

John Colet School

Annual Report 2020



Contents

| | |
|------------------------------------------------------------------------------------------|----|
| Contents..... | 2 |
| 1: A message from key school bodies..... | 3 |
| 2: Contextual information about the school and characteristics of the student body | 5 |
| 3: Student outcomes in standardized national literacy and numeracy testing..... | 6 |
| 4: Senior Secondary Outcomes..... | 6 |
| 5: Professional learning and teacher standards | 6 |
| 6: Workforce composition | 7 |
| 7: Student attendance and management of non-attendance, secondary retention | 8 |
| 8: Enrolment policies | 11 |
| 9: Other school policies..... | 12 |
| 10: School determined priority areas for improvement | 14 |
| 11: Initiatives promoting respect and responsibility | 16 |
| 12: Parent, student and teacher satisfaction | 17 |
| 13: Summary financial information | 18 |

1: A message from key school bodies

Message from the Board of Governors

Message from the Headmaster

When thinking about what to write this year, I was tempted to address any topic other than bushfires, pandemics, or elections. However, I was constantly struck throughout 2020 by how these three areas made me reflect on unity, set against our small school community.

The core of our School that underpins our Values, philosophy, and teaching at John Colet is that of non-dualism, which in short means “not-two”. While the term "nondualism" is derived from Advaita Vedanta, descriptions of a nondual consciousness can be found within Hinduism, Buddhism, Sufism, the western Christian and neo-Platonic traditions, non-religious thinking, and traditions that look to the interconnectedness of all. Movements that do not discriminate based on class or race, such as many charities and environmental movements, also fall under this umbrella.

During this year, what kept coming to mind was how in our small school, we have at the center the belief of a single human community.

As a multifaith school we look to the similarities between all faiths rather than those elements that separate. This can be seen in the Golden Rule, in the Christian tradition: *Do unto others as you would have them do unto you*. From Confucius: *Do not impose on others what you do not wish for yourself*. It is a maxim that is found in most religions and cultures, such as in the phrase in one of the Sanskrit Prayers we recite: *May all be happy*, or in a Tibetan Buddhist Prayer: *May all beings be freed from suffering and its causes*.

Also, as a further example from one of the readings from our Assembly Book by Albert Einstein: *A human being is part of the whole, called by us ‘Universe’, a part limited in time and space. He experiences himself, his thoughts and feelings as something separated from the rest – a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty*.

Education, particularly in Primary, should always be about how we work and support each other as connected citizens. It is put clearly in our School Pledge: *Our school is inspired by philosophy, the love of wisdom. We value unity and truth in all things and seek to serve the single human family*.

We encourage our students to go beyond their own desires to ever widening their sphere of care from their family, friends, school, community, and nation towards the benefit of all.

Our students are the leaders of tomorrow and as we discuss within School, we know the best leaders are ones that show by example. I continue to be proud of the openness, understanding

and ability of our students to reflect and treat others as they want to be treated and they continue to be a fine example to the grownups of this world.

In relation to these examples of community and service I would like to add a few short thanks:

To our teachers and staff who have worked tirelessly, often while at the same time having to deal with financial uncertainty in their own families, health care for loved ones, their own children's education needs, and the postponement of significant life events. They performed their roles without complaint often going above and beyond, showing the true connection and concern they have for our students.

To our parents who have been a great support. Our P&F have always been on hand, looking at ways they can support the community such as the online community sessions. The individual messages of support from our parents to teachers have had a particular impact this year. Our parent community has also shown great support this year for those families who were need. Those parents who could, donated fee rebates and along with a fund set aside by the school, we were able to ensure that no child had to leave John Colet School for financial reasons. A point that our whole community should be very proud of.

To all our students, their positivity and resilience has been an example to us all. This has been most evident in our graduating class this year who have shown such maturity and good humour. I wish them the greatest success as they move on to new challenges. Their spirit and character are sure to be felt in their future schools and indeed in the wider world as they develop and expand their influence.

Julian Wilcock - Headmaster

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

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

Our focus is on the development of character, attention, academic achievement, a rich cultural curriculum and values. Alongside the core NSW syllabus, the curriculum includes Shakespeare, weekly Philosophy classes, Sanskrit, Choral singing and an enriched Art program. The curriculum is delivered through a combination of open-ended, enquiry-based learning for subjects such as History, Science and Philosophy; and direct instruction for subjects such as grammar, spelling and maths; for example learning times tables, where the children are encouraged to learn the basic facts by heart. John Colet School has first-class academic results with a high proportion of scholarships and entry to selective schools.

