



# 2016



# SATHYA SAI SCHOOL MURWILLUMBAH ANNUAL REPORT

Murwillumbah Campus:  
9 Nullum St. Murwillumbah NSW 2484

Dungay Campus:  
16 Jack Williams Pl. Dungay NSW 2484

School Office Hours:  
Monday-Friday 8.15 am-4 pm

P.O. Box 705  
Murwillumbah NSW 2484  
Phone: 02 6670 8800 Fax: 02 6672 6016

Email: [schooloffice@sathyasai.nsw.edu.au](mailto:schooloffice@sathyasai.nsw.edu.au)

Website: [www.sathyasaischoolaust.org](http://www.sathyasaischoolaust.org)

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## Sathya Sai School

Whole School - 2016  
Principal: Leelah Broughton



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### MESSAGE FROM THE PRINCIPAL

Sathya Sai Schools exist for the purpose of character development! It is where we nurture the belief that within us all is the eternal spring of love, peace, truth, right conduct and non-violence and it is for the highest good for all that we continually bring out these values from within. Our lives are moment-to-moment opportunities to tap within, to access these values and lead sacred lives of human excellence. This journey towards our higher selves, wise inner one or conscience is often fraught with difficulties, pain and sorrow. However with firm faith, confidence and constant reminders we encourage all our students to feel empowered that they have everything within them to face any obstacle in their way. Students have the tenacity and grit to push through difficulties and no matter the result; it is the persevering spirit that they should be proud of. The vagrancies of our mind needs to be kept in check and only through disciplined practices of silent sitting, positive affirmations, being mindful, keeping good company and constant reminders, can we truly find peace and happiness within. We at Sathya Sai School are ever vigilant of the learning opportunities towards transformation and it is our honour and duty to bring out the values from within our students. Our Founder says, "As you feel, so you become". Let us all feel love in our hearts and journey together with earnest, pure intent towards love.

**Carolyn Atkins**

**Leelah Broughton**

## **MESSAGE FROM THE CHAIRMAN OF THE BOARD OF GOVERNORS–**

We are now in our 20th year of running the Primary School. This past year has seen an increase in enrolments to the extent that the primary school is almost at capacity.

The Sathya Sai School has achieved an important milestone in establishing our High school at the Dungay campus and having our first Year 7 class. Our strategy is to add one class each year in the High School. Our aim is to develop the school, dedicated to the pursuit of academic excellence and character development that will provide the students with a holistic education. We are committed to inculcate human values in our students to produce humane citizens who will fit in today's challenging world.

As we launch our strategies to transform our school into one of the leading values enriched schools in Australia, we have taken a number of initiatives that will benefit our students.

One of our important tasks is the development of a human values program that targets adolescents and will be suitable for adoption for other schools.

An important aspect of the success of the school is its infrastructure facilities. The board will take necessary steps to ensure that the school is equipped with the necessary resources.

I thank all staff, parents and others for entrusting the education of your children to our school. I wish all our students a happy and fruitful journey with us.

**Channa Seneviratne**

**Chairman Board of Governance**



## 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 have been many this year! Our Student Representative Council were elected by their peers on a grade basis. We were privileged to have Mr Paul Clohesy, the Principal of Mount St Patricks High School induct our new leaders and share with them some powerful advice about what it means to be a reliable school leader now and into the future. His induction and advice tied in beautifully with our 5 Human Values of Love, Truth, Peace, Right Conduct and Non-Violence.

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 have shown gratitude for many things this year such as our playground facilities, the teachers and our Principal, sporting events, Frosty Friday, 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.
- Orange themed day to raise money for Story Dogs.
- Crazy Hair day raising money for a school service project.
- Denim/Blue day to raise money for our adopted dolphin, Scooter and Dolphin Research Australia.
- Dream Job Mufti day to raise money and support for our school cleaner Dave who was unable to work due to battling throat cancer.
- Frosty Friday

The SRC represented the school at the combined school march on Anzac Day. This year we had many students and their families from both our Primary and High school campuses, 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 where in the warmer months we sell icy poles. Our Frosty Friday profits go to one of our local charities.

Our SRC have also enjoyed organising our canteen and have said *'It is great to be able to serve our friends on hot days with icy poles they can enjoy'*. 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.

This year the SRC feel that being in this role has allowed them to:

- Listen to their peers and communicate 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**



## Sathya Sai School

SRC - 2016  
Principal: Leelah Broughton  
Teacher: Kyl Churchill



Back Row (L to R): Hamish Forsyth, Kumbhi Tancredi, Kanhaiya Garcia-Cuenca, Oscar Hobbins  
Front Row (L to R): Marti McMillan, Lalita Becker, Cara-Maeve O'Connell, Kirra Lee-Johnson, Max Quilter  
Absent: Emmagen Bryan

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## MESSAGE FROM OUR PARENTS AND FRIENDS (P & F)-

On behalf of our P and F Committee, I would like to offer our sincere gratitude to all the parents who were able to give a helping hand this year. With parent help in the classrooms, supervising during excursions, baking or donating goods, helping with ground maintenance and working bees, making donations or helping to organise and run our school events, we were able to have another successful and joyous year.

Together we launched our Annual Wellbeing Expo, Family Fun Day, re-opened playgroup, took part in the Kinship Festival, started operating an exciting new High School, enjoyed our school dance, father son camp, mindful parenting workshop, athletics and swimming carnivals, put on an amazing school play and welcomed many new families into our Sathya Sai schooling community.

