

2011



SATHYA SAI PRIMARY SCHOOL MURWILLUMBAH

ANNUAL REPORT

Governing Body:
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Sathya Sai Primary School



2011



Message from the Principal:

If there was one word I would use to describe 2011, it would have to be the word, “Gifts”. The gift of our founder Sri Sathya Sai Baba, and his legacy of a tuition-free independent school available to all who aim to work ceaselessly to nurture children to be love, peace, truth, right action and non-violence.

The gift of the Sathya Sai Organisation’s continued support and belief in a system of education which nurtures children to steady their minds and to control their thoughts by living from “a heart space” filled with the values.

The gift of the school community’s time, energy and love in working towards creating an environment for children that is beautiful, functional and sacred. This year saw the completion of our playground. The time energy and commitment in planning, coordinating and building the playground came full circle from choosing a Tallow tree (from one of student’s properties), to the tree becoming the post and foundation of our playground.

Some of the capital improvement this year includes improving our school hall by changing our stage curtains and pulley system, obtaining a AV screen and projector for our school hall, re-sizing and fitting out a dedicated AV room for the hall, re- refurbishing 80 chairs for the hall, acquiring Holland blinds for the whole school, re-furbished the teachers resource area and obtaining a new school server. A busy year indeed!

This school exists because of the gifts we receive from the divine nature in each and every contributor. Their belief in nurturing a future infused with divinity or LOVE has motivated these selfless individuals to sacrifice their time, energy and money.

I would like to thank everyone for these gifts and their belief in this school. 2011 has seen us settle into a school with a rich culture of sacrifice and love, belief, commitment and integrity of character.

Our students’ achievements should also be celebrated with our strong academic performance at Naplan; our achievements at the Murwillumbah Music Festival with our Infants School Speaking Choir & Senior Schools Choir coming in second while our infants’ school choir receiving a highly commended award. Also three of our students had their art work displayed at the Tweed Art Gallery for the Les Peterkin Portrait Competition. Our student performances of the school play “The Sathya Sai Diamond Mine” and at Presentation Day enriched and nurtured our students confidence to have a go, perform and be confident within themselves.

As we continue to journey through life’s lessons, SSPS will continue to encourage all its students to shine and make a commitment to the five human values which will guide us to lead meaningful, contented and happy lives.

Choose to **Live Only Values Everyday!**

Leelah Broughton

Message from our Chair ~ Vision of future prosperity

Sai Schools around the world are manifestation of a new vision of future prosperity across all the countries with such schools. The seeds of this prosperity are sown through the system of education that combines mainstream education with human values. This year, 2011 is the beginning of a new phase in Sathya Sai Education. It is the culmination of 70 years of teachings of Sai Baba. Over this time Sai Baba had poured out a most glorious stream of concepts that amalgamate mainstream education with selfless love and service, a philosophy of life of purposeful striving, metaphysics and spirituality. He demonstrated powerfully the validity of these concepts in the highly successful and widely acclaimed educational projects that included a university, several colleges and dozens of secondary and primary schools around the world.

His consistent message was that every single individual whether a child, an adolescent or an adult is a spiritual being with infinite potential. Further that every individual must happily accept an appropriate level of responsibility for personal wellbeing in all personality domains - physical, mental, emotional, social and spiritual - by consciously evolving spiritually. It is only a community of such evolved individuals who can solve the several challenges that humanity faces in social, ecological, interreligious and commercial arenas.

Sai Baba's concept of prosperity for the students is not just their economic wellbeing. Prosperity has many dimensions and material wealth is just one of them. Among the very long list of dimensions of prosperity the wealth of health, of positive emotions, of good relationships, of good leadership, good community and family life, of sharp intelligence and of discriminating faculty, of inner and outer peace are some of them. Still another dimension of prosperity is working to solve crushing and foreseeable problems to avert predictable catastrophes. These skills, attitudes and capacities are all based on cultivating attributes of character through Sathya Sai Education in Human Values (SSEHV).

