

# 2013



## SATHYA SAI PRIMARY SCHOOL MURWILLUMBAH

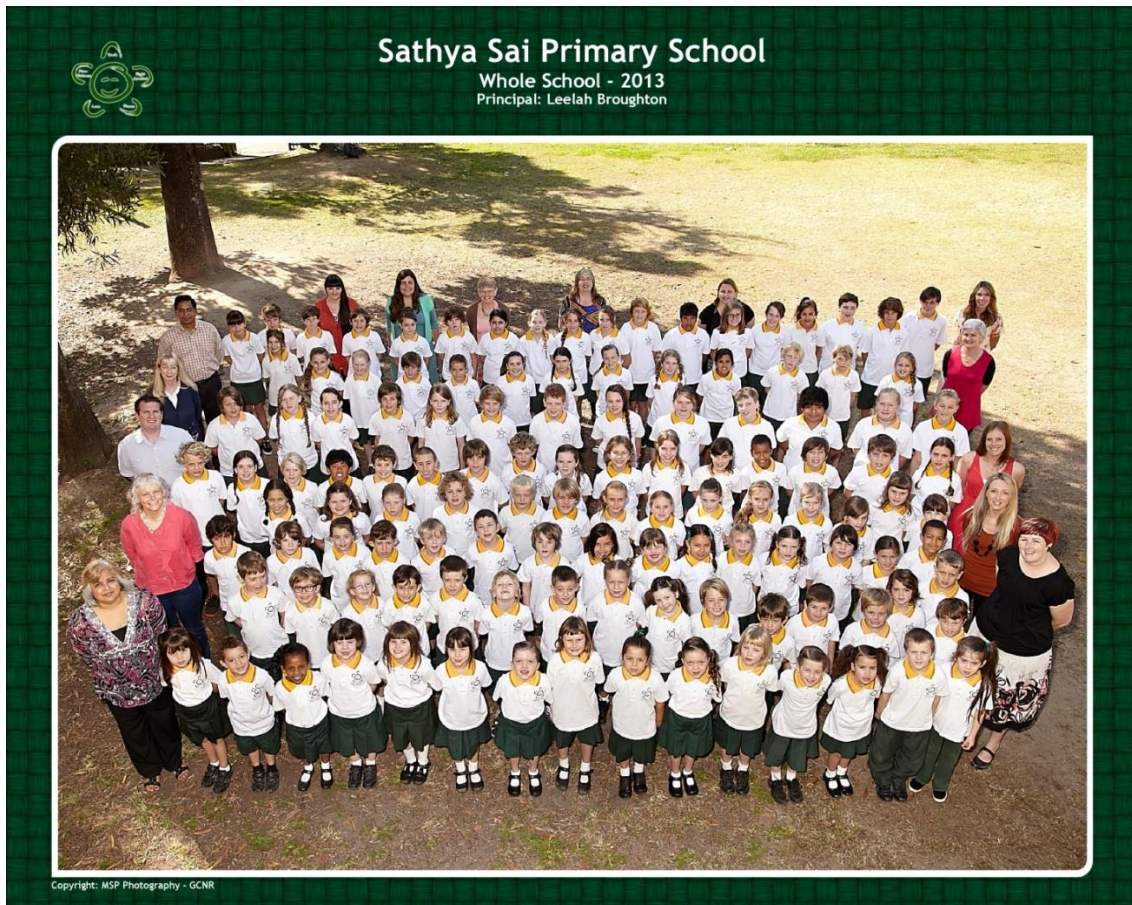
# ANNUAL REPORT

Sathya Sai School NSW Inc.  
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## ***Table of Contents***

From the Principal	3
From the Chair of our School Board	4
Our SRC	4
Our P & F	6
School Context	7
Achievements	11
Summary Financial Information	16
Significant Program and Initiatives	17
School Planning	19
Policies	20



### ***Message from the Principal:***

As we celebrate our year at Sathya Sai we are able to reflect with gratitude all the experiences that nurture us towards growth, understanding and transformation. The students' happy faces, musings, thoughts and work inspire us even more towards our vision in educating all students in human values.

It is our human values program that sets us apart from other schools. At SSPS, education is an interactive social experience where we teach, build, apply and live the five human values of love, peace, truth, right conduct and non-violence with one another. Not only do we explicitly teach human values as a Key Learning Area (KLA/subject) but it is also integrated in all other KLAs (English, Mathematics, Science & Technology, HSIE, Creative Arts & PDHPE) as well as embedded in the culture of our school through all our policies and procedures.

