

John Colet School

Annual Report 2022



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1: A message from key school bodies

Message from the Board of Governors

Hello all, you who are friends of John Colet in many different ways and are reading this message from the School Board in the Annual Report for 2022. The first thing of note is that we on the Board were able to meet face to face every time for our Sunday mornings at 7.30 a.m., rather than on Zoom – and it makes a great difference, as you know. It means we were able, for example, to watch the gradual completion of the project to erect Da Vinci House, including the beautiful space for our budding artists, the Judith Donald Art Centre.

It is wonderful to be able to honour Mrs Donald for all her work, dedication, devotion and sacrifice, in bringing John Colet School to life and nurturing it to the present day together with Mrs McKendrick, for whom the new music space in Colet House is now named the Mary McKendrick Music Centre. I can tell you, it is an honour and a solemn responsibility to carry the future development and success of John Colet School forward, along the path they both set together. The Board feels it keenly.

As happens every year, the Board has met regularly to manage the ethos, governance, finances, building program and policies, among other matters. Everyone felt the long delays in the building program, which made the usual Open Day impossible, but who can argue with constant rain, and a supply chain devastated by economic strains, partly due to a war in Ukraine? The management staff from John Colet School, including our architect, and the builders, deserve praise and acknowledgement. We will now be getting to work on the planning of the next building project, which we intend will give us an extended, more capacious Maclaren Hall, and a better and bigger kitchen, among other things.

The end of the year always brings with it the sadness of acknowledging staff who have left the School. I would like to mention two of them in particular, Mrs Elizabeth McDermott, who has retired after many years of loving service with the infants classes, firstly on a voluntary basis for a long time, and then as an employee since 2010, and Ms Zoe Emanuel, whose imaginative, patient and devoted work with the Shakespeare Festival since 2010 and, more recently, the Shakespeare Club, did not waver during the isolation of the distance-teaching over the previous two years, and who has raised the level of understanding and performance of Shakespeare among the students (and teachers!) over her years of service. She leaves to concentrate on her own Performing Arts School for children, Brightsparks. They both leave 'large shoes' to fill!

John Colet continues to grow, in numbers as well as in its values, ethos and outstanding academic achievements. For this we thank our Headmaster, Mr Wilcock, and his dedicated Executive and staff.

We at the Board wish all students and their families, as well as the whole staff of John Colet School, a very happy and healthy Christmas and New Year period, and great things to come in 2023. To those children who are leaving John Colet at the end of 2022, we wish you a bright and happy future, and great memories of your time at the School.

Philip Wolfers - Chairman

Message from the Headmaster

It has been wonderful to return to a full, regular school year in 2022. Although we unfortunately missed the opportunity to hold our Open Day, due to building works, all other events and celebrations were able to take place. Most importantly though, without lockdowns, we had the benefit of being together and learning within our lovely school.

This year marks my 7th year at John Colet School, and as such the year in which the Lower 1st students I began with graduate. At the end of my first year, back in 2016, I was particularly struck by the different elements within the education at JCS and how each part, having been developed and refined over time, created such a rich and diverse environment for the students. I can't pinpoint the success of our School to one thing; it's about the whole package. Back in 2016 I was struck by the enriched curriculum, the unique subject areas of Sanskrit and Shakespeare, the elevated music and choir program, and the time given to developing attention, both through the pause but also in practical activities.

One aspect that keeps reverberating with me is Art at John Colet School, a great example of the practical application of attention in learning. Our Art program is one of the threads which runs through and connects many of the different aspects of our School. At a time when Art is often treated like a less important aspect in society, or as a secondary subject in primary schools, often simplified and used as a busy activity, our program stands out. It is even more evident to me now after seven years at John Colet School how central Art is to our curriculum and philosophy.

This year I had the pleasure of joining our 5th Class students to visit the opening of the new building of the NSW Art Gallery. An environment that in many ways was as impressive as the Art itself. Such a space elevates the work, and at the same time creates the environment in which art is experienced. The open views of the harbour and bush, the lighting in the different exhibition spaces, and the excellent acoustics.

