

2014



SATHYA SAI PRIMARY SCHOOL MURWILLUMBAH

ANNUAL REPORT

Sathya Sai School NSW Inc.
9 Nullum St. Murwillumbah NSW 2484

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Sathya Sai Primary School

Whole School - 2014
Principal: Leelah Broughton



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Message from the Principal:

At Sathya Sai School every interaction is an opportunity to transform the HEART. Students and teachers are focused on developing HEART to HEART connections and building authentic and meaningful relationships. The quality of learning depends on the quality of our relationships. When students feel supported and listened to, they gain confidence in themselves and understanding of who they really are. Who is the real you?

At Sathya Sai we are clear as to who we are. We are love, peace, truth, right action and non-violence! How do we know we are these values? We know because we have experienced this! Every time we experience love, we feel it in our hearts! We feel the joy, the happiness and peace that come with feeling loved. This is a glimpse of a state of being. This potential and capacity to have a life filled with joy, hope excitement and enthusiasm is real and already there. We just have to bring it out all the time!

Now therein lies the challenge. To bring out the values within requires effort, concerted practice and commitment. This too is within us. We have infinite capacities to tap in this eternal reservoir of spirit. We can persevere – we must! Everyday in this school we remind students that this treasure, this diamond, this inner wise one is within!

When we see every moment as an opportunity to live the values, when we focus on the things we have rather than the things we do not, when we have the confidence in ourselves that we can achieve, we can persevere -even when it is hard... who we really are, shines forth. In giving our best we become who we really are – divine!

Our founder says, “Man will realise his mission on earth when he knows himself as divine and reveres others as divine.”

Be Divine!

Leelah Broughton

Message from the Chair of Board of Governors

As another successful year ends, on behalf of the board of governors, I would like to take this opportunity to say thank you for all your support extended to us.

Under the capable leadership of our principal, Mrs. Leelah Broughton, we have has a most capable team of teachers, administrators and the support staff. The school has benefitted from the new programs and staff professional development programs undertaken during the year. Our board of governors firmly believes that the best way to create future success is to invest in that future and we are committed to do that.

The prime purpose of the Sathya Sai Primary School is the integration of values in the National Curriculum. In all our past inspections by the Board of Studies, the inspectors have drawn attention to the success of the school in meeting this goal. Values education re-cultures schools as safe caring environments for children. Our next goal is to make the program available for other schools.

A newly launched web site comes with more exciting features and detailed coverage of our events and activities. The web site will be regularly updated with information. We hope that the new web site will act as a catalyst in leading the school to a new era of friendship, interaction and fellowship.

Together with the continued support of the community, parents and teachers, the board of governors will strive to work together to make our school a model school for human values based education. We strive to establish ourselves as one of the top educational choices for students and parents in our region.

We look forward to continue working with you closely not only to maintain the excellent standards but achieve greater heights.

Channa Seneviratne

Chairman Board of Governors

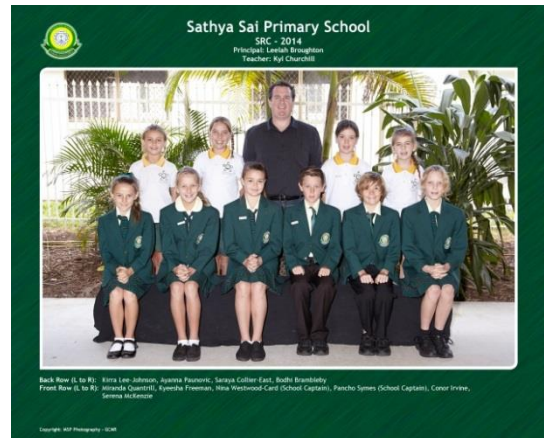
Our Student Representative Council (SRC)

This year our Student Representative Council were elected by their peers on a grade basis. We were privileged to have Murwillumbah High School captain Ruben Russ (who was also the Sathya Sai School Captain when in 2008) and Vice-Captain Adrianna Marshall induct 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:

- ♥ Responsible and reliable in all situations and can be trusted to do their very best
- ♥ Respectful to all students, staff and visitors
- ♥ Honest and trustworthy
- ♥ Show the values in action
- ♥ Accept that all students are different
- ♥ Be inclusive of everyone
- ♥ Be good role models for others
- ♥ Are punctual
- ♥ Look after their friends
- ♥ Participate willingly in school activities



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 playground facilities, the teachers and our Principal, Thursday lunchtime sports, Popcorn and Frosty Friday, friends, our well resourced classrooms, school camps and excursions, a safe and loving environment 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 Morning Tea
- ♥ Father's Day Veggie Sausage Sizzle and family challenges
- ♥ Food Drive to support Nullum House
- ♥ Favourite Pet or Animal Mufti Day to raise money for Friends of the Pound
- ♥ Mufti Day to raise money for our adopted dolphin Scooter and Dolphin Research Australia
- ♥ Fluro Mufti Day to raise money for Women's Cancer Research
- ♥ Popcorn and Frosty Fridays

The SRC represented the school at the combined school march on Anzac Day. This year we had many students who represent our school proudly in the march.