True education cannot merely be the accumulation of facts, figures and bookish knowledge. The digital universe has seen information increase exponentially to now hold "zettabytes" which is equivalent to about 250 billion DVDs (according to Cisco blogpost). Being able to access content and information is not what we need to teach our children – this is readily available. It is the discrimination through the human values which will empower our students towards understanding that we are part of a whole, we are creators of own universe and we are part of the solution in creating a family, a community, a society, a world and a universe of loving kindness.

Our founder says, "Earning money cannot be the purpose of education. Acquiring good qualities can be **the only purpose** of education." What is the use of brilliant minds filled with bookish knowledge if greed towards their own creature comforts is their only motivator? If we do not consider the highest good in all we do - the result is mass inequality and suffering.

Mahatma Gandhi said, "The world has enough for everyone's need, but not enough for everyone's greed" and according to the UNESCO of the International Commission on Education for the Twenty-first Century, "education's noble task is to encourage each and every one, acting in accordance with their traditions and convictions and paying full respect to pluralism, to lift their minds and spirits to the plane of the universal and, in some measure, to transcend themselves. It is no exaggeration on the Commission's part to say that the survival of humanity depends thereon."

Teaching everyone to live the five human values is not an option it is a necessity!

Thank you, my dear school community in joining me on this journey of highest good through the human values in the spirit of ONENESS.

Yours truly,  
**Leelah Broughton**



## Message from our Chair

I began serving as Chair of the Board of Governors since August 2013, a role I took over from Dr Pal Dhall. My thanks go to Dr Dhall and Mr Neville Fredericks for their contribution to the school over the years.

As the chair of the Board of Governors, I am fortunate to work with a dedicated and capable team led by the Principal Leelah Broughton. The staff, parents, community members and volunteers have demonstrated their commitment to the achievement of the high standards that we have set for the school. The Parents and Friends Association has been working actively, to provide the necessary support to the School. We all must work together to ensure the best for our students, now and into the future. On behalf of the Board, I wish to thank them for their commitment and dedication.

Besides academic achievements, the school endeavours to elicit human values from all its students, through our powerful Human Values Program. Our goal is to provide education which will foster confidence in making right decisions in meeting the challenges of modern society. To achieve these objectives we are committed to provide the school with the latest in technology and a truly beautiful learning ambience. We are also working towards ensuring a carbon neutral footprint with our recent installation of 30 Kwh of solar panels.

Several new initiatives, programs and processes have been introduced in the current year, driven by the strategic goals set by the Board of Governors. We are in the process of re-developing our web site into a more user friendly, informative web site, focusing on our strengths. We have changed the school logo to that used by all other Sathya Sai Schools around the world.

We wish to develop a closer partnership and good communication links with the school community. To this end we have decided to hold future Board meetings at the school and meet regularly with the Parents and Friends Association as well as parents and staff. The board is committed to continue to be proactive future planning.

I look forward to working with you closely as one family and encourage you to join us on our journey.

Channa Seneviratne

Chairman – Board of Governor

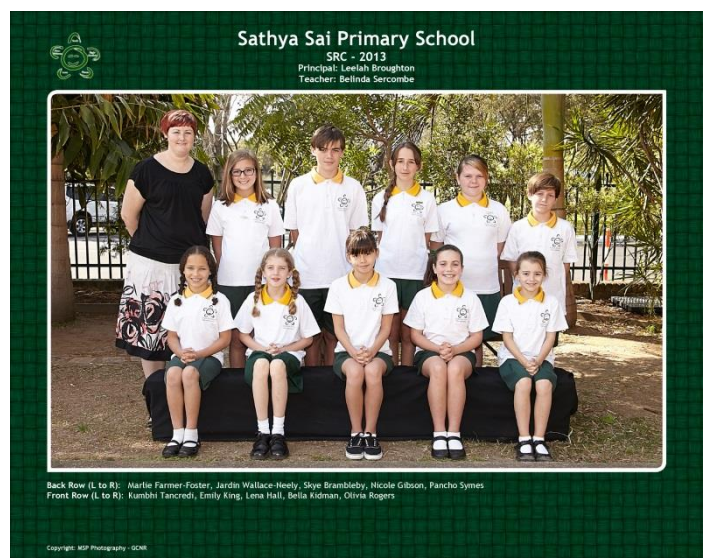
## Our Student Representative Council (SRC)

Our 2013 SRC was voted in by the student body in December 2012. The students voted with integrity, choosing students who they felt would be good representatives. An amazing group of students were elected and at a special morning assembly were inducted by Vice Captains of Murwillumbah High School.

Our SRC of 2013 saw their role as being leaders who were helping to create a learning environment that was exciting, challenging, safe and fair.

