

John Colet School

Annual Report 2018



Contents

Contents.....	2
1: A message from key school bodies.....	3
2: Contextual information about the school and characteristics of the student body	6
3: Student outcomes in standardized national literacy and numeracy testing.....	7
4: Senior Secondary Outcomes.....	7
5: Professional learning and teacher standards	8
6: Workforce composition	9
7: Student attendance and management of non-attendance, secondary retention	9
8: Enrolment policies and characteristics of student body	13
9: Other school policies.....	15
10: School determined priority areas for improvement	18
11: Initiatives promoting respect and responsibility	19
12: Parent, student and teacher satisfaction	20
13: Summary financial information	20

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 2018 at John Colet School and to fulfil the requirements stemming from both the NSW Government and Australian Government Regulations.

In 2018 the John Colet School Board of Governors met 9 times. 2018 was a relatively quiet year with regard to building projects, with only a few minor works taking place such as replacing a toilet block and working on plans for extensions and new classrooms. The Headmaster and I met a number of times with a working committee to discuss the future sale and usage of the TAFE land surrounding the School campus. In the end most of the land was assessed to hold significant environmental value; and was transferred to the RMS Department for bio-banking, with a small part fronting Wyatt Avenue transferred to Council for community purposes. It is hoped that, when this usage is finalised and enacted, it will provide opportunities for John Colet School to make some use of the facilities during the day, as it is intended to include some playing fields.

The growth of the School has continued, with the number of students on Census day rising from 214 in 2017 to 228 in 2018. The continuing growth in student numbers is important for at least two reasons: more numbers means more children are able to receive the excellent education offered by John Colet School, with its emphasis on strong values and fundamental educational principles; and also because having more students enrolled allows John Colet to become stronger and more financially stable.

2018 was the final year of the initial contract of our Headmaster, Mr Julian Wilcock. Fortunately, he has agreed to remain as Headmaster into the future, which allows the School to continue the good work he has managed throughout the past three years. The support for Mr. Wilcock from the children, staff and parents encourages the Board that he is leading the School in the right direction. The proof of this is in the happy faces of the children, the harmony among the staff and the continued support of the parent body.

This year has been our first with Mrs Diane Renshaw as Deputy Headmistress. Long a teacher at the school, and long imbued with the values and ethos behind John Colet, Mrs Renshaw has fulfilled our hopes as expressed in last year's Message. She works very well with Mr. Wilcock and has an excellent relationship with parents, staff and children. While it has been a thoroughly testing time for a new incumbent, she has managed the transition strongly and has gained the respect and support of all.

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.

The Board and the Executive continues to work to update and upgrade our policies. This is an ongoing process, and the initial updating job is not yet complete, but processes were begun in

2018 which continue in 2019, with a system being put in place which will allow for smooth and continuous revision of all our policies in the future. The Board has also overseen the transition of the School to new IT systems, continuing into 2019, which will make educational and financial management easier and more accessible.

On the financial side you will see from the 2018 Annual Accounts, the year has been financially successful with a solid surplus, allowing for expenditure on necessary improvements across the board to facilities, equipment and grounds.

2018 has been another very successful and happy year at John Colet School, and we look forward to 2019 with confidence and high hopes.

Philip Wolfers

Chairman
Board of Governors

2: Contextual information about the school and characteristics of the student body

John Colet School is a multi-faith independent K-6 school within Belrose, on the Northern Beaches area of Sydney. Located in a peaceful bushland setting, our school is comprised of two classes at each year level.

Our focus is on the development of character, 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 aspects 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 optional 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? 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 competitions between independent schools from the Northern Beaches area. Our sporting program also includes swimming, athletics and dance.

A few unique 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 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 2008-2018. 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	18
(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.	2

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 courses and seminars conducted by the Association of Independent Schools. All the teaching staff participated in professional development including CPR training, anaphylaxis training, emergency evacuation and child protection reportable conduct training as well as the following courses: Professional Goals; Managing Parent Expectations; Differentiation in the Classroom; Teacher Nominated PD standards; Differentiation and Assessment Teaching Maths Through Inquiry K-6; Anxiety in Children; Training and discussion on the Maintenance of the Teacher Accreditation Policy and Australian Professional Teaching standards.

In addition, the following professional learning activities were undertaken by staff throughout 2018.