Members of our SRC have also continued with the student run canteen where in the cooler months we sell popcorn (POPCORN FRIDAYS) and in the warmer months we sell icy poles – FROSTY FRIDAY. We were very lucky and are grateful to the P&F who purchased a high quality Popcorn machine for use at Popcorn Friday and other school events which made the serving at the canteen much faster. Our Popcorn Friday and Frosty Friday profits go to one of our local charities.

Our SRC have also enjoyed organising our canteen and have said *'I enjoy serving my friends and seeing how happy they are'*. This quote speaks volumes as our SRC give up their own lunchtimes for meetings, but also additional time to run the canteen.

2014 also saw all of our year 5 and 6, SRC members go on a 2-day leadership Camp at Upper Mt Gravatt Primary School. This experience helped them to understand what it means to be a better student leader who is equipped with an understanding of their role in the SRC. As well as taking on leadership activities, students were provided the valuable opportunity to work as part of a team, make new friends and learning how to be a good role model. The school paid for the SRC to attend this camp and students were very grateful to have this amazing opportunity!

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

- ♥ leading, helping and caring for their fellow students
- ♥ being a positive role model
- ♥ being a better leader and friend to others
- ♥ public speaking and presenting in front of their peers
- ♥ being responsible

On behalf of all students, the SRC is so grateful that we have this human values school which is not only tuition free but filled with love.

Kyl Churchill

SRC Teacher Advisor

Message from Our P & F

2014! What an Amazing Year!

This year brought us so many memorable events. We had many new, vibrant and enthusiastic committee members, parents/carers, along with our existing dedicated school community, who contributed in so many ways, to the success of these annual events - The School Movie Night, School Dance, Mother's Day, Father's Day, Popcorn Friday's, the School Cross Country, Athletics Carnival, that 'Incredible' School Play; including Photographs and Filming, Founders Day at our new High School, School Swimming Carnival, Sporting Regionals and Gala Days, Parenting Workshops, School Orientations, new School Website, Films and Working Bees.

It is only through this wonderful community commitment from our Sathya Sai Organisation, the Board Members, School Principal, Teachers, Administration, P&F Committee, Children and Parent/Carers embracing our 'School Values' that is enabling us to continue to grow as a community and achieve greatness.

This was the primary goal of the P & F Committee for 2014 - to create greater school community, involvement and awareness, and 'to share a lot of love and laughter whilst doing it.'

With this goal achieved, we so gratefully thank everyone for allowing us to be a part of something very special.

This year, our community has given us a Popcorn Machine, donated items for class prize boxes and the new year will see the repaving of the Kindy Garden.

We are so truly blessed to bear witness to each child's journey at Sathya Sai School and this is the reason why Parents and Faculty commit to this rewarding endeavour.

We openly welcome new members to the P & F Committee every year, so please come and join us.

An enormous heartfelt thank you to all the families for your support, generosity and kindness this year.

Daisy Collier- East
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	2010	2011	2012	2013	2014
Boys	54	57	56	55	57
Girls	45	49	52	70	67
Total	99	106	108	125	124

Student attendance profile:

Student attendance patterns for all grades remain positive and of no concern to our school. Our school's average attendance was 92% in 2014.

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 2014 the following table shows our class sizes.

Class	Total in Class
Kindy /1	22
Class 1	19
Class 2	16
Class 3/4	23
Class 4/5	24
Class 5/6	22
Total	126

Enrolment Policy

There were no changes in the school's enrolment form in 2014. The school's enrolment policy and enrolment forms are available from the school office and can also be downloaded from the school's website. Additional details are provided in the information pack that is given at time of enrolment.

The basic procedures for enrolment include:

1. All applications are processed in accordance with 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
Pastoral Care (funded by National School Chaplaincy Program)	0.4
School Administration & Support Staff	4.1

Staff Attendance and Retention Rate

In 2014, the average daily staff attendance rate was 98.1%. The proportion of staff retained from 2013 is approximately 93.3%.