They say that good leaders:

- put other students before themselves
- never put other students down
- help fix problems
- show responsible & citizenship
- represent themselves and the school
- show the values in action
- look after their school mates
- are good role models
- take initiative
- accept others differences
- think positively
- are punctual
- are respectful & polite
- participate in school activities



The SRC have worked hard this year with regular class meetings to give students an opportunity to share their thoughts, feeling and ideas. We have had many suggestions on things that the students would like us to work on, but we have also been overwhelmed with the gratitude.

Our students are grateful for the values, our teachers, variety for canteen, our playground, organised sports, art, Maths groups and Frosty Friday.

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

- Collecting food for the local community centre 'Nullum House'
- Mother's Day Devonshire Tea
- Crazy Hat Day mufti day to raise money 'Story Dogs'
- Animal Antics mufti day to raise money for the 'RSPCA'
- Pancake Day/mufti day for 'You Have a Friend'
- Father's Day Spanish Morning Tea
- Values mufti day for our Fiji sister school
- Sea Creatures mufti day for our dolphin Scooter and Dolphin Research Australia

The SRC represented the school at the combined school march on Anzac Day. We had an even larger group compared to last year and the students represented the school well.

The SRC have continued to run Frosty Friday this year selling icy poles at lunch time in the warmer months of Term 1 and Term 4. The students willingly give up their lunches to do this and their dedication to the other students is commendable. The SRC have enjoyed serving their peers this year and place this selfless service as one of the things they have most enjoyed. They have gained an understanding of how rewarding selfless service is and have mentioned how satisfied they feel when helping others.

The SRC have focused our fundraising on local charities that directly support members of our community as well as supporting one of our Sai sister schools. The students and their families have given generously this year and all of our charities were most grateful.

This year the SRC feel that being in this role they have learnt how to be better at:

- solving problems
- being responsible
- public speaking
- being a nicer & more confident person
- being a leader and putting others first
- encouraging & supporting their peers

Reflecting on the Legacy left by our founder, the SRC are most grateful for:

- having the opportunity this year to be a leader
- the opportunity to be role models of the human values
- the honour of being a voice for others
- the honour of giving their time and energy in selfless service

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

## ***Message from Our P & F***

Another memorable year!

This year has brought a whole new committee that have worked hard to contribute to our wonderful school. Our annual school dance, that was themed a ***masked ball***, was amazing. These events are not just the P&F but many caregivers working together, thank-you.

With our efforts at the dance and the athletics carnival we will be seeing new sports equipment and a hedge along the front fence line in the New Year. As always working bees' have been a great help to the school and very productive.

The role of the P & F is to actively support the school by:

- (a) Promoting the interests of the school by bringing parents, citizens, students and teaching staff into close co-operation; and
- (b) Assisting in providing facilities and equipment for the school and in promoting the recreation and welfare of the students at the school.

Next year we hope to expand our P & F structure to include teams to concentrate on particular activities ranging from school improvement in the building and grounds, school maintenance through regular working bees and to assisting with classroom support and activities.

If you would like to participate, please contact the school office for further information.

Thank you to the wonderful families that have given their time and effort on a daily basis, the school couldn't work or look as good without you.

***Michelle Rogers***  
**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 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	2013
Boys	56	54	57	56	55
Girls	49	45	49	52	70
Total	105	99	106	108	125

**Student attendance profile:**

Student attendance patterns for all grades remain positive and of no concern to our school. Our school's average attendance was 90% in 2013.

**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**

The following table shows our class sizes based on DEEWR student census reporting submissions.

Class	Total in Class
Kindy /1	22
Yr 1-2	27
Yr 2-3	29
Yr 4-5	26
Yr 5-6	21
	125

**Enrolment Policy**

There were no changes in the school's enrolment form in 2013. 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	6
Teacher Release	0.8
Support Teacher Assistance	1
Pastoral Care (funded by National School Chaplaincy Program)	0.4
School Administration & Support Staff	3.13

**Staff Attendance and Retention Rate**

In 2013, the average daily staff attendance rate was 99%. The proportion of staff retained from 2012 is approximately 93%.

**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 2013 includes:

Description of the Professional Learning Activity	No of staff participating
<i>SSEHV: continue to resource staff with a framework of developing students personal and interpersonal skills through explicit teaching of situational values</i>	11
<i>First Aide Course</i>	13
<i>English Syllabus Familiarisation K-6 AIS course addressed NSW Institute of Teachers Professional Teaching Standards: 1.2.1, 1.2.3, 6.2.4</i>	7
<i>Live Life Well</i>	All teachers
<i>Letterland Award Winning Phonics Prep-Yr 3</i>	1
<i>Support for Primary Educators Workshop</i>	3
<i>Developing Intercultural Understanding with Difference Differently</i>	2
<i>Autistic Spectrum Disorder Training</i>	1
<i>Working with Children who have experienced domestic violence, Social Development Council</i>	2
<i>Dyslexia Training for Teachers</i>	2
<i>Explicitly Teaching Writing</i>	10

## **Achievements**

### **School Competitions**

#### **Murwillumbah Arts Festival 2013**

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.

