

# 2012



## SATHYA SAI PRIMARY SCHOOL MURWILLUMBAH

# ANNUAL REPORT

Sathya Sai School NSW Inc.  
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## Sathya Sai Primary School



2012



***Message from the Principal:***

As each year marches on, I am more and more convinced of the need of a system of education where values must be the very basis of teaching & learning, and building character the only destination and goal. At SSPS, the seemingly nebulous term of character is clearly defined. A person of character is a person who practices THOUGHT, WORD AND DEED i.e. "I speak from my heart, and I will do as I say. There is no duplicity in my words and you can trust that I will give my whole-hearted effort in ensuring I meet my commitments willingly". To continually live life in a state of sincerity, to give your best, and do things with willing grace and ease is indeed a JOY OF BEING. This is our goal!

As a school community, we must never doubt the role the values of love, peace, truth, right conduct and non-violence plays in our lives. The five human values are a recipe to living meaningful, gracious and happy lives. Our entire body reacts when we go against these values. When we do not practice truth, we feel uneasy, unsettled and fearful that we will be caught out. When we are angry and not at peace, our breath becomes shallow, our muscles tense, our face gets hot and we feel upset and disturbed. When we are being mean, unloving or putting others down, there is a sneer on our face, which tightens our muscles. However, when we live the values we feel light, at ease and good in our body. Practising the values protect and guide us towards happiness.

As we continue to nurture our students towards character and happiness, we are so lucky to be able to rely on each other. I would like to thank our incredibly dedicated staff, our shining students, delightful parents, lovely friends and incredible volunteers, for another great year at Sathya Sai!

Yours truly,

***Leelah Broughton***

***Message from our Chair******Sathya Sai Education in Human Values –Role of parents and the School***

There are two institutions that shape the character and personality of the child – the home and the School. In the home the parents are architects of a culture of love. They give the children many vital life skills as their role models. The home remains the primary place in which the child develops his or her identity as well as the blue print for personality.

The School too is a place of personality development and for the shaping of the heart and the mind of the child. The parents send their children for education, but the school is also an agent for developing discipline and responsibility and a variety of competencies. The primary purpose of education is cultivating capacities that are uniquely human.

Common to both the institutions is a shared concern for the optimal development of the child even though the dynamics of caring are distinct. In Sathya Sai School Human Values permeate the entire school culture in every area.

Research has shown optimal development happens when the parents and the teachers share a common philosophy and belief system, when the same values are supported in the home and the school, when there is close contact between the parents and the teachers and when the parents feel part of the school community by contributing their time and energy.

The foundation of optimal development of children is the participation of the parents in the school community as active citizens who are prepared to give their time and energy. The children too feel happy when the parents are visible in the school. The children see them attach meaningful significance to the institution in which they spend a major part of their lives, cultivate friendships and gain a variety of competencies.

***Dr. Pal Dhali***



## **Our Student Representative Council (SRC)**

The SRC were elected by their peers on a grade basis. The Principal of Murwillumbah High School, Mr Simmons inducted our SRC this year at a special morning assembly.

Our SRC this year saw their role as being leaders who were helping to create a positive, fun, safe and loving learning environment. They say that good leaders are:

- able to lead like a strawberry - they are the same on the inside and on the outside
- those who have integrity and strive to have harmony of heart, head and hand.
- honest and committed to whatever they are doing
- trustworthy and responsible
- calm in stressful situations
- responsible for their own actions and don't blame anyone else
- good listeners to their teachers and to other students
- good role models everywhere, to everyone, even if they are older
- helpful
- show the human values to the best of their ability
- respectful to others



The SRC this year have wanted to ensure that every voice was heard. Through class meetings, our SRC have listened to the students' thoughts and ideas. Our students are grateful for our new playground, the teachers and our Principal, Thursday sports, Popcorn Friday, Frosty Friday, friends, a no bullying policy, art, computers and the values.... just to name a few.