Teacher Qualifications

All teaching staff are 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 meets 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 2014 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>AIS – Obligations in Identifying and responding to children and young people at risk</i>	8
<i>North Coast Consistent Teacher Judgement Workshop Years 1-6</i>	3
<i>Mind Up</i>	2
<i>Early Heart Awareness Program</i>	12
<i>K-6 PDHPE & Sport conference ACHPER</i>	1
<i>Implementation of mindful practices using : Acceptance Commitment Therapy; Early Heart Smarts Program; Positive Education; Mindfulness practice in school and Authentic Happiness</i>	9
<i>Using Assessment data to inform teaching and learning practices.</i>	9
<i>New Mathematics Syllabus Familiarisation PD</i>	1

Achievements

School Competitions

Murwillumbah Arts Festival 2014

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 with one student placing first, three students placing third. Students also took part in the individual instrumental instrument section with one student placing third for the restricted category for piano solo. All classes participated in the Primary Schools Speaking Choirs and Class 5/6 placed first in their category while Class 3/4 received a highly commended for their category. Our combined choir of students of Class 2 and Class 3/4 came in first in the Smalls Schools Choir with Actions category while our Kindy/1 and Class 1 Infants School Choir placed third in their category. Our Class 2 also came in third in the Infants School Untuned Percussion category. We congratulate all students for their participation and performance.

Les Peterkin Portrait Prize 2014

The school entered the Les Peterkin Portrait Prize for children with the theme "Faces from the Future". This year we had several the winners from SSPS including a first prize winner for their age group, 3 commended prizes and 3 encouragement awards. One of our students had the Les's Pick award for 6-7 year olds. These students had their art works framed and hung in the Tweed Regional Art Gallery.

Eight 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.

Indigenous 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 2014, students' explored significant aboriginal artist and their artwork in the unit of work entitled *Families Past & Present: Stories & Histories* and *People & Their Beliefs*.

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 2014 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 year each class chose a service learning project as part of our integration of our SMILEY clubs (**S**erving **M**ankind **I**n **L**ove **E**very **Y**ear).

The service projects are:

SMILEY CLUB	Project Synopsis
Kindy/1 & Class 3/4	 <p>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 Greenhill Lodge and entertaining the elderly during their visit.</p>
Class 1	Students learnt about the endangered Australian animals, their eco-system and how they can help maintain wild life corridors. Some of the experiences students had included understanding the habitats of quolls, native Australian bees and
Class 2	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.
Class 4/5	<p>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.</p> 
Class 5/6	Students learnt about the plight of animals left in a pound and appreciated how the Friends of the Pound help to care for pets and animals in the pound. They explored ways of supporting this community organisation through a collection drive of items needed at the local pound. Students also explored how animals are part of the ONENESS of life.

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 once again participated in numerous sports at many different levels. This year's class sports programs included gymnastics, netball, touch football, soccer, dancing, swimming, athletics training, relays, ball skills, Jump Rope for Heart, fundamental movement skills and much more.

There were also opportunities for students in grades 3-6 to play organised sport at lunchtimes on a Thursday. 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 held at Fingal Beach in term 1. It was a very hot day but it ran smoothly and was enjoyed by all. We had many parents involved with both volunteering and participating in the parent/teacher race. Many students went on to compete at the NCIS Cross Country Championships at Fingal. We had one student place second and another place 1st in their ages groups. These students travelled to Sydney to compete at the CIS Cross Country Championships.

In term 2 Sathya Sai Primary took a girl's and a boy's team to Goonellabah to compete at the NCIS Touch Football Championships. We made a combined team with another small school and our teams were very successful. We had two students who were shortlisted to compete at CIS and one who qualified and later competed in Sydney. Also in term 2, one of our students joined the NCIS soccer team and competed in Sydney at the CIS soccer competition.

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. Three students qualified for the CIS Athletics Championships in Sydney and the three students, two travelled down to compete. 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. From there, this student also qualified to swim at the PSSA Swimming Championships.

We have also been involved in other sporting competitions including a 5-a-side soccer Gala day and Netball Gala day (both held in Murwillumbah). In term 1 and 2 Sathya Sai Primary put together a Netball team coached by a parent. These students trained once a week and competed at the NSW Netball Cup in Mullumbimby.

Creative and Practical Arts

This Year has certainly brought with it a succession of achievements, successes and very special moments in the area of The Arts, that will live on in our memories for some time to come.

Drama - *Alice in Wonderland*.

On Friday 12 September and Monday 15 September students at Sathya Sai transported their parents, caregivers & community to Wonderland with Alice down the rabbit hole and on to the magical upside down world of Wonderland.

