

John Colet School

Annual Report 2016



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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 2016 at John Colet School and to fulfil the requirements stemming from both the NSW Government and Australian Government Regulations.

In 2016 the John Colet School Board of Governors met 10 times. A major task this year was managing the application and approval for increased student numbers and the related long term building plans that we seek to put into practice. This was a process that has taken many years of planning and negotiation with the regulatory authorities; and our successful achievement of this Master Plan enables us to look to the future with a sense of growth and positivity. It is wonderful that we have secured the capacity and potential for facilities to ensure more children will be able to experience the unique education that our school provides.

The other major achievement of 2016 was the arrival of our new Headmaster, Mr Julian Wilcock. As you are aware, he has made a very successful transition into John Colet School, and has been uniformly praised by the children, parents, staff and the Board – the School is in good hands. He has settled in and is enjoying his leadership of the School, and we have found him to be fully aligned with the John Colet School vision, mission and values and its idiosyncratic way of doing things. Thank you for making him feel welcome.

Great thanks are due to the whole John Colet School community, including the children, parents, teachers and other staff, the Parents and Friends Association and the Members of the school, as well as your Board of Governors who work to ensure the continuation and proper governance of the School financially, ethically and in keeping with our ethos.

In addition to these general thanks I would like to acknowledge the ongoing and longstanding support we have received from Chris McKendrick in organising and finalising our accounts. For a long time he has supported John Colet freely and without reward, and I would like to thank him for his very welcome contribution over many years.

Thank you,

Philip Wolfers

Chairman
Board of Governors

Message from the Head of School

This has been a truly amazing first year at John Colet School for me personally. Each event, celebration and performance has been a first and I have been continually astounded at how rich and diverse an environment this is for our students. Some of the highlights include the Shakespeare Festival, Science Week, Open Day, along with accomplishments in competitions within Sanskrit, Debating, Sports, Chess, Music and Art. The whole is certainly greater than the sum of the parts though, and for me this has been evident on a daily basis through the character and actions of our students.

For many years now the school has had a mix of different communication tools that celebrate the education, events, students and community of our school. In 2016 we were proud to launch our first Yearbook, the Eagle Eye. The name of our Yearbook comes from a JC publication that highlighted the fine art produced within the school. The purpose of this annual publication is to bring together the many elements that make up each year as well as create a record for our students and families of their time at John Colet School.

Many schools have a set of values that they aspire to, very few actually imbed their practical application into the life of the school, let alone have the same approach to staff. John Colet School has a proven approach to holistic primary education that is undertaken by passionate and committed teachers. These teachers are in turn supported by our parent community who has chosen this school because they too share in our values and are dedicated to ensuring the very best environment for their children. Schools are all about people and it is our shared vision which enables ours to flourish.

I would like to mention two critical volunteer support groups that are invaluable to our school. The first is our Parents and Friends Association who give up so much of themselves to enhance our school. If you are not already involved I implore you to join the group or perhaps just support an event. They are a great group of people and it is fun! The second group I would like to thank is our Board of Governors. They have been of particular help to myself in this first year and have also consistently guided the school over the years as committed volunteers. Next year is sure to be filled with similar highlights, yet with the additional excitement of the development of our building works together with a fresh group of new families joining our school community.

Julian Wilcock
Headmaster

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 2008-2016. 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 Anaphylaxis training, first aid, emergency evacuation and Child Protection reportable conduct training online. In addition, the following professional learning activities were undertaken by staff throughout 2016.

Description of the Professional Learning Activity	No. of staff participating
Mind Brain Education conference (2 days) - partial reimbursement for conference attendance.	1
Enhancing Relationships at school	1
PETTA Jennifer Asha's 4th April Multimodality course at the PETAA office in Newtown	1
Designing rich assessment in primary maths	1
IPSHA Debating Workshop	1
AIS Connecting the dots: Integrated units of work for the new curriculum	1
Habits of Highly Effective Teachers	1
School Law Conference	1
AIS Differentiation in the classroom: a proactive common sense approach	1
Love learning conference 2 Days UTS	2
Child protection reportable conduct on-line course	1
IPSHA Languages Umbrella Meeting	1
supervising teachers progressing to proficiency	1
Assessing students writing where next?	1
Early Childhood teachers working towards full accreditation	1
AISNSW 21st Century Skills: Critical and Creative thinking	2

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 2016.

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

Student Attendance Rate

For whole school student attendance rates please refer to the school's data on the My School website:

<http://www.myschool.edu.au>

Student attendance rate

Grade	Average student attendance rate in Semester 1	Average student attendance rate in Term 3
Lower First	94.3	92.7
Upper First	94.4	96.3
2 nd Class	94.9	93.3
3 rd Class	96.1	92.9
4 th Class	93.1	91.7
5 th Class	95.0	93.5
6 th Class	92.8	88.9
Whole School	94.3	92.7

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

5. Stage Co-ordinator Responsibility

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

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

6. Registrar Responsibility

It is the responsibility of the Registrar to:

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

7. Head of School Responsibility

It is the responsibility of the Head of School to:

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

8. Definitions

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

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

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

8: Enrolment policies and characteristics of student body

Enrolment Policy (in full)

John Colet School is an independent, multi-faith, K-6 school for boys and girls, with traditional values which operates within the policies of the NSW Board of Studies. Applications are processed in order of receipt.