Description of professional learning activity	Number of teaching staff
Understanding Autism Spectrum Disorder - teaching strategies and behaviour support	1
How to teach debating	1
ACEL What, Why, How: Encouraging Questioning in Students	1
ACEL What, Why, How: Great teachers give great feedback	1
Conflict resolution made easy	1
Supervising teachers progressing to Proficient Teacher	2
IPSHA Proficient Teacher Accreditation	3
How students learn	2
Evidence Based Classroom Management	3
Nationally Consistent Collection of Data	1
AGNSW Learning and Participation in Teacher Collective Meeting	1
Making Magic Happen with Texts	1
What, Why, Where, How: Encouraging questioning in children	1
Supporting students edit their writing	2
Teaching Mathematics through inquiry	1
Problem solving; genuine enquiry; working toward personal goal (differentiation); reasoning	1
Working memory and reading difficulties	2
Mini certificate of Gifted Education	1
Rich Tasks Open Questions	1
IPSHA Training and Development	1
IPSHA Gifted and Talented Umbrella Group, skills for debating	1
Successfully managing children with ADHD	1

Description of professional learning activity	Number of teaching staff
Developing Assessment Capable Visible Learners	5
Accreditation at Proficient for Provisional or Conditional Teachers	5

Level of accreditation	Number of teachers
Conditional	2
Provisional	3
Proficient teacher	18
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

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 2018.

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	96.1%	94.2%
Upper First	97.5%	94.6%
2 nd Class	96.6%	96.1%
3 rd Class	96.2%	95.0%
4 th Class	95.8%	94.2%
5 th Class	95.5%	93.3%
6 th Class	95.0%	92.0%
Whole School	96.1%	94.2%

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. Deputy Head Responsibility

It is the responsibility of the Deputy Head 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 Deputy Head 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 Deputy Head.
 - iii. If necessary work with the Deputy Head, 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

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;
Children of Staff;
- 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 1st 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**. The non-refundable deposit is made up of the non-refundable Enrolment Administration Fee and the Confirmed Acceptance Fee which is taken off the Capital Bond, unless the placement is cancelled by the parent, prior to the agreed commencement date, in which case it is non-refundable.

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.

Policy	Changes in 2018	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 	<p>In 2018 the Staff Code of Conduct was reviewed and aligned to current legislation and the procedures of the School.</p>	<p>School website School office on request</p>
<p>Attendance Policy encompassing:</p> <ul style="list-style-type: none"> • Monitoring • Reporting • Responsibility • Documenting 	<p>In 2018 this policy was updated to ensure it was in line with legislation and correctly reflected the roles, responsibilities and documentation within the School</p>	<p>School website School office on request</p>
<p>Critical Incidents Policy encompassing:</p> <ul style="list-style-type: none"> • Definition of various forms of a Critical Incident 	<p>Nil</p>	<p>School website School office on request</p>

<ul style="list-style-type: none"> • Procedures for dealing with a Critical Incident • Documenting a Critical Incident 		
<p>Child Protection Handbook encompassing:</p> <ul style="list-style-type: none"> • Child Protection Framework - Background • Informing Staff of Responsibilities and Expectations • Quick Reference Guide • Identifying and Responding to Concerns of Children and Young Persons Being at Risk of Harm • Reportable Conduct • Working With Children Checks • Child Protection Records and Information Exchange 	In 2018 the Child Protection Handbook was created to bring together related policies in an accessible format and updated to current legislation and School procedures.	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 2018	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 2018	Access to full text
<p>Discipline (Summary statement): The highest form of discipline is self-discipline where a man or woman is able to restrain unacceptable behaviour and engage in reasonable behaviour through their own inner sense of right and wrong. The School's Discipline Policy endeavours to set out reasonable standards of behaviour, and consequences such that the atmosphere at the school promotes good behaviour and instills a sense of right and wrong in the hearts of the children.</p>		
Discipline Policy encompassing: <ul style="list-style-type: none"> • Core Values • Responsibilities • Rights • Behaviour Management • Moral Education • Self-Discipline • Corporal Punishment not sanctioned (p.8) • Procedural Fairness (p.9) 	Nil	School website School office on request

Policy	Changes in 2018	Access to full text
<p>Complaints and Grievances (Summary statement): The school will listen to all complaints or grievances and deal with them under the general principles of natural justice as follows:</p> <ol style="list-style-type: none"> 1. Each party to the complaint will be given the opportunity to be heard with appropriate notice and knowledge of the facts and allegations. 2. Each party will be treated with due respect whilst going through the steps set out in the complaints and grievances procedure. 3. The school and all parties acting for the school will act fairly, in good faith and without bias 		
Complaints & Grievances Policy	Nil	School website School office on request

