

John Colet School

Annual Report 2019



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1: A message from key school bodies

Message from the Board of Governors

This annual report on John Colet School is published to provide information to the Members about the year 2019 at John Colet School and to fulfil the requirements stemming from both the NSW Government and Australian Government Regulations.

John Colet School is the result of a conscious decision to found a school which offers a greatly enriched education, high standards, and active values based in timeless wisdom. As a result, 34 years later, we have the regular Department of Education syllabus, plus, plus, plus. Plus Shakespeare. Plus Philosophy. Plus Sanskrit, plus pausing and meditation – the list just goes on and on.

If this was just mindless activity, filling up the children's days with 'more' just for the sake of it, there would be no point to the School. But it is mindful, conscious: with the goal of helping the children to be more mindful and conscious and to develop their inner strength and potential to the maximum degree possible. When it comes time for them to choose what they want to do with their lives we want them to feel they can do anything, because they have already faced and done just about everything, and they have developed the inner strength and capacity to fulfil whatever it is to which they put their hands and minds.

In 34 years we have moved from one floor of a terrace house in North Sydney to the lovely bush campus we now have in Belrose, with modern facilities and more to come. We have Smart Boards and computers, the latest you-beaut software to run the financials and administration, an ongoing building program and much more that is up to date and valuable. But we also still have the 'extras' the School always had, and we have the regular, conscious and repeated practice of the Values of the School, which form the characters of the children and provide a framework for life, not just learning.

Maintaining the structure which allows the Headmaster and his Executive to continue – and to develop – these crucial aspects of John Colet School, forms part of the role of the Board of Governors, of which I have the honour to be the Chairman. The Board also oversees governance generally, the financial well-being of the School, and all the policies. We meet monthly on Sunday morning at 7.30 a.m. during the School year, delighting in hearing how the School is flourishing – and the trials and tribulations which the Executive face every day. We highly value what John Colet School provides to the community, and are grateful for the opportunity to support the Executive in making this happen.

2019 appears to have been relatively quiet on the building front, but behind the scenes there has been much work in preparing to submit to Council plans for three new learning areas and a complete upgrade to the main playground. We aim to have these ready for the start of the 2021 school year. Teachers have come and gone, which is a regular challenge, especially at a school where there are so many unique features and therefore so many 'extra' demands on the teachers. Mr Wilcock has managed all this with skill and strength. We are very grateful to have him as Headmaster, hopefully for many years to come.

You will see members of your Board at many of the school events throughout 2020. Please come up and introduce yourself to as many of us as you may see – we very much enjoy meeting and talking with parents and children at these events.

Best wishes,

Philip Wolfers
Chairman, Board of Governors

Message from the Headmaster

I would like to thank the entire school for what has been a very successful year. When I mention the school here, I am speaking of the whole school as a community. From a Lower 1st student, to our groundskeeper, to a visiting grandparent, a teaching assistant or board member, it is the combined effort which makes this school so special.

Here though I would like to make special mention of our students' parents. Parent support for the school is not just about particular events or helping out in class. While it is very much appreciated, the greater aspect of support is the connection between parents and their children and parents with the school. Parents will always be their child's first teacher and their longest one. While the needs of the child will change over time, and their interest in listening will inevitably go up and down, parents will always be their teacher both in advice and as by example.

Our Parents provide the foundations on which our teachers can build further educational structures. Before coming to school from birth to the age of 5, the philosophy that underpins John Colet School tells us that children need love.

You do not need a degree and there is no qualification that is required for the most important job in a child's life, becoming a parent. Yes, you get advice, tips and a plethora of self-help books, but on the whole, you are thrown in at the deep end. Nothing can really prepare you, and parents will often be their own harshest critics. This is more prevalent now as often both parents work, and the pressure of keeping up within the media is everywhere.

However, the good news is that studies show it is not about a specific amount of time that is required to be spent with a child that is important, it's that the time that is spent together is of quality and filled with love.

Our Parents provide the bedrock of care, trust and empathy on which our teachers can build the relationships that are required to ensure a positive learning atmosphere. The extended years that our teachers have with our students facilitates a greater connection that goes beyond the curriculum. The support and guidance that they provide enable the student to operate knowing they are safe and supported.

As a primary school, it is our belief that a child's success at this age will come down to the quality of the curriculum we provide and the connection between the child and the teacher. Our focus is entirely on the 5 to 12 age group. We see this stage as fundamental in setting the

academic foundations as well as the love of learning, resilience and feeling of self-worth that a child will need to enter high school and beyond.

We are very fortunate to have at John Colet School teachers who are committed to forming those lasting relationships that are required for children to learn. They are well qualified and skilled professionals that are well versed in curriculum and modern teaching methods. Together with the unique aspects within our school, such as Shakespeare, Sanskrit, Singing and Pausing they look to develop the faculty of attention in all areas.

In philosophy, the 'teacher' is often said to be that which is in front of you at any time. This could be a child, a parent, a tree, a piece of music, a book or all manner of things. To give attention, to be a listener, is to be aware and interested. This is the real gift of a John Colet education. So, in a final message to our graduating 6th Class I would like to remind them that wherever they go, the teacher is whatever is in front of them, you just have to listen and be aware. There is something to learn in every situation.

