

# 2015



## SATHYA SAI SCHOOL MURWILLUMBAH

# ANNUAL REPORT

Sathya Sai School NSW Inc.  
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## Sathya Sai School

Whole School - 2015  
Principal: Leelah Broughton



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

The Sathya Sai School has been set up as a model school; a school which provides every family the same if not more opportunities for children to learn! Everyone is welcomed and children are supported within an environment of love, peace, truth, right conduct and non-violence. Having a system of education which not only provides a safe environment but also equips children to develop self-awareness and self-regulation empowers them to make good choices which are in harmony with their thoughts, words and deeds!

We at Sathya Sai are focused in our approach that happiness lies within and we need to keep tapping within to find joy, peace, love and truth. We believe the key to happiness is the human values!

We embed our values across the whole school and each fortnight, students explicitly explore situational values such as patience, friendliness, tolerance, caring, respect, responsibility, consideration and helpfulness, to name just a few.

As we continued with our trajectory of modelling an education system based on human values, 2015 saw us expanding our values education beyond the primary levels. With the acquisition of our beautiful 10.5 acre property in Dungay, we successfully obtained approval for initial registration and accreditation to teach year 7 starting in January 2016.

This exciting and new venture could not have been achieved without the support of all staff, students, parents and our Sathya Sai community.

As our Founder says, "True humanness consists of a continuous series of tiny acts executed with absolute sincerity and largeness of heart." I thank you all for all the little things that have made everyday in 2015 beautiful - your smiles, kindness, gratitude and respectful interactions. Let's continue with our sincere intention to **Live Only Values Everyday!**

**Leelah Broughton**

## ***Message from the Chair of Board of Governors***

The Sathya Sai School has come a long way in its journey in delivering human values integrated education for our students. The Education Department has that we have successfully integrated human values into the national curriculum.

Our Parenting with Values Program has now been operating since 2012 and most of our parents have now been through the program which aims to give parents an understanding and awareness of values in shaping the home life of the child. This enables us to make greater progress in character development when home and school are working in harmony.

Last year we embarked on the task of establishing our own secondary school in Dungay to provide a complete transformative education from kindergarten to year 12. The Board of Studies has given us approval to start years 7 and 8 and our school team is working very hard to get the new Dungay campus ready as soon as possible. My board and the school team are committed to provide our students with state of the art facilities at the new campus.

The board welcomes your input. Your understanding of our vision and active participation are essential to create a friendly and successful educational environment at the school.

I would like to thank all parents and others who have worked with us in our mission to provide human values based education to every student. As a school based in human values education, we are committed to embracing the vision of human excellence. Together we will ensure the students of our school are provided the best education possible for their success later in their life.

*Channa Seneviratne*

***Chairman Board of Governors***



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

As the close of another successful year is upon us it is always a joy to look back and reflect on the fantastic achievements and opportunities that we have been presented with, and there were again, plenty of them this year! Our Student Representative Council were elected by their peers on a grade basis. We were privileged to have the Vice Principal of Mt Saint Patrick's College, Miss Mary-Anne McShane and their school captains; Jacob and Sarah induct our SRC this year at a special morning assembly.

Our SRC induction was a wonderful first event for our new SRC members and Miss Mary-Anne McShane gave our new leaders some inspiring advice on the importance of being an honest and reliable school leader while also highlighting the importance of one of our quotes, 'Love All, Serve All'.

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 and through class meetings, our SRC have listened to the students' thoughts and ideas and shared these as a group each fortnight to put plans into action. Our students show and have shown gratitude for many things this year such as our playground facilities, the teachers and our Principal, lunchtime sports, Frosty Friday/Thirsty Thursday, friends, excursions, our well resourced classrooms, school camps and excursions, a safe and loving environment and the values... just to name a few.

Through our fortnightly meetings, the SRC have organised many events to make school more fun. A few of the events the SRC organised were:

- Mother's Day Morning Tea
- Father's Day Veggie Sausage Sizzle and family challenges
- Food Drive to support Nullum House
- Pirate Friday to raise money for children living with cancer
- Blue ocean themed/Crazy hair Mufti Day for our adopted dolphin Scooter and Dolphin Research Australia
- Pyjama Day to raise money for Story Dogs
- Frosty Friday/Thirsty Thursday

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

Members of our SRC have also continued with the student run canteen, which has affectionately been named Frosty Friday (Term 1) and Thirsty Thursday (Term 4) where in the warmer months we sell icy poles. Our Frosty Friday/Thirsty Thursday profits go to one of our local charities.

Our SRC have also enjoyed organising our canteen and have said 'I enjoy sacrificing my time to serve my friends when it is hot so they can cool down'. This quote speaks volumes as our SRC give up their own lunchtimes for meetings, but also additional time to run the canteen and help with various events when required.