10: School determined priority areas for improvement

Key Focus Area	2017 Priorities - areas for improvement	Achievements in 2018
Vision Mission and Values (VMV)	<ul style="list-style-type: none"> Review the Value of 'Respect' within the school. 	<ul style="list-style-type: none"> Value of Respect reviewed and validated.
Educational Provision	<ul style="list-style-type: none"> Review the school Philosophy program for Infants. Preserve the special place in the curriculum of Meditation, Philosophy, Pausing, Sanskrit, Shakespeare, and Choral Singing. Determine a clear and structured extension and enrichment program. Implement Performance and Development Framework. 	<ul style="list-style-type: none"> Program completed JCS education provision principle validated and key subjects included within the curriculum Support and Enrichment Policy and Action Plan reviewed and completed. Performance and Development program put into practice

Key Focus Area	2018 Priorities - areas for improvement
Vision Mission and Values (VMV)	<ul style="list-style-type: none"> Review the Assembly Readings in line with the VMV
Educational Provision	<ul style="list-style-type: none"> Implementation of new Science and Technology curriculum. Review the Scope and Sequence Review student reports and amend accordingly
Governance Management and Finance	<ul style="list-style-type: none"> Improve and develop information management, storage and retrieval including the student database Establish subject coordinators for curriculum development Conduct a comprehensive review of school policies
Community and communication	<ul style="list-style-type: none"> Identify a fitting remembrance for the school of the man, John Colet.
Growth, marketing and sustainability	<ul style="list-style-type: none"> Review the establishment of a school bus.
Premises and facilities	<ul style="list-style-type: none"> Plan and begin development towards two new classrooms and an art room.

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 leadership positions such as Head Boy and Head Girl, House Captains, Head Chorister, Art Prefect, Library and Shakespeare monitors 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.
- 6th class students take responsibility for setting up weekly Assembly and other events within the school.

12: Parent, student and teacher satisfaction

The school experienced continued growth during 2018 resulting in the final growth in classes to a two stream school. A survey was taken of parents whose children had left for high school at the end of 2017. 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 2018 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.

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 consulted with the school's executive management team to create a 'wish list' of items to fund raise for the school. The main focus this year was on a lighting system for the McLaren Hall.

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. A new award based on the School Values was introduced, termed the Eagle Award, with two major student winners identified from infants and primary.

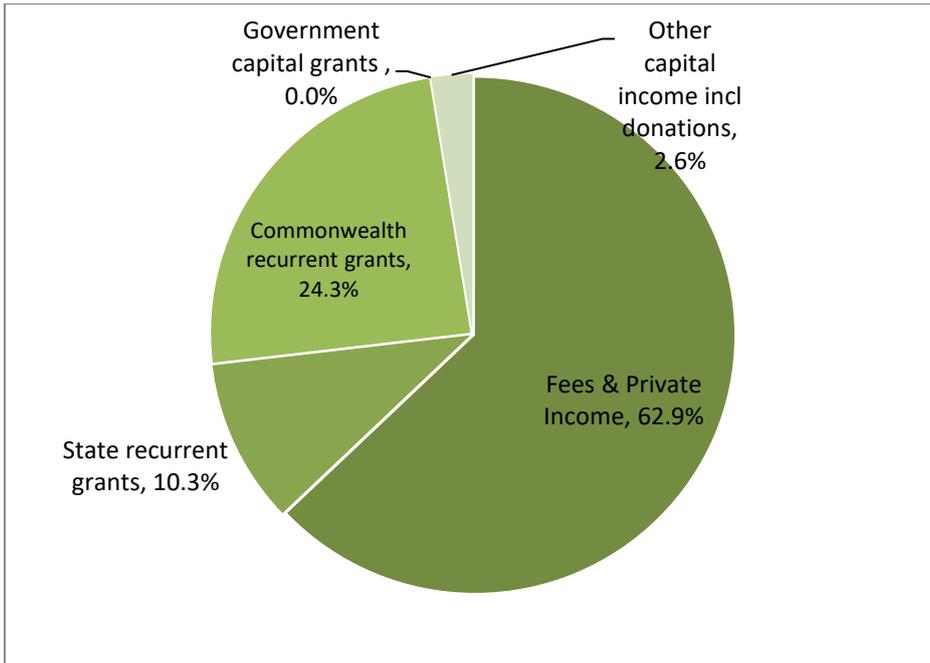
Informal feedback indicates that all students feel safe at the school and believe they are treated fairly. The students are canvassed by the teaching staff to ensure that all is well and this helps to bring any matters to light that might need attention.

The Head of School has a weekly lunch with a selection of 6th Class students. These occasions provide an excellent forum for the student leaders to give their frank views and experiences of situations which inform 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