Alice met with many characters from the terrifying Red Queen, to the quirky Mad Hatter, the unfathomable caterpillar to the confusing Cheshire cat, who were adorned in spectacular, colourful costumes. Alice also had the wonderful opportunities to visit a bed of talking flowers, be invited to the Mad Hatter's tea party and play croquet with the Red Queen in her garden.



Every student participated in this wonderful school production where students sang, danced and drank tea together.

This whole school production was pieced together by Donna Lawther (SSPS's music teacher), directed by Ms. Michelle Carlier and choreographed by Ms. Bianca Wicks and very well supported by the staff and P&F volunteers.

Murwillumbah High School (MHS) assisted SSPS with the sound and lighting and loaned us not only their equipment but expertise to help make our production of Alice in Wonderland such a success. We are so grateful to the Principal of MHS, the students who helped with the sound and lighting for the play and Dion Hobbins (music teacher of MHS) for their invaluable support.

Our play was a great success as it brought the community together and our students enjoyed performing the play for their friends, family and community.

Bicycle NSW Artwork Competition

Our school also took part in the Bicycle NSW Artwork competition. Gus Kidman, in Mrs Atkin's Year 2 class achieved first prize as overall winner. His design will soon be turned into a wearable, limited edition work of art, which is incredibly exciting and a wonderful achievement.

Lantern Parade

Another exciting community event during November was the Lantern Parade held at Jack Evan's Boat Harbour. The Year 2 class participated in lantern making workshops at Murwillumbah Primary School on the 6th November before the event and then met to parade their creations on the night of the 8th. It was a wonderful family event and students worked beautifully as a cooperative team on the evening displaying their lanterns in spectacular fashion.

Dance

Our dance students, once again shone during their performance at the Gold Coast Dance Eisteddfod held in September. Miss Wicks, our dance instructor, was greatly appreciated and celebrated by her team of dancers. They were also highly commended by audiences during The Alice in Wonderland Production as they once again performed their "Tea Party" dance.

Overall, 2014 has been an incredibly exciting and productive year in the area of the Arts. We look forward to the New Year and continuing to embrace all creative opportunities and endeavours within our school.

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
- Lunch Time Sports
- Puberty Program
- Dolphin Club

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 - 2014

Year 3	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	496 460-531		452 423-482		451 418-484		470 432-509		420 392-449	
	SIM 438 429-447	ALL 418	SIM 415 406-423	ALL 402	SIM 424 415-432	ALL 412	SIM 444 434-454	ALL 426	SIM 418 410-426	ALL 402

Year 5	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	552 521-582		516 488-544		513 485-541		544 512-577		500 476-525	
	SIM 518 509-527	ALL 501	SIM 482 472-488	ALL 468	SIM 507 499-515	ALL 498	SIM 519 510-528	ALL 504	SIM 501 493-509	ALL 488

SIM Schools serving students from statistically similar socio-educational backgrounds

ALL Australian schools' average

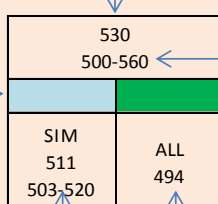
SSPS's average is
 substantially above
 above
 close to
 below
 substantially below
 these schools' average