As a committee, we aim to support the soul needs of the school and its families through events and activities, aiming to also support our staff and teachers who lovingly dedicate their time to all of our children. We welcome all parents to join us in 2017, as we continue to grow in strength and in the spirit of co-operation towards one another and to our community, with pure motivations to love and to serve all of life. With a peaceful mind and open heart, each of us makes this world a beautiful place to be.

The Dalai Lama states it well. "We are visitors on this planet; we are here for ninety or one hundred years at the very most. During that period we must try to do something good, something useful with our lives. If you contribute to other people's happiness, you will find the true goal, the true meaning of life."



## Sathya Sai School

P & F Committee - 2016

Principal: Leelah Broughton



Back Row (L to R): Amala Boumans, Kirsty Forsyth, Harmony Crystal, Scott Crystal

Front Row (L to R): Rhonda Schneider, Jen Vasseur, Abigail Crystal, Eilidh Ives, 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 modelling.

In 2016, SSS expanded from a K – 6 to include Year 7, with the intention to continue to grow, one year level at a time, until Year 12, teaching 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 and individual music programs, yoga and information and 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 K-7 participate in service learning projects. Students render service to the elderly, 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, PARENT AND STAFF SATISFACTION

### STUDENT

I started Sathya Sai halfway through 2016 and ever since my first day I've loved it! At Sathya Sai the kids are kind and caring and let their inner diamonds shine. The teachers are helpful, caring kind, friendly and open to suggestions.

The five human values are one of the biggest parts of the schools learning. They teach the kids to be kind and respectful. I know that the values of love, peace, truth, right conduct and non violence have helped me to learn more and have fun. Mishi Messina Yr 5

### PARENT

My first visit to Sathya Sai School was in 2011 to attend playgroup which I did weekly until my son started Kindergarten in 2014. I now have 2 children in school, Odhran in year 3 and Fianaid in year 1. My 1 year old also attends playgroup.

To be honest when considering schools for our children, Sathya Sai School was the only one on the list. It ticked every box especially being a small school, non denominational and a values based school.

With a background in outdoor sports and personal social development, I have great belief in providing primary age children with values and personal development education. I feel the school achieves this by ensuring the parents are also educated on the Human Values through the parent workshops, which is the key to consistency in practicing the values at school and home.

There's a great sense of community and beautiful relationships between staff and families. I thoroughly enjoy being part of the school community and a member of the Parents and Friends Committee. Parent help is encouraged and always greatly appreciated, from reading in class, working bees or organising events through the P&F Committee.

Thanks to the dedicated teachers and staff with their passion and love for nurturing learning, my children love going to school and gain more than an academic education! My children's confidence grows every day and I see them using values at home and in public.

It would be hard to find another school like this one. Now that the High School is established I'm looking forward to seeing the success of the school continue to grow. Grateful Parent, Emmeline Ives

### TEACHER

As a teacher at the Sathya Sai Primary School, returning after having my children, I am impressed with the overriding ethos of the school. As the school has grown in numbers, the values based philosophy of education has remained a priority and is implemented across all areas of the school community. Striving for academic excellence, alongside and integrated with character development, creates a thriving and harmonious professional environment in which to work. Jane Farrelly Yr 1

## 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 school's population has fluctuated through the years and we are having a slow and steady growth. This is a result of changes in family circumstances and the school's expansion to a High School. This enrolment data is based on DEEWR student census reporting submissions.

Gender	2011	2012	2013	2014	2015	2016
Boys	57	56	55	57	67	85
Girls	49	52	70	67	68	68
Total	106	108	125	124	135	153

## 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 2016.

## MANAGEMENT OF NON-ATTENDANCE

The process when dealing with absences from school is for parents / guardians to contact the front office by phone / email or written note informing the teacher and school about absences 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 2016. 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 the 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's of the outcome.

**CLASS SIZES**

At the end of 2016 the following table shows our class sizes

Class	Total in Class
Kindy	17
Year 1	22
Year 2	26
Year 3/4	25
Year 4/5	26
Year 5/ 6	28
Year 7	9
Total	153

**STAFF INFORMATION****Staff Establishment**

Position	Full time equivalent position
Principal	1
Full Time Classroom Teachers	7
Part time teacher	2.3
Pastoral Care (funded by National School Chaplaincy Program)	0.4
School Administration and Support Staff	4.65

**Staff Attendance and Retention Rate**

In 2016, the average daily attendance and retention rate was 96.53%. The proportion of staff retained from 2015 is approximately 93.33%

**Teacher Qualifications**

All teaching staff are university and teacher's college trained professional teachers and all have teaching qualifications from a higher institute within Australia.

All are in category (i) as specified in Section 3.10.1 of the Registered and Accredited Individual Non – Government School's Manual.





## Sathya Sai School

Staff - 2016  
Principal: Leelah Broughton



Back Row (L to R): Michelle Jarrett, Monica Barnes, Lindel Gass, Lee Biggs, Stephen Ward, Michelle Cartier, Kyt Churchill, Trista Vallentine, Bianca Wicks  
Front Row (L to R): Stephanie Banks, Kaye McNaught, Saijyoti Lydford, Suresh Sampathkumar, Leelah Broughton, Carolyn Atkins, Belinda Parker, Karen Lea, Deb Sleba  
Absent: Isabela Keski-Frantti, Kate Oakley-Grant

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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 2016 includes:

Description of the Professional leaning Activity	No. of Staff participating
SSEHV: continue to resource staff with a framework of developing students personal and interpersonal skills through explicit teaching of situational values.	16 staff attending
CPR refresher course	16 staff attended
Individual Plans for Education, Behaviour and Health – Process to Product	3 teachers attended
Strategies for Managing Parental Complaints	2 Teachers attended
Number Sense: Foundational to Success in Mathematics and Numeracy	10 Teachers attended
Autism Spectrum Conditions: Fundamentals and Practicalities	2 Teachers attended

## 2016 HIGHLIGHTS

### Inclusion of Year 7

The greatest highlight in 2016 for the Sathya Sai School was the school expanded into a High School and taught its first Year 7 class. The 10 Year 7 students began the year at the Murwillumbah campus then transferred to the new Dungay campus in term 4.