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



- Mother's Day Devonshire Tea
- Father's Day Veggie Sausage Sizzle and Paper Aeroplane competition
- Favourite Outfit Mufti Day to raise money for Ronald McDonald House
- Crazy Hat Day to raise money Story Dogs
- First Letter of Your Name Mufti Day to raise money for the RSPCA
- Pyjama Day to raise money for You've got a friend
- Talent Quest
- The SRC represented the school at the combined school march on



Anzac Day. This year we had our largest student group participate and they represented the school proudly.

The SRC have also instigated a student run canteen where in the cooler months we sell popcorn – POPCORN FRIDAY and in the warmer months we sell icy poles – FROSTY FRIDAY. Our Popcorn Friday profits went to the school purchasing its own popcorn machine, while the Frosty Friday profits will go to one of our local charities.

Our SRC have enjoyed organising our canteen and have said 'I like serving people'. This quote speaks volumes as our SRC give up their own lunchtimes for meetings, but also additional time to run the canteen. They are truly growing in the human values when self-less service is volunteered.

This year we have focused on our local charities. While the SRC recognise many charities that could use our support, we wanted to start this year with charities that support our school or our local community. Our donations were well received and appreciated.

All of our year 6, as well as our SRC went to a leadership excursion at Twin Towns. The students learnt how to be better leaders and they came back equipped with a better understanding of their role as leaders. The Year 6 leadership camp was also a highlight this year. The students made new friends, and learnt how to be a leader and a good role model. This opportunity was made free to the students who attended. What an amazing opportunity!

One of our SRC members said it best “*A good leader is a leader that shows the five human values that can be trusted to be a role model, to be committed and to be a strawberry leader on the inside and on the outside, also to help others.*”

This year the SRC feel that being in this role has made them better at:

- leading, helping and caring
- being a role model
- showing people and teaching them
- being a better leader - being the same on the outside as you are on the inside
- silent sitting

When we reflect on our founder's (Sathya Sai Baba) legacy and the wonderful school we have, as an SRC we are so grateful that we have the human values and a free education.

**Belinda Sercombe**  
**(SRC Teacher Advisor)**

### **Message from Parents & Friends**

#### **Notes of Gratitude**

What a fantastic school community we have here! The beginning of the school year brought new faces to the committee. With the guidance and support of parents and staff, we have been successful in contributing to events including the cross country and athletics carnival. The funds raised at these events and the annual dance (with imaginative dress ups and plenty of delicious soup and muffins), were used to purchase an easy-to-use high resolution compact camera and a new gazebo for the school.



Throughout the year so many of you have given your time in service to sort sushi orders, assist with reading groups and smiley club outings, make vegetarian burgers and cup cakes for ongoing events, assisting with mother's day and father's day, maintaining the school environment by painting, mowing, weeding, planting, washing sheets and towels.

Many thanks to each and everyone who came together tirelessly to enhance our wonderful school community.

**Jane Hawkins**  
**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 and personal computers, 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 and we are having slow and steady growth. This is a result of changes in family circumstances. This enrolment data is based on DEEWR student census reporting submissions.

Gender	2009	2010	2011	2012
Boys	56	54	57	56
Girls	49	45	49	52
Total	105	99	106	108

**Student attendance profile:**

Student attendance patterns for all grades remain positive and of no concern to our school. Our school's average attendance was 89% in 2012.

**Management of non-attendance**

The process in dealing with absences from school will be for parents /guardians to contact the front office by phone and 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**

At the end of 2012 the following table shows our class sizes.

Class	Total in Class
Kindy /1	17
Class 1/2	21
Class 2/3	27
Class 3/4	20
Class 5/6	22

**Enrolment Policy**

There were no changes in the school's enrolment form since 2011. The enrolment policy includes an enrolment fee of twenty-five dollars to help cover administrative cost of processing enrolment forms. The school's enrolment forms are available from the school office while our full enrolment policy is available at time of enrolment in the information pack.