Sathya Sai philosophy that underpins SSEHV does not make any distinction between the experience of lived daily life, the philosophy and spiritual practices. According to Sai Baba spirituality is neither confined to temples, churches and mosques nor to schools with any special program of values education. Spiritual practices should permeate everything in our lives and the basic spiritual practice is the practice of human values. This includes applying human values in all relationships whether with people, with animals, plants or even inert matter. However, although human values are the very foundation of spirituality, the concept of spirituality is broader than the practice of human values. Spirituality which, in addition, includes transcendence, relationship to Higher Consciousness and mystical experiences is not confined to any one religion, any one ritual or any special devotional practice or to any specific time or place. To develop spiritually we have to elevate consciousness by purifying our hearts and clarifying our minds through the practice of human values and through devotional practices. Both these remove negativity of thought, feeling and attitudes and cultivate positive character attributes, attitudes and skills. When education is combined with spirituality as in SSEHV then the end of education is character.

SSEHV should not be confused with Values Education nor with a secularized version of human values based on humanism. This is a total misunderstanding. Sai Baba's SSEHV has its origin in the concept of Divinity (or Universal Consciousness) as the core of our very being and the whole of creation. His core teaching is to learn to live in conscious awareness of our fundamental unity with Divinity (or Universal Consciousness). The five human values of Love, Peace, Truth, Right Conduct and Non violence are an expression of this unity. Realization of the unity of our essence with all is the goal of human life. Unless these key concepts become a part of the educational process we are not looking at the authentic teachings of Sai Baba. Humanism is undoubtedly commendable as a philosophy but it is NOT Sathya Sai Education in Human Values

SSEHV establishes awareness that every activity, every moment of time, every relationship can be sanctified. It raises awareness of the workings of the mind and heart and enables elevation of consciousness to a direct connection between individual consciousness and Universal Consciousness. SSEHV utilizes the teachings of Sai Baba in preparing hearts and minds through educational activities and through the atmosphere of human values that permeates every facet of the Sai School. By preparing students as fine exemplars of human values SSEHV is a tool to serve the world through active agents who have the power to develop a prosperous future. The students' hearts and minds are the very epicenter of future prosperity of the planet. SSEHV places onus on every adult, whether teachers, parents or other members of the community involved in the Sai School, to sow the seeds of prosperity in the heart and in the mind of every child. And this starts with making a change within ourselves first.

Dr. Pal Dhall

The SRC

The Student Representative Council are elected by the students on a grade basis. The Principal of Wollumbin High School, Karen Connell inducted our SRC this year at a special morning assembly.

Our SRC members saw their role as being responsible leaders who work with all staff and students to create a culture of love in the school. Some of their ideas on being a good leader are to :

- Listen to others
- Look after others in and around the school
- Have a positive and happy attitude'
- Be a good role model
- Use kind words
- Cooperate and share with others with respect
- Be helpful , polite and
- Enjoy themselves and have fun!



The SRC worked towards creating an environment of love by conducting class meetings to listen to their classmates and voiced their friends concerns and suggestions in their weekly meetings with the teacher in charge of SRC (Michelle Carlier). During these meeting SRC members said students felt “the school had a “nice lunch environment”, “felt comfortable in the playground and classroom”, “liked learning and living the values”. The students also like the “cooperation at lunch” and “sports with other schools”.

Through these meetings the SRC organised many events to make school more fun. The SRC organised

- a Mufti Day where students brought in toiletries for the homeless and donated this to “The You have a Friend Organisation”
- A “Come dressed for Bed day” for a donation to the school playground
- Mother’s Day Devonshire Tea
- Father’s Day Veggie- Sausage Sizzle
- Talent Quest

The SRC represented the school at the combined school march on ANZAC Day,

Message from Parents & Friends

A big thank you goes out to all the parents who contributed their time so selflessly this year. Without you either our children’s experiences at school would be diminished or a maintenance levy may have to be incurred to cover the costs.

Thanks for helping out with the on-going things like: reading groups, SMILEY clubs and canteen. Thanks for helping with the special events: athletics day, cross-country, swimming carnival, mother’s day, father’s day, school anniversary and the annual dance.

A special thanks to Mark Brombal who has kept the lawns mowed all year and Donna Cooper who organised the building of the junior school playground.

Our achievements this year have been: building of the vegetable garden, painting the stage in the hall, shopping down the fig tree.