The official opening and first term at the Dungay campus was celebrated with a family fun day to welcome all members of the community to the new school.



The Sathya Sai School community believe that education is not limited to academic excellence but must include character development through values education. The SSEHV program teaches children to understand respect and responsibility and how to develop healthy, loving relationships. Some of the methods used to assist the students to develop these skills in 2016 were:-



- Weekly EHV lessons
- Integration of the values into the wider curriculum
- School Buddy Program whereby Stage 3 students mentor and assist Kindergarten students' transition to Primary School and with various activities throughout the year.
- School Captain and Student Representative Council roles
- Anzac Day Ceremony
- Service Clubs



## Service Learning and Environmental Education

The school continued to conduct integrated units of work through service learning which aim to foster self-discipline, self-sacrifice and self-less service to the community. Each class chose a service learning project as part of their integration into smiley clubs (**S**erving **M**ankind **I**n **L**ove **E**very **Y**ear)

The service projects included:-

**Kindy & Class 5/6** joined together to visit the residents at The Heritage Lodge Nursing Home in Murwillumbah. Throughout the year, students got together to learn a range of values songs to perform to the residents. Along with the performance, students also presented them with a card and some small gifts they had made.

Our visits to the Heritage Lodge were also an opportunity for our students to present their Choral Speaking performances and Book Reviews from our Public Speaking competition.

Each visit to the nursing home was a very rewarding and beautiful opportunity for our students to practise and show many of our values such as Love, Understanding, Selfless Service and Caring. Both the residents and students really look forward to our visits and we have enjoyed putting a smile on everyone's faces.





**Year 1** has been learning all about dolphins and their environment.

They have gained a deeper understanding of the variety of dolphins, dolphin anatomy, diet, habitat, behaviours and ways to protect their coastal environment.

The projects Year 1 have undertaken throughout the year are, a fruit stall at the cross country to raise money for Fingal Head Coast Care. Nurturing our school garden with Miss Kaye (term 1 & 2) and going on an excursion to Knox Park to identify and learn about different kinds of environments (natural, constructed and managed). An excursion to Fingal Head to participate in a bushwalk and listen to Uncle Frank, an Aboriginal Educator, who informed them how to care for their coastal habitat.

Year 1 understand that they must show much love and kindness to our beautiful world and to protect all living things.



**Class 2** dedicated their time and energy to supporting two worthwhile and much loved causes. During Semester 1, the focus of their service was to raise money for the Friends of the Pound. This organisation works with the local pound to help re-home unwanted cats and dogs. The much needed money went towards pet care items like collars, food, toys and vet bills. To demonstrate their support, the students cooked and sold scones.

During Semester 2, the students collaborated with the Class 1 to show their Love and support for our wonderful cleaner, Dave Walden, who underwent surgery. The students gave service by selling a variety of home-baked mouth watering cupcakes, and by creating delicious juices and smoothies, using some ingredients from our school garden. It was a huge success, and provided welcomed support for Dave. He definitely appreciated the service, and felt the Love!



**Year 3 / 4** explored how they can help make a positive change by actively seeking and being aware of those that need help. They decided to help our flora and fauna and made the long journey to Lismore to meet with Koala experts at the Koala Care Centre and give them a donation. The students were very interested to learn how they can selflessly contribute to the conservation of the Koalas in our region. They learnt that it is important to be mindful of the types of trees that are planted and removed in order to help the Koala survive in its natural habitat. They then actively worked with Tweed Shire Council to plant over 200 hundred trees with class 4-5 along the Tweed River in order to revegetate the banks of the river to provide habitat for local wildlife. They were rewarded by knowing that they are helping conserve plants and animals for others to enjoy in generations to come.





**Year 4 / 5** were Garden Guardians and worked with dedication, productivity and plenty of interest and enthusiasm during the preparation of our vegetable garden beds. They prepared, planted, tended, weeded, watered and harvested our vegetables throughout the year. The most memorable part, of course, was the making of healthy, vegetarian pizzas with our garden produce. We also shared crunchy kale chips- lightly seasoned with vegetables with an array of dips on the side.

What a wonderful year in the garden!



Further opportunities to practise selfless service that the children volunteered to participate in throughout the year included:-

**Mother's Day morning tea** – The SRC students lovingly baked scones and prepared a Devonshire Tea for all the mother's, grandmother's and special female friends who were able to attend.





**Father's Day breakfast**– Father's day breakfast was again lovingly prepared by the members of the SRC. The morning was also celebrated with a three legged race and a paper aeroplane competition.



**Kinship Festival** - The Kinship Festival is a local community event organised by the Murwillumbah community centre to celebrate families and Indigenous culture.

The Sathya Sai School community participated by manning a stall decorated with children's artwork and posters displaying the values. Face painting and a craft table was provided offering free art activities.

Visitors were encouraged to paint a symbol to add on our school's rainbow serpent mandala which was divided up into 5 coloured segments representing our 5 human values.



## WELLBEING SUPPORT PROGRAMS

Wellbeing support programs are an opportunity for the whole class- or smaller selected groups to be involved in individual, targeted programs. The programs offered in 2016 aimed to enhance self esteem, resilience, self awareness, service and leadership, music skills, emotional literacy and coping with change. (Mentors included James, Isabela, Miss Kaye, Kate and Stephen Ward)  
The dedicated wellbeing and support team facilitated and conducted the following programs according to the age appropriate needs of the students.