Students took part in individual categories as well as with their classes. Our individual entrants had several highly commended awards in poetry reading, while our class 4/5 speaking choir, and our recorder ensemble placed second in their category. We congratulate all students for their participation and performance.

#### **Les Peterkin Portrait Prize 2013**

The school entered the Les Peterkin Portrait Prize for children with the theme "Friends & Family". This year we had several the winners from SSPS where 5 students had their art work framed and hung in the Tweed Regional Art Gallery and 7 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.

#### **Tweed River Agricultural Show**

This year SSPS also supported and participated in the local Murwillumbah Agricultural Show and was awarded first prize by Tweed River Agricultural Society for our scarecrow which the students renamed as "*Wagoora the carecrow*" who looks after the garden beds.

#### **A Day Made Better (Office Max Awards for teachers)**

A Day Made Better rewards and recognises exceptional primary school teachers across the country. Parents, students, family, friends, as well as teachers, principals and school administrators to show their appreciation by giving them the recognition they deserve. Parents nominated two teachers to receive this award and both teachers received a certificate and award for their dedication and passion to education.

### **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 2013 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, shared in food from around the world and played games from around the world including "takraw" and "boccia"

### **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 fourteen week unit of work which focuses on service. This project was 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 semester rotation.

The service projects are:

SMILEY CLUB	Project Synopsis
Recycling Club	Students learnt about recycling, the carbon footprint of new products and how we can reuse, reduce and re-cycle. Students also learnt to make products out of rec-cycled materials e.g. making mats from old T-shirts, making bowls from plastic bags. Students also discussed ways of how they can promote re-cycling in the community and be active citizens.
World Warriors	Students took up a service cause of their choice and explored ways to be active citizens through a 14 week enquiry learning unit of work. They had to justify and research their chosen cause and find ways to support their cause and promote it to their peers.
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**

This year Sathya Sai Primary School has participated in numerous sports at many different levels. This year's class sports programs included gymnastics, netball, touch football, soccer, zumba, dancing, swimming, athletics training, relays, ball skills, cooperative games and much more.

There were also opportunities for students in grades 3-6 to play organised sport at lunchtimes on a Thursday in term 1, 2 and 3. These sports encouraged students to be more active, play cooperatively, enhance house team camaraderie, as well as develop coordination and motor skills.

Our school Cross Country Championships was once again held at Fingal Beach in term 1 and although we began events late due to adverse weather, the day ran smoothly and was enjoyed by all. We had many parents involved with both volunteering and participating in the parent/teacher race.

Our school Athletics Championships was held at the Murwillumbah High School Oval in term 3. Once again we had many parent supporters on the day volunteering and participating in the parent/teacher relay. Most students enjoyed participating and trying their best however there was some fierce competition resulting in many students attending the NCIS Athletics Carnival in Coffs Harbour to compete for the school.

The students represented the school very well. We even had two students place in three events. Earlier in the year a group of students competed at the NCIS Swimming Championships in Lismore. Out of those students one student qualified and competed at the CIS Swimming Championships in Sydney.

We have also been involved in other sporting competitions including a Netball Gala day in Mullumbimby and a Touch Football Gala day in Murwillumbah both attended by the senior class – class 5/6.

## **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 wellbeing and support team facilitated and conducted the following programs as according to age appropriate needs of students. These included:

- Year 1 - Rainbow Hearts
- Year 2-Kaleidoscope Clubs
- Year 3--Lunch Time Sports / Puberty Program
- Years 5 and 6 together -Family workshops
- Whale Song – Calling Mothers and Daughters
- Turtles Taking Action - Mothers and Sons

Besides these targeted programs we have whole school programs and procedures which include our Sathya Sai Education in Human Values which explicitly teaches our school's human values within the classroom with consistency in a positive, supportive, stimulating environment.

Our wellbeing and discipline program holds consistency amongst staff in the delivery and application of the discipline roadmap. There is collaboration with teachers and staff to track and assess wellbeing of students through student records. Students are encouraged to reflection in a caring, compassionate but fair manner.

We believe that a contented, happy child- immersed in a loving environment which promotes and encourages high levels of self-esteem, optimism, resilience and working together can flourish more fully. We believe that children are more successfully able to achieve the ultimate balance between a well-developed set of personal values and academic achievement.