While perhaps on a less grand scale, it did recall the considerations and design that our architect had in mind with our new building. Much thought has gone into all the senses in creating this space, especially in our new inspirational art space within da Vinci House, The Judith Donald Art Centre. But also central in our curriculum, where extended time is given to art lessons, where subject material including art movements and great artists is interwoven with other subject areas. Where children experience making their own ink, or using natural materials within ceramics, to learning calligraphy, bookbinding, or needlework. It is a credit to the School Board that they maintain the centrality of Art.

This transdisciplinary approach gives credence to the importance of art in all its forms. All students can give time to refining their understanding and skill and it is a gift that they will take into the future.

Art is all around us from industrial design and architecture to urban planning, marketing and entertainment, to the clothes you are wearing, your haircut, to the toothbrush you use. All is art. Some better than others in application, yet all aspects of life incorporate it. As our Art Prefect, Eloise Levay, told me 'Each piece of Art comes with a story, there is always more than meets the eye.'

What better example of the interconnectedness of Art to all subject areas than the artist, scientist, architect, engineer and philosopher Leonardo da Vinci, the namesake of our new building.

Our students, through a rich curriculum, and within a beautiful environment, and under the guidance of our passionate artist teachers, are given the time and space to enjoy an experience beyond parallel within primary education.

I will take this opportunity to thank the School Board for their support, give special thanks to our P&F, and particularly the Executive team and organisers of the events. Our graduating classes have benefited from committed passionate teachers, as have all our students, and it is to our teachers and staff who I would like to give a final thanks. It is the connection, care, and love, whether within Art, in the classroom, in Reception or on the sports field, that continues to be the bedrock of John Colet School.

Julian Wilcock – Headmaster

Vision Statement:

Our vision, which is the purpose for which the school was founded and which it seeks to serve in the long term, is to make practical the school's motto "Testare de Illa Luce" (Bear Witness of that Light) by:

- Introducing the children to simple, effective techniques of self-awareness
- Building good character by giving children a moral and ethical framework for living
- Having dedicated teachers teach the finest content; nourishing the children physically, mentally, emotionally and spiritually; and preparing them for a happy, productive and responsible life.

Mission:

Our mission, which is our near-term goal and which is the school's way of putting its Vision into practice, is that the children:

- Have experience of inner stillness and peace
- Set an example of good character and service to others, in accordance with the School Values
- Are emotionally resilient
- Pursue excellence in their conduct, and in their academic and other school activities
- Are well-versed in the NSW Curriculum, the school's own benchmarks of success, and can effectively build on their primary school learning in high school and beyond.

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.

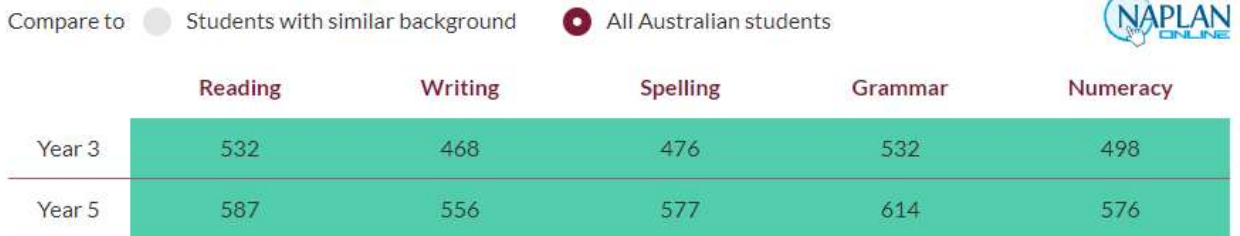
A few unique aspects to the school include the fact that where possible the teachers stay with the same class for several years. This develops the relationship between teacher and pupil, which enhances the educational process. We have a vegetarian policy, and we provide a sit-down lunch to staff and 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.