The bi-monthly Gardening picnics were an initiative that brought parents closer together. We are lucky to have such a supportive community.

Lau Guerreiro
P & F President

SCHOOL CONTEXT

The Sathya Sai Primary School (SSPS) is a non-denominational, co-educational primary school catering for students from Kindergarten to Year 6 situated in Murwillumbah, northern New South Wales. The unique and characteristic feature of SSPS is its core values of Love, Peace, Truth, Right Action and Non-violence. Our school mission is “to provide and model a safe school environment, based on human values, which honours the uniqueness of all children, enabling them to realise their inner potential of character development and academic success”.

We achieve our school mission by giving prominence to character development through a unique Sathya Sai Education in Human Values Program (SSEHV). Our students participate in a whole school SSEHV program which assists children in the development of positive and healthy relationships; a vital component in the life of a child. The quality of the relationship the child has with other students and teachers affect the level of motivation, attitude and willingness to participate in any learning opportunity. Our weekly SSEHV program examines, teaches and promotes pro-active and pro-social behaviours that assist in creating a safe and supportive environment for students. Examples of situational values taught include patience, responsibility, tolerance, respect, care, kindness, integrity – to name only a few. These values are explicitly taught and explored using our seven teaching techniques of silent sitting, creative visualisation, quotes & affirmations, music & songs, storytelling, mind mapping and group activity.

Most importantly, we believe teachers should be role models by having unconditional regard for all. All staff members at SSPS have made a conscious commitment to live the five human values in their daily lives. Our teachers strive to be exemplars of the values and encourage all students to practice the five human values thus providing students with a safe nurturing environment of respect and good role modeling.

SSPS uses a K – 6 mainstream NSW Board of Studies (BOS) curriculum filtered through our five human values. We offer literacy and numeracy enhancement programs, whole school sports programs, swimming and athletics, creative performing and visual arts, group & individual music programs, yoga and information & communication technology (ICT) programs.

The school plays an important role in the community by providing quality, tuition free education for all. This ensures all members of the community have ready access to a non-religious education system based on human values. Moreover we have a unique integrated service learning program where students from grade one to six participate in service learning projects/clubs. Students rotate through these service clubs rendering service to the environment, animals and the less fortunate. By promoting selfless service, SSPS provides students with the opportunity to rise above themselves and make a difference in their community.

We believe that the end product of education is character, the most valuable asset a person can have. Our children are the message we send to the future and our Sathya Sai Education in Human Values program encourages students to be conscious human beings.

SSPS has modern new buildings, including seven air-conditioned classrooms with interactive whiteboard capabilities, a resource centre, a music room and a school hall.

Student information

It is a requirement that the reporting information for all students must be consistent with the privacy and personal information policies.

Student Enrolment Profile

The schools population has fluctuated through the years. This is a result of changes in family circumstances. This enrolment data is based on DEEWR student census reporting submissions.

Gender	2009	2010	2011
Boys	56	54	57
Girls	49	45	49
Total	105	99	106

Student attendance profile:

Student attendance patterns for all grades remain positive and of no concern to our school. Our schools average attendance was 92 % which is consistent with the North Coast regions average of 93%.

Management of non-attendance

The process in dealing with absences from school will be for parents /guardians to contact the front office by phone or written note informing the teacher and school about absence related to either sickness, or leave that is approved by the Principal. Where no notice is given by parents/guardians, the reception staff will make contact after two days absence (on the third day) to ensure students need no further assistance.

Extended absences require written notice at least 2 weeks prior to the absence.

Written reasons for student absence are expected on the day of return to accommodate legal requirements stating that schools are accountable for attendance registers and information relating to student well-being.

Mandatory reporting procedures apply where absences are extended or the student may be at risk.

Class Sizes

The following table shows our class sizes as reported at 2011 class size at the end of 2011.

Class	Total in Class
Kindy /1	16
Class 1/2	21
Class 2/3	21
Class 3/4	26
Class 5/6	21

Enrolment Policy

In 2011 the school's enrolment form was updated. The enrolment policy changed to include an enrolment fee of twenty-five dollars to help cover administrative cost of processing enrolment forms and data entry. The school's enrolment forms are available from the school office while our full enrolment policy is available in the Parent Handbook.