## 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 - 2013

Year 3	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	451 414-488		407 379-436		401 369-432		424 387-462		402 374-431	
	SIM 430 421-439	ALL 419	SIM 424 416-432	ALL 416	SIM 418 409-426	ALL 411	SIM 439 429-449	ALL 428	SIM 407 399-415	ALL 397

Year 5	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	505 474-536		521 492-551		500 471-529		493 460-527		470 444-495	
	SIM 511 503-520	ALL 502	SIM 486 478-495	ALL 478	SIM 500 492-508	ALL 494	SIM 510 501-520	ALL 501	SIM 495 487-503	ALL 486

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

**ALL** Australian schools' average

SSPS's average is

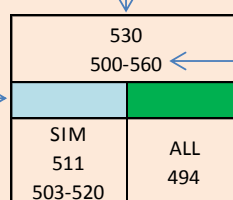
- substantially above
- above
- close to
- below
- substantially below
- these schools' average

### 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

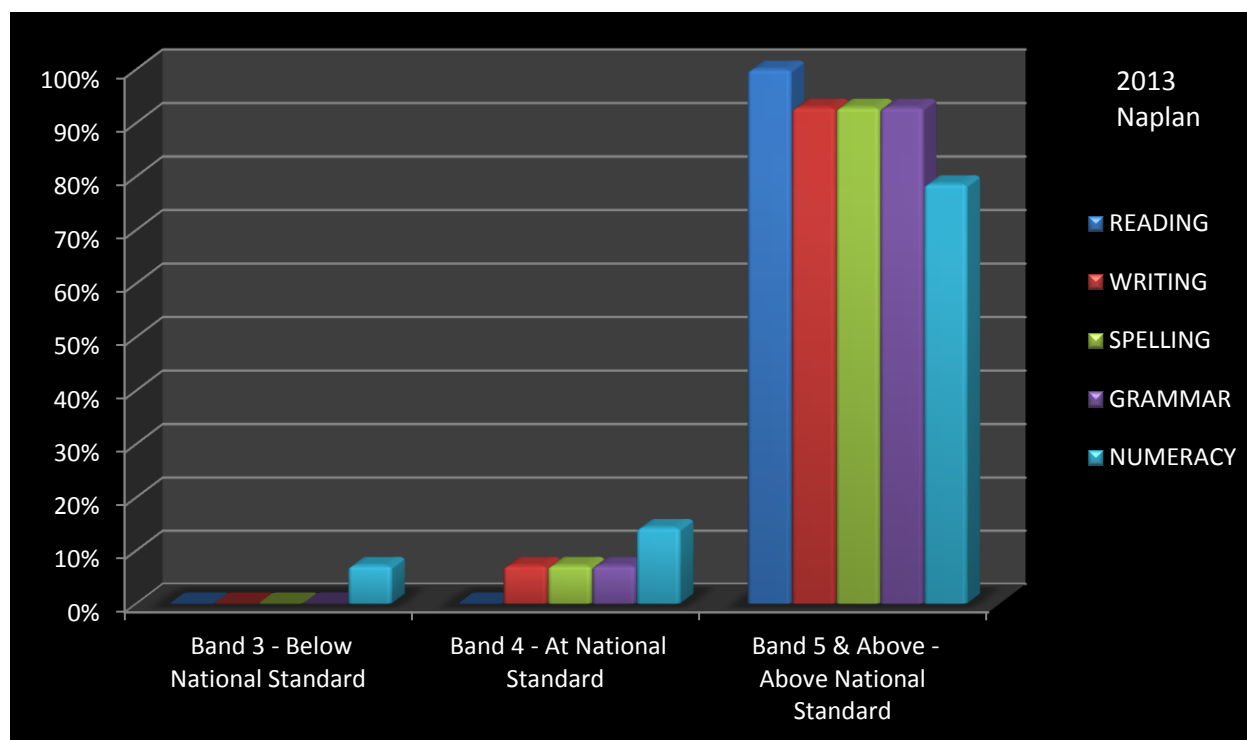


Colour shows if the selected school's average is above or below the Australian schools'