2015 also saw our year 5 and 6, SRC members go on a leadership day 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

learn 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 allowed them to:

- Listening to their peers and communicating their ideas back to the group
- Build their confidence at assemblies and talking in front of an audience
- Help and care better for their peers
- Be a leader for their friends in younger grades
- Take on extra responsibilities
- See every obstacle as an opportunity to grow and learn

On behalf of all the 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**

Wow!! What a year it's been, 2015 has been fabulous! On behalf of the P & F committee a big thank you goes to all the families who come in and help out in so many ways: reading, working bees, mowing, gardening, excursions etc. The P & F never has to worry about helping hands they are always there. We are truly blessed to be part of such an amazing community; the values really shine in us all.

I love being a part of the parents and friends committee, attending meetings, being at the forefront of what's happening at the school with add a new campus and high school levels. Looking back over the year we've achieved so much and even added the 'Parent's Night Out' which was a huge success. It was so fabulous to show case the talented parents and friends we have in our school community.

A big warm thank you to all the staff for providing us such a special place for our children to learn and grow not just academically but to also become beautiful citizens in the world. What wonderful role models you all are!

Love all, Serve all.

Jacqui Harris

**President  
Parent & Friends Committee**



### Sathya Sai School

P & F Committee - 2015  
Principal: Leelah Broughton



Back Row (L to R): Rhonda Schneider, Kirsty Forsyth, Amala Boumans  
Front Row (L to R): Smriti Gautam, Emmeline Ives, Jacqui Harris

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## **SCHOOL CONTEXT**

The Sathya Sai School (SSS) 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 SSS 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 SSS 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.

SSS 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, SSS 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.

SSS 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	2015
Boys	54	57	56	55	57	67
Girls	45	49	52	70	67	68
Total	99	106	108	125	124	135

**Student attendance profile:**

Student attendance patterns for all grades remain positive and of no concern to our school. Our school's average attendance was 91% in 2015.

**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.

**Enrolment Policy**

There were no changes in the school's enrolment form in 2015. 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	4.65

## Staff Attendance and Retention Rate

In 2015, the average daily staff attendance rate was 96.6%. The proportion of staff retained from 2014 is approximately 93.6%.

## 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.



## Sathya Sai School

Staff - 2015

Principal: Leelah Broughton



**Back Row (L to R):** Deb Sleba, Stephanie Banks, Lee Biggs, Bianca Wicks, Suresh Sampathkumar, Michelle Carlier, Kyl Churchill, Michelle Jarrett, Isabela Keski-Frantti, Kaye McNaught

**Front Row (L to R):** Karen Lea, Belinda Parker, Leelah Broughton, Carolyn Atkins, Saijyoti Lydford

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## 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 2015 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>School Self-Assessment to Develop School Improvement Plan</i>	3
<i>Teacher Accreditation Briefings</i>	1
<i>Road Aware with Stage 3</i>	1
<i>Promoting Reconciliation through Curriculum</i>	2
<i>Mindful Teaching</i>	8
<i>Reviewing Data to Inform Teaching ~ Smart train NAPLAN data analysis</i>	7
<i>Rubric Design for Writing and Representing</i>	6





## Achievements

### School Competitions

#### Murwillumbah Arts Festival 2015

Our school, once again celebrated many achievements at the Arts Festival. Each student was given the opportunity to participate within this annual event either as a class, a team or as a solo performer, acquiring and developing a range of stage and performance skills as well as displaying many of our values along the way.

All classes participated in the Primary Schools Speaking Choirs and Class 5/6 placed second in their category while Class 1, Class 4/5 and Kindy/1 placed third in their category. We also had four students participating in the individual instrumental section. We congratulate all students for their participation and performance.

#### Les Peterkin Portrait Prize 2015

2015 was, once again an enormous year for student participation in the area of Visual Arts.

All of our students this year designed a "Once Upon a Time" themed portrait for entry in The Les Peterkin Competition. In doing so we were able to express our support for our local community and further generate an air of excitement in the arts. To our delight and amazement, many of our students were highly commended, some achieving major prize status this year.



This included two students who were recipients of Friends Encouragement Award, which are considered major prize winners and nine students' portraits were displayed in folders at the Tweed Regional Art Gallery.

### Indigenous Education

At SSS, 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:

#### Kindergarten ~ Meeting Needs

During the unit 'Meeting Needs', students looked at foods that are eaten from around the world, including bush tucker foods. Students compared healthy indigenous bush foods to unhealthy commercial foods. Students also compared shelters during the unit and looked at different cultures home shelters. They reflected on where they live and who they live with.

#### Year 1 ~ Need for Shelter:

Students investigated the traditional life of Aboriginal people in Australia. They looked at how Aboriginal people survived in different environments and the housing that they used. Students looked at the different conditions, including harsh desert and wet and cold conditions.