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

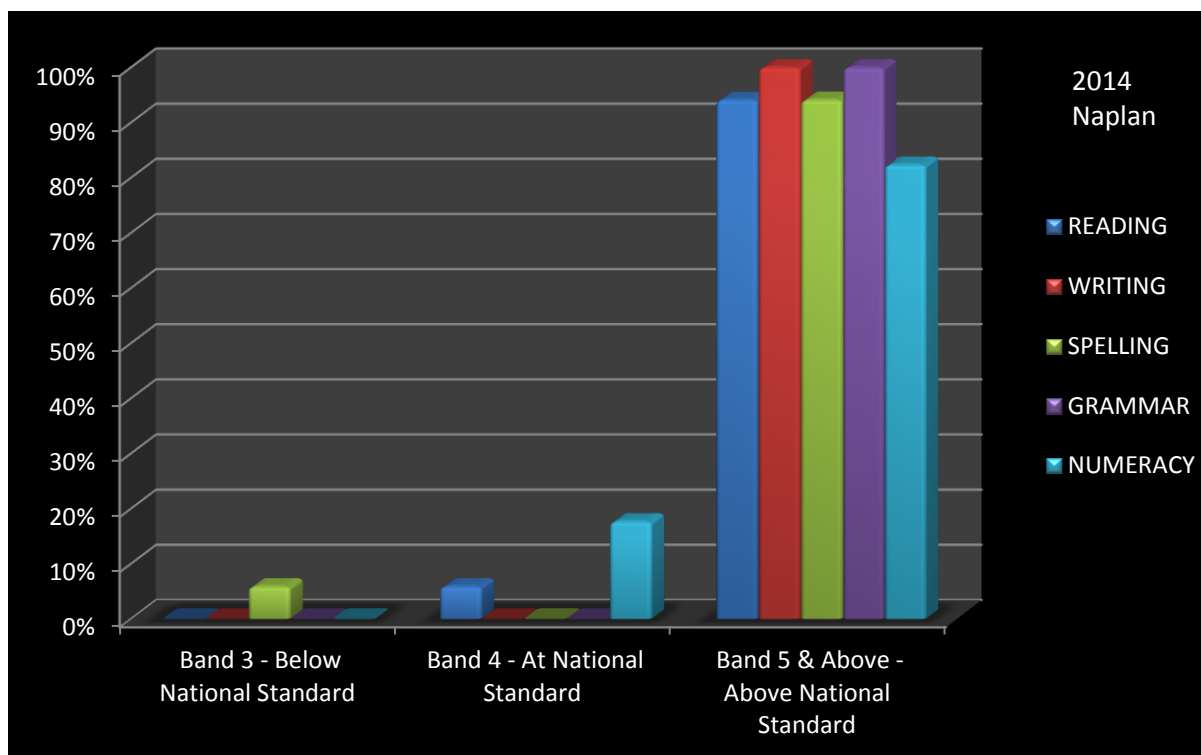


Colour shows if the selected school's average is above or below the Australian schools' average

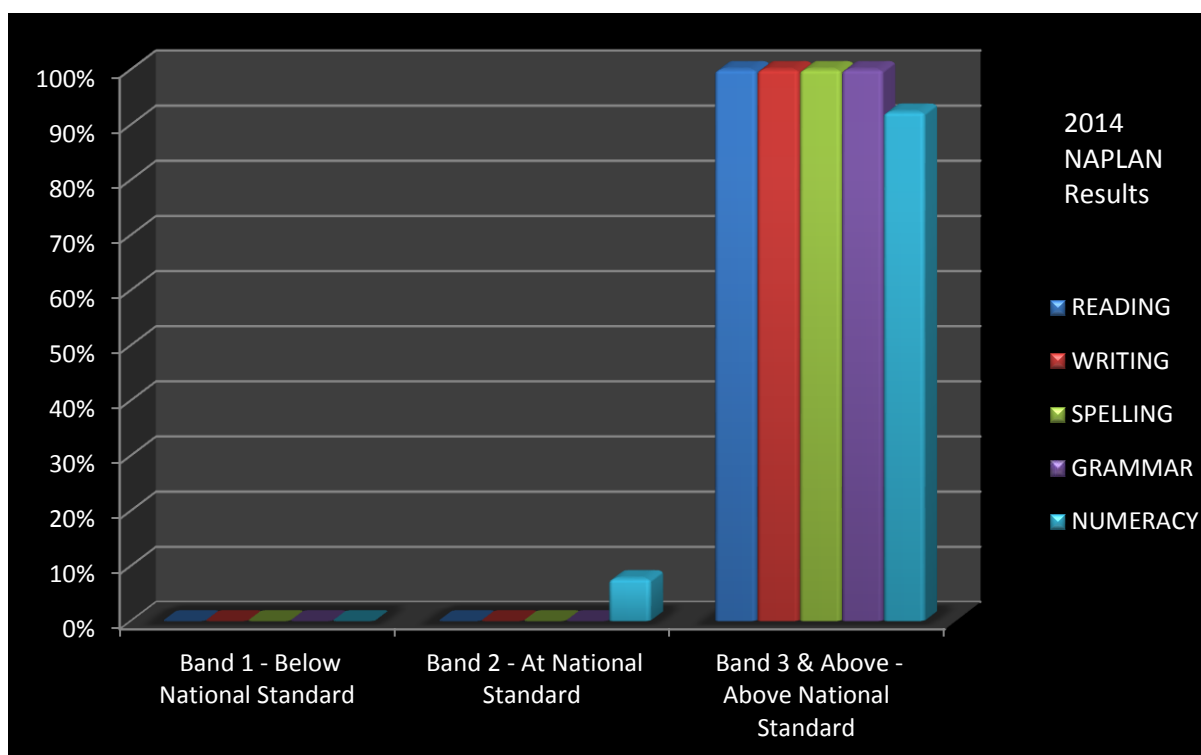
Average and margin of error at 90% level of confidence for statistically similar schools

