



# 2020



## SATHYA SAI COLLEGE

### ANNUAL REPORT

Murwillumbah Campus:  
9 Nullum St. Murwillumbah NSW 2484  
02 6670 8800

Dungay Campus:  
16 Jack Williams Pl. Dungay NSW 2484  
02 66708840

P.O. Box 705  
Murwillumbah NSW 2484

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

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

Website: [sathyasacollege.nsw.edu.au](http://sathyasacollege.nsw.edu.au)

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## **Secondary Campus – Dungay, Primary Campus - Murwillumbah**

### **MESSAGE FROM THE PRINCIPAL**

Sathya Sai College (SSC) is a school that strives for excellence in academic achievements and character development. It nurtures the firm belief that within all human beings are the five human values of love, peace, truth, right conduct, and non-violence.

The challenge is to bring out the values that lie within. It requires effort, commitment, and concerted practice. Every day at the College we remind students that this ability, this inner wise one, this treasure lies within.

At SSC we believe that, 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 persevere and our true character shines through. When students demonstrate such tenacity and grit to push through difficulties, no matter the result; it is the persevering spirit that they should be proud of.

Our lives are continuously presented with opportunities to reflect, to access the five human values and lead sacred lives of human excellence. This journey towards discovering our higher selves, wise inner one or conscience is not an easy path; 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 and teachers are focused on developing HEART to HEART connections and building authentic and meaningful relationships. We believe when students feel supported and listened to, they gain confidence and are inspired to reach their goals.

SSC instil disciplined practices of silent sitting, positive affirmations, being mindful, keeping good company and constant reminders, to assist developing peace and happiness within. Everyone at SSC remains 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**



**Principal**

**Sathya Sai College**

**Contact details: [principal@sathyasai.nsw.edu.au](mailto:principal@sathyasai.nsw.edu.au)**

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

“Real education should enable one to utilise the knowledge one has acquired to meet the challenges of life and to make all human beings happy as far as possible – Sri Sathya Sai Baba.”

On behalf of Sathya Sai Governing Body and the Management team, I humbly present the School Board's Annual Report for the year 2020. It was an eventful year, with COVID 19 restrictions, the introduction of preventative and detective measures to ensure we minimise the risk of an outbreak at the school and the transition to online delivery. On a positive note, the COVID drama has enabled the school to somewhat leap forward in-terms of efficient use of technology and professionally deliver online programs in a meaningful manner without compromising academic standards.

All this could not have been possible without the Board, Management team and the School staff working collaboratively to take the school forward, even in these trying circumstances.

The Board's adoption of a '**hands-on approach**' has enabled it to identify and enhance the management structure, focussing on incrementally improving the academic standards through better use of the information, statistics, and reports. To this end, a Deputy Principal was appointed in October 2020 to be solely responsible for the Primary campus and the Principal to focus on the Secondary campus to create an academically sound institution and further develop the trust and confidence of the local community.

The Management team and the Board have worked collaboratively to create a meaningful and “user-friendly” resource bank for the Education in Human Values program. In addition, the Constant Integrated Awareness of these values further enhancing character development along with the academic improvement.

The key tasks that the School Board has worked on the last year are as follows:

1. Further refinement of our **School Strategic Plan** (Master Plan) with clear short, medium, and long-term goals.
2. A greater awareness of the **Vision and Mission** of the school.
3. Enabling **EHV awareness** programs.
4. **Greater team-based approach in Management** and engagement of staff.
5. **Oversight of the school through regular visits by** the Board and the fortnightly meetings with the Management Team.

The P&F Committee are quite active and engaging with Board and the school.

In the year, 2020 we reached an important milestone. We successfully introduced year 11 and year 12 in the last term of 2020. The School was granted partial funding for the infrastructure project. The school has embarked on building four additional classrooms at our secondary campus in 2021.

The success and reputation of the School depend on cooperation between hard working and dedication of the Management Team, an active School Board, P&C, the financial support of the members of the Sathya Sai Organisation of Australia (school does not charge a tuition fee) and of course, the staff and the students.

The members of the Board have strategic oversight of the School's achievement targets, finance and overall direction and have worked in unison with the School Management team.

Serving on a School Board is a privileged opportunity to contribute and create better outcomes for the School, students, staff, parents, and community.