The basic procedures for enrolment include:

1. All applications are processed within the school's enrolment policy.
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put in place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Staff Information

It is required that the reporting information must be consistent with privacy and personal information policies.

Staff Establishment

Position	Equivalent Full Time Position
Principal	1
Full Time Classroom Teachers	5
Teacher Release	0.6
Support Teacher Assistance	0.9
Pastoral Care (funded by National School Chaplaincy Program)	0.4
School Administration & Support Staff	2.6
Cleaner	0.8

Staff retention

All leave taken by staff met the requirements described in the multi-enterprise award for independent schools (teaching staff). Staff has access to a range of leave including long service and sick leave. We had no staff movement this year and retained all staff.

Teacher Qualifications

All teaching staff is university and teachers' college trained professional teachers and all have teaching qualifications from a higher education institution within Australia.

All are in category (i) as specified in Section 3.10.1 of the Registered and Accredited Individual Non-government Schools (NSW) Manual.



Professional Development

Professional learning undertaken by teachers (as defined by the Institute of Teachers Act 2004) during the year 2011 includes:

Description of the Professional Learning Activity	No of staff participating
<i>Values Education -resourcing teachers with a framework of developing students personal and interpersonal skills through explicit teaching of situational values</i>	6
<i>Interactive Whiteboard – provided an introduction to a wide range of computer interactive to support teaching and learning in all KLA's using the IWB.</i>	6
<i>Persuasive Writing workshop by Cengage Learning</i>	4
<i>Maths – Consultation with AIS Maths Consultant</i>	2
<i>Well Being – Information on Education Act 2005</i>	6
<i>First Aide Course</i>	7
<i>IWB workshop for teaching Maths at Pacific Coast Christian College</i>	1
<i>Full day course on Letterland (the phonics program in our school</i>	1
<i>AIS - 3 day Child Protection Investigation Course</i>	1
<i>2 – Day Mentoring Program for teacher accreditation towards professional competency</i>	1

SSPS acknowledges the funding provided under Smarter Schools National Partnership on Improving Teacher Quality and facilitated by the Independent Schools Centre for Excellence.

The funding for supporting teacher accreditation and developing professional exchange and mentoring relationships allows us to support teachers in their professional work and build teacher capacity across the independent sector in NSW.

Achievements

School Competitions

Students in years 3 -6 were offered the opportunity to participate in the Australasian Schools competitions in Science, Writing, and Spelling conducted by Educational assessment Australia at the university of NSW

Spelling: 3 participated and all 3 received credit awards

Writing: 4 participated and students achieved 1 distinction, 1 Credit and 2 participation awards

Science: 4 participated and 3 achieved credits while 1 attained a participation award

Congratulations to all students for their participation and achievement

Aboriginal Education

At SSPS students develop an appreciation towards aboriginal culture in teaching and learning units in Key Learning Areas. Teachers endeavour to integrate Aboriginal Education into units of work at each stage. For example in an integrated unit of work in stage one in 2011, students' explored symbolism in Aboriginal Artwork in CAPA and they also designed and built an aboriginal native residence in Science & Technology..

In promoting aboriginal culture on National Schools Sorry Day, all students participated in learning to dance to aboriginal songs in a whole school corroboree.

Multicultural Education – Unity in Diversity

Inclusive educational practices are foremost on all school activities and units of work. Teachers continually strive to promote inclusion by appreciating the gifts all cultures bring to our experience. Teachers programs are designed to integrate multicultural education into unit s of work, particularly in the Key Learning Area of Human Society and it Environment. The highlight of 2011 was our Harmony day celebration which included experiencing the culture, dress and food of people from around the world. Each class chose a country to represent and presented displays and activities to enable other students to experience that chosen culture for the day.



Respect and Responsibility

At the Sathya Sai Primary School we believe that education is not only about promoting academic excellence, education must incorporate values which promote respect and responsibility through healthy relationships. Our SSEHV program assists children in developing positive and healthy relationships. The program examines and promotes pro-active and pro-social behaviours that assist in creating an environment in which respect and responsibility and active citizenship are the prime outcomes.