- Bird Clan (Year 1)
- Rainbow Hearts (Year 1)
- Friendship Constellations (Year 2)
- Fingal Coast Care (Year 2 & 3 boys and families)
- Kaleidoscopes Club (Year 3)
- Natural Wisdom (Year 5)
- Scarf Dyeing (Year 6)
- Spiritual Retreat (Year 7)
- Lunch time Sports (Years 3 – 6)
- Journey with Dolphins (mixed group)
- Gardening



## THE CREATIVE AND PERFORMING ARTS

### The School Play – The Jungle Book

Students from Kindergarten to Year 6 all participated in the production of the bi-annual school play. In 2016 the school performed “The Jungle Book”. An extremely dedicated group of parents assisted along the way, helping with developing and erecting our props and incredible new stage; sewing costumes; supporting us with sound and lighting and many other odd jobs. While the students diligently and patiently concentrated on their class and solo performances. The entire school demonstrated the values of team work, dedication, cooperation, sharing, creativity, patience, connecting with community, fairness and independence. At the same time the students developed drama skills, built confidence and a sense of belonging and accomplishment! It was truly an amazing display of comradery, unity and togetherness.





### **Murwillumbah Performing Arts Festival**

Sathya Sai School, once again celebrated many achievements at the Murwillumbah Performing Arts Festival. Each student was given the opportunity to participate within this annual event with their class. Some students also took the opportunity to perform a solo act. All students developed a range of stage and performance skills as well as displaying our values.

All students participated in the Primary Schools Speaking Choirs with Year 1 & 2 placing third in their category.

Kindergarten, Year 1 and Year 2 students performed all together in the "Small Schools Infants Choir" section and were awarded first place.

### **Les Peterkin Portrait Prize**

2016 was another year of commendable effort and high achievements for the Sathya Sai students in the Les Peterkin Portrait Prize competition.

All the students designed a portrait themed "Me, Myself, I" which encouraged them to depict a small or a large part of what describes them as an individual.

One student was awarded the Derivan Arts Award in the 5-7 year old category and another student received a highly commended in the 8-10years category.





## Gold Coast Eisteddfod

Students in the school dance troupe attended the Gold Coast Eisteddfod to show case their commitment, hard work and enthusiasm for the dance routine “We are one”. The students were very excited and eager about the wonderful opportunity to dance. There was immense support and time given from parents and school community members in preparation for this event.

## Individual Music Programs

Once again, Sathya Sai School has offered individual music programs by continuing our partnership with the specialist music teachers for wind instruments (flute, clarinet, and saxophone) guitar and keyboard.

Students were offered individual, paired or group tuition with specialist music teachers and had timetabled lessons which were on a rotation so students did not miss the same lesson in the classroom.

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 provide students with the opportunities to practice self-discipline and self-sacrifice while learning an instrument.



## SPORT

Sathya Sai students were provided many opportunities to participate in a wide variety of sports during 2016. This ranged from school house sports at lunch time to state wide independent school's competitions. Sport is a very popular and important component of the school curriculum, not just for developing physical fitness, skills and co-ordination, but to also assist students to understand the importance of values such as co-operation, perseverance, right conduct, respect and courage. The school was once again granted sports funding from Sporting Schools which was used to cover the cost of touch football, athletics coaching and gymnastics for the junior students and soccer for the senior students.

A record number of Sathya Sai students competed in many North Coast Independent Sports Association (NCIS) events and two students were selected to further compete in Sydney in the state wide Independent Schools Competition (CIS) The range of sports that the students were involved in for 2016 included:-

- Cross Country
- AFL
- Netball
- Athletics Carnival
- Jump rope for heart
- Touch Football
- Soccer
- Tennis
- Swimming
- Yoga
- Gymnastics
- Fundamental Movement Skills
- Rowing (Year 7 only)
- Surfing (Year 7 only)









## SPECIAL DAYS AND CELEBRATIONS

**Well Being Expo** – The P & F committee held a wellbeing expo showcasing the talents, knowledge and products of our School Families which they generously shared with the wider community, while providing an opportunity for people to relax and socialize.



**Harmony Day** - The theme for Harmony Day 2016 was "Our diversity is our strength". On 21 March, Sathya Sai School celebrated Australia's cultural diversity focusing on the values of inclusiveness, respect and a sense of belonging for everyone. The teachers continually strive to promote inclusion in the school by appreciating and acknowledging differences. The students compared and embraced our cultural diversity with Japan and Mexico and looked at how we share what we have in common.





## Founder's Day

The 23<sup>rd</sup> Nov is an annual celebration of Founder's Day at Sathya Sai. An opportunity to give thanks for our Founder, Sai Baba, for our beautiful school and all that it encompasses. In 2016 the students celebrated the day by living the values of friendship, sharing cupcakes and showing loving kindness to our school grounds and each other.



## Taster Days

During term 2, local Pre School children and their parents were invited to Sathya Sai School for a "Taster Day" to experience what our school has to offer. Three different Preschools accepted the invitation. They all enjoyed a story in the Kindergarten room, followed by a school tour, a craft activity and a shared morning tea.

## Senior School Camp

The 2016 school camp was held at Midginbil Hill, Uki. The students were all very keen to participate and develop new skills, new friends and new experiences - school camp is always an exciting adventure and a memorable one.