#### Year 2 ~ Families Past and Present

Students investigated artefacts from Indigenous Australians, by examining, researching and identifying different objects made by Indigenous Australians. Students were able to gain an insight into the lifestyles of people from particular cultural groups of other times.

In Term 2, Class 2 visited a museum to see artefacts on display. During the visit, students' attention was drawn to the types of items and how they are presented and what they were once used for.

#### Year 3/4 ~ Community and Remembrance

Students had the opportunity to use Aboriginal language maps, websites and wall charts, to locate a local area and chose a language to study and identify different local language groups.

Students' in 3/4 read several Dreaming stories, and discussed what messages were contained in the story and what lessons are being taught.

## Year 4/5 ~ Australian Colonies

In Class 4/5 Students reviewed their understanding of the relationship of Aboriginal peoples and the land. Students investigated and identified the lifestyle of Aboriginal and Torres Strait Islander peoples prior to British colonisation. Students' discussed and analysed the diverse relationships between Aboriginal peoples and the British. Students illustrated and described some of the consequences of British invasion for Aboriginal people.

## Year 5/6 ~ Rainforests

Students investigated the Daintree rainforest by reading different material about the "Rainforest Aboriginal People". Students constructed an information report on Aboriginal Heritage of the Daintree. Students were also inspired by 'Albert Namatjira', an Aboriginal artist from the MacDonnell Ranges in Central Australia. Students painted an interpretation of 'Albert Namatjira's', ghost gum landscape portrait. .

## 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 2015 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 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 include:

SMILEY CLUB	Project Synopsis
Kindy/1 & Class 3/4	 <p>Kindergarten and Class 3/4 have been visiting the Greenhills Lodge Nursing Home as their service club. During each visit, students performed some of our values songs and presented the residents with small gifts and cards they had made at school. Our Nursing home visits were also an opportunity for students to present other performances they had prepared such as our Choral Speaking and Public Speaking. Throughout the year, students have shown many of our school values including Love, Kindness, Sacrifice and Selfless Service on each of our visits to the elderly residents. Both the residents and students really look forward to our visits each term and we have enjoyed putting a smile on their faces.</p>
Class 1 & 4/5	 <p>Throughout the year Students from Class 1 and 4/5 have been dedicating their time by collecting and donating materials and supplies for the Currumbin Wildlife Hospital. The students' showed the values of selfless service, generosity, compassion and commitment.</p> <p>Not only did the students collect and donate supplies, they learnt how they can protect and help native wildlife in their area. The students learnt about local wildlife volunteers and how they dedicate their time and their homes to care for sick and injured wildlife.</p> <p>Students also had the opportunity to go and visit the Currumbin Wildlife Sanctuary. On their visit students were able to have a guided tour of the hospital and see where our donations were being used. A vet from the hospital thanked the students for their donations and informed them how they will utilize the students' donations. A vet nurse also awarded the students with a certificate of appreciation.</p>



## Class 2



The year 2 class worked hard this year on all things environmental. They have gained a deeper understanding of the importance of protecting wildlife, nurturing the land and sea and adopting ways of looking after the environment.

The projects they have undertaken throughout the year are:-

- A fruit stall at the cross country to raise money for Fingal Head Coast Care. Total amount raised was close to \$100
- Accepting the dolphin friendly challenge by adopting simple ways to conserve our dolphins, whales and oceans. Some of the things the challenge encourages us to do are;- recycle paper, switch off lights, reuse and recycle containers, have a rubbish free lunch, turn off taps and pick up rubbish.
- Nurturing our school garden with Miss Kaye
- Excursion to Knox Park, to identify and learn about the different species of birds in our local area.
- Learning how to care for our coastal habitat with an excursion to Hastings Point Marine Museum
- Tree planting at Tumbulgum along the Tweed River bank
- Conducting a school survey on how effectively the rubbish, recycle and compost bins are being used in each classroom.



Year 2 understand the need to nurture this wonderful world so the cycle of life can continue to flourish

## Class 5/6



The aim of the Garden Guardian service club was to develop a sense of community by caring for school vegetable gardens and sharing produce. Through experiential learning and activities the children developed skills required to grow and maintain a sustainable project. It has helped them to understand the process and the cycle involved in building soils and composting. They have had the opportunity to harvest, prepare and eat organic vegetables and herbs produced and to document and reflect on the school values and philosophy as they have demonstrated them.