Initiatives promoting respect and responsibility include:

- Weekly SSEHV lessons
- Integration of values into the wider curriculum
- Promoting National Framework of values
- Encouraging responsibility through peer support models in our through multi-aged Service clubs
- School Buddy Program which provides stage 3 students with the opportunity to mentor and help kindergarten students' transition to primary school and help them throughout the school year.
- Integrated ICT Buddy program
- Participated in Youth Environmental Council

The school encourages all students to march in the Anzac day ceremony and inform students of the sacrifices made by defence forces.



Our service clubs also encourages students to respect our environment, the elderly and the less fortunate, while showing genuine care and concern by empowering ourselves to be take personal responsibility to actively contribute to improving our environment and community.

Service Learning & Environmental Education

The school introduced service learning into its curriculum to foster self-discipline, self-sacrifice and self-less service to the community. This new initiative is in line with the pedagogy of integral education. This is a seven week unit of work which focuses on service. This project has expanded from our SMILEY clubs (**S**erving **M**ankind **I**n **L**ove **E**very **Y**ear) to incorporate 4 service projects which students experience by a term rotation.



The service projects are:

SMILEY CLUB	Project Synopsis
You Have a Friend	Students learn about the plight of the homeless, what support homeless people need and how they can help. Some of the experiences students have include visiting the community centre, an incursion from volunteers of "You Have A Friend Foundation", having a bread and water day, making food for the homeless and serving the homeless in the area.
Appreciating the Elderly	Students learn about the plight of the elderly, the support some elderly people need and how they can help support the elderly. Some of the experiences the students have include visiting a nursing home, a talk from grandparents, making a gift for their visit to Greenhill's Nursing Home and entertaining the elderly during their visit.
Dolphin Club	Students learn about the dolphins, their eco-system and how they can help our oceans. Some of the experiences students have include leaning about their inner dolphin, the teamwork and cooperation of pods of dolphins, an incursion about the eco-system of our shores and cleaning up our shores.
Gardening Guardians	Students learn about sustainable gardening, how to grow their own vegetables and keep mother earth healthy. Some of the experiences students have include growing their own vegetables, learning how to compost, practise composting in the school and looking after the gardens in the school.

Individual Music Program

This year SSPS has re-introduced affordable opportunities for music lessons which are in keeping with our philosophy of providing education which is experiential and transformational in character. Music and songs are part of the seven teaching techniques and provides students with opportunities to practise self-discipline and self-sacrifice while learning an instrument.

With this in mind, the school has partnered with a specialist music teacher for wind instruments (flute, clarinet and saxophone) Martha Baartz, to offer one on one or paired music tuition. There are timetabled time slots which are rotated so students do not miss the same lessons on Tuesdays. These lessons are offered to students from grades 3 to 6 and they are to provide their own instruments. In term 2 we expanded our music program to include guitar lessons with James Thornbury.

Sport

Sports programs at SSPS play a significant role in the school's curriculum. Across all stages, teachers offer a developmental sport program ranging from developing gross motor skills to acquiring skills for individual and team sports. As a member of the North Coast Independent Schools Sports Association, our students are able to process through to zone, state and national levels. This year saw a student progress to state level in swimming and another in cross country. We congratulate these students' tremendous efforts.

The school also played inter-school sports with Tweed Valley College enjoying friendly games in netball and soccer. Our senior school students also had specialised coaching in hockey, thanks to Murwillumbah Hockey

Association and participated in the local inter-school touch gala day. Swimming is also an important life skill all students participate in Term 4.

Successful school carnivals were held in cross country, athletics and swimming with individual sporting achievements acknowledged and celebrated. All students continued with their weekly yoga sessions to encourage the mind, body spirit connection in all individuals.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 & 9 literacy and numeracy assessment are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understanding demonstrated in these assessments. The school performance for NAPLAN is reflected below as seen in the My School website:

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

Literacy and Numeracy - 2011

Year 3	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	448 415-481		438 411-465		393 363-423		428 393-463		393 366-420	
	SIM 431 422-440	ALL 416	SIM 424 416-432	ALL 416	SIM 417 408-426	ALL 416	SIM 436 426-446	ALL 421	SIM 411 403-419	ALL 398