Enrolment Acceptance Policy

Acceptance of a child's enrolment is subject to:

- 1 The availability of a place in the relevant class;
- 2 Availability of a place in the School as a whole;
- 3 Appropriate age: Children for Lower 1st should turn four by 31st July in the year prior to enrolment. The same applies mutatis mutandis for children enrolling in older classes.
- 4 The ability of the School effectively to educate the child;
- 5 Priority placement on the Waiting List will be given to:
 - Children of graduates of the School or affiliated Schools;
 - Siblings of present students or graduates of the School or affiliated Schools.
- 6 The final decision that a child be accepted for enrolment is the Head of School;

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

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

Scholarships

Prerequisites for continued enrolment with a Scholarship Place:

Students (either internal or external) who have sat the scholarship test administered through 'Academic Assessment Services' and have been awarded either a 25% or 50% academic scholarship by the school must comply with the following criteria to maintain a Scholarship place:

- Continued academic achievement
- Adherence to the ethos, values and policies of the school
- Good behaviour, including care of uniform, equipment and homework
- Consistent attendance
- Applicants entering 5th Class should demonstrate leadership qualities and set a good example to younger students

Enrolment Procedure (in full)

1 Application for Waiting List:

Parents/guardians complete the Application to enrol for placement on the Waiting List and pay a non-refundable administrative fee.

The child is then placed on the waiting list for the appropriate year.

Information regarding school events will be sent regularly.

2 Interview: Lower First Applicants – 18 months prior to the proposed enrolment an interview with the Head of School is arranged.

For students applying for immediate enrolment a Trial Day is required along with an interview with the Head of School.

3 Enrolment Contract:

After the interview, an Offer may be extended. If an Offer is extended it, along with the Enrolment Contract is sent to parents/guardians

Parents/guardians complete and submit the Enrolment Contract with a **non refundable deposit to secure a place.**

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

5 Introductory Half Day: The child attends an Introductory Half Day to meet the class teachers and class members.

9: Other school policies

The current version of the following John Colet School Policies can be viewed on the School website www.johncolet.nsw.edu.au. 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 2016	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, safety and welfare; and will take all reasonable steps to ensure students are safe from physical and mental harm while at school; and that they are encouraged to grow into fine, responsible, reasonable young men and women. Various Policies and Procedures are in place to support this aim.</p>		
<p>Student Safety & 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 	Merged with Information from AIS policy on Child protection legislation	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 2016	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 2016	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>Nil</p>	<p>School website School office on request</p>

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 		
<p>Complaints & Grievances Policy</p>	<p>Amendment to the monitoring and evaluation of policies from 2 to 3 years. Policy and procedure merged.</p>	<p>School website School office on request</p>

10: School determined priority areas for improvement

Key Focus Area	Priorities identified in the school's 2015 Annual report	Achievements in 2016
Vision Mission and Values (VMV)	Incorporate Courage as a value and develop the practical display of this value	Courage included in the VMV
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	New Geography curriculum implemented. Preparations begun for the inclusion of the new History curriculum for 2017.
Governance Management and Finance	Further review and refine policies and procedures relating to governance, management and finance	Governance, management and finance policies reviewed and aligned to industry standards.
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.	Alumni group established and regular calendar of communications established.
Growth, marketing and sustainability	Develop the school's presence in social media	Budget created and social media marketing plan put into place.
Premises and facilities	Continue the development of a master plan for the school	Master plan approved including approval for increase in student numbers.

Key Focus Area	2016 Priorities - areas for improvement
Vision Mission and Values (VMV)	Amend constitution so that VMV is a schedule to it.
Educational Provision	Implementation of new Australian curriculum in History for 2017. Review the school philosophy program.
Governance Management and Finance	Set up an implement a system for policy review. Maintain a business risk management framework for the Board. Maintain a compliance manual for the Board. Transition of new Head of School.
Community and communication	Maintain timely and efficient communication with children, parents and staff.
Growth, marketing and sustainability	Plan and implement move towards two stream year levels where student numbers allow for growth. Investigate alternate areas for marketing.
Premises and facilities	Plan for the development of the administration area and two new classrooms. Identify and develop areas within the school for student play.