The activities the garden guardians have been engaged in are:

- Prepared the garden beds. Visited Organic Nursery. Planned garden planting.
- Planted seeds and seedlings. Watered, weeded and fertilized as necessary.
- Began harvesting and shared vegetables. Documented progress.
- Prepared and planted for Autumn/Winter crops.
- Helped with general maintenance of school yard. Assisted Junior school with vegetable garden. Shared homemade dips with school visitors. Harvested vegetables and cooked produce.
- Fertilized using organic solutions and fertilizers.
- Sent home collection of produce for others in need and community members. Shared roast vegetables and herb feast.
- Juice produce. Create a picture wall of Service club activities to promote awareness of club to others.

## Individual Music Program



This year SSS continued to offer our 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. 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

Sathya Sai School has involved its students in a wide variety of sports this year, ranging from class sport to state-wide independent schools competitions. Sport is an important part of the school program, not just in developing movement skills and coordination, but in assisting students to practice and embrace Human Values like fairness, cooperation, sharing, right conduct, perseverance, courage and respect.

This year's class sports included AFL, cross country training, ball skills, soccer, netball, obstacles, volleyball, swimming lessons, surf survival, swim and survive, athletics training, relays, dancing, cricket and fundamental movement skills. We even had an AFL coach teach our senior students. This year we applied for and were granted sports funding from Sporting Schools to help cover the cost of our swimming program.



A record number of Sathya Sai School students competed in many NCIS events this year including swimming, cross country, Athletics and Tennis. Our students also competed in gala days and competitions against other schools in AFL, touch football and netball. The students gave up their lunchtimes and afternoons to train for most of these events. We even had parents volunteer to transport students to events and coach the netball team! In term 4, four of our students represented the school in the Murwillumbah Show Relay and came third.

The school Cross Country Championships had a change of scenery this year and was held in Kingscliff in term 1. It was a cloudy day – perfect conditions for running. However, the rain came at lunchtime and we were unable to complete the Parent/Teacher race or the beach clean up. Many students went on to compete at the NCIS Cross Country Championships at Ballina. We had two students who came second and one student who won her event. These three students flew to Sydney to compete in the CIS Cross Country in Homebush.



Also in term 1, we sent many keen swimmers to compete at the NCIS Swimming Championships in Lismore. Four girls qualified for the CIS Championships in Sydney in the relay event. Two of these girls also qualified for individual events, with one only narrowly missing out on a spot in the PSSA Swimming Championships.

In term 2, Sathya Sai School took a girl's and boy's primary team to Goonellabah to participate in the NCIS Touch Football Championships. We once again joined forces with Minimbah Primary School and together our students learnt new skills and scored many tries. Two of our students demonstrated enough skill to be selected for CIS Touch Football in Sydney but were unfortunately unable to make it to the competition.



The school Athletics Championships were held at Murwillumbah High School Oval in term 3. Despite stiff competition, there were many displays of good sportsmanship and encouragement. Many parents came along as spectators and/volunteers to help the day run smoothly. Due to a change in the school nomination procedures, many more students qualified and hence participated in the NCIS Athletics Championships; also held in term 3 in Coffs Harbour.

This also led to a record number of our students (five) qualifying for the CIS Athletics Championships in Sydney. They qualified in 100m, 800m, shot put and long jump. One of these students was able to travel to Sydney to compete in shot put at this event.

In term 4, our school held its annual Swimming Carnival at the TRAC pool in Murwillumbah. Those students 8 years and over competed in the 100m freestyle, 50m freestyle, 50m backstroke, 50 breaststroke, and the 50m butterfly. The four fastest 50m freestyle swimmers then competed in a house relay. Those students 5-7 years of age competed in novelty events and games. Students showed such determination and perseverance that there were many ties in the races. Despite this, there was still a great show of encouragement, kindness and humility.



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

This year each sporting house (Love, Peace and Truth) was able to nominate two house captains each. These house captains assisted in many sports related areas including monitoring and managing playground sports equipment; organising sports equipment for school sports events and class sports; leading chants at sporting events; assisting in the running of lunchtime sports and more. These students willingly gave up much of their own free time to help run this year's sports programs and events.

### **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. Class 5/6 performed for the whole school ***The Night Before Christmas as their end of year performance.***

Another exciting community event during November was the Murwillumbah Art Show held at The Murwillumbah Showgrounds. A spectacular range of artwork from each class was placed on display and largely admired by our community during the duration of the show. It was a wonderful family event and showed a wonderful level of effort of commitment, talent and effort by all.

### **Dance**

Our dance students, once again shone during their performance at the 2015 Gold Coast Dance Eisteddfod held in September, receiving an honours certificate for their efforts. Miss Wicks, our dance instructor, was greatly appreciated and celebrated by her team of dancers. The students showed so many of our schools values and were a committed, self-confident and fantastic team.