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****Staff Establishment**

Position	Full Time Equivalent Position
Principal	1
Full Time Classroom Teachers	5
Teacher Release	0.7
Support Teacher Assistance	1
Pastoral Care (funded by National School Chaplaincy Program)	0.4
School Administration & Support Staff	2.8
Cleaner	1.0

**Staff Attendance and Retention Rate**

In 2012, the average daily staff attendance rate was 98.7%. The proportion of staff retained from 2011 is approximately 88%.

**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

All teaching staff meet the professional requirements for teaching in New South Wales and are committed to ongoing professional development and the concept of lifelong learning.

Professional learning undertaken by teachers (as defined by the Institute of Teachers Act 2004) during the year 2012 includes:

Description of the Professional Learning Activity	No of staff participating
<i>SSEHV: resourcing staff with a framework of developing students personal and interpersonal skills through explicit teaching of situational values</i>	10
<i>Developing Intercultural Understanding with Difference Differently, Together for Humanity, DEEWR</i>	2
<i>WHS Consultation Training Work Health and Safety Act 2011 Seminars</i>	2
<i>Using Letterland in Classrooms for Kindy to Grade 3</i>	1
<i>Mindfulness in Schools</i>	2
<i>SRC &amp; Yr6 Impact Student Leadership Conference</i>	1
<i>Developing Inquiry Learning Units of Work How many seeds in a pumpkin?</i>	7
<i>Dolphin Research Australia</i>	2
<i>The Mindful Teacher</i>	8
<i>First Aid Course</i>	5

## **Achievements**

### **School Competitions**

#### **Murwillumbah Arts Festival 2012**

Every year our school encourages every student to participate in the local eisteddfods. This provides students' with the opportunity to display the skills they have acquired during the first semester in speech and drama, speaking and listening, music and performance. This year we had a record number of students taking part in individual categories for poetry reading. Our students had several highly commended awards in poetry reading and one pair placed second and two placed third in the categories they entered. Our Kindy/1 and Class 1/2, Infant School Speaking Choir both received a highly commended ribbon for their efforts while our recorder ensemble placed second in their category. We congratulate all students for their participation and performance.

#### **Les Peterkin Portrait Prize 2012**

The school entered the Les Peterkin Portrait Prize for children with the theme "Animal Magic". This year we had several the winners from SSPS including two first prize winners for their age group, a commended prize and an encouragement award. These students had their art works framed and hung in the Tweed Regional Art Gallery.

Five other students had their art works displayed in folders at the gallery. We are so proud of all our students who participated and created with head, heart and hand.

### **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 three in 2012, students' explored significant aboriginal artist and their artwork in the unit of work entitled Significant Australians.

### **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 units of work, particularly in the Key Learning Area of Human Society and its Environment. The highlight of 2012 was our Harmony Day celebration which included experiencing sports and games from different cultures. Students also dressed in traditional outfits from different cultures in Australia and shared in food from around the world.

### **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

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 continued with its service learning integrated unit of work which aims to foster self-discipline, self-sacrifice and self-less service to the community. This is in line with the pedagogy of integral education. This is a seven week unit of work which focuses on service. This project was expanded from our SMILEY clubs (Serving Mankind In Love Every Year) to incorporate 4 service projects which students experience by a term rotation.

The service projects are:

SMILEY CLUB	Project Synopsis
RSPCA	Students learnt about the plight of animals left in a pound and appreciated how the RSPCA helps to care for pets and animals in the wild. They explored ways of supporting this community organisation through a bake sale and other innovative means. Students also explored how animals are part of the ONENESS of life.
Heritage Lodge	Students learnt 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 had included visiting a nursing home, a talk from grandparents, making a gift for their visit to Heritage Lodge and entertaining the elderly during their visit.
Dolphin Club	Students learnt about the dolphins, their eco-system and how they can help our oceans. Some of the experiences students had included exploring their inner dolphin, the teamwork and cooperation of pods of dolphins, an incursion about the eco-system of our shores and cleaning up our beaches at Fingal head.
Gardening Guardians	Students continued to learn about sustainable gardening, how to grow their own vegetables and keep mother earth healthy. Some of the experiences students had included growing their own vegetables, learning how to compost, practise composting in the school and looking after the vegetable gardens in the school.