For the development of character and emotional awareness, the children are introduced to simple exercises in mindfulness and inner stillness. The aim is to give them a quiet sense of self-awareness and confidence. Philosophy classes are conducted as open discussions addressing questions such as: What is my relationship to others and to myself? How can I be my best self? What is the best way to live a happy life? The School actively teaches children skills to develop focus and attention that are applied in all subject areas.

We offer a range of inter-school activities including Debating, Singing, Chess and inter-school sports competitions between independent schools from the Northern Beaches area. Our sporting program also includes swimming and athletics.

A few unique aspects to the school include the fact that where possible the teachers stay with the same class for several years. This develops 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.

Our enrichment program includes Latin, extension classes in creative writing and maths problem solving and theatrical and musical productions including an annual Shakespeare Festival in which all the children perform. We have a policy, where necessary, 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 is non-selective and has students from a variety of cultural and socio-economic backgrounds. It is the belief, that as a stand-alone primary school, this stage of education is fundamental. In primary it is important to provide a holistic approach to nourish the body, mind, and spirit of every child. Balance is important, and our enriched curriculum builds students' confidence to engage with whatever is in front of them, which naturally inspires a love of learning.

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

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on My School (<http://www.myschool.edu.au>).

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 | 20 |
| (ii) Teachers who have a bachelor's 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.

<https://www.myschool.edu.au/school/43979>

Teacher accreditation

| Level of Accreditation | Number of teachers |
|-------------------------------------------------------|--------------------|
| Conditional | 2 |
| Provisional | 1 |
| Proficient Teacher | 22 |
| Highly Accomplished Teacher (voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 0 |
| Total number of teachers | 25 |

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, asthma training, smart board training, emergency evacuation, child protection legislation covering the following policies: Abuse identification and Notification; Child Protection Incident Management; Detecting, Reporting and Addressing behaviours; Executive Summary; Information Sharing; Mandatory Reporting; Reportable Conduct; WWC; Child Protection Summary, as well as the following courses: Assessment in the Classroom, Sound Waves – spelling, Autism Spectrum Disorder and CompliLearn training.

In addition, the following professional learning activities were undertaken by staff throughout 2020.

| Description of professional learning activity | Number of teaching staff |
|-----------------------------------------------------------------------------------------------------------|--------------------------|
| Creating your Experience Teacher digital portfolio | 1 |
| Designing for Deep Learning | 2 |
| Experienced Teacher Accreditation | 1 |
| Making it a Success: Teaching strategies and behaviour support for students with autism spectrum disorder | 1 |
| Mini-COGE | 2 |
| How to teach debating | 1 |
| Moving Learning Forward | 1 |
| NCCD | 1 |
| Supervising teachers to proficient teacher | 1 |
| Becoming an experienced teacher through the standards based approach | 1 |
| Viewing of ET Digital Portfolios | 1 |
| Dyslexia Study based on online resources | 1 |
| Key Strategies for children and adolescents on the autism spectrum | 1 |

6: Workforce composition

Information is available at the My School website: <https://www.myschool.edu.au/school/43979>
 No Aboriginal and Torres Strait Islander staff members were employed in 2020.

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:

<https://www.myschool.edu.au/school/43979>

Student attendance rate

| Grade | Average student attendance rate in Semester 1 | Average student attendance rate in Term 3 |
|-----------------------|-----------------------------------------------|-------------------------------------------|
| Lower First | 93.8% | 94.2% |
| Upper First | 91.4% | 95.3% |
| 2 nd Class | 93.5% | 94.6% |
| 3 rd Class | 96.2% | 96.5% |
| 4 th Class | 94.1% | 96.4% |
| 5 th Class | 94.5% | 90.3% |
| 6 th Class | 93.4% | 91.5% |
| Whole School | 93.8% | 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 and submit the roll on Sentral in accordance with the common code approved by the Minister, 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.
- 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) Email any communications regarding attendance or absences from any Parent/Caregiver to admin@johncolet.nsw.edu.au.
- f) 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 Sentral. 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 Sentral.
- 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 NSW Department of Education Officer with liaison responsibilities, giving name, age, and last known address. Note in Sentral the date and possible future school and follow up with the parents.
- 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.

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 for Lower 1st students:** The child attends an Introductory Half Day to meet the class teachers and class members.

9: Other school policies

The current version of John Colet School Policies can be viewed on the School website <http://www.johncolet.nsw.edu.au>, with further details and internal policies available by request from the School Reception.