Year 5	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	540 501-579		518 482-554		522 486-558		539 498-580		524 493-555	
	SIM 502 493-511	ALL 488	SIM 491 483-499	ALL 483	SIM 491 483-499	ALL 484	SIM 513 504-522	ALL 499	SIM 499 491-507	ALL 488

SIM Schools serving students from statistically similar backgrounds

ALL Australian schools' average

Sathya Sai school's average is

substantially above

above

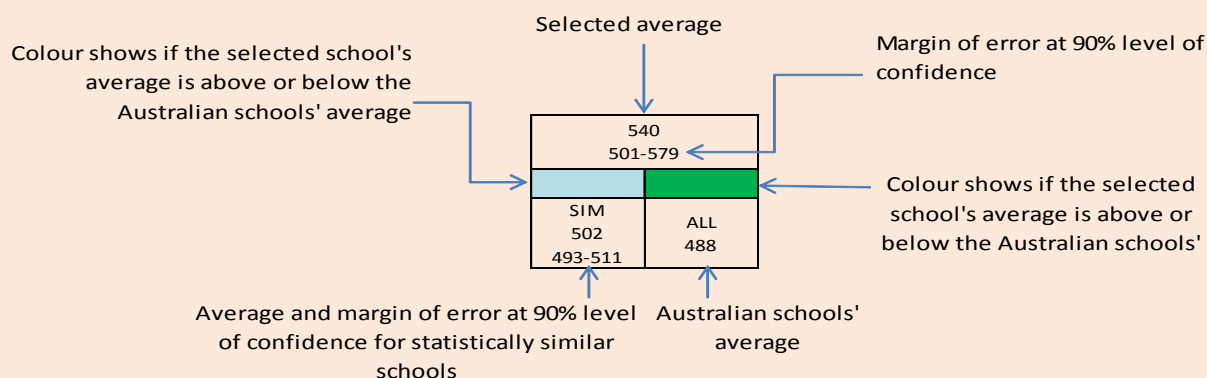
close to

below

substantially below

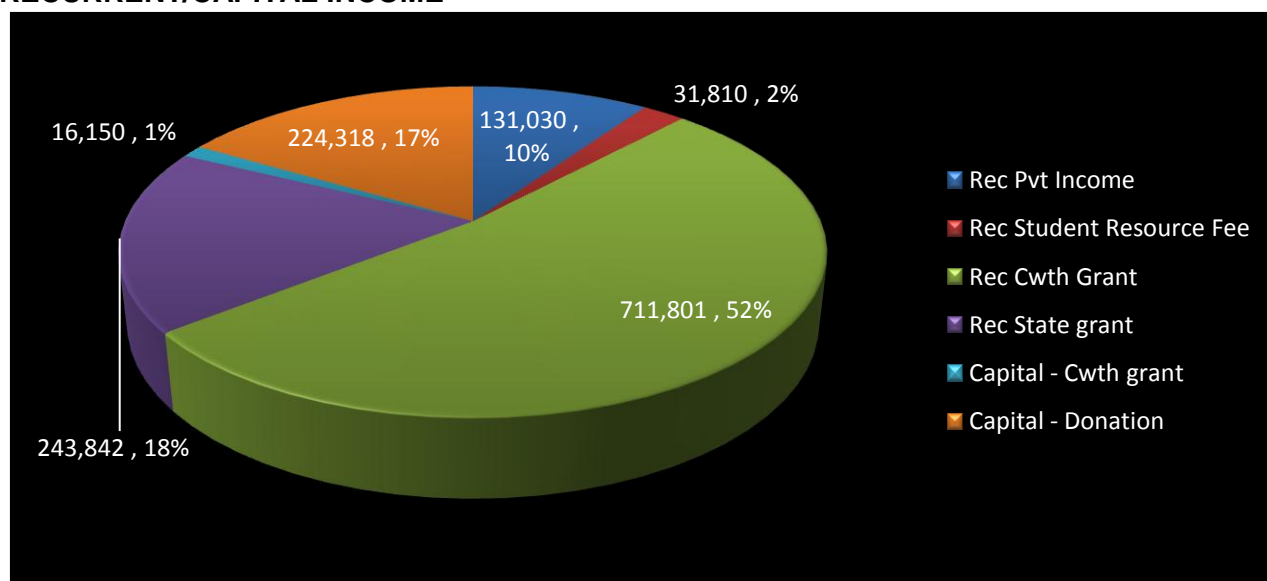
these schools' average

How to interpret this chart

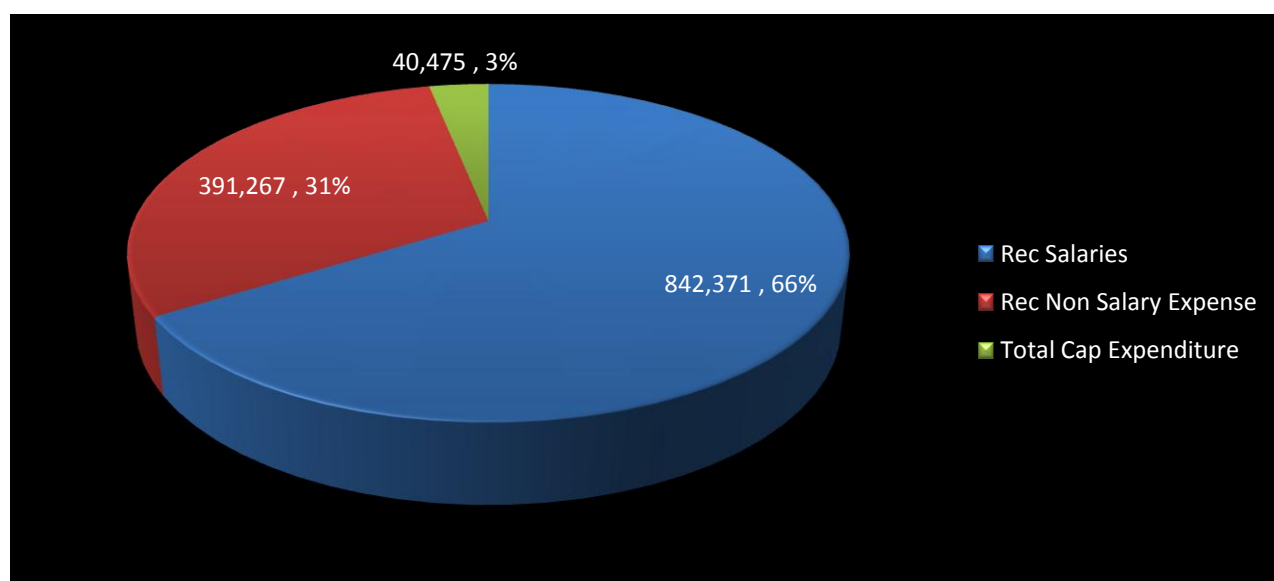


Summary Financial Information

RECURRENT/CAPITAL INCOME



RECURRENT/CAPITAL EXPENDITURE



Statements as at 31 December 2011

The financial statements as of 31 December 2011 are tabled at the Annual General meeting of the School. Further details concerning the statement can be obtained by contacting the school.

Significant Programs and Initiatives

Achievement of Priorities identified in the school's 2010 Report

Area	Priorities	Achievements
Review policies and procedures	<ul style="list-style-type: none"> Implement a communication policy Review Child protection policy to include Keep Them Safe Review security policy Review compliance procedures Review well being procedures to incorporate to include reflection and restorative justice 	<ul style="list-style-type: none"> In 2011 all policies were reviewed and submitted to the school board for ratification All teachers attended a workshop on Education Act 2005. Currently all staff are using risk assessment procedures to inform their decisions for excursion, incursions and school activities. Principal attended a 3 day Child Protection Investigation Course. With this accreditation the school can now access the Class or Kind Agreement for the Education Sector Employers with the NSW Commission for Children & Young People Ombudsman Act 1974.