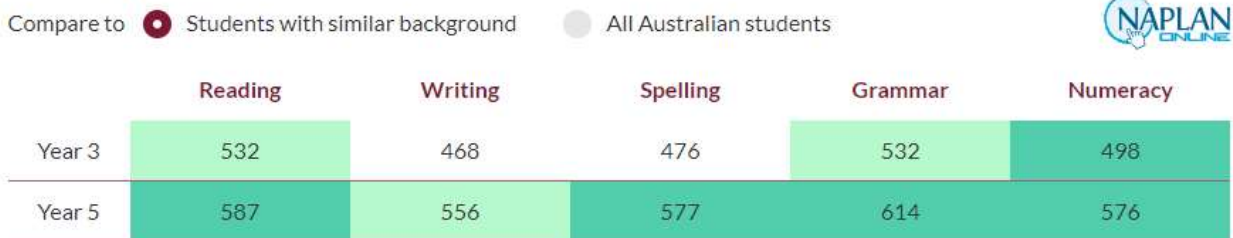
The School is non-selective and has students from a variety of cultural and socio-economic backgrounds. It is the belief, that as a stand-alone primary school, this stage of education is fundamental. In primary it is important to provide a holistic approach to nourish the body, mind, and spirit of every 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.

3: Student outcomes in standardized national literacy and numeracy testing

Student Performance in National Tests



NAPLAN participation for this school is 100%
 NAPLAN participation for all Australian students is 95%



- Well above
- Above
- Close to

NAPLAN results are available on My School
<https://www.myschool.edu.au/school/43979/naplan/results/2022#results>).

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.	4

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	4
Provisional	1
Proficient Teacher	23
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	28

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 NSW Anaphylaxis Education Program, Surf Life Saving CPR, Child Protection, Student Duty of Care and Complaints Handling; as well as the following courses: Primary Spelling Module 1: Assessment for Explicit Teaching of Spelling; Primary Spelling Module 2: Explicit Teaching of Phonology and Irregular Words; Primary Spelling Module 3: Explicit Teaching of Spelling Patterns and Rules.

In addition, the following professional learning activities were undertaken by staff throughout 2022.

Description of professional learning activity	Number of teaching staff
Leading the Implementation of the New English Syllabus K-2	3
Reading Essentials K-2	2
Leading the Implementation of the New Maths Syllabus K-2	2
Talk for Writing	1
Organising and managing independent activities	1
SPELD NSW INC - Talk for Writing 2 Day Essentials Workshop	1
SPELD NSW INC - Sounds-Write 4 Day Workshop	1
Aboriginal and Torres Strait Islander Perspectives in Creative Arts	1
Using Quality Literature to Inspire Young Readers and Writers Blended Learning Experience	1
Planning and Programming for the new mathematics K-2 syllabus	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 2021.

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	89.9%	91.6%
Upper First	92.8%	95.3%
2 nd Class	92.7%	92.0%
3 rd Class	88.4%	91.3%
4 th Class	90.1%	94.6%
5 th Class	91.3%	92.1%
6 th Class	89.1%	90.8%
Whole School	90.6%	92.7%

Management of Non-Attendance:

Attendance-Action Plan

1. Parent/Care Giver Responsibility

It is the responsibility of the Parent/Carer 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/carer 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/Carer 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.
- d) Keeping records in the secure School Files until they are no longer required for current business. They are then archived until the student reaches the age of 25 years.

If a student of compulsory school age (6 – 17 years) withdraws from the school without providing details of the next educational enrolment setting, OR if the principal is not satisfied with the information provided of the next educational setting (eg not providing home schooling Certificate of Registration - NESAs), OR if it is uncertain as to what the next educational enrolment setting is; then the school is required to notify the NSW Department of Education that the student's next educational destination is unknown . This form should be completed for children moving within NSW, moving interstate or overseas.

Once completed, the form is emailed to the NSW Department of Education at attendance@det.nsw.edu.au. The student can then be removed as a current student from the school's enrolment register. A copy of the form should be available on the student's file. The destination field in the enrolment register should note that the form was lodged with the department, and the date the form was lodged.

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

Introduction

This policy sets out principles and priorities for enrolment in John Colet School. It also outlines the School's procedure for enrolment.

Statement of Principles

John Colet is committed to:

1. Providing a curriculum that meets the physical, mental, emotional and spiritual needs of its students. This includes providing:
 - a. Access to healthy food and physical activities;
 - b. Stimulating subject content, as well as thought provoking discussion;
 - c. Exposure to the richest literature, art and music, and the finest moral and ethical principles;
 - d. A daily experience of peace and stillness, and input from the great teachers of mankind.
2. Establishing a culture that is supportive and responsive to students' individual needs and differences.
3. Keeping students challenged, interested in and nourished by learning by providing both whole of school and targeted enrichment opportunities

Scope of policy

This policy applies to families seeking enrolment in the School.

