of a new school master plan including playgrounds • Continued to upgrade school frontage.

Key Focus Area	Priorities 2014
Vision Mission and Values (VMV)	<ul style="list-style-type: none"> ● Review VMV with all school stakeholders
Educational Provision	<ul style="list-style-type: none"> ● Continue to develop and implement its ICT plan including: Investigate making class sets of devices available, initially for upper primary classes as a pilot. ● Using ICT as a tool for learning: A range of policies and guidelines are being further refined for safe and intelligent use of ICT. Ways of incorporating ICT within the teaching program, without detracting from the current teaching environment and focus will be explored. ● Hardware and software: consider the most appropriate hardware and software to meet the education needs of the children. ● Prepare for implementation of new Australian curriculum in Science. ● Develop performance opportunities for the string ensemble. ● Encourage students sitting external Sanskrit exams ● Document optimal grade standards ● Foster an interest group for use of electronic whiteboards.
Governance Management and Finance	<ul style="list-style-type: none"> ● Continue to implement strategic and annual planning process ● Conduct a full policy review by the Staff, Executive and Board ● Conduct a full procedure review by the Staff and Executive ● To develop succession plans and key performance indicators for the Executive.
Community and communication	<ul style="list-style-type: none"> ● Introduce two new evenings for parents – “State of the School” and “Future Directions” ● Institute a Lower First individual parent/teacher meeting to be held in Term 1 each year for teachers to report to parents on their child’s progress in learning, socialisation etc ● Continue morning teas for parents of each grade with Headmaster ● Institute occasional Head master lunches with staff in small groups ● Hold cyber safety talks for parents as well as primary students ● Implement new privacy policy in accordance with new privacy legislation
Growth, marketing and sustainability	<ul style="list-style-type: none"> ● Establish marketing committee ● Re-examine and revamp marketing materials ● Document class size guidelines
Premises and facilities	<ul style="list-style-type: none"> ● Continue to install electronic whiteboards in classrooms. ● Review current wireless network and internet bandwidth and planning for future needs. ● Create and foster relationships with service providers. ● Continue development of a new school master plan. ● Install new building signage system and adopt some new building names.

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

Responsibility

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

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 and many fundraising initiatives both large and small. In 2013 the P&F organised and hosted an outstanding Art Show. It was a three- day event with high quality works from an impressive range of Australian artists, many of whom are professional. It was opened with an elegant cocktail reception. Proceeds from the Art Show went to both Bear Cottage and the school. The school Fair in May was again a great success. It brought together the parent community who worked with enthusiasm and commitment over many months to provide catering and stalls which were very popular and well patronised. All these successful events reflected the enthusiasm and dedication of the whole school community including staff, parents, past students and the School Board. The P&F also raised funds which were used to purchase specialized equipment and supplies for the school. They consulted with the school's executive management team to create a 'wish list' of items for the school so the P&F could focus their efforts strategically. Many highly positive testimonials are received every year and 2013 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>.

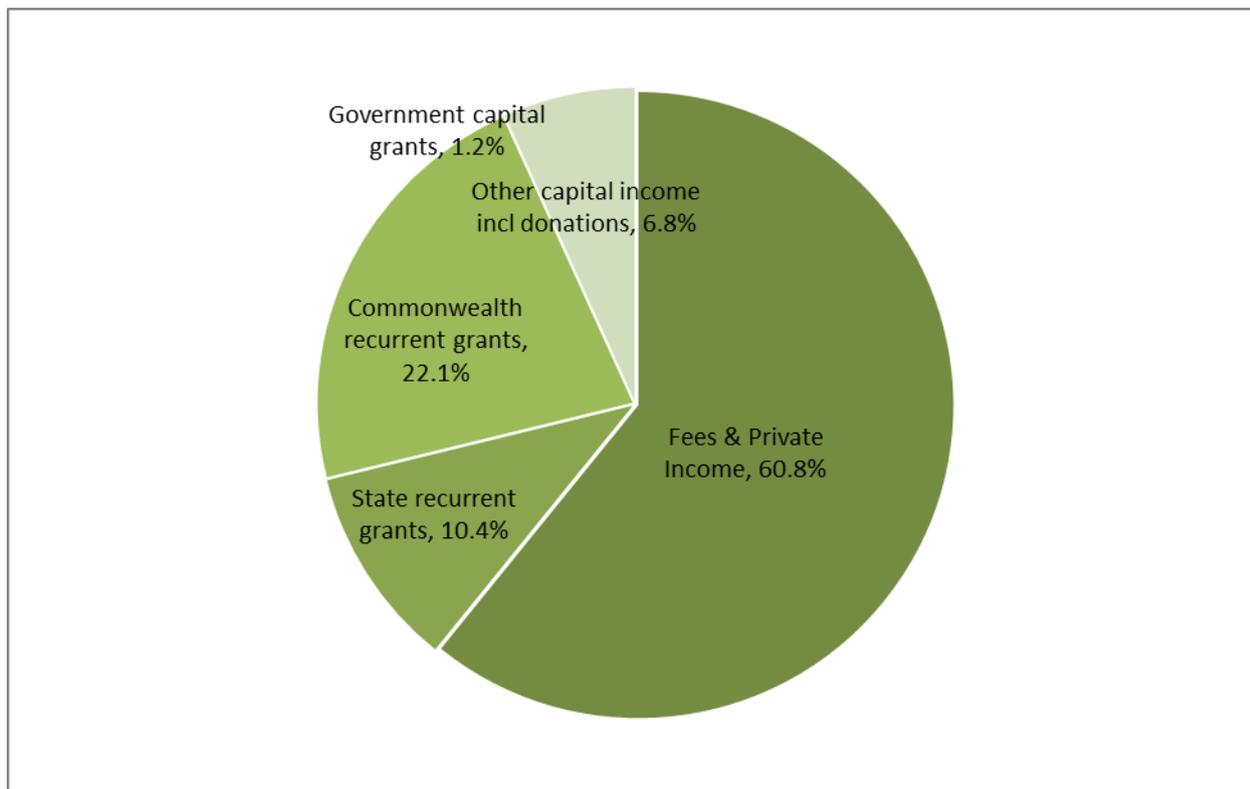
The students are encouraged to look after and respect each other and the school. At the sit - down lunch served each day, the students serve their classmates and are responsible for ensuring they do not go without. At play, they are encouraged to include everyone in their games. Sportsmanship is encouraged 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 Headmaster has a weekly lunch with the Head Girl and Head Boy and lunch once a term with all the office bearers including the house captains, head chorister and art prefect. These occasions provide an excellent forum for the student leaders to give their frank views and experiences of situations which informs a more rounded response. It also builds mutual respect and understanding.

Teachers and staff have indicated their satisfaction with many areas of the school, particularly the strength of the school values. Stakeholder groups were given the opportunity to participate in an on-line survey of the alignment of the school and its values. The results indicated 70% of respondents rated the school as aligned with its values and 30% of respondents indicated the school was mostly aligned with its values.

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