**Kingsley Sathananthan**

**Chairman**

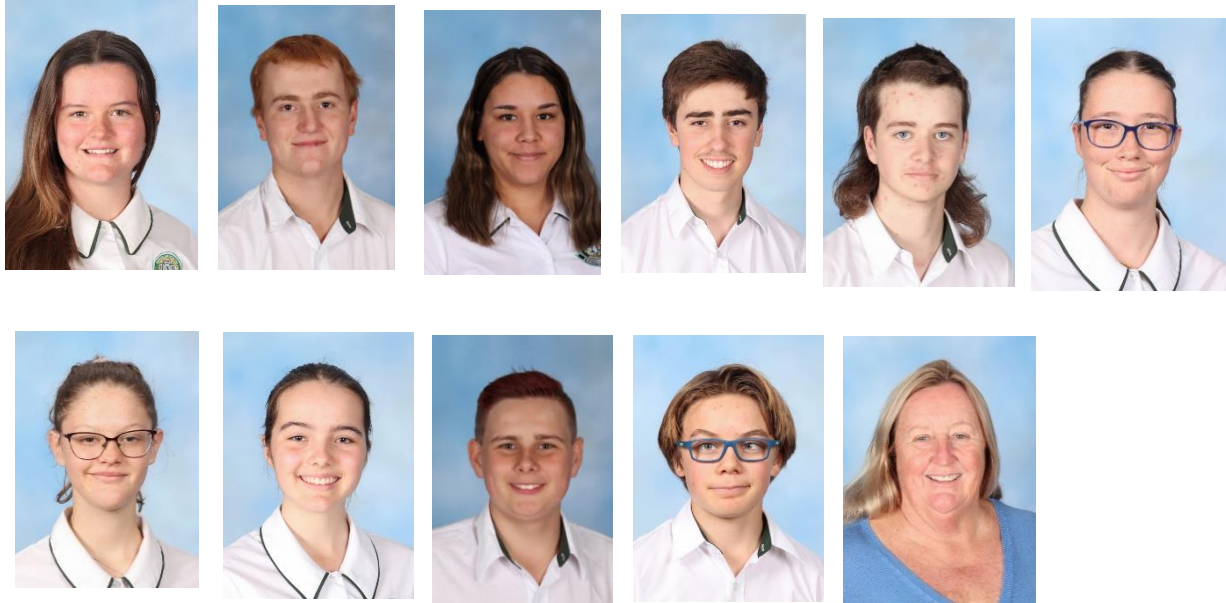
**Sathya Sai College Limited**

**Contact details: [boardssc@sathyasai.nsw.edu.au](mailto:boardssc@sathyasai.nsw.edu.au)**



## OUR STUDENT REPRESENTATIVE COUNCIL (SRC) –

***SRC Teacher Advisor – Amanda Schaefer- (Secondary Campus)***



## **SRC REPORT –** Secondary Campus

2020 has been a very disrupted year for everyone and the SRC suffered too.

Many fund raising events organized that had to be cancelled.

Once we came back in Term 2 after the Covid19 break the first SRC fundraiser was for the charity “Change the Record.” This charity attempts to lower the incarceration rates of Indigenous people in Australia.

In Term 3 SRC arranged a “Wear It Purple Day.” This day is dedicated to showing support for and educating people on the LGBTQ+ community. Damien from Head Space spoke to the assembly on the services that Head Space provides and on ways of supporting fellow students suffering with stress. Maya Sutton, a recently appointed Youth Ambassador for Head Space also spoke to the assembly on ways we can support our friends who are dealing with issues. The money we raised on the Wear It Purple Day goes to the Wear It Purple Foundation.

Amanda Schaeffer

SRC Co-ordinator



## **SRC Teacher Advisor – Belinda Parker - (Primary Campus)**

It has been an extremely rewarding year for the SRC, but also a challenging one. Covid-19 stopped the nation and meant learning at home for students at Sathya Sai College. When we returned, there were of course restrictions that meant we couldn't even hold a whole school assembly or organise school events like celebrating Mother's and Father's Day. Our roles and responsibilities had completely changed.

Instead, the SRC had to be creative and we sent a special video out on social media to wish our Mother's a wonderful day and organised for students to dress up as their dad or someone they admire for Father's Day.

We were unable to attend a leadership conference that we were looking forward to. However, the students showed the value of sacrifice, giving up their lunch times, so we could undertake an online version of the leadership course. The students had some great ideas that we put into action, like joining with the Eco-School committee for Nothing New in October. Students sent in uniforms that were no longer needed and parents and students were encouraged to put a ceiling on desires by choosing from the uniform bin instead of buying new. The SRC also placed a Christmas tree in the office to encourage parents to donate uniforms for those students in need at our school.

This amazing group of students have shown tremendous dedication, flexibility, understanding, self-less service, courage, love and that would just be the start of the values in action this year.

These students present an individual assembly to each class on a daily basis. This takes a huge amount of responsibility and punctuality, as well as courage. On Fridays our assemblies are run through a zoom meeting with either the captains or the whole SRC.

They have organised mufti-days that have supported our local community through generous donations to the Murwillumbah Hospital, Pyjama Foundation, It takes a Town and our Fiji sister school.

I feel truly blessed to have worked with such beautiful students who have all been inspirational leaders this year!

Belinda Parker

SRC Co-ordinator



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

2020 was an extremely quiet year for our P&F. Due to restrictions on visitors to the school and public events, we were unable to organise and run the myriad activities of a 'normal' school year. This forced time out from the normal buzz of activity made us so grateful for the freedoms we previously took for granted.

Our greatest role of 2020 was supporting our teachers and parents during this difficult year. The P&F supported the weekly Chai Time for Me gatherings run by Mr Churchill and Isabela, which aimed to give parents a safe place to discuss personal hardships and to promote positive mental health strategies and resilience based on Gratitude, Empathy and Mindfulness. It was a hugely successful endeavour, and we congratulate these two amazing teachers for facilitating this program for our parents.

The P&F with the help of our students and their parents and carers, made a Gratitude Tree for our incredible teachers who worked tirelessly during the height of the pandemic to ensure that our children's education continued at home during lockdown. Students and parents/carers made leaves with messages of gratitude to their teachers. The messages were so beautiful and moving, that it is our hope that the tree will forever stand in the hall and be added to over time.

Sathya Sai College's P&F is a small group of enthusiastic parents that support both the primary and secondary campus socially and financially by organising and supporting various events throughout the year. Following the year that 2020 was, we can now add to this list of roles: supporting our teachers and parents. We are optimistically looking forward to 2021 and welcoming new families to join our team so that we may work together to create the best school possible for our precious children.