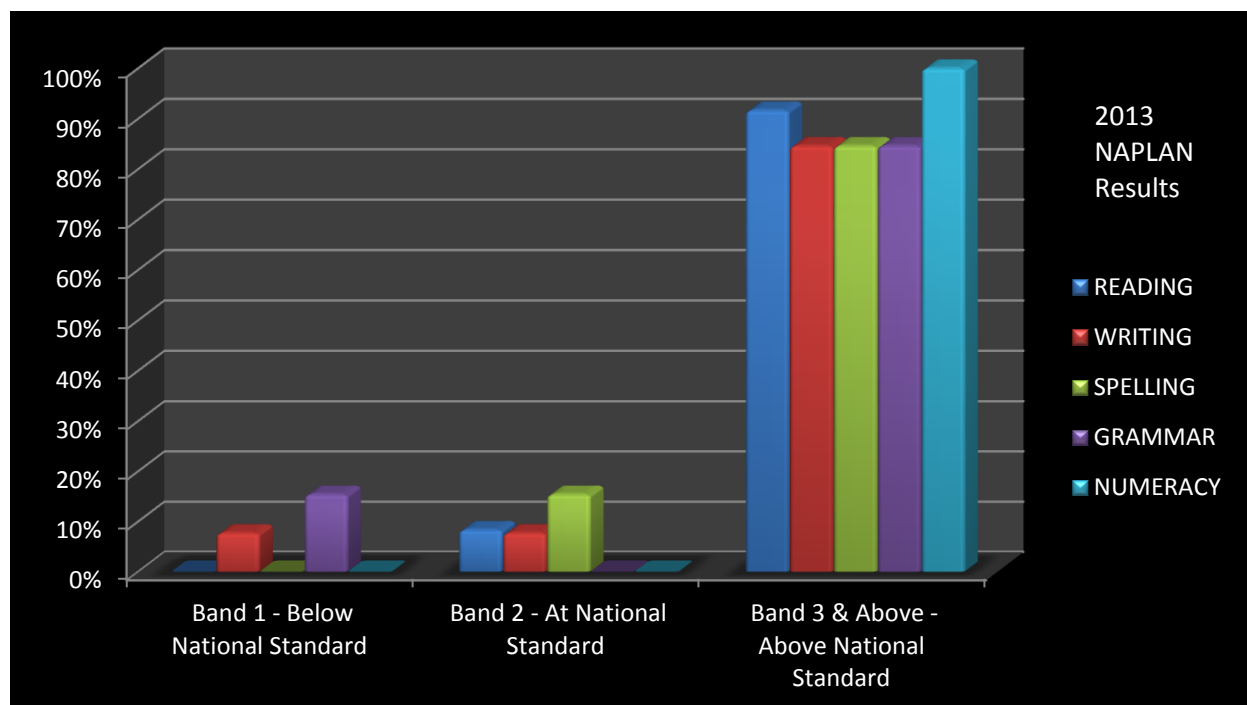
Average and margin of error at 90% level of confidence for statistically similar schools