## The Big Vegie Crunch



On Thursday the 27th August 2015 the whole school came together to participate in The Big Vegie Crunch. It was an initiative designed to encourage children to eat more vegetables (as vegies seem to get forgotten at times). Many of the vegetables were picked fresh straight from our very own school garden, some from Miss Kaye's garden and the rest of the vegetables were purchased by the P & F from the local Farmer's Market.

On the day, students from kindergarten right up to year 6 enjoyed a plethora of colourful vegetables complete with avocado and cheese dips..

## Wellbeing Support Programs

SSS 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
- Crystal Angels
- 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 - 2015

Year 3	Reading		Persuasive Writing		Spelling		Grammar & Punctuation		Numeracy	
	469 436-502		430 403-456		448 418-477		484 450-519		405 378-432	
	SIM 434 425-443	ALL 426	SIM 424 415-432	ALL 416	SIM 417 408-426	ALL 409	SIM 442 443-452	ALL 433	SIM 402 394-410	ALL 398

Year 5	Reading		Persuasive Writing		Spelling		Grammar & Punctuation		Numeracy	
	531 501-562		503 474-531		475 447-503		478 445-510		471 446-496	
	SIM 505 497-514	ALL 499	SIM 486 477-494	ALL 478	SIM 503 495-511	ALL 498	SIM 510 501-519	ALL 503	SIM 500 492-508	ALL 493

**SIM** Schools serving students from statistically similar socio-educational backgrounds

**ALL** Australian schools' average

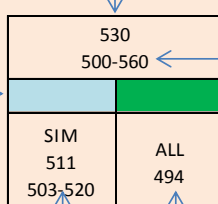
SSPS's average is  
 substantially above  
 above  
 close to  
 below  
 substantially below  
 these schools' average

### 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

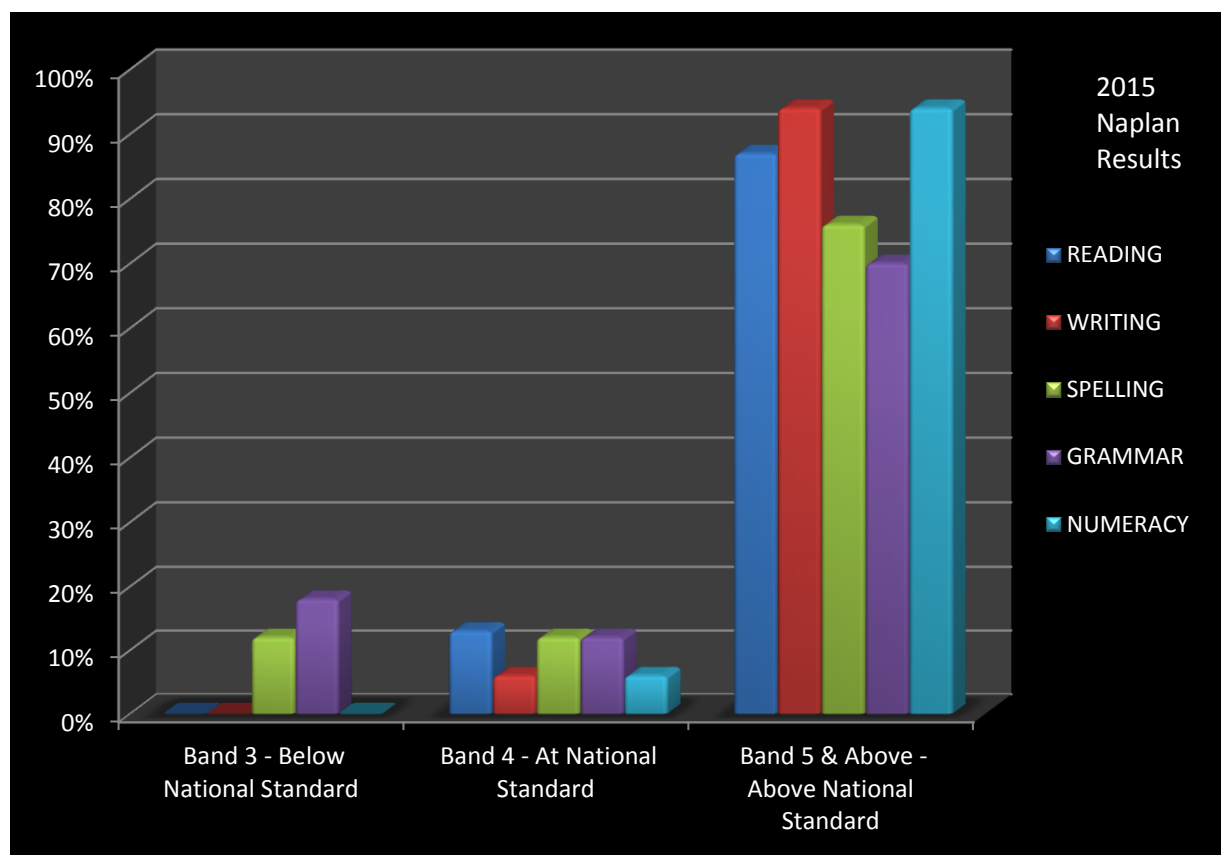


Colour shows if the selected school's average is above or below the Australian schools' average