Melinda Scanlon







## SCHOOL CONTEXT

The Sathya Sai College (SSC) is a non-denominational, co-educational primary and secondary school catering for students from Kindergarten to Year 6 at the Murwillumbah Campus, and Years 7-11 at the Dungay Campus in northern New South Wales. The unique and characteristic feature of SSC is its core values of Love, Peace, Truth, Right Conduct 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 them in the development of positive and healthy relationships, a vital component in the life of a child and teenager. The quality of the relationship the student has with their peers and teachers affects 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 and integrity – to name only a few. These values are explicitly taught and explored using a variety of the seven specific teaching techniques of silent sitting, creative visualisation, quotes & affirmations, music & songs, storytelling, mind mapping and a group activity.

Most importantly, we believe teachers should be role models by having unconditional regard for all. All staff members at SSC 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 practise the five human values on a daily basis, thus providing students with a safe nurturing environment of respect and good role modelling.

The College intends to continue in growth, one year level at a time, until it begins Year 12, in term 4 2020. It follows the NSW Education Standards Authority (NESA) curriculum filtered through our five human values. The Primary campus offers Literacy and Numeracy enhancement programs, whole school sports programs, swimming and athletics, creative, performing and visual arts, group and individual music programs, yoga and a STEAM program (Science, Technology, Engineering, Arts and Maths). The High School is accredited to deliver RoSA, offers Japanese, individual music programs,

sports programs, Technology Mandatory, a 3D printer and the Stage 5 electives offered are Marine Studies, Visual Art, Visual Design, Music, PASS and Food Technology.

All teachers follow the NSW Professional Teaching Standards and focus on delivering a holistic education that develops character and human values, reflecting the tenets of the Melbourne Declaration on Educational Goals for Young Australians.

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-12 participate in service learning projects. Students render service to the elderly, the environment, animals and the less fortunate. By promoting selfless service, SSC provides students with the opportunity to consider ways they can support other people, the environment, 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.

The Primary Campus is located centrally in Murwillumbah, it has modern buildings, including seven air-conditioned classrooms installed with BENQ smartboards and iPads, a resource centre, a music room, a science room, a school hall and an administration area.

The Secondary Campus is in a peaceful, rural setting on 10 acres, approximately 7 mins west of Murwillumbah. It has four general classrooms, a science laboratory, IT room, food technology room, music room, art room, Technology Mandatory workshop and hall. There are plans to build additional classrooms, to cater for the expanding campus.



## STUDENT, PARENT AND STAFF SATISFACTION

### STUDENT-

#### *Secondary Campus - Dalton Ansey - yr. 11*

The year 2020 seemed like a promising year at the start and I was excited. Then I started hearing about this cold that was spreading like wildfire to other parts of the world, little did I think it would affect me or my schooling, Ha! how naive we all were. Not even halfway through the year we were all rushing to the shops for supplies and keeping our distance from people., The work wasn't much fun either, as I had to adapt to remote learning which was difficult. I hardly knew how to teach myself my work and the fact that I didn't have internet at home made it worse. But I managed, with a little hard work and study on my part. The year 2020 was a rollercoaster. At the end and us going into year twelve we hoped for a safer 2021.



#### *Primary Campus – Mayaluna Cook – Year 5*

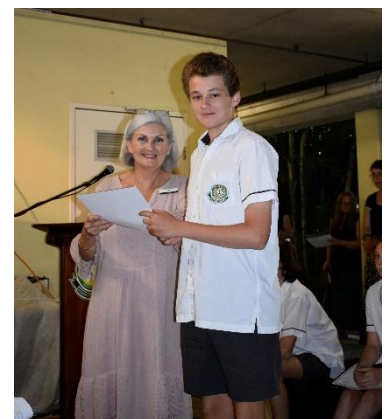
This year was difficult but I was impressed by how calm and patient the teachers were when helping students transition into home-schooling. The teachers at Sathya Sai College are kind and friendly and I appreciate the time and effort they all put in to make the school a better, happier place. The school also ensures that students are feeling comforted and supported. I love the school's dedication to community service, through donating money raised from Mufti Days to local charities and donating bags to the local community centre. Our school demonstrates the 5 human values at all times making the world a better place for all.

### PARENT –

#### *Secondary Campus – Georgina Cope*

My eldest son started his high school journey at Sathya Sai College in 2020. As it is for many parents, choosing a high school was a big decision for us, and not one we took lightly. We considered several different options – both independent and government – but chose Sathya Sai for its strong values focus, its small class sizes, and its focus on both character *and* academic development. It also helped that my son says he knew instantly when he arrived for his first Year 6 taster day that this is the place he wanted to be!

We love that our son is really known and understood by his teachers. He is not just a name on a long class list, but an individual who is respected and supported to achieve his best – in his studies and in life in general. We feel so lucky to have found this school, and so privileged to be part of the Sathya Sai school community. To me, Sathya Sai provides a model for what way all schools should be. It has been such a joy for us as parents to see our son develop a real love for learning over the past year, as well as confidence in himself. This is due in no small part to the wonderful support and guidance he receives at SSC.





## **Primary Campus – Corinne Nielsen**

Sathya Sai is a dream school, I wish all schools would structure teaching and curriculum around the values that underpin Sathya Sai- The world would be a better place because of it.