A 3rd party was engaged to review, standardise and regularly manage policy updates, and determine a linked risk management system which was implemented in 2020.

| Summary of Policy | Changes in 2020 | Access to full text |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Student Welfare</p> <p>The school and its teachers owe a common law duty of care to take reasonable steps to protect students from any injury that may be reasonably foreseen. This requires teachers and the Headmaster not just to react to situations as they arise but to engage in appropriate risk management to reduce the risk of injury. We developed the policies in response to student health and welfare risks that we have identified, key risk areas are addressed</p> | <p>In 2020 a 3rd party review was undertaken with child protection policies reviewed and aligned to current legislation and the procedures of the School.</p> | <p>The full text of the school's student welfare policy can be accessed by request from the principal, from the school website and intranet.</p> |
| <p>Anti-Bullying</p> <p>We recognise our duty to provide a safe and positive learning environment for students where individual differences and diversity within the community are respected and accepted. Bullying and harassment are not tolerated. It is our policy that:</p> <ol style="list-style-type: none"> we create a 'no bullying' culture within our community bullying be managed through a 'whole of community' approach involving students, staff and parents/carers bullying prevention strategies be implemented on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately bullying response strategies be tailored to the circumstances of each incident staff establish positive role models emphasising our 'no bullying' culture bullying prevention and intervention strategies are reviewed on an annual basis against best practice | <p>In 2020 a 3rd party review was undertaken with anti-bullying policies reviewed and aligned to current legislation and the procedures of the School.</p> | <p>The full text of the school's anti-bullying policy can be accessed by request from the principal, from the school website and intranet.</p> |

| Summary of Policy | Changes in 2020 | Access to full text |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Discipline</p> <p>We seek to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour.</p> <p>Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions</p> <p>Corporal punishment is prohibited in all forms. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.</p> | <p>In 2020 a 3rd party review was undertaken with discipline policies reviewed and aligned to current legislation and the procedures of the School.</p> | <p>The full text of the school's discipline policy can be accessed by request from the principal, from the school website and intranet.</p> |
| <p>Complaints and grievances resolution</p> <p>John Colet School welcomes feedback from all members of the School community and takes all complaints or concerns that may be raised seriously.</p> <p>Parents can first raise a concern directly with the relevant staff member. Even if the issue is resolved informally, all staff are required to log issues through our complaints management system so we are able to identify any systemic issues arising, and take appropriate rectification action.</p> <p>If you have been unable to resolve a matter informally, or simply wish to make a formal complaint you can do so by email, or by writing or phoning the Deputy Head of School.</p> <p>The school will respond and manage any complaint with procedural fairness.</p> | <p>In 2020 a 3rd party review was undertaken with complaints and grievances resolution policies reviewed and aligned to current legislation and the procedures of the School.</p> | <p>The full text of the school's complaints and grievance resolution policy can be accessed by request from the principal, from the school website and intranet.</p> |

10: School determined priority areas for improvement

| Key Focus Area | 2019 Priorities - areas for improvement | Achievements in 2020 |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vision Mission and Values (VMV) | <p>Provide an opportunity for staff to study the VMV and its philosophical foundation.</p> <p>Develop a program for induction and ongoing studies in philosophy for staff.</p> | <p>Staff development incorporates VMV and study sessions. Staff provided with information on SoP courses.</p> <p>New staff induction includes program on VMV and philosophical underpinning of the School.</p> |
| Educational Provision | <p>Review Teaching Programs in line with the Schools updated Scope and Sequence documents.</p> <p>Review number of years that teachers stay with the same student cohort.</p> <p>Further develop the new school management system to support teaching and assessment.</p> | <p>Successful NESA registration for next 5 years.</p> <p>Decision to adopt 3/2/2 years for teacher to stay with a cohort.</p> <p>Adoption of attendance, student health, reporting modules.</p> |
| Governance Management and Finance | <p>Determine 3rd party support for policy development and the Schools risk management framework.</p> <p>Review the provisions in place to maximise staff retention.</p> <p>Review the capacity, structure and skill level of the finance team.</p> <p>Move to Xero in finance and align with the new school management system. to support teaching and assessment.</p> | <p>3rd party support for policy development and risk management framework implemented.</p> <p>Need for provisions for staff retention such as salary packaging and the provision of an EAP identified.</p> <p>Current finance needs are being met within the current staffing load,</p> <p>Finance and school management system alignment complete.</p> |
| Community and communication | <p>Determine a staff member responsible for alumni and fundraising.</p> <p>Begin a review of the School Uniform. Survey staff, parents, students and research best practice in line with VMV.</p> | <p>Marketing and Communications Coordinator identified.</p> <p>Uniform working team established and stakeholders consulted.</p> |