### Individual Music Program

This year SSPS expanded their individual music program by continuing our partnership with specialist music teachers for wind instruments (flute, clarinet and saxophone) and guitar while adding other instruments like keyboards and drums. Students were offered one on one, paired or group music tuition with specialist music teachers and had timetabled lessons which were on a rotation so students did not miss the same lessons.

The affordable opportunities for music lessons 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.

### 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 progress through to zone, state and national levels. This year saw a student coming in first at Zone Swimming championships. She went on to represent the Combined Independent School at the NSW State Swimming Championships. We congratulate her on her tremendous accomplishment. Two students won Gold & Silver at the Tennis Regional Champions with North Coast Independent Schools (NCIS).

The school also participated in NSW Touch Football Primary School Gala Day. This year students from Kindy to grade 3 participated in a gymnastics program. All students continued with the 'Swim & Survive' program 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 and spirit connection in all individuals.

## **Wellbeing Support Programs**

SSPS offers a pro-active approach to wellbeing by having after school & during school workshops conducted by our pastoral care coordinator (who is funded by The National School Chaplaincy and Student Welfare Program) and student support officer. This year, the well being and support team facilitated and conducted the following programs as according to age appropriate needs of students.

- Rainbow Hearts
- Kaleidoscope Club
- Bounce Back
- Boys Drumming Circle
- Lunch Time Sports
- Leading Ladies
- Puberty Program
- Art Expression (Grade 6 ~ lunch time art program)



## Academic

The school has performed well in the NAPLAN as reflected in the summary below. Details can be seen in the My School website: <http://www.myschool.edu.au/>

### Literacy and Numeracy - 2012

Year 3	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	492 459-525		479 452-506		438 408-468		486 451-521		428 401-455	
	SIM 440 431-449	ALL 420	SIM 427 419-435	ALL 416	SIM 427 418-435	ALL 414	SIM 443 434-453	ALL 424	SIM 412 404-421	ALL 396

Year 5	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	530 500-560		478 450-506		492 464-520		508 476-540		494 468-520	
	SIM 511 503-520	ALL 494	SIM 487 479-496	ALL 477	SIM 504 496-512	ALL 495	SIM 509 500-519	ALL 491	SIM 503 495-511	ALL 489

**SIM** Schools serving students from statistically similar backgrounds

**ALL** Australian schools' average

SSPS's average is

- substantially above
- above
- close to
- below
- substantially below
- these schools' average

### How to interpret this chart

Colour shows if the selected school's average is above or below the Australian schools' average