1. Enrolment Acceptance Policy

- 1.1 Acceptance of a child's enrolment is subject to:
 - a. The availability of a place in the relevant class;
 - b. Availability of a place in the School as a whole;
 - c. Appropriate age: Children for Lower 1st should turn four by 31 July in the year prior to enrolment. Consideration may be given to students who turn four by 31 August under special circumstances. The same applies for children enrolling in older classes.
 - d. The ability of the School effectively to educate the child;
 - e. Priority placement on the Waiting List will be given to:
 - i. Children of graduates of the School or affiliated Schools;
 - ii. Siblings of present students or graduates of the School or affiliated Schools.
 - f. The Headmaster makes the final decision whether a child will be accepted for enrolment.
- 1.2 The School will forward a letter of confirmation of enrolment to the parents or caregivers.
- 1.3 Enrolment is conditional upon the parents/caregivers agreeing to abide by the School's ethos and policies.

2. Children with disabilities

- 2.1 In accordance with the School's Support and Enrichment Policy, if a family wishes to enrol a child with a disability, a Disability Planning Meeting (DPM) may be organised

between the parents/guardians, Headmaster, Learning Support Co-ordinator, teacher and any relevant therapists prior to an offer of enrolment.

2.2 Families may be asked to provide obtain and supply any relevant reports to the School.

2.3 The purpose of this DPM is to assess the needs of the child and the ability of the School to meet them, and if so, to agree on a plan for the child.

2.4 If a child's disability becomes evident after enrolment, and teachers, parents/guardians or other employees identify the child as being at risk of not achieving without intervention, an Application for Learning Support needs to be completed and forwarded to the Learning Support Co-ordinator. A DPM will then take place to assess the child's needs and agree to a plan.

3. Enrolment Procedure

3.1 Application for Waiting List:

- a. Parents/guardians complete the Application for Waiting List.
- b. The child is then placed on the waiting list for the appropriate year.
- c. Information regarding school events will be sent regularly.

3.2 Interview:

Up to 24 months prior to the proposed enrolment an interview with the Headmaster is arranged. For students applying for immediate enrolment a Trial Day is required and an interview with the Headmaster will be scheduled with parents afterwards.

3.3 Enrolment Contract:

- a. After the interview, an Offer may be extended. If an Offer, is extended it, along with the Enrolment Contract is sent to parents/guardians.
- b. Parents/guardians complete and submit the Enrolment Contract with a 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.

3.4 Confirmation of Enrolment:

The School then sends a letter confirming the child's enrolment.

3.5 Orientation Morning for Lower 1st:

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

3.6 Parent Information Evening:

Parents are expected to attend.

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.

Summary of Policy	Changes in 2022	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>Nil</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"> a. we create a 'no bullying' culture within our community b. bullying be managed through a 'whole of community' approach involving students, staff and parents/carers c. 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 d. bullying response strategies be tailored to the circumstances of each incident e. staff establish positive role models emphasising our 'no bullying' culture f. bullying prevention and intervention strategies are reviewed on an annual basis against best practice 	<p>Nil</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 2022	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>Nil</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>Nil</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	2021 Priorities - areas for improvement	Achievements in 2022
Educational Provision	<p>Review the operation of Sanskrit department.</p> <p>Review the Scripture program.</p> <p>Review readiness for online NAPLAN 2022.</p> <p>Determine the school's position on ITC.</p> <p>Prepare for 2022 roll-out of change in teaching structure.</p> <p>Further develop the new school management system to support teaching and assessment.</p>	<p>Operation of Sanskrit department reviewed.</p> <p>Scripture program reviewed.</p> <p>Online NAPLAN conducted successfully.</p> <p>School's position on ITC determined.</p> <p>Change in teaching structure in place.</p> <p>Continued to develop the new school management system to support teaching and assessment.</p>
Governance Management and Finance	<p>Develop regular report on costs.</p>	<p>Regular report on costs developed.</p>
Community and communication	<p>Implement plan for donor and alumni communication, events and fundraising</p> <p>Finalise uniform changes and determine roll out.</p> <p>Further develop the new school management system to support school communication.</p>	<p>Plan for donor and alumni communication, events and fundraising implementation underway.</p> <p>Uniform changes finalised. Roll out in 2023.</p> <p>Continued to develop the new school management system to support school communication.</p>
Growth, marketing and sustainability	<p>Review marketing approach and establish short- and long-term strategy.</p> <p>Determine viability of school bus.</p>	<p>Continue into 2023</p> <p>Determined unviable at this time.</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>	<p>Continue into 2023</p>