I am so grateful my children have the opportunity to participate in this community and are supported to develop their unique humanness guided by the values of Truth, Right Conduct, Peace, Love and Non-Violence-

I knew the school was perfect for our family based on the foundational values, feedback from friends whose children also attend SSC, community engagement and the support the school continues to provide to- students, parents, teachers and the broader community.

The moment I stepped foot through the front fence- I knew this school was for us and am so grateful our family are part of it.

Cal, Michael and all the staff at Sathya Sai whom support our children in education and human development have provided compassionate containment to nourish our children's growth.

The parents, students and teachers together create an ecosystem in our community that I am hopeful for worldwide!!!

I am so proud to be a part of this school and community, I am so grateful to have the teachers and parents that all create the space for our children- our future leaders xx

THANK YOU

With Love Corinne Nielsen



## **TEACHER**

### **Secondary Campus- Science Teacher/9EHV Homeroom Teacher – Emma Ditton**

2020 was an interesting year for all as Covid-19 caused significant disruptions to global norms. The extreme media coverage and uncertainty caused by the pandemic resonated throughout the community. Our students were stressed and fearful or skeptical and blasé, depending upon their family's personal opinions on the issue. Teachers worked overtime (more than usual) to prepare their classes for remote learning. Zoom lessons became the new normal and (older) teachers scrambled to upskill and improve their technological skills in order to reach their classes successfully. Many students at our college were without access to computers and the internet, so we were preparing online lessons for the majority and then printing out hard-copy packs for others. So many hours in our days were spent phoning and emailing parents whose children were not accessing work in either format. All teachers expressed that they desperately missed the face-to-face contact with their students and colleagues.

As the year progressed, we soon realised how lucky we were to live in the Northern part of NSW. We were less affected by lockdowns and life almost returned to normal. The fear of another outbreak or lockdown or border closure was a constant part of our days though. Students expressed how much they missed their normal activities, such as sports and music and social gatherings. The teachers and

students as Sathya Sai College generally managed to work through this time with patience and compassion and kindness towards each other, understanding that each person had their own individual fears or impacts upon their families.

As a growing school, the teacher's numbers had greatly increased at the start of the year. As the new staff found their feet and settled into the school, some personality clashes emerged, placing stress upon all school staff and the leadership team. It became apparent that some members of the staff did not necessarily role model our school values, allowing conflict and ego to impact upon their colleagues and students. This caused uncertainty and angst and unfortunately created an environment where many felt uncomfortable. Fortunately, this was addressed by the Board and the leadership team and staff changes were made, returning the school to an inclusive and peaceful place.

Sathya Sai College weathered the storms of 2020 with patience and love and a sense of humour. The year finished with a feeling of pride in what we had accomplished and a greater sense of respect for each other. All staff expressed their love for the school and our students and talked about how excited they were for the start of 2021. It is an absolute privilege to work in a place where our opinions are heard, and our hard work and input is appreciated. Our school is an exciting and nurturing place to work, and it is so gratifying to watch our students grow both in academic excellence and in character.

### **Primary Campus – Year 4 Teacher – Michelle Carlier**

As the bell signals the finality of another school day, the shrill voices of young children join together to recite our school prayer, demonstrating a deep sense of appreciation and gratitude for the place in which they belong. We unite together to celebrate and honour the unique school that we are so fortunate to call our own.

As the rush of footsteps and the clamour of excited voices recedes, silence descends and the stillness wraps itself around me.

As I head back to my desk, I am reminded, once again of how fortunate I truly am and reflect on my position as a teacher in a values orientated school at Sathya Sai College.

Over the last eleven years within my role, I have been truly blessed to teach, learn and grow as an individual alongside a myriad of diverse and unique young learners.

We have laughed and cried together. We have developed strong connections, built long-lasting friendships and said sad goodbyes. Together we have inspired and developed creativity, persistence, flexibility, curiosity and expression. We have motivated, questioned and queried while providing support, care, compassion and stability for each other within our classroom environment. We have experienced joy, harmony and peace in an atmosphere of mutual respect.

This environment of warmth and respect, as well as the achievement and success, could not have been attained, I believe, without the teaching of our Five Human Values and 'integral

education' which is at the heart of our school philosophy.

The teaching of character education has helped prepare so many children for a richer life of harmony - children who are able to display a strong sense of responsibility and an authentic self, with strong connections to others, the community and the environment.

I have watched children within our school walk confidently into the future, equipped with inner strength, confidence and humility, as well as a strong sense of direction and commitment.



As I sit and reflect further, my mind wanders to the brief and bittersweet meetings that I have with past students, who I have been fortunate enough to connect with as young adults. From a snatched conversation in the street, to concerts and performances to celebrate personal successes or emails outlining achievements, I once again reflect on the values that have played such a strong part in our students' development and success.

An education that promotes academic excellence while also incorporating values that promote balance and harmony and an outstanding character is an absolutely integral asset in the fast-moving world of today.

Teaching of the Five Human Values has provided our students with the ability to make wise and sensible choices, to respect others, to aspire and to achieve with purpose and to live in harmony with ethical principles. It has, in truth, produced many beautiful, talented souls and exemplary human beings... citizens who are ready to make their way in the world.

Now...with a satisfied sigh, I softly close the door and prepare to head home for the evening. I turn one last time, armed with a small smile and many fond and beautiful memories of students who have dreamed their dreams within these walls. I know, in my heart, that this is truly the place where I have found happiness, contentment and fulfillment and that this place resonates with my heart and my soul. I know that tomorrow will bring a new day and I look forward to another learning adventure as the door gently clicks closed behind me.