Australian schools' average

## 2013 NAPLAN Results - Year 5

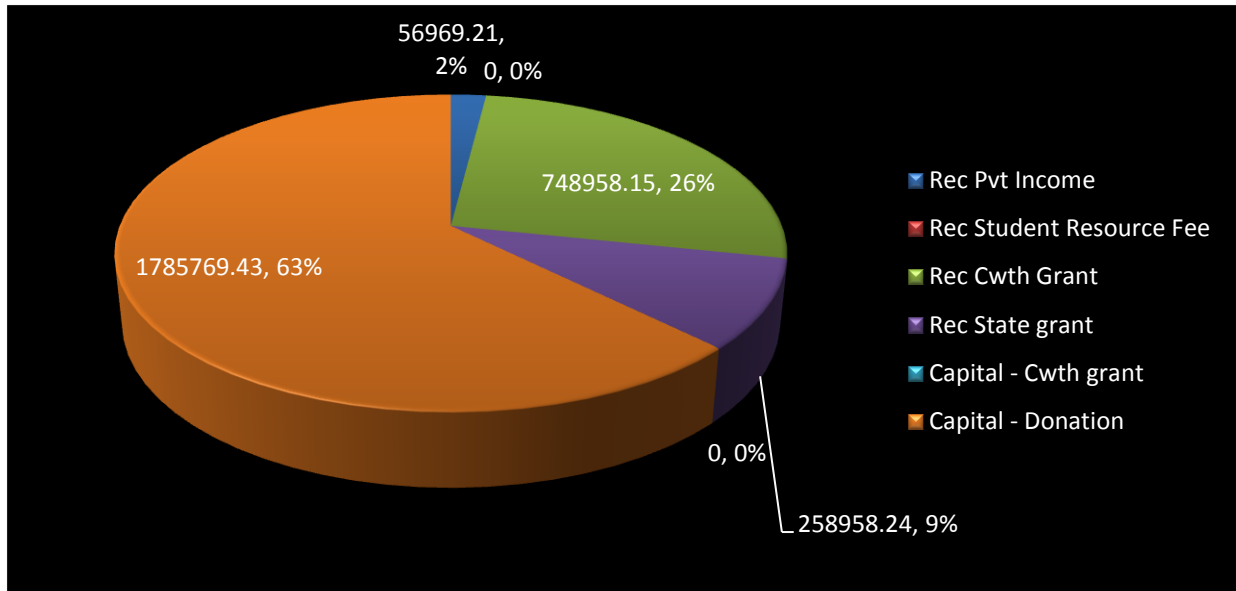


## 2013 NAPLAN Results - Year 3

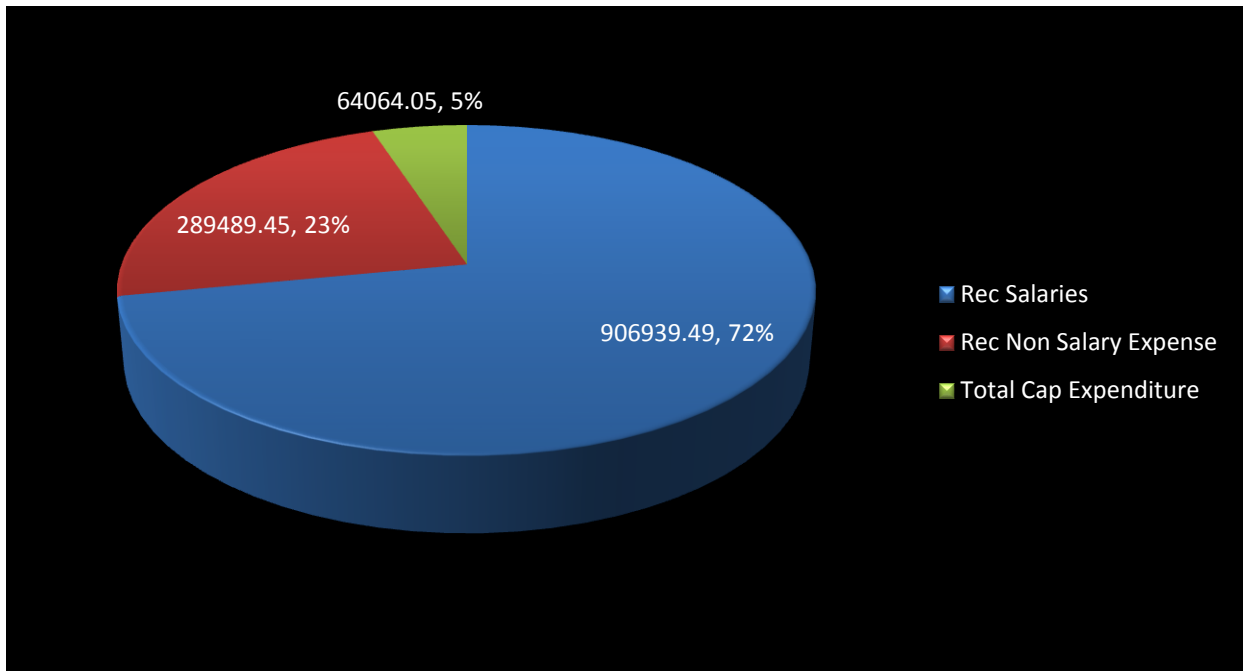


## Summary Financial Information

### RECURRENT/CAPITAL INCOME



### RECURRENT/CAPITAL EXPENDITURE



### Statements as at 31 December 2013

The financial statements as of 31 December 2013 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 2012 Report

Area	Priorities	Achievements
Review policies and procedures	On-going review of policies and procedures, updating when required.	This document was completely reviewed and updated in 2013.
Facilities & resources	<p>To develop 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>- To installing 30Kwh Solar Power to achieve self sufficiency in our energy needs</li> </ul> <p>Replacement of old student tables and chairs</p>	<p>Developed Friendship Garden at the Kindergarten Area</p> <p>Fine tuning and regular updates by ONGC of Terminal Server Replaced 5 old /obsolete PCs with new PCs Obtained Interactive White Board for new class</p> <p>Refurbished and obtained new Audio Visual equipment for the school hall Started an AV Club for students and provide training for teachers and students to use AV equipment to run assemblies.</p> <p>Go Green Project - 30Kwh Solar Power to achieve self sufficiency in our energy needs - Solar panel installation completed</p> <p>New Class in Room 4 set up for Year 1 to cater to growth New Tables and Chairs purchased for Year 1- 6 students</p>
Embedding Excellence	Embark on Self-evaluation process using AIS School evaluation framework	<p>Participated in AIS NSW Evaluating Excellence Program through the year with AIS Consultant Nick Clarke</p> <ul style="list-style-type: none"> <li>• Conducted self evaluation through staff survey, parent survey, students survey</li> <li>• Conducted Parent Focus Group Meeting</li> <li>• Conducted workshops to identify strengths and concerns and address priorities</li> <li>• Conducted workshop to develop a school action plan for 2014</li> </ul>
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>Cleared dated books from shelves. Obtained new library books to support new literacy curriculum and also to cater to student's interest.</p> <p>Incorporated Science and HSIE units of work in a three year scope and sequence cycle for all stages.</p> <p>Consolidated ES1 &amp; S1 Big Book program for literacy - incorporating modelled reading, explicit comprehension skills, and grammar and spelling activities.</p> <p>Trialled Inquiry Learning Unit through service learning clubs with World Warriors.</p> <p>Obtained SKWIRK for all students and staff- an interactive Obtained "Spell drome" for S1 &amp; S2 students.</p>