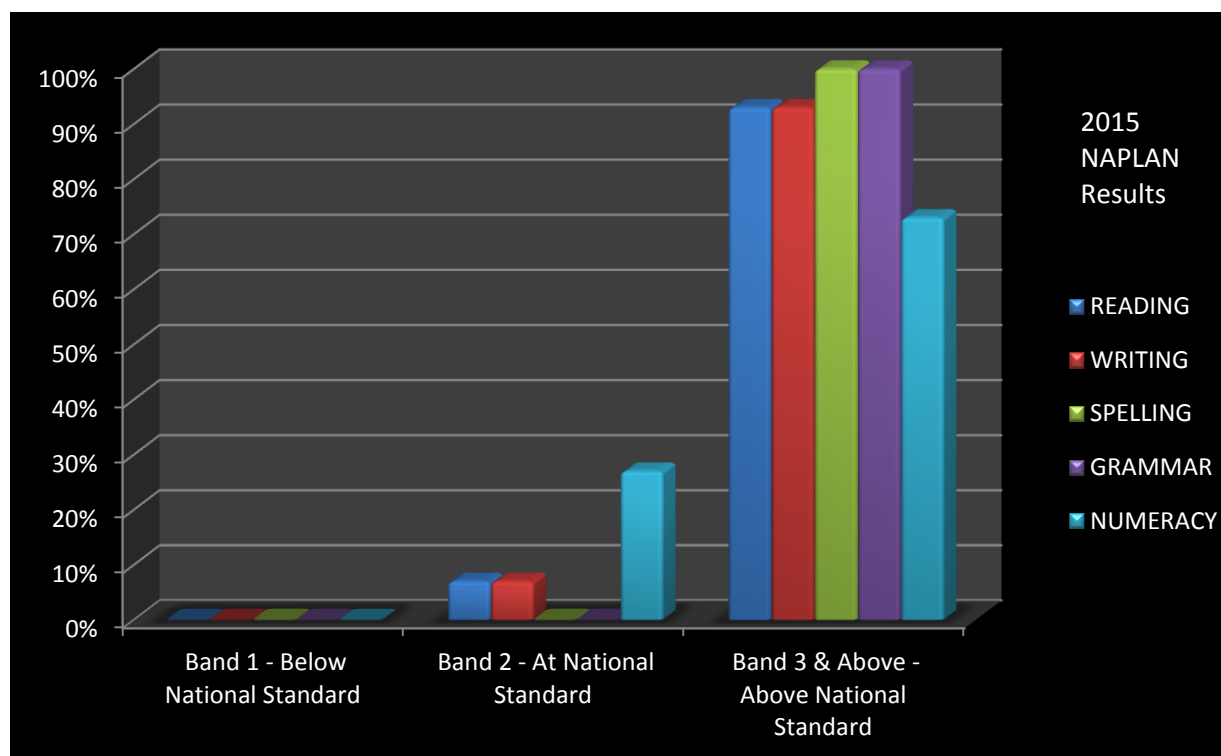
Average and margin of error at 90% level of confidence for statistically similar schools