| Key Focus Area | 2020 Priorities - areas for improvement |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educational Provision | <p>Ensure assessment programs are robust and are clearly matched to the new school reporting format.</p> <p>Further develop the new school management system to support teaching and assessment.</p> |
| Governance Management and Finance | <p>Provisions for staff retention such as salary packaging and the provision of an EAP in place.</p> <p>Produce a compliance schedule for the Board</p> <p>Identify external legal support</p> |
| Community and communication | <p>Further develop the new school management system to support school communication.</p> <p>Develop plan for donor and alumni communication, events and fundraising.</p> <p>Finalise uniform changes and determine roll out</p> |
| Growth, marketing and sustainability | <p>Review marketing approach and establish short- and long-term strategy.</p> <p>Determine viability of school bus.</p> |
| Premises and facilities | <p>Determine short term priorities and 5-year plan for major development.</p> <p>Determine Modifications to DA for Colet House</p> <p>Determine Timeline for next building project.</p> |

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 practice respect and service in the home;
- 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”.

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 collaborate with their teacher 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 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 had steady enrollments in 2020. A survey was taken of parents whose children had left for high school at the end of 2019. 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 2020 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 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. Primary students were surveyed as part of a review of the School uniform.

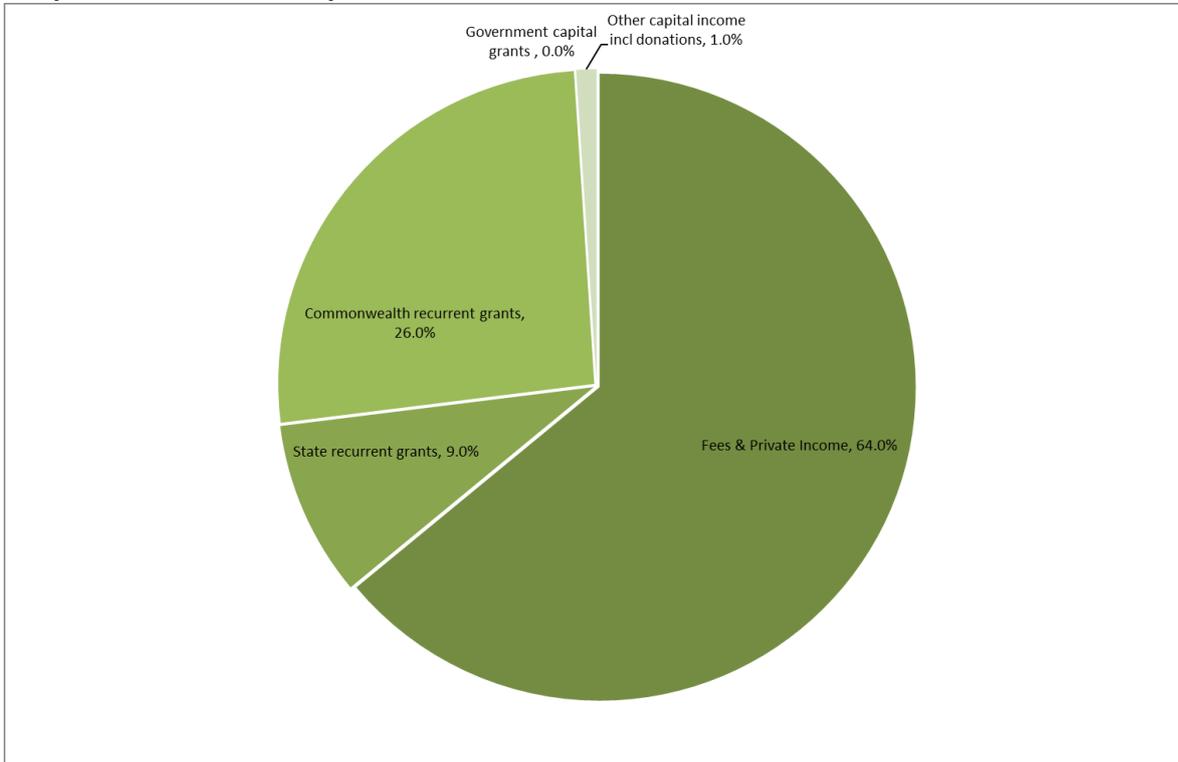
Informal feedback indicates that all students feel safe at the school and believe they are treated fairly. The students are canvassed by the teaching staff to ensure that all is well and this helps to bring any matters to light that might need attention.

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 to be provided by the school for the Australian Government's Financial Questionnaire.

Graphic 1: Recurrent/Capital Income



Graphic 2: Recurrent/Capital Expenditure