## ACADEMIC

The 2016 NAPLAN results are reflected in the summary below. Details can be seen in the My School

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

### Literacy and Numeracy - 2016

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	<b>429</b>		<b>385</b>		<b>426</b>		<b>440</b>		<b>408</b>	
	395 - 463		357 - 412		395 - 457		404 - 476		380 - 435	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
Year 5	<b>514</b>		<b>476</b>		<b>487</b>		<b>507</b>		<b>479</b>	
	488 - 540		451 - 501		462 - 511		479 - 535		457 - 501	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
Year 7	<b>500</b>		<b>496</b>		<b>498</b>		<b>520</b>		<b>499</b>	
	466 - 533		459 - 534		463 - 533		482 - 558		466 - 531	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
Year 9	<b>536</b>		<b>512</b>		<b>542</b>		<b>533</b>		<b>547</b>	
	528 - 543		503 - 520		535 - 550		525 - 542		539 - 555	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL

## How to interpret this chart

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

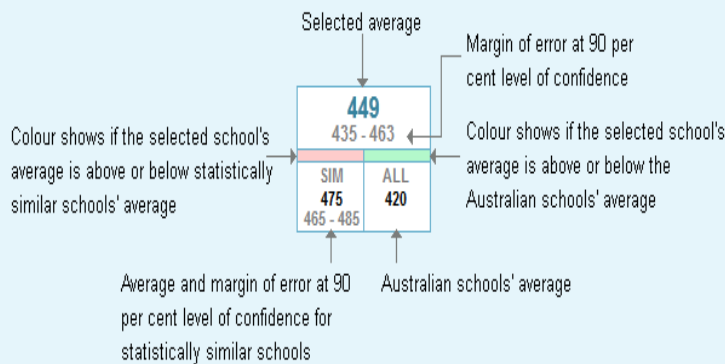
**ALL** Australian schools' average

□ Student population below reporting threshold

□ Year level not tested

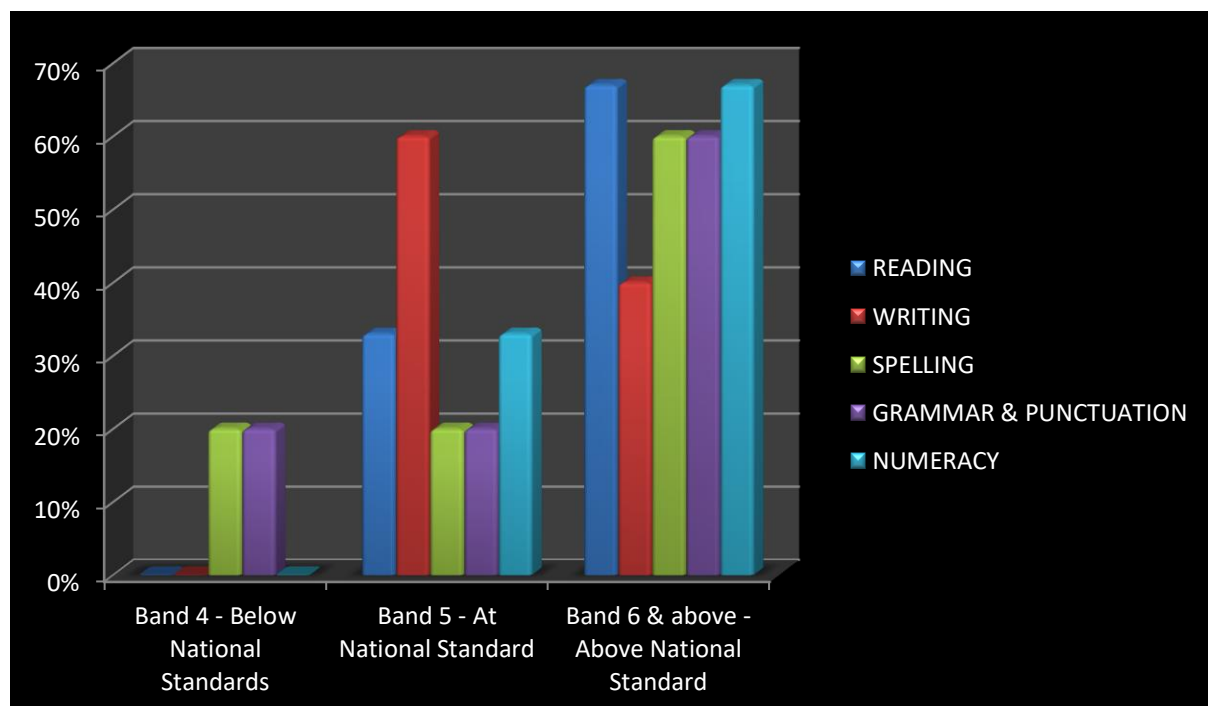
Selected school's average is

- **substantially above**
  - **above**
  - **close to**
  - **below**
  - **substantially below**
- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
  - average of all Australian schools (ALL box)