Australian schools' average

## 2015 NAPLAN Results - Year 5



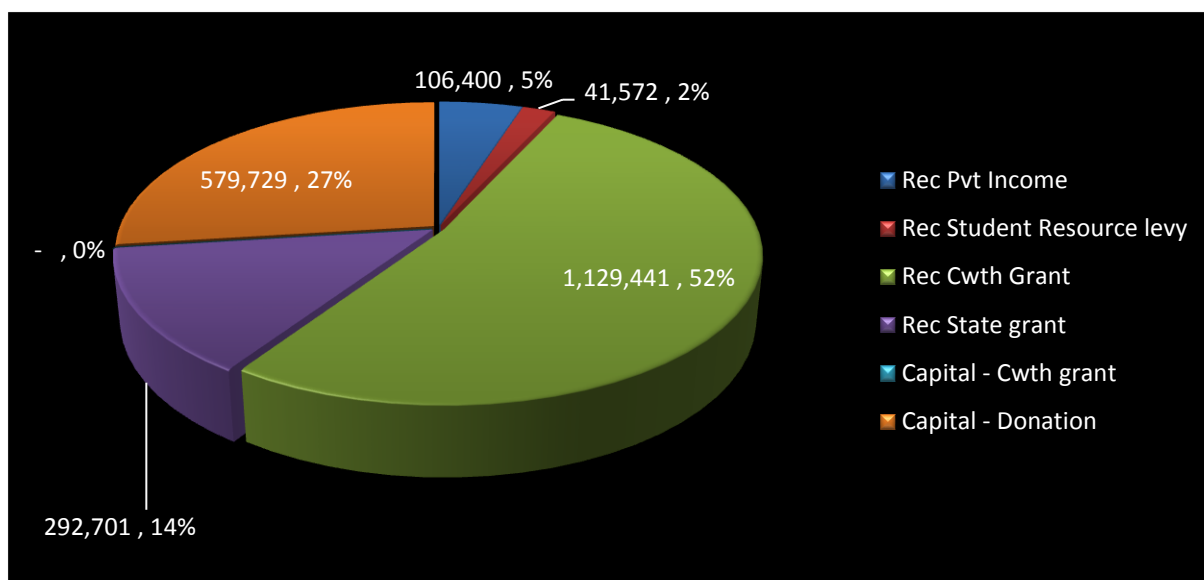
## 2015 NAPLAN Results - Year 3



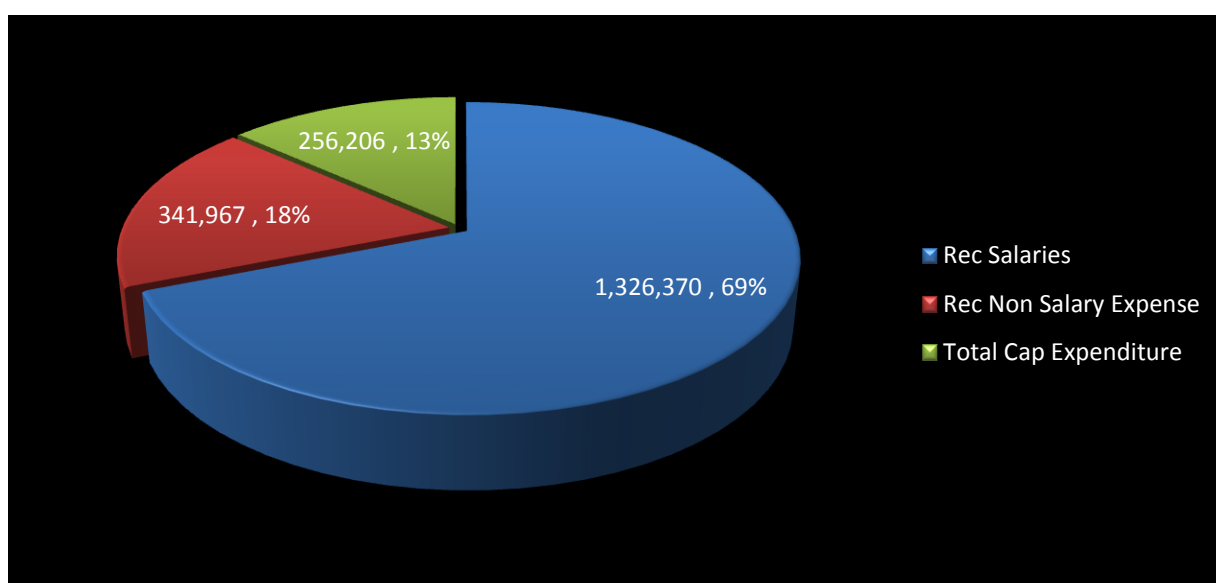


## Summary Financial Information

### RECURRENT/CAPITAL INCOME



### RECURRENT/CAPITAL EXPENDITURE



### Statements as at 31 December 2015

The financial statements as of 31 December 2015 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 2014 Report