Key Focus Area	2022 Priorities - areas for improvement
Educational Provision	NSW Curriculum - English, Maths Provision of Latin
Governance Management and Finance	Develop the school's cyber security infrastructure in line with changing environment. Migration to latest version of the school management system to allow integration of existing admissions database
Community and communication	Implement plan for donor and alumni communication, events and fundraising
Growth, marketing and sustainability	Review marketing approach and establish short- and long-term strategy.
Premises and facilities	Determine short term priorities and 5-year plan for major development. Determine Modifications to DA for Colet House. Determine Timeline for next building project.

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 a 7% increase in enrolments in 2022 compared to the prior year. A survey was taken of parents whose children had left for high school at the end of 2021. 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 2022 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 met on a monthly basis, along with the Head of School, and organised many social and fundraising initiatives both large and small. 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 P&F had decided in 2021 on funding additional solar panels for the new building project, and as such funds raised in 2021 and 2022 were used for the installation of solar panels on the newly completed da Vinci House.

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 values-based award system has been introduced in 2022 that links into the already established Eagle Award.

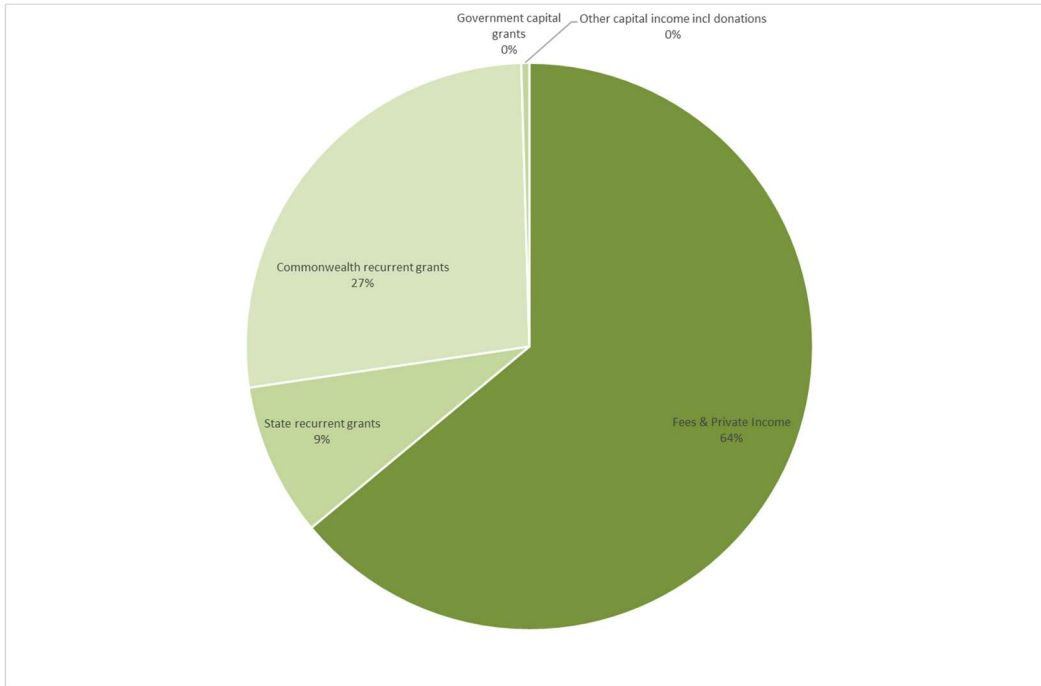
Informal feedback indicates that all students feel safe at the school and believe they are treated fairly. The students are canvassed by the teaching staff to ensure that all is well and this helps to bring any matters to light that might need attention.

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