Selected average

Margin of error at 90% level of confidence

530 500-560	
SIM 511 503-520	ALL 494

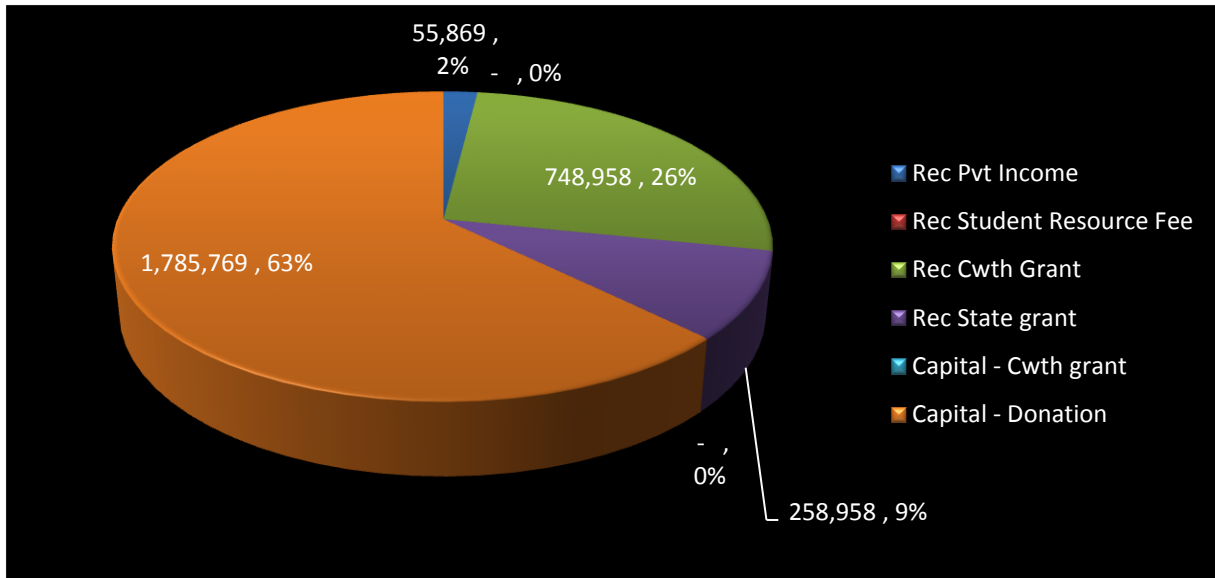
Colour shows if the selected school's average is above or below the Australian schools' average

Average and margin of error at 90% level of confidence for statistically similar schools