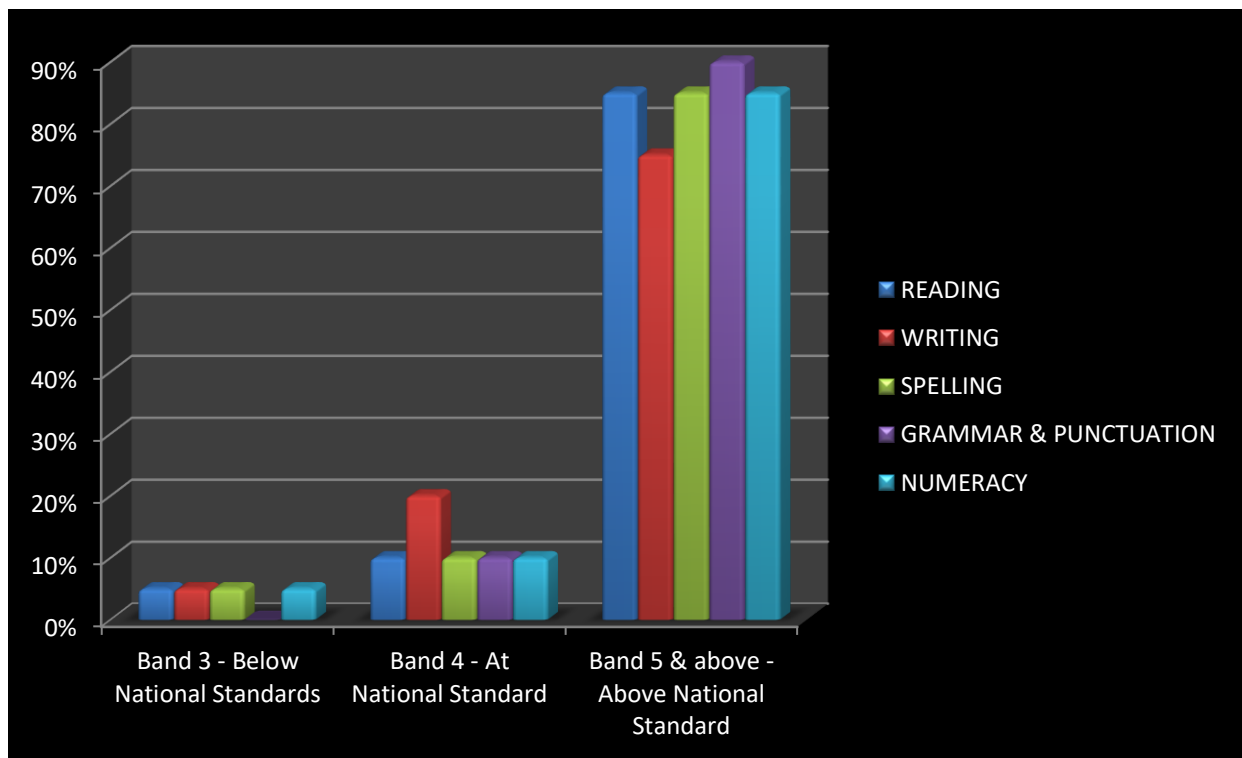
[Tell me more](#)