Area	Priorities	Achievements
Student Management	Nurturing care & wellbeing	Wellbeing Management System used to track student wellbeing issues via SENTRAL database system.
Academic Quality	Active, engaged and joyful learning experiences	Continued to provide extra curricular activities for students.
	Re-evaluating Assessment Practices and Strategies	Embedding reflective teacher practices of reviewing assessment data effectively to inform students learning
Curriculum	Finish Stage 2 Literacy Program so as they are aligned to the themed topic - complete with explicit teaching of comprehension strategies.	Finished 8 of the 12 units of work for Stage 2 Planning for Literacy Program incorporating Explicit Teaching Strategies of Super Six Comprehension & HEART Questions.
	Sourcing teaching resources for S2 & S3 units of work to include multi modal texts.	Successfully sources teaching resources which includes multi-modal text in Literacy Program for eight Stage 2 units & two Stage 3 Units.
	Teachers to begin developing templates to provide opportunities for students to use comprehension strategies in other KLA's. (History, Geography, Science)	Integrating HSIE in Literacy while incorporating Explicit Teaching Strategies of Super Six Comprehension & HEART Questions for the following units of work <u>Stage 2</u> History - 5 units of work Geography – 3 units of work
	Develop Programming Templates to integrating values in all subjects	Completed programming templates for English, HSIE and PDHPE. Beginning to develop Numeracy, CAPA, and Science & Technology.
	Develop templates to explicitly document differentiated practices within classroom and note adjustments for individual curriculum planning.	Developed NCCD template to support students' differentiation needs.
Professional Learning	Establishing a community of learners to include staff & parents	Offered Parenting Workshop for all new parents and Mindful Parenting Courses to all parents.
	Maintaining certification for first aid for all staff.	Completed
	Provide training opportunities to staff to gain better understanding to support students with special needs	Consulted with AIS Specialist Consultant on Special Needs to support students with needs.
Parent Engagement	Promote active, engaged and committed to life & learning at Sathya Sai School through parent involvement. <ul style="list-style-type: none"> <li>Conducting Parenting workshop</li> <li>P &amp; F organising social activities</li> </ul>	Conducted Parenting Workshop for all new parents and Mindful Parenting Courses to all parents in 2015.
		Parent and teachers initiated and organised a 'Parent's Night Out' for school community.
Facilities & resources	Fully Integrate new data-base system SENTRAL	Completed
	Change Library Set up	Completed
	Extractor Fans in Junior Block & Music	Completed

	<p>room</p> <p>Oval Maintenance</p> <p>Asbestos removal in Admin block ceiling during the holidays</p> <p>Acquiring iPads for student learning</p>	<p>Ongoing</p> <p>Completed</p> <p>Completed</p>
Review policies and procedures	On-going review of policies and procedures, updating when required.	Reviewed and updated where relevant and required.



## School Planning

Area	Priorities
Student Management	<p>Developing Wellbeing Management Systems for High School.</p> <p>Continue to Incorporate Mindful teaching strategies to explicitly teach self-regulation.</p> <p>Provide Year 7 students with opportunities for spiritual engagement.</p>
Academic Quality	<p>Using assessment to inform teaching and learning programs.</p> <p>Embedding Reflective Practices in program templates to ensure focus on student learning.</p> <p>Differentiating curriculum to meet needs of students for Literacy and Numeracy.</p>
Curriculum	<p><b>Curriculum Priority</b> –Enhancing numeracy program for students by developing number sense and mathematical inquiry.</p> <p>Finish Stage 3 Literacy Program so as they are aligned to the themed topic - complete with explicit teaching of comprehension strategies.</p> <p>Develop Stage 4 curriculum for all Key Learning Areas (KLA)</p> <p>Provide students with opportunities to learn computer coding as part of school's initiative towards science, technology, engineering and mathematics (STEM) subjects.</p>
Professional Learning	<p>Providing Professional Learning (PL) opportunities on Numeracy</p> <p>Maintaining certification for first aid for all staff.</p> <p>Provide training opportunities to staff to gain better understanding to support students with Autism Spectrum Disorder (ASD).</p> <p>Provide Opportunities for middle management skills</p>
Parent Engagement	<p>Continue to have Parent Workshops for all new parents</p> <p>Continue to Offer Mindful Parenting workshops at the school</p> <p>Start Wisdom Circle for parents.</p> <p>Initiate a Father -Son Camp for Primary School students</p>
Facilities & resources	<p>Replacing Promethean Interactive Whiteboards that are more than 5 years old.</p> <p>Acquiring teacher iPads for classroom</p> <p>Upgrade Library System to Oliver 5</p> <p>Using Reporting Tool in SENTRAL (data base system)</p>
Review policies and procedures	<p>On-going review of policies and procedures, updating when required.</p> <p>Governance Policies and Procedures</p> <p>Teacher Accreditation Authority Policies &amp; procedures</p>

**School Policies**

Policy	Changes in 2015	Access to full text
<b>Student Welfare</b> <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>	<b>Reviewed in 2015</b> Safe & Supportive Environment Personal Information & Privacy Child Protection Medication Attendance	Available in parent handbook Available in staff handbook
<b>Anti-Bullying Policy</b> <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>	<b>Reviewed in 2015</b> Anti-Bullying Guidelines	Available in parent handbook Available in staff handbook
<b>Student Discipline</b> <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>	<b>Reviewed in 2015</b> Code of conduct for staff Code of conduct for students Behaviour management	Available in teachers' handbook and Parent Handbook. A full copy of the policy is available on request.
<b>Complaints &amp; Grievance Policy</b> <i>Sathya Sai School is committed to providing a productive, harmonious and fair environment by recognising the right of employees, parents and students to raise work-related and other grievances and have them dealt with in a sensitive, effective and timely manner.</i>	<b>Reviewed in 2015</b>	Available in staff handbook Available in parent handbook