11: Initiatives promoting respect and responsibility

The School promotes Respect and Responsibility amongst its community in the following ways:

Respect

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

Responsibility

- All children are encouraged to take responsibility for their possessions, their personal appearance and their actions.
- Particularly in relation to their actions it is emphasised that, while staff will respond without fail to any incident of injustice or bullying, the injured party should also reflect on any responsibility they may have had for contributing to the incident;
- The school Discipline Policy sets out the procedure for restitution where a student who has harmed or infringed the rights of another takes responsibility for their actions and in a collaborative way makes good the harm;
- With variations for age, the children are consulted in their learning;
- Classes are given responsibility in the management of classroom dynamics with formulation of an agreed set of class rules and values;
- The senior classes provide Head Boy and Head Girl, House Captains, Head Chorister and Art Prefect and these office holders perform a variety of functions with the support and assistance of their classmates.
- 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

The school experienced continued growth during 2016 resulting in the splitting of classrooms towards a two stream school planned for 2018. A survey was taken of parents whose children had left for high school at the end of 2015. Satisfaction in the school's curriculum, teaching and pastoral support was high as was indications as to whether this would be a school to recommend. Families choosing to leave during the 2016 year were invited to complete an exit survey. For the majority the reasons for leaving were listed as opportunities connected to high school application, local and international moves and personal reasons. There were some parents who indicated that a move was sought due to some of the unique aspects offered at the school. As each new admission involves a meeting with the Head of School there is now an emphasis on ensuring that all new parents are fully aware of all aspects of the school program.

Parent involvement is actively encouraged at the school, particularly through the Parents and Friends Association (P&F), Class Parents network and the Class Reading network. The P&F meets on a monthly basis, along with the Head of School, and organises many social and fundraising initiatives both large and small. All these successful events reflect the enthusiasm and dedication of the whole school community including staff, parents, past students and the School Board. The P&F also raised funds which were used to purchase 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 2016 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>.

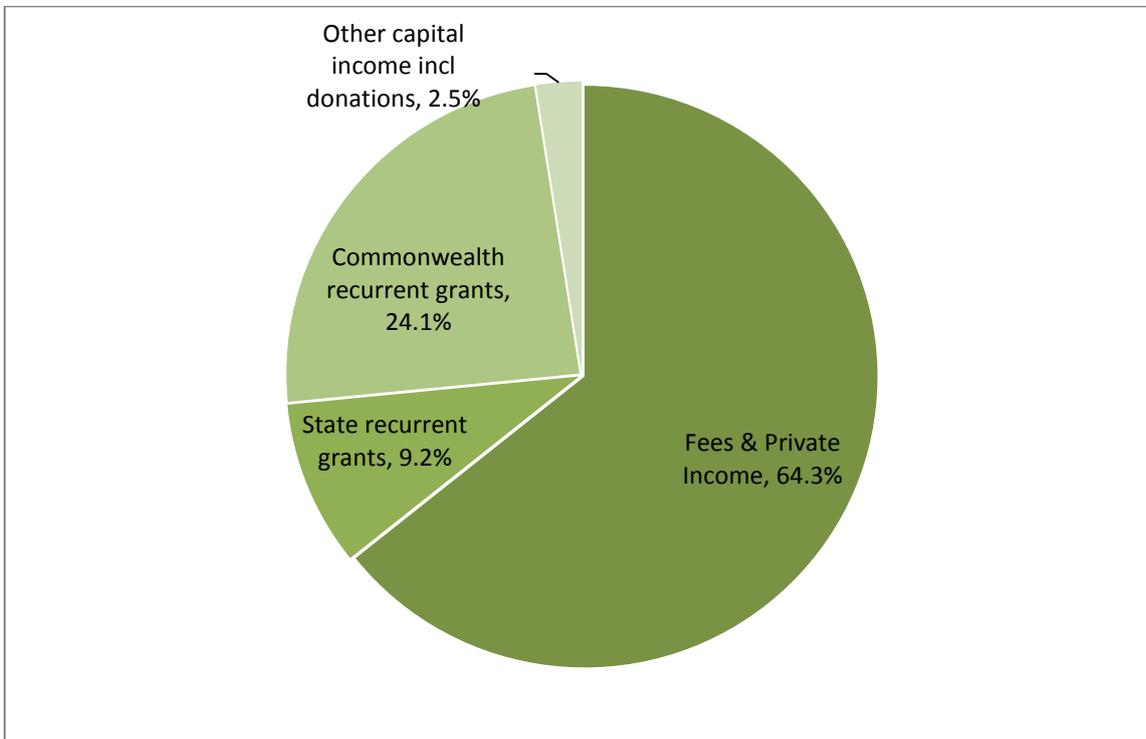
The students are encouraged to look after and respect each other and the school. At the sit - down lunch served each day, the students serve their classmates and are responsible for ensuring they do not go without. At play, they are encouraged to include everyone in their games. Sportsmanship is encouraged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

In 2016 students from 3rd to 6th Class completed a confidential school satisfaction survey. The survey was conducted by the school leadership team and results were used to improve areas of pastoral care. All children indicated that they felt safe in school. 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.

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