## 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 shown a consistent growth for the past 7 years. This continues to be a result of the community interest in the Primary Campus and the school's expansion to include all year levels at the Secondary Campus (Year 12 commencing in Term 4. This enrolment data is based on DEEWR student census reporting submissions.

Gender	2014	2015	2016	2017	2018	2019	2020
Boys	57	67	85	100	104	111	112
Girls	67	68	68	96	113	121	133
Total	124	135	153	196	217	232	245

## STUDENT ATTENDANCE PROFILE

Student attendance patterns for all grades are generally positive. Our school's average attendance was 89.2 % in 2020.

School Year	% Attendance	% Absent
K Total	92.6	7.3
1 Total	92.8	7.1
2 Total	91.7	8.2
3 Total	92.7	7.3
4 Total	92.1	7.8
5 Total	90	9.1
6 Total	89.8	10.1
7 Total	87.3	12.6
8 Total	83.9	16
9 Total	85.6	14.4
10 Total	88.9	11.1
11 Total	83.4	16.5
Grand Total	89.2	10.8

## 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 4 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**

The School's Enrolment Policy, procedure and conditions of enrolment were updated in Term 4 of 2020 to be implemented for the start of the new school year in 2021. The updated documents and enrolment forms are available from the school office or the school website.

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 applicants of the outcome.

[Enrolment Procedure - Sathya Sai College, Australia](#)

**CLASS SIZES**

Class	Total in Class
Kindy	20
Year 1	22
Year 2	24
Year 3	24
Year 4	22
Year 5	25
Year 6	24
Year 7	21
Year 8	21
Year 9	15
Year 10	17
Year 11	10
Total	245





## STAFF INFORMATION

### Staff

#### Secondary Campus



#### Primary Campus







### Establishment

Position	Full time equivalent position
Principal	1
Deputy Principal (commenced Term 4 Primary campus)	1
Full Time Classroom Teachers (Primary Campus)	8
Full Time Classroom Teachers (Secondary Campus)	3
Part time teacher (Primary Campus)	4
Part time teacher (Secondary Campus)	9
Pastoral Care (funded by National School Chaplaincy Program)	0.6
School Administration and Support Staff (Primary campus)	8
School Administration and Support Staff (Secondary campus)	5
<b>Total staff</b>	<b>37</b>

### Staff Attendance and Retention Rate

Three new teachers were appointed at the commencement of the year at the Secondary campus (English, Science / PDHPE and Mathematics / PDHPE).

One teacher, a teacher aide and the Pastoral Care Officer resigned at the end of term two. A LaST teacher and a teacher aide were appointed at the beginning of term 3.

All teaching staff remained at the Primary Campus; one classroom teacher worked only four days per week with the fifth day taken as long service leave for the whole year. This created a three-day position for one teacher, two days to cover a part time return from maternity leave and the one day to replace the teacher on a 0.8 position.

The administration officer at the Primary Campus resigned at the completion of term 2. The position was covered by a temporary replacement.

In 2020, the average daily staff attendance was 96%. The high percentage for 2020 was due to COVID and many staff working from home during a portion of term 2 and 3. The proportion of staff retained from 2019 was 100%. Four staff members left the college mid-way through the year for

various reasons including COVID. Two staff were immediately replaced, while the remaining two were covered internally.

### Teacher Qualifications

All teaching staff are university trained professional teachers and all have teaching qualifications from a higher institute within Australia and overseas.

All have evidence of compliance as specified in Section 3.2.1 of the Registered and Accredited Individual Non – Government School's Manual.

### Professional Development

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

Professional learning undertaken by teachers (as defined by the Institute of Teachers Act 2004) during 2020 was significantly limited after term 1 due to COVID -19 and the restrictions of face to face contact. However, where possible registrations for webinars were a popular alternative.

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.	34 staff attending
Introduction to EHV	6
Identifying and responding to children and young people at risk	37
Understanding NSW Child safe standards	1
NSW Child Protection Legislation Updates	1
Middle Leaders	1
NCCD Training	2
CPR refresher course	25
First Aid	5
Banaam Cultural Intelligence Program	25
Healthy Culture Healthy Country	2
Seven Steps Early Years learning	4
Applying the seven steps with beginner writers	4
Companion Training for Seasons for growth – Children and young people's program	1
James Nottingham workshop	1
Get into Neurodiversity online workshop	15
Visible learning for mathematics	1
Material Technologies – Textiles Focus	1
Happiness Mission – Food Technology	1
Pedagogy for stage 6 Biology	1
Green Chemistry Conference	1
Familiarisation: Stage 6 History syllabus	1
Ancient History Core Unit	1

How students learn and new visible learning foundation day	2
Get into neurodiversity	1
Bigger, better brains Educator	1
FBT Seminar	1
Crossing Professional boundaries webinar	1

## Highlights

The highlights at Sathya Sai College in 2020 where 5 new staff joined the Secondary campus and the Secondary student numbers increased from 4 classes to 5, with a total of 81 students. The Primary campus concluded the year with a total of 161 students.

Facilities at the Secondary campus were renovated and reconstructed. The large industrial shed was converted into a Technology Mandatory/ Visual Design workspace. Asbestos was removed from a classroom and renovated into an art room. A metal security fence was erected around the Secondary campus boundary.

Many annual highlights were limited due to COVID restrictions especially during term 2 and 3.