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

Students in 3rd Class and 5th Class participated in the National Assessment Program Literacy and Numeracy (NAPLAN). This program assesses literacy (reading, writing, spelling, and 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 2014-2019. My School data compares this school to the average scores for statistically similar schools nationwide, and the average scores for all Australian schools.

Similar background – students have a similar background as determined by parental occupation and education, Indigeneity and geographic location. The background of students has been shown to have an impact on NAPLAN 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	19
(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	2
Proficient Teacher	17
Highly Accomplished Teacher (voluntary accreditation)	0

Lead Teacher (voluntary accreditation)	0
Total number of teachers (should be the same as reported on MySchool)	21

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, emergency evacuation and child protection legislation, reporting and conduct training as well as the following courses: Differentiation in the Classroom K-6; Working Smarter not Harder; Sentral - IT training; Development of scope and sequence documentation.

In addition, the following professional learning activities were undertaken by staff throughout 2019.

Description of professional learning activity	Number of teaching staff
Getting Writing Right	1
NSW PD HPC K-10 Syllabus (K-6 focus)	1
NCCD Term 1 network meeting: Planning for students with additional needs	1
Developing an Effective Writing Programme	2
Nationally Consistent Collection of Data: overview and moderation	1
Curriculum Coordinator for Science Technology	1
Primary Curriculum Requirements for Registration	2
IPSHA debating workshop	1
Softlink	1
NCCD Term 2 network meeting: Planning for students with additional needs	1
Nationally Consistent Collection of Data: overview and moderation	1
To further my understanding of assessment writing and how to best assess students	1
To gain clearer understanding of how to assess maths	1
Assessment for, as and of Learning in Mathematics K-6	1
To extend my knowledge of how to teach working mathematically	1
Equipping students to work mathematically	2
Becoming accredited at experienced teacher through standards based pathway	2
Support Teachers through accreditation Experienced teachers	1
NCCD Term 4 network meeting: Planning for students with additional needs	1
Better Assessment: improving feedback, reducing correction	1
Exploring Growth Mindset - Masterclass with Dan Haesler	1
The Higher Order thinking scaffolding toolkit	1
ICT Leaders	1
Mini COGE	2
AIS Becoming accredited and supporting highly accomplished teacher	2

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 2019.

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	95.0%	92.4%
Upper First	96.0%	94.7%
2 nd Class	94.9%	94.2%
3 rd Class	96.6%	94.4%
4 th Class	95.2%	90.1%
5 th Class	92.8%	92.8%
6 th Class	93.7%	88.1%
Whole School	95.0%	92.4%

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.

In 2019 the School underwent a comprehensive review of all policy documents. A third party was engaged to review, standardise and bring policies in line with relevant legislation and best practice.

Upon further review by the School it was determined that policies particularly tied to child protection and registration required further review. A 3rd Party was engaged to review, standardise and regularly manage policy updates, and determine a linked risk management system to be implemented and finalised in 2020.

Policy	Changes in 2019	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 Welfare -encompassing:</p> <ul style="list-style-type: none"> • Counselling services • Allergy awareness and students at risk of Anaphylaxis • Asthma management • Individual health care plans • Sun Protection • Child protection 	<p>In 2019 a comprehensive 3rd party review was undertaken with all policies reviewed and aligned to current legislation and the procedures of the School.</p>	<p>School website School Reception on request</p>

Policy	Changes in 2019	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 	<p>In 2019 a comprehensive 3rd party review was undertaken with all policies reviewed and aligned to current legislation and the procedures of the School.</p>	<p>School website School Reception on request</p>

Policy	Changes in 2019	Access to full text
<p>Discipline (Summary statement): The highest form of discipline is self-discipline where a man or woman is able to restrain unacceptable behaviour and engage in reasonable behaviour through their own inner sense of right and wrong. The School's Discipline Policy endeavours to set out reasonable standards of behaviour, and consequences such that the atmosphere at the school promotes good behaviour and instills a sense of right and wrong in the hearts of the children.</p>		
<p>Student Behaviour and Discipline - encompassing:</p> <ul style="list-style-type: none"> • Promoting good behaviour and discipline • Procedural fairness • Rules and expectations • Consequences of unacceptable behaviour 	<p>In 2019 a comprehensive 3rd party review was undertaken with all policies reviewed and aligned to current legislation and the procedures of the School.</p>	<p>School website School Reception on request</p>

Policy	Changes in 2019	Access to full text
<p>Complaints and Grievances (Summary statement): John Colet School welcomes feedback from all members of the School community and takes all complaints or concerns that may be raised seriously. This Complaints Handling Policy is designed to assist you to understand how to make a complaint.</p>		
<p>Complaints Handling – encompassing:</p> <ul style="list-style-type: none"> • Definitions • Schools commitment • Procedure and process • Confidentiality <p>Staff reportable conduct</p>	<p>In 2019 a comprehensive 3rd party review was undertaken with all policies reviewed and aligned to current legislation and the procedures of the School.</p>	<p>School website School Reception on request</p>