	Provide opportunities for students to participate in contemporary dance.	<p>Obtained Maths Plus Interactive Software for Numeracy.</p> <p>Started a dance club at lunch time and dancer performed in the Murwillumbah and Gold Coast Eisteddfods</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>	<p>All staff obtained or maintained first aid certification</p> <p>Three staff members attended professional training in Autistic Spectrum Disorder Training and Dyslexia Training for Teachers</p>

## School Planning

Area	Priorities
Review policies and procedures	On-going review of policies and procedures, updating when required.
Facilities & resources	<p>Widening and resurfacing the main driveway of the School</p> <p>Replace PC's at Resource Centre and Class rooms</p> <p>Replace Laptops for class room teachers</p> <p>School Signage</p> <p>Kitchen refurbishment</p> <p>Kitchenette at Teachers Resource Room</p> <p>New Classroom carpets</p> <p>Notice Board</p>
Embedding Excellence	<p>Implement Action Plan of Embedding Excellence</p> <ul style="list-style-type: none"> <li>• Establish Class Volunteer Protocol &amp; Protocols for Parent Involvement</li> <li>• Manage Community perception of school with <ul style="list-style-type: none"> <li>✓ better signage and visibility of the school</li> <li>✓ updated school website</li> <li>✓ principal tours</li> <li>✓ publicity of school events</li> </ul> </li> <li>• Establish opportunities for peer teaching</li> <li>• Deepen understanding of EHV to include experiential learning activities for teachers and students.</li> </ul> <p>Evaluate &amp; Review embedding excellence action plan</p>
Schools Leading Learning Project	<p>Reviewing Evidence to establish base line data for targeting comprehension in Reading &amp; Viewing Strand for English</p> <p>Establish Reflective thinking &amp; developing and incorporating strategies to establish a peaceful classroom</p> <p>Peer Teaching &amp; Support in establish routines and strategies of social and emotional learning</p> <p>Preparing Templates of Teaching &amp; learning for Literacy</p> <p>Embedding Strategies into Literacy templates</p> <p>Monitoring &amp; Tracking learning outcomes through assessment</p> <p>Sourcing teaching Resources</p>
Teaching & Learning	<p>Review &amp; Plan for New Australian Curriculum Syllabus for Maths &amp; Science</p> <p>Familiarise teachers with New Australian Curriculum Syllabus for History</p> <p>Sourcing and implementing Multi-modal text for Literacy to include media, music and visual literacy</p> <p>Training and reflection on using assessment data to inform teachers of students' learning and hence informing teacher planning and programming.</p>
Student Welfare	<p>Maintaining certification for first aid for all staff.</p> <p>Provide training opportunities to staff to gain deeper understanding social and emotional development of children by</p> <ul style="list-style-type: none"> <li>• Resourcing staff with understanding how Values affect the Psychosocial Development of children</li> <li>• Introducing Early Heart Awareness Program – to give children knowledge and skills to develop key social and emotional competencies known to facilitate psychosocial development</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporating Positive Education strategies with our human values program</li> <li>• Reflect on how educators are exemplars to students</li> <li>• Review Mindfulness techniques and its role in social and emotional development of staff and students</li> </ul> <p>Re-culturing the school by reflecting on policies and procedures to incorporate mindful strategies in behaviour management</p> <p>Peer Teaching &amp; Support in establish routines and strategies of social and emotional learning</p>
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## School Policies

Policy	Changes in 2013	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 2013	Available in staff handbook 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 2013	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 2013	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 2013	Available in staff handbook Available in parent handbook
<b>Excursions and Field Trips</b>	Reviewed in 2013	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 2013	Summary in parent handbook Full text available on request from Principal
<b>Disability Policy</b>	Reviewed in 2013	Full text available by request
<b>Student Enrolment Policy</b>	Reviewed in 2013	Full text available by request
<b>Curriculum Assessment &amp; Reporting Policy</b>	Reviewed in 2013	Full text available by request