Australian schools' average

2014 NAPLAN Results - Year 5

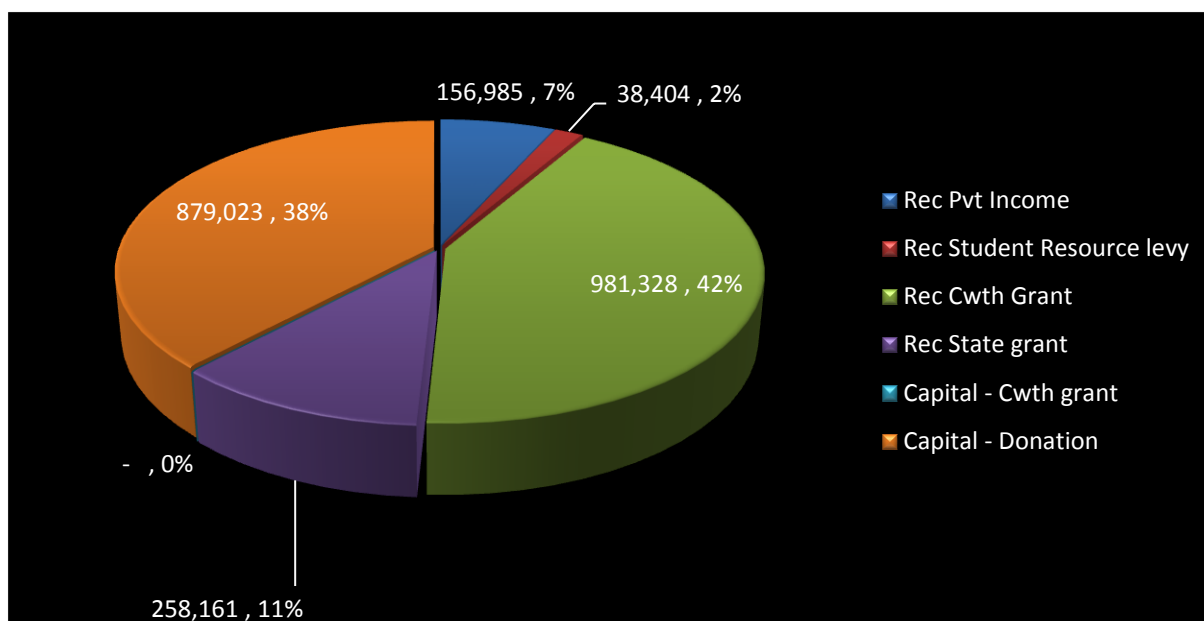


2014 NAPLAN Results - Year 3

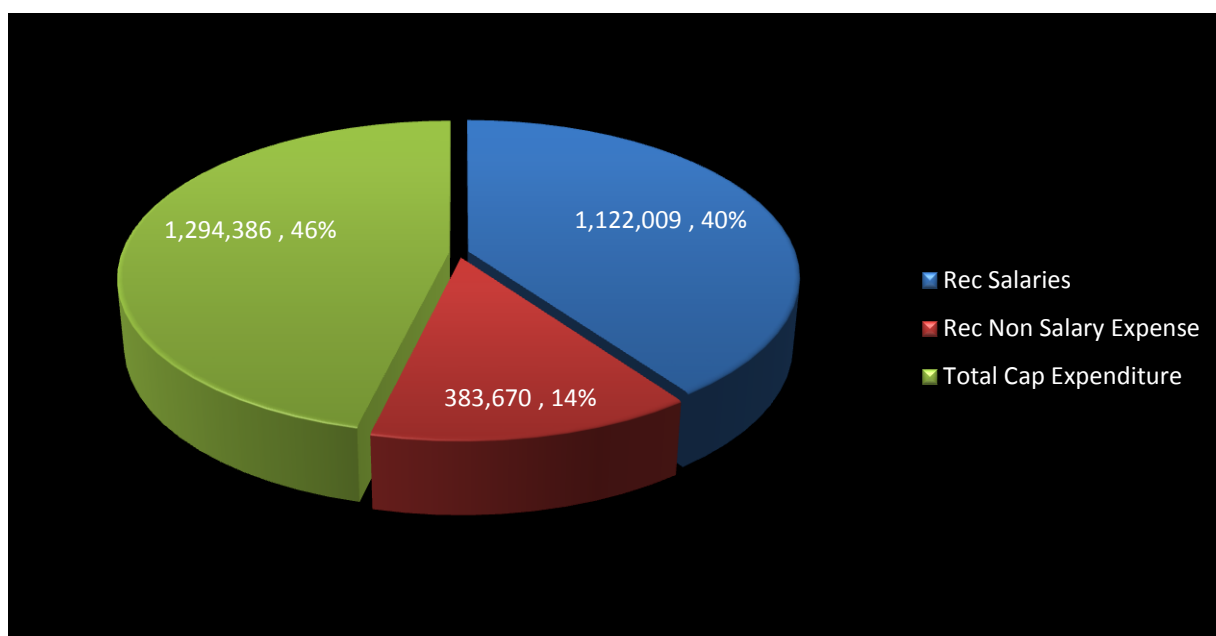


Summary Financial Information

RECURRENT/CAPITAL INCOME



RECURRENT/CAPITAL EXPENDITURE



Statements as at 31 December 2014

The financial statements as of 31 December 2014 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 2013 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 2014.
Facilities & resources	Widening and resurfacing the main driveway of the School Replace with new PC's at Resource Centre and all Class rooms Replace with new Laptops for class room teachers School Signage Kitchen refurbishment Kitchenette at Teachers Resource Room New Classroom carpets Notice Board	All Works Completed in 2014
Embedding Excellence	Implement Action Plan of Embedding Excellence <ul style="list-style-type: none"> Establish Class Volunteer Protocol & Protocols for Parent Involvement Manage Community perception of school with <ul style="list-style-type: none"> ✓ better signage and visibility of the school ✓ updated school website ✓ principal tours ✓ publicity of school events Establish opportunities for peer teaching Deepen understanding of EHV to include experiential learning activities for teachers and students. Evaluate & Review embedding excellence action plan	Volunteer protocols have been added to parent handbook New Signage Displayed Website Updated Incorporated 3 Principal's Tours in the school Calendar Teachers were paired together <ul style="list-style-type: none"> For mentorship and support with more experienced teachers Teachers worked in pair to plan and program literacy program Teachers were given opportunities to observe each other in class and also co-teach parts of a lesson Embarked on a school project – "Peaceful Mind, Open Heart" Prioritised Action Plan of our preferred future to include the following domains: <ol style="list-style-type: none"> Student Management – Nurturing care & wellbeing Academic Quality – active, engaged and joyful learning experiences Curriculum – Integrating values Professional Learning –establishing a community of learners to include staff & parents Parent Engagement – active , engaged and committed to life & learning at Sathya Sai School
Schools Leading Learning Project	Reviewing Evidence to establish base line data for targeting comprehension in Reading & Viewing Strand for English	Established Assessment Tool for assessing Student's comprehension. Using PAT-R