Both campuses celebrated Harmony Day, Science week, NAIDOC week, and Clean Up Australia Day. Students in Years 4,5 & 6 enjoyed a 3 day camp to Lake Ainsworth in term 1 and students in Year 7 & 8 enjoyed a 3 day camp to Burleigh Heads in term 4.

Wherever possible, the College took the opportunity to bring the two campuses together, this included events such as the High school “taster days” for the Year 6 students, and the Founder’s Day excursion to Fingal Head.

## 2020 Initiatives promoting respect and responsibility.

All students at Sathya Sai College are valued and respected members of the school community.

Sathya Sai College follows the NSW curriculum and strives for academic achievement while developing character through values education. The SSEHV program teaches children how to develop healthy, loving relationships. It encourages all students to strive to be good citizens and to be mindful of their footprint on the earth.

Some of the methods used to assist the students develop these skills in 2020 are as follows:

- Weekly EHV lessons
- Integration of the five Human Values and their sub values into the wider curriculum
- School buddy program
- School Captain, SRC, Sports Captain, Sustainability monitors and AV monitor roles
- Service Clubs

## **Service Learning and Environmental Education**

### ***Kindergarten & Year 5 - Greenhills Nursing Home***

2020 has been a challenging year for everyone, but in particular we have felt for our elderly friends at Greenhills Nursing Home. They have missed out on many visits and activities due to COVID-19 precautions, put in place to keep them safe.

The Kindergarten and Year 5 students who usually visit with Greenhills came up with some clever ideas to stay connected throughout the year. We held regular Zoom meetings where students had a chance to chat with residents. We have also made them an assortment of gifts and cards.

At the end of the year, we rehearsed and recorded some songs and performances and sent them to the residents to watch our performance. It has been wonderful to see the students rising to a challenge and finding ways to spread their love and compassion to the most vulnerable members of our community through this difficult time.

### ***Year 1 - Dolphin Club***

Year 1 have been learning about the Dolphins this year and their precious ecosystem. We have also learnt how to protect that ecosystem by reducing, reusing, recycling and repurposing. Dolphin research Australia does such an amazing job that we wanted to support them with a donation. Due to COVID-19 restrictions we had to show flexibility and understanding. We changed our original plans and instead made beautiful ocean themed cards, The class showed concentration and determination, making each card with Love.

For every donation to Dolphin Research Australia, we handed out our cards. We were able to raise \$131.60.

### ***Year 2 - Fingal Coastcare***

Year 2 has worked with Fingal Coastcare as our service club this year. In Term 4, Kay and Peter Bolton, who are volunteers with Fingal Head Coastcare came to visit our class. They helped us to learn about the impact of some exotic plant species and what we can do to protect our natural environment through revegetation of native coastal plants.

Some students were able to volunteer their time with Fingal Head Coastcare where they helped to plant native trees in the 'Sathya Sai Forest' around the dunes of Fingal.

### ***Year 3 – Koala Care***

Class 3W has been working with Team Koala this year as our Service Project. Team Koala came about because of the founder's concern of no longer seeing koalas in the wild in the Tweed. Their mission is to help preserve and protect koala populations in the Northern Rivers district.

In term 4, Year 3 worked on a bumper sticker competition, with winning entries being published as car bumper stickers, to be seen on cars around the Tweed.

We loved assisting this wonderful organisation in the work they do to help the koalas in the Tweed region.

### ***Year 4 – Friends of the Pound***

Across the year, 4C have supported Friends of the Pound – raising funds and giving to our community in a number of ways.

This included:

1. Donating directly to a class fund with an official 'Friends of the Pound' donation tin set up on an allocated 'Pound' table in our classroom.
2. We constructed and created a range of artworks which were 'auctioned' during Term 2 with all proceeds going to the organisation.
3. We also aimed to visit the pound during Term 1, in order to learn more about the service and volunteer our help wherever suitable and possible. However, due to COVID-19 restrictions, we were sadly unable to visit.
4. We encouraged students to donate pet friendly toys, bedding, collar, leads, etc to present to the organisation.

We also kept a class diary of our service to Friends of the Pound and reported our successes in a selected newsletter during the year.

## **Year 6**

Each month the Sai Organisation purchases food packages that arrive from Coles or Woolworths. Our Year 6 class packages them into bags and delivers them to Murwillumbah Community Centre. Community members are encouraged to ask for a bag if required. Food items include; noodles, long life milk, popcorn, soups, cereal, pasta, rice, etc.

Being able to assist someone less fortunate in the community is something that the students in Year 6 were able to experience and be a part of this year. This service gave our students the opportunity to not only discuss our many school values, but live them through thought, word and deed.

## **Year 10**

### **Clean up Australia Day – Secondary Campus**

On the 28<sup>th</sup> of March 10 of Secondary students participated in Clean Up Australia Day at the Commercial Road River Walk in Murwillumbah. The aim of the day was to tidy up the area by picking up all rubbish, microplastics and unnatural debris. Along with this, the students were also taught about the importance of keeping local areas clean for sanitary and cosmetic reasons, the implications of microplastics to the local ecosystem and ways that they can promote a clean environment in their community.

In total, two bags of rubbish were collected containing a huge range of litter from bottle caps to fast food wrappers and even an old shoe! By far the biggest contributors were micro-plastics such as straws, bottle caps and spray can nozzles.

The students had a fantastic time and immersed themselves in the spirit of the event.