10: School determined priority areas for improvement

Key Focus Area	2018 Priorities - areas for improvement	Achievements in 2019
Vision Mission and Values (VMV)	<ul style="list-style-type: none"> Review the Assembly Readings in line with the VMV 	<ul style="list-style-type: none"> Assembly readings reviewed and adjusted 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 	<ul style="list-style-type: none"> Implementation of new Science and Technology curriculum complete. Scope and Sequence reviewed and rewritten New format for student reports developed and adopted
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 	<ul style="list-style-type: none"> Migrated to new student administration software Four new subject coordinators established A comprehensive review of school policies underway
Community and communication	<ul style="list-style-type: none"> Identify a fitting remembrance for the school of the man, John Colet. 	<ul style="list-style-type: none"> Statue of John Colet, the man, commissioned and installed.
Growth, marketing and sustainability	<ul style="list-style-type: none"> Review the establishment of a school bus. 	<ul style="list-style-type: none"> Review underway
Premises and facilities	<ul style="list-style-type: none"> Plan and begin development towards two new classrooms and an art room. 	<ul style="list-style-type: none"> Development Application submitted to council for two new classrooms and an art room

Key Focus Area	2019 Priorities - areas for improvement
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>
Educational Provision	<p>Review Teaching Programs in line with the Schools updated Scope and Sequence documents.</p> <p>Ensure assessment programs are robust and are clearly matched to the new school reporting format.</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>
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>Produce a compliance schedule for the Board.</p> <p>Review fees and sibling discounts.</p> <p>Move to Xero in finance and align with the new school management system. to support teaching and assessment.</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>Review a possible School bus service.</p>
Growth, marketing and sustainability	<p>Review marketing approach and establish short- and long-term strategy.</p>
Premises and facilities	<p>Determine short term priorities and 5-year plan for major development.</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 steady enrollments in 2019. A survey was taken of parents whose children had left for high school at the end of 2018. 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 2019 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.

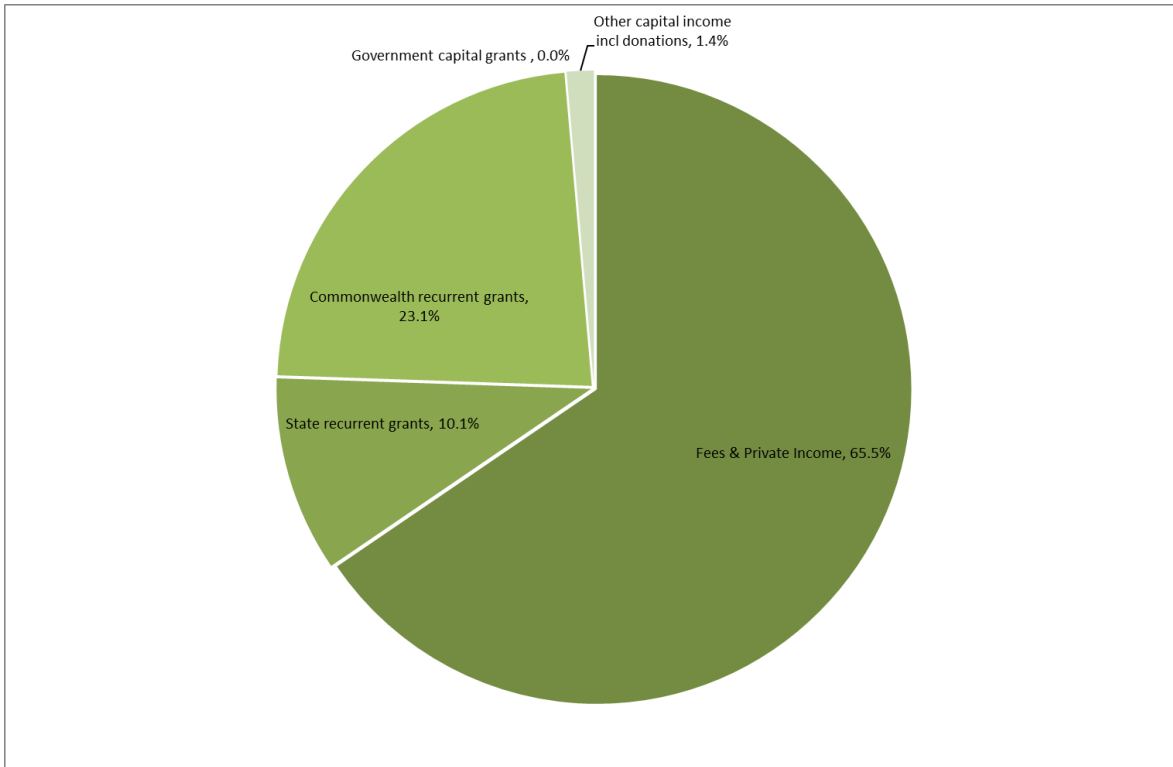
Informal feedback indicates that all students feel safe at the school and believe they are treated fairly. The students are canvassed by the teaching staff to ensure that all is well and this helps to bring any matters to light that might need attention.

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