## 2016 NAPLAN Results – 7

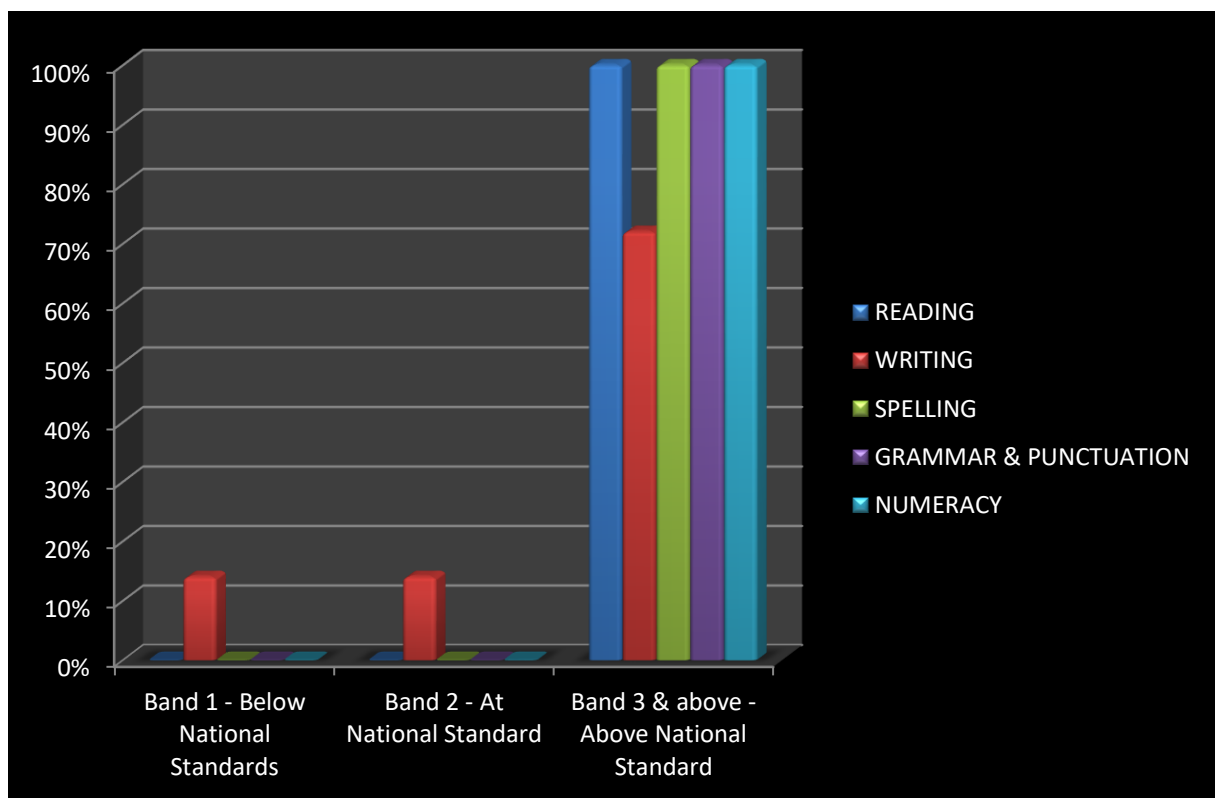




### 2016 NAPLAN Results – 5

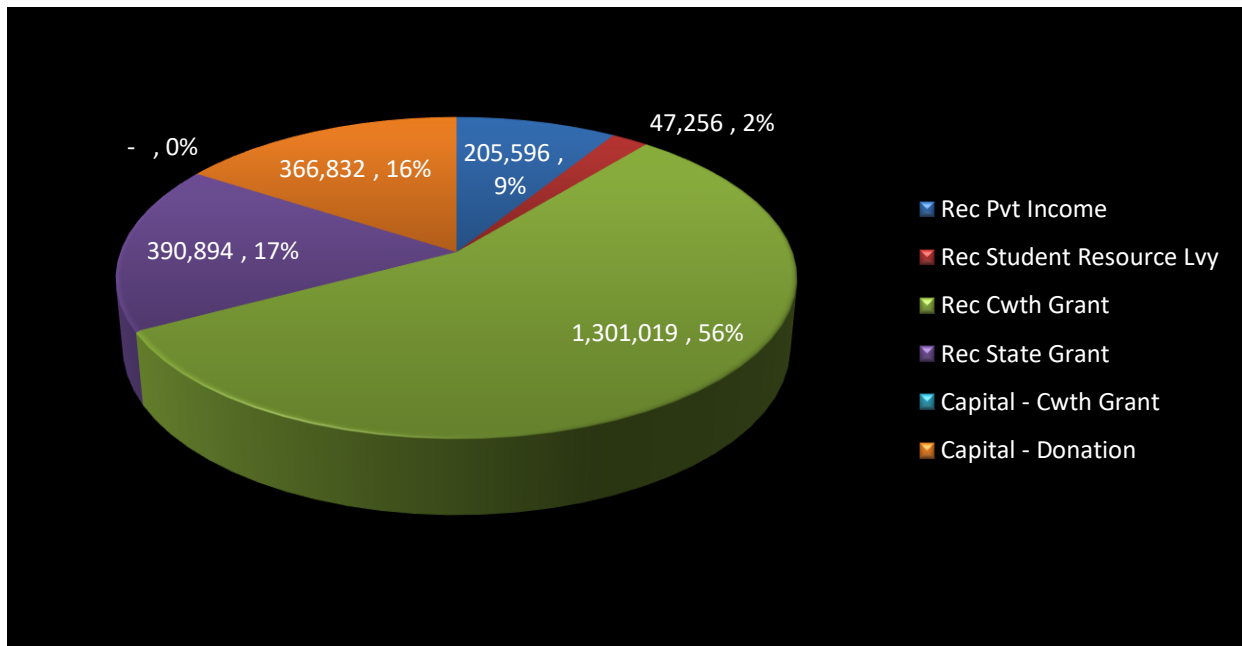


### 2016 NAPLAN Results – 3

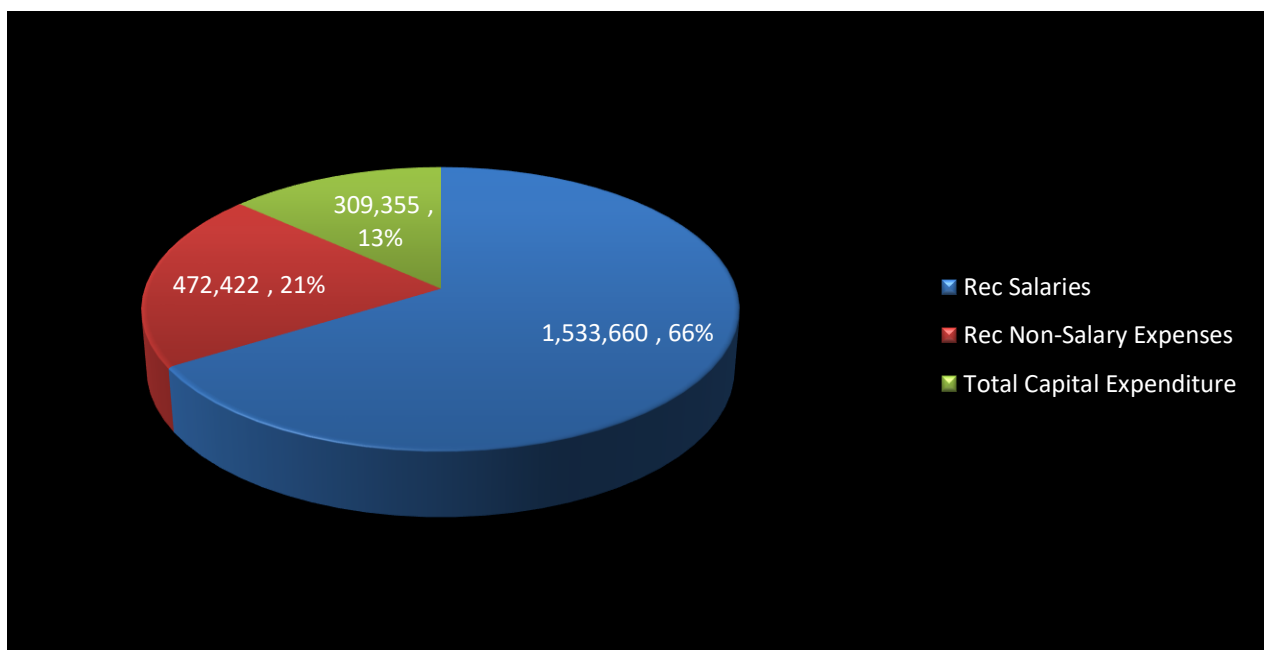


## SUMMARY FINANCIAL INFORMATION

### Recurrent / Capital Income



### Recurrent / Capital Expenditure



### Statements as at 31 December 2016

The financial statements as of 31 December 2016 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 2015 Report