Facilities & resources	<ul style="list-style-type: none"> Improve grounds facilities by developing a junior school playground Ensure GLAs are fitted appropriately to facilitate learning Improve physical resources of the resource centre (consider new furniture & blinds) 	<ul style="list-style-type: none"> Built junior school playground OHS - Phone System upgraded – Classrooms, Resource Centre and Multipurpose Rooms are now connected, mitigating the risks in case of lockdown or any other emergency New Data & Backup Server Teacher Resource Area refurbished including books racks, teaching aide shelves, table & work stations Multipurpose Room – Storage cum Seating facility created Main Hall improvement included new stage curtain, resizing and fitting out a dedicated AV room, motorised screen & projector, Window Blinds & refurbishing 80 steel chairs OHS - Sick Bay upgraded with two beds and first aid
Teaching & Learning	<ul style="list-style-type: none"> Introduce quality portfolios to inform assessment and reporting Review scope and sequence of KLAs to ensure coverage of syllabus outcomes 	<ul style="list-style-type: none"> All teachers have used quality portfolios to inform assessment and reporting and students' quality work is presented to parents each semester. Scope and Sequence for PDHPE was developed in 2011.
Student Welfare	<ul style="list-style-type: none"> Re-structure the well-being committee to collaboratively review student and teacher well being To ensure increase use of data to inform program and interventions 	<ul style="list-style-type: none"> Well Being Committee reporting and communication between staff was reviewed. End of 2011 - new recommendation of standardising record keeping for students in class for 2012.