	<p>Establish Reflective thinking & developing and incorporating strategies to establish a peaceful classroom</p> <p>Peer Teaching & Support in establish routines and strategies of social and emotional learning</p> <p>Preparing Templates of Teaching & learning for Literacy</p> <p>Embedding Strategies into Literacy templates</p> <p>Monitoring & Tracking learning outcomes through assessment</p> <p>Sourcing teaching resources</p>	<p>Developing Reflective Procedures for teachers though annotating and note taking the success or need for improvement of the lesson(s) and/or unit of work.</p> <p>Teachers were given opportunities to observe each other in class and also co-teach parts of a lesson</p> <p>Shared Big Book Program for Literacy was Developed for ES1 & S1</p> <p>Literacy Program for S2 was adapted from the Shared Big Book Program of Stage 1</p> <p>All Literacy Programs have Explicit Teaching Strategies of Super Six Comprehension & HEART Questions</p> <p>Tracking Files of Students Progress Updated</p> <p>Resources identified for Literacy Program for all of ES1 & S1. Resources for the following Unit of Work in Stage 2 have been completed:</p> <ul style="list-style-type: none"> ✓ <i>Places, Then, Now and Tomorrow</i> ✓ <i>People & Their Beliefs</i> ✓ <i>Colonisation (Australia)</i>
Teaching & Learning	<p>Review & Plan for New Australian Curriculum Syllabus for Maths & 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>	<p>Teachers were given opportunities for on-line courses for both Maths and Science.</p> <p>To be Reviewed in 2015</p> <p>Incorporated multimodal text in Stage 1 Big Book Program for Literacy</p> <p>All Teaching Staff attended 2 PDs with AIS Consultant on using assessment data to inform teaching and learning practices by exploring NAPLAN and SMART Train data.</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"> • Resourcing staff with understanding how Values affect the Psychosocial Development of children • Introducing Early Heart Awareness Program – to give children knowledge and skills to develop key social and emotional competencies known to facilitate psychosocial development • Incorporating Positive Education 	<p>All staff obtained or maintained first aid certification</p> <p>All Classroom & Support Teachers received professional development on strategies to manage SWD which included recent developments in</p> <ul style="list-style-type: none"> ✓ neuroscience and psychology, ✓ the practice of mindfulness, ✓ Cognitive Behaviour Techniques (CBT) ✓ Acceptance Commitment Techniques (ACT) ✓ Early Heart Awareness Program ✓ Positive Education (PREMA) <p>These included the science of the heart, behaviour management techniques,</p>