Area	Priorities	Achievements
Student Management	Developing Wellbeing Management Systems for High School	Ongoing
	Continue to incorporate Mindful teaching strategies to explicitly teach self regulation	Ongoing 3 Staff members completed the Nurtured Hearts Program
	Provide Year 7 students with opportunities for spiritual engagement.	Spiritual Retreat Camp offered to Year 7 students to North Stradbroke Island
Academic Quality	Using assessment to inform teaching and learning programs	Ongoing
	Embedding reflective practices in program templates to ensure focus on student learning.	Achieved
	Differentiating curriculum to meet needs of students for Literacy and Numeracy.	Ongoing
Curriculum	<b>Curriculum Priority</b> – Enhancing numeracy program for students by developing number sense and mathematical inquiry.	Achieved
	Finish Stage 3 Literacy Program so as they are aligned to the themed topic – complete with explicit teaching of comprehension strategies.	Ongoing
	Develop Stage 4 curriculum for all Key Learning Areas (KLA)	Ongoing
	Provide students with opportunities to learn computer coding as part of the school's initiative towards science, technology, engineering and mathematics (STEM) subjects	Coding lessons held in the library every Wednesday to interested students beginning term 4
Professional Learning	Providing professional learning (PL) opportunities in Numeracy	Achieved - Lynelle Campbell Maths Specialist Consultant visited the school and gave individual consultations to staff over two days. Provided release from class opportunities for staff to collaborate and develop maths planning.
	Maintaining certification for first aid for all staff	Achieved
	Provide training opportunities to staff to gain better understanding to support students with Autism Spectrum Disorder (ASD)	Achieved – Training provided by Dr Libby Maher, Special Education Consultant
	Provide opportunities for developing middle Management Skills	3 Staff members attended School Self-Assessment to Develop a School Improvement Plan
Parent Engagement	Continue to have Parent Workshops for all new parents. ( Values awareness)	Achieved



	Continue to offer Mindful Parenting Workshops at the school.	Meeting 1 day per week for 5 weeks.
	Start Mother's and daughter's Circle for the parents.	Achieved
	Initiate a Father – Son Camp for Primary School students	Achieved
Facilities and resources	Replacing Promethean Interactive Whiteboards that are more than 5 years old.	Achieved
	Acquiring teacher i-pads for the classroom.	1 i-pad issued to all teaching staff for classroom use.
	Upgrade Library system to Oliver 5	Achieved
	Using reporting tool in Sentral (data base system)	Achieved
Review policies and procedures	On-going review of policies and procedures, updating when required	Reviewed and updated where relevant and required
	Governance Policies and Procedures	Achieved
	Teacher Accreditation Authority Policies and Procedures	Sathya Sai School TAA Policy created and submitted

Policy	Changes in 2016	Access to full text
<b>Student Welfare</b> 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.	Reviewed in 2016	Available in parent handbook. Available in staff handbook.
<b>Anti – Bullying Policy</b> 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.	Reviewed in 2016	Available in parent handbook. Available in staff handbook.
<b>Student Discipline</b> 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. All behaviour management actions are based on procedural fairness when sanctions result in suspension and expulsion of a student.	Reviewed in 2016 Code of conduct for students Introduction of High School uniform.	Available in parent handbook. Available in staff handbook. A full copy of the policy is available on request.
<b>Complaints and Grievance Policy</b> Sathya Sai 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.	Reviewed in 2016 Governance Manual 3.9.1 – 3.9.4 Responsible persons	Available in operations manual.

Area	Priorities
Student Management	Developing Wellbeing Management Systems for High School
	Continue to incorporate Mindful teaching strategies to explicitly teach self regulation
	Review the Discipline roadmap
	Provide training for Wellbeing coordinators
Academic Quality	Using assessment to inform teaching and learning programs
	Differentiating curriculum to meet needs of students in all KLA's
	Review Primary School approach to spelling program.
	Review High School comprehension strategies in reading.
Curriculum	<b>Curriculum Priority</b> – Introduce Project based Learning in the Senior classes.
	<b>Whole school Priority</b> to develop a more sustainable school.
	<b>Whole school Priority</b> to introduce a second language K-8 (LOTE)
	Further develop Stage 4 curriculum for all Key Learning Areas (KLA)
	Prepare Stage 5 curriculum for initial registration
Professional Learning	Providing professional learning (PL) opportunities in areas of need and interest to all teaching staff
	Maintaining certification for first aid for all staff
	Provide training opportunities to staff to gain better understanding to support students with Autism Spectrum Disorder (ASD)
	Provide opportunities for developing middle Management Skills
	Participation in the Principal Induction Program for both Principals
Parent Engagement	Continue to have Parent Workshops for all new parents. (Values awareness)
	Establish Earth Families movement for parents practicing sustainable lifestyles.
	P & F meet and greet initiative at junior campus.
	Inaugurating P& F at the High School campus.
Facilities and resources	Invite and involve parents to participate in programs that actively educate the school community in Coastal Care.
	Replacing Interactive Whiteboards that are more than 5 years old.
	Acquiring a set of i-pads for the classroom for student use.
	Upgrade Library resources and review teacher allocation time in the library, at the Primary campus.
Review policies and procedures	Establish a High School Library and equipment the High School Music room.
	On-going review of policies and procedures, updating when required
	Development of specific campus policies – High School
	Consideration of comprehensive whole school policies.
	Renaming of School to become a College