### **Bush Regeneration Project**

The Secondary campus has been the recipient of the Communities Environment Program Grant by Richmond's MP Justine Elliott. The grant is for a bush regeneration project which aims to regenerate an area of native rainforest at our Dungay campus. This strip has been degraded by a range of weeds including Camphor Laurel, Lantana, and exotic grasses. Therefore, the native forest trees have been impacted and natural regeneration of rainforest species is inhibited by the groundcover weeds. This project involved our staff, students and parents who have been working with the bush regenerators at different stages. At the beginning of the project a self-employed bush regenerator, staff, sustainability monitors and Yr 10 students set up monitoring points at different sections of the site so that its progression could be monitored. Then a team of monitors eradicated the weeds in different sections. At



the end of term 2 bush regenerators, parents and students filmed a session on how to transplant native seedlings from native trees in that area. They transplanted seedlings from the Blue Quandong species. The videos recorded by the students aim to upskill our staff and students who want to get involved in the current and future bush regeneration programs. These actions aim to enhance habitat for native wildlife and engage the school community in educational activities that build community knowledge about the local environment. This project will be carried out until June 2021.

### **Science & Technology -Primary Campus - Jane Farrelly**

In Science & Technology we have had lots of fun,  
 With investigations and exciting experiments being done.  
 Kindy found out what we need to stay alive,  
 By observing the bees in our native beehive.  
 In Year One we found out about travelling light and sound,  
 And how our environment changes over time when we look around.  
 Year two made oobleck and learnt dinosaur jokes that were witty,  
 They also found out about an amazing force called gravity.  
 Year Three and Four were taxonomists, classifying animals into groups,  
 While also understanding the Earth and Moon orbits in loops.  
 Year Five and Six gave their learning in Science a seismic shake,  
 Finding out how the movement of tectonic plates cause an earthquake.  
 They also experimented with microorganisms of yeast and mould,  
 And changed our colouring pages into 'Augmented Reality' mode.  
 We discovered that more frames help make awesome animations,  
 Which resulted in some cool and clever cartoon creations.  
 We have learnt to be resilient and that it's OK to make mistakes,  
 As this is how great learners grow and a better student it makes.  
 So, another school year is now officially done,  
 And I look forward to more fantastic science in 2021!

### **Secondary Campus – Science Week**

The theme for Science Week 2020 was Deep Blue: innovations for the future of our oceans. Our school celebrated with a Science Day-with activities for Year 5, and Years 7-10. The day involved 4 different activities on rotation, all of which linked to the oceans/water theme in some way.

Activity 1 was a challenge to build a density column by layering different liquids in a specific order.

Activity 2 was a boat building competition, where students and teachers needed to follow instructions to build a paper boat and then had to test the buoyancy of their boat with weights.

Activity 3 focused on the acidification of our oceans and used 2 experiments to demonstrate the impact of acidification on the marine life. Students were able to perform an acid-carbonate chemical reaction, as well as (carefully) removing the shell from eggs that had been soaked overnight in vinegar.

The final activity was an escape room (a Stile online resource), where students worked in teams to complete challenges and crack codes.

It was a fun and educational day. The students really enjoyed the challenges presented by the activities and the opportunity to move around throughout the day. It was a great opportunity to mingle with some of our future students and their excitement at each activity was wonderful.



## Wellbeing Support Programs

### Primary Campus

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 2020 aimed to enhance self-esteem, resilience, self-awareness, service, leadership, music skills, emotional literacy and coping with change. The dedicated Wellbeing and support team facilitated and conducted the following programs according to the age appropriate needs of the students.

- Peaceful Kids (Year 1)
- Fingal Coast Care (Year 2 students and families)
- Friendship Constellations (Year 2)
- Kaleidoscopes Club (Year 3)
- Journey with Dolphins (mixed group)
- Gardening (mixed group)
- Bird's Eye View (mixed group and families)
- Seasons for Growth
- Say no to bullying
- Chai time for me

## Secondary Campus

### Year 10 Sai Eco ReTREEt

In term 4 Year 10 were fortunate to be invited on the Sai Eco ReTREEt. They visited Pottsville Environmental Park and enjoyed a lovely 1km meander through the bush, stopping at points along the way to participate in group bonding and self-care activities. The focus of the day was to get in touch with and appreciate nature and what the earth has to offer us. Known as a forest bath, the day was enjoyed thoroughly by students and staff alike and they concluded the day feeling calm and rejuvenated.



## Love Your Body Week

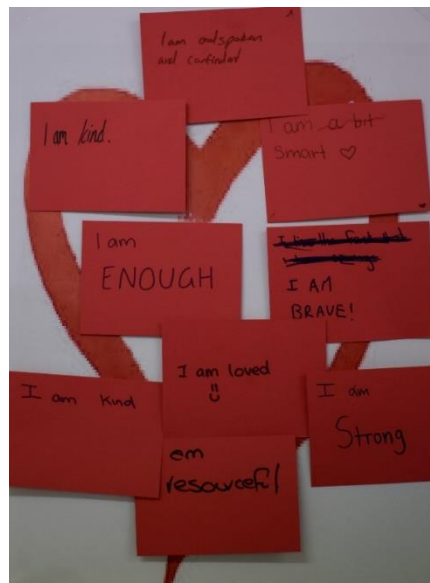
Sathya Sai College celebrated Love Your Body Week. Teachers organised activities for Year 7- 11 and discussed the following:

Year 7 – 8

- You are unique
- What makes us resilient?
- Where our safe places are?