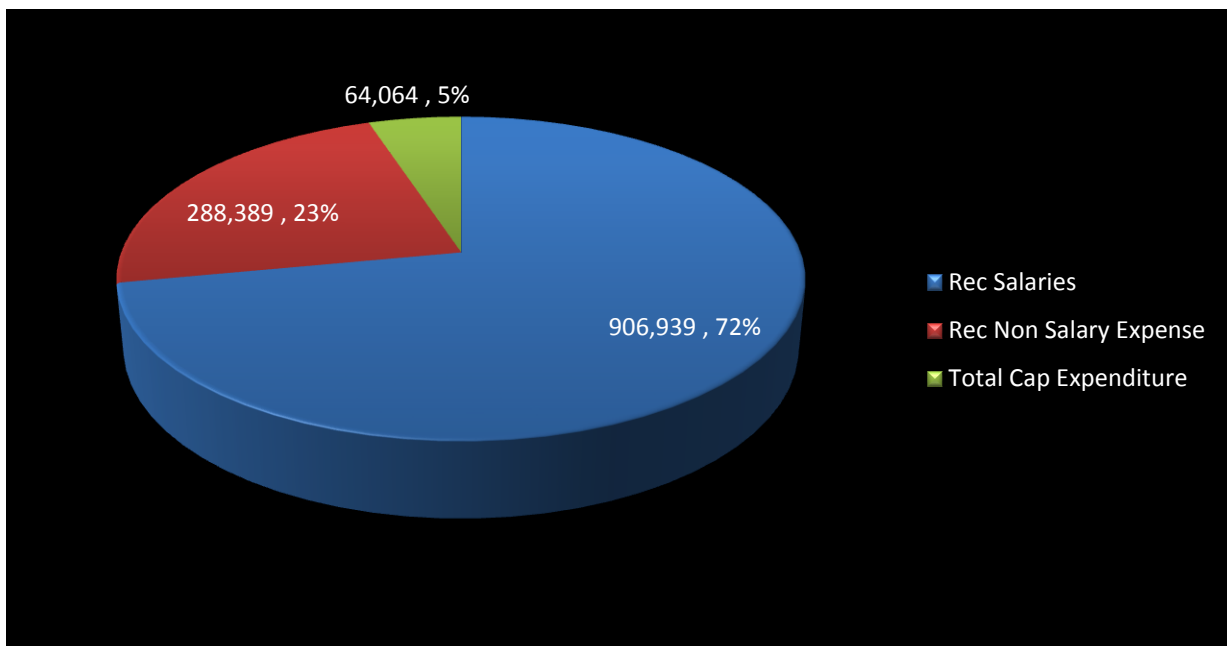
Australian schools' average

## Summary Financial Information

### RECURRENT/CAPITAL INCOME



### RECURRENT/CAPITAL EXPENDITURE



### Statements as at 31 December 2012

The financial statements as of 31 December 2012 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 2011 Report

Area	Priorities	Achievements
Review policies and procedures	P & F Constitution to be reviewed by 2012 by P & F Committee	This document was reviewed in 2012 to include each family volunteering 2 hours per term.
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"> <li>• Bus Shelter &amp; moving of small gate near Senior Block</li> <li>• Fixing small gate near the old Kindy room to eliminate the serious problem faced during the frequent heavy rains &amp; flooding</li> <li>• Fixing Hand dryers in toilets</li> <li>• Replacing old Carpets &amp; worn out mats</li> <li>• Replacing broken office chairs</li> <li>• Minor work to eliminate water leaks and puddle in Admin Block near main entrance and near junior lunch area</li> <li>• Wash Basin in Senior block</li> </ul> <p>IT – Set up Terminal Server to increase efficiency and also avoid higher investment in PCs in future.</p>	<p>Using SchoolPro for Attendance reporting to DEEWR. As a pilot Semestral Student reports are produced from School Pro for Kindergarten students.</p> <p>On-going financial prudence in managing funds.</p> <p>Principal and Business Manager attended a two day course on the new WHS Act with AIS NSW.</p> <p>Capital Improvements in 2012 include:</p> <ul style="list-style-type: none"> <li>• Added students Wooden bench for Lunch area (outside)</li> <li>• Replaced 3 new Class Carpets (for classrooms)</li> <li>• All doors now have Door Mats (outside rooms)</li> <li>• Obtained Indoor and Outdoor Cleaning Machines</li> <li>• Obtained new school Uniform Cabinets</li> <li>• Obtained 6 Hand Dryers (for 6 toilets)</li> <li>• Junior Eating area minor works to eliminate water puddle &amp; slippery floor (near junior toilet)</li> <li>• Stripped vinyl and re-surfaced Room 1 with polished concrete.</li> <li>• Installed new blinds in every room</li> </ul> <p>IT Improvements</p> <ul style="list-style-type: none"> <li>• New AV Room PC</li> <li>• AV Room Cabinet</li> <li>• High end PC for Office</li> <li>• Implemented Terminal Server</li> </ul>
Teaching & Learning	<ul style="list-style-type: none"> <li>• Review Stage 1 Units of Work</li> <li>• Introduce grid matrix to include multiple intelligences and whole brain learning for assessment task.</li> <li>• Actively promote cooperative learning strategies when planning units of work.</li> <li>• Introduce Inquiry Learning to curriculum planning</li> <li>• Expose teachers to National Curriculum Outcomes for English and Maths.</li> <li>• Review scope &amp; sequence for CAPA</li> </ul>	<p>Stage 1 Units of Work reviewed to include modelled reading and individualised spelling program to clearly contextualise spelling with writing.</p> <p>Stage 1, 2 &amp; 3 teachers introduced rubrics for assessment tasks. Teachers incorporated multi intelligences activities in literacy group in Stage 3.</p> <p>Stage 2 &amp; 3 cooperative learning experiences included the school camp and incorporating cooperative games and play in sport for PDHPE</p> <p>All teachers attended a full day professional development workshop to develop inquiry learning units of work. Teachers included a Wonder Wall to facilitate inquiry learning in their classroom.</p> <p>Distributed and exposed all teachers with the syllabus documents for English and Maths provided by Board of Studies.</p> <p>Reviewed the Scope and Sequence for Music in 2012. Introduced professional musicians to co-teach</p>