	<p>strategies with our human values program</p> <ul style="list-style-type: none"> • Reflect on how educators are exemplars to students • Review Mindfulness techniques and its role in social and emotional development of staff and students <p>Re-culturing the school by reflecting on policies and procedures to incorporate mindful strategies in behaviour management</p> <p>Peer Teaching & Support in establish routines and strategies of social and emotional learning</p>	<p>research in values education and the work of Seligman and Shapiro.</p> <p>In Staff Reflections on PDs for our "Peaceful Mind, Open Heart" Project, all staff indicated they understood the importance of role modelling and felt inspired to ensure they work on themselves to be role models for their students. They felt their understanding behind the science of role modelling through the "mirror neuron", and "heart resonance" helped shape their understanding of the importance of role modelling.</p> <p>Teachers used strategies and techniques learnt in the PDs to manage student and classroom behaviour. Some of these techniques incorporated in the classrooms include:</p> <ul style="list-style-type: none"> ✓ S.T.O.P. ✓ Shift & Shine ✓ Heart Time ✓ Mindful Walking ✓ Appreciation Jar ✓ Body Scan <p>Established routines and procedures of planning and implementing EHV programs</p> <ul style="list-style-type: none"> ✓ Teachers in ES1 & S1 teamed together ✓ Teachers in S2 & S3 teamed together ✓ Sharing Schedule of exploring the values we were explicitly teaching for EHV was established ✓ Scheduled group planning time for EHV established
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School Planning

Area	Priorities
Student Management	Nurturing care & wellbeing
Academic Quality	Active, engaged and joyful learning experiences Re-evaluating Assessment Practices and Strategies
Curriculum	Finish Stage 2 Literacy Program so as they are aligned to the themed topic - complete with explicit teaching of comprehension strategies. Sourcing teaching resources for S2 & S3 units of work to include multi modal texts. Teachers to begin developing templates to provide opportunities for students to use comprehension strategies in other KLA's. (History, Geography, Science) Develop Programming Templates to integrating values in all subjects Develop templates to explicitly document differentiated practices within classroom and note adjustments for individual curriculum planning.
Professional Learning	Establishing a community of learners to include staff & parents Maintaining certification for first aid for all staff. Provide training opportunities to staff to gain better understanding to support students with special needs
Parent Engagement	Promote active, engaged and committed to life & learning at Sathya Sai School through parent involvement. <ul style="list-style-type: none"> • Conducting Parenting workshop • P & F organising social activities
Facilities & resources	Fully Integrate new data-base system SENTRAL Change Library Set up Extractor Fans in Junior Block & Music room Oval Maintenance Asbestos removal in Admin block ceiling during the holidays Acquiring Ipads for student learning
Review policies and procedures	On-going review of policies and procedures, updating when required.

School Policies

Policy	Changes in 2014	Access to full text
Student Welfare <i>All staff employed by the School are responsible for the care, safety and protection of children. This responsibility extends to the identification and timely response to concerns regarding the possible sexual, physical, psychological and emotional abuse or neglect of a child.</i>	Reviewed in 2014 Safe & Supportive Environment Personal Information & Privacy Child Protection	Available in parent handbook Available in staff handbook
Anti-Bullying Policy <i>The School is committed to maintaining an environment that values the inherent worth and dignity of every student; fosters tolerance, sensitivity, security, understanding and mutual respect; and encourages all members of the School community to strive to reach their full potential.</i>	Reviewed in 2014 Guidelines	Available in parent handbook Available in staff handbook
Student Discipline <i>The School expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</i> <i>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student.</i>	Reviewed in 2014 Code of conduct for staff Code of conduct for students Behaviour management	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.
Complaints & Grievance Policy <i>The School will make every effort to promptly resolve enquiries, concerns and complaints with procedural fairness.</i>	Reviewed in 2014	Available in staff handbook Available in parent handbook