School Planning

Area	Priorities
Review policies and procedures	P & F Constitution to be reviewed by 2012 by P & F Committee
Facilities & resources	<p>Database System - Effective use of SchoolPro system modules to enhance efficiency and productivity</p> <p>Cash Management - Monitor expenses and cash flows and manage cash by sweeping to investment account thereby earning higher interest</p> <p>OHS improvement - The new WHS Act is in place from 1 Jan 2012. Review and implement best practices. Already few areas have been identified and currently under implementation such as:</p> <ul style="list-style-type: none"> • Bus Shelter & moving of small gate near Senior Block • Fixing small gate near the old Kindy room to eliminate the serious problem faced during the frequent heavy rains & flooding • Fixing Hand dryers in toilets • Replacing old Carpets & worn out mats • Replacing broken office chairs • Minor work to eliminate water leaks and puddle in Admin Block near main entrance and near junior lunch area • Wash Basin in Senior block <p>IT – Set up Terminal Server to increase efficiency and also avoid higher investment in PCs in future.</p>
Teaching & Learning	<ul style="list-style-type: none"> • Review Stage 1 Units of Work • Introduce grid matrix to include multiple intelligences and whole brain learning for assessment task. • Actively promote cooperative learning strategies when planning units of work. • Introduce Inquiry Learning to curriculum planning • Expose teachers to National Curriculum Outcomes for English and Maths. • Review scope & sequence for CAPA
Student Welfare	<ul style="list-style-type: none"> • Introduce Student Support Officer to help coordinate group and individual well being programs • Consolidate Role Statements for the Well-Being Committee • Review Child Protection Scope and Sequence for each stage. • Introduce at least two leadership training opportunities to empower student leaders

School Policies

Policy	Changes in 2011	Access to full text
Student Welfare Child Protection Policy encompassing <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating reportable conduct of employees • Investigation processes • documentation 	Reviewed in 2011	Available in parent handbook
Student Discipline <ul style="list-style-type: none"> • Code of conduct for staff • Code of conduct for students • Behaviour management 	Reviewed in 2011	Available in teachers' handbook and Parent Handbook. A copy of the policy is displayed in the school hall. A full copy of the policy is available on request.
Grievance Policy <ul style="list-style-type: none"> • Procedures for staff • Procedures for parents • Procedures for students 	Reviewed in 2011	Available in staff handbook Available in parent handbook Available in student Wellbeing and Discipline Policy Full copies of policies are available on request.
Privacy Policy	Reviewed in 2011	Available in office
Aboriginal and Equity Policy	Reviewed in 2011	Full text in parent handbook
Absences and lateness	Reviewed in 2011	Full text in parent handbook
Environmental Policy	Reviewed in 2011	Full text in parent handbook
Excursions and Field Trips	Reviewed in 2011	Summary in parent handbook Full text available by request from office
School uniform	Reviewed in 2011	Full text in parent handbook
Special Approaches to Teaching and Learning in the classroom – SSEHV	Reviewed in 2011	Summary in parent handbook Full text available on request from Principal
Wet weather policy	Reviewed in 2011	Full text in parent handbook
Disability Policy	Reviewed in 2011	Full text available by request