		music program.
Student Welfare	<ul style="list-style-type: none"> <li>Introduce Student Support Officer to help coordinate group and individual well being programs</li> <li>Consolidate Role Statements for the Well-Being Committee</li> <li>Review Child Protection Scope and Sequence for each stage.</li> <li>Introduce at least two leadership training opportunities to empower student leaders</li> </ul>	<p>Appointed a Student Support Officer to facilitate and run pro-active wellbeing programs for students requiring support for social and emotional learning.</p> <p>Role statement for each member of well being committee were formalised with consultation with teachers.</p> <p>Formally introduced child protection unit of work as part of Personal Development and Health for all stages.</p> <p>SRC attended a leadership seminar conducted by Impact Leadership. Grade six leaders attended a two day leadership camp run by Together for Humanity.</p> <p>Installed new first aid cabinet in sick bay and attained mobile first aid kits for all teachers and support staff for prompt treatment.</p> <p>Obtained mobile first aid kit for offsite activities e.g. school carnivals.</p>

## School Planning

Area	Priorities
Review policies and procedures	On-going review of policies and procedures, updating when required.
Facilities & resources	<p>Developing Friendship Garden at the Kindergarten Area</p> <p>Information Technology</p> <ul style="list-style-type: none"> <li>Fine tuning of Terminal server</li> <li>Replacement of old /obsolete PCs with new where possible</li> <li>Obtaining another Interactive White Board</li> </ul> <p>Audio Visual</p> <p>Training all staff to handle AV activities in school hall</p> <p>Go Green Project</p> <ul style="list-style-type: none"> <li>Installing 30Kwh Solar Power to achieve self sufficiency in our energy needs</li> </ul> <p>Replacement of old student tables and chairs</p>
Embedding Excellence	Embark on Self evaluation process using AIS School evaluation framework
Teaching & Learning	<p>Upgrading Student Library Resources</p> <p>Reviewing Scope &amp; Sequence for All KLAs.</p> <p>Developing Inquiry Learning Units for service learning for stage 2 &amp; 3.</p> <p>Sourcing and implementing Interactive Software for Teaching &amp; Learning</p> <p>Provide opportunities for students to participate in contemporary dance.</p>
Student Welfare	<p>Maintaining certification for first aid for all staff.</p> <p>Provide training opportunities to staff to gain better understanding to support students with special needs</p>



## School Policies

Policy	Changes in 2012	Access to full text
<b>Student Welfare</b> Child Protection Policy encompassing <ul style="list-style-type: none"> <li>• Definitions and concepts</li> <li>• Legislative requirements</li> <li>• Preventative strategies</li> <li>• Reporting and investigating reportable conduct of employees</li> <li>• Investigation processes</li> <li>• documentation</li> </ul>	Reviewed in 2012	Available in parent handbook
<b>Student Discipline</b> <ul style="list-style-type: none"> <li>• Code of conduct for staff</li> <li>• Code of conduct for students</li> <li>• Behaviour management</li> </ul>	Reviewed in 2012	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.
<b>Grievance Policy</b> <ul style="list-style-type: none"> <li>• Procedures for staff</li> <li>• Procedures for parents</li> <li>• Procedures for students</li> </ul>	Reviewed in 2012	Available in staff handbook Available in parent handbook Available in student Wellbeing and Discipline Policy Full copy of policy is available on request.
<b>Privacy Policy</b>	Reviewed in 2012	Available in staff handbook Available in parent handbook
<b>Excursions and Field Trips</b>	Reviewed in 2012	Summary in parent handbook Full text available by request from office
<b>Special Approaches to Teaching and Learning in the classroom – SSEHV</b>	Reviewed in 2012	Summary in parent handbook Full text available on request from Principal
<b>Disability Policy</b>	Reviewed in 2012	Full text available by request