Year 9 – 11

- Experiences shared by teachers (Girls)
- Body image and challenges



## Support Dog

Ellie is an RSPCA rescue dog, she is also a trained and accredited support dog. She visits the Dungay campus 4 days a week. She adores the students and they adore her.

“Ellie makes the classroom fill with love, she is calm and if you need someone to talk to she is always listening. She never bites, jumps or scratches and brings happy energy to the classroom. I love Ellie in our class and hope she will forever be at our school.” Ari Milner

“Ellie is a joy to have at our school, she is calm and brings positive energy into our class. Our class is noticeably more quiet and aware of rubbish and litter. Ellie is very well behaved and is peaceful at all times. She brings excitement within reason and everyone loves being in her classroom. At recess and lunch I have realized and noticed people talking to Ellie. I have witnessed students bonding with her. She is a joy to have at our school.” K.Wheeler Year 9



## Music and Creative Arts – Primary Campus - Kate Oakley-Grant

Music in 2020 was a little unusual, but we did not let that dampen our enthusiasm. During lockdown we had Zoom violin and cello lessons to keep us going. Well... Our normally beautiful sounds were slightly skewed and I felt quite sloth-like in my speech at times (depending on how slow the internet was), but we still managed to forge ahead, learn new pieces and improve our playing.

For the Juniors, thanks to Seesaw we had cool music to dance to and groovy Youtubes to view. We even made our own percussion instrument, a Shekere, to keep the beat.

The Seniors started the groundwork to compose their musical soundscapes, and Year 3's had fun practising recorder, working towards earning their 'White Belt' with the interactive Black Belt recorder program. This was all achieved in the comfort of their own homes.

Well, if you thought that was different, wait until we got back to school... No string ensembles allowed, no singing in the Music classroom and no blowing of recorders!

The Year 3 and recorder band students were particularly impressive, opting to continue learning recorder without blowing their instrument – just fingering and reading out the notes and rhythm of each song.



Yes, it has been an unusual year for music with absolutely no performances to top things off, but I can guarantee, with seeing happy faces and joyful dancing during Music class, Music is still very alive in the souls of our students.

## Individual Music Programs

Sathya Sai College offered music programs with the specialist music teachers for singing, guitar, violin and keyboard.

Primary students were offered individual tuition and had timetabled lessons which were on a rotation basis 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.

## Secondary Campus – Sam Menzies

Over the course of the year within the classroom, Sathya Sai College students performed a diverse range of popular songs within an ensemble setting. Students developed their instrumental skills on ukulele, guitar, keyboard, bass guitar, drum-kit and voice. Special focus was given to: triad chord building theory; instrument chord shape learning; soloing techniques; strumming patterns; chord chart reading; band skills; African drumming techniques; and general music theory.

As well as the above, Year 7-10 students all explored lyric writing techniques by recorded their own rap songs using various music software. Additionally: Year 8 students composed nursery rhymes; and Year 9-10 developed PA, drum-kit and performance skills by learning RnB songs on instruments of choice.

Within the preliminary Year 11 course, students explored the topics: Music for Radio, Film and Multimedia; Australian Music; and Music of the 20<sup>th</sup> and 21<sup>st</sup> Century. This was an extensive course where students: performed various songs within an ensemble; conducted film score and artist research tasks; composed and recorded their own songs; and further developed musicology and aural skills by analysing a wide range of music.

Yr 12, HSC music students completed their first unit of Music for Small Ensembles where they performed and recorded popular songs and conducted a musicology artist research task using the concepts of music.

Due to COVID performance restrictions, SSC hosted a day-time, at-school version of the usual Night to Shine Concert, though this was a great success and enjoyed by all.





## SPORT

### Primary Campus

- 2020 was a very challenging year in Sport for Sathya Sai College, as COVID19 interrupted and cancelled much of the sporting calendar for the year.
- With thanks to the Sporting Schools Program, we were able to secure funding for the local tennis Pro, Gemma Eaton, for a 5-week Tennis Program in Term 1 (cut short due to COVID) and an Intensive Learn to Swim Program conducted by TRAC swimming instructors at the Murwillumbah Sports and Aquatic Centre.
- Our representation at NCIS events was also impacted as the Soccer Championship and Swimming Carnival were the only NCIS competitions conducted across the year.
- 12 students travelled to Alstonville to compete at the NCIS Swimming event, and one student advanced to the CIS event in Sydney.
- In March, 13 students travelled by mini bus to Coffs Harbour for the NCIS Soccer Championship. This was the first time a team had been formed for this event, and it was a great success. One student was selected to join the NCIS team to represent the North Coast Independent Schools in Sydney.
- Unfortunately, all CIS events were eventually cancelled, and both our representatives were unable to compete.
- By September we felt like we were back on track to normality and held our annual Athletics Carnival. There were no parent spectators allowed making the atmosphere quite different. As there was no NCIS Athletics Carnival, there were no advancers.
- In November we held our Swimming Carnival with great success. Many students proved to be quite talented swimmers, and 13 students qualified for the 2021 NCIS Swimming Carnival.
- In Term 4 the students in Years 3 to 6 took part in a Dance Program, with a dance instructor coming to the school to teach the students hip-hop dance moves. This was well received by the students and culminated in a fun dance off in each year level.



## Secondary Campus

### Rowing

Selected Year 8 students participated in Rowing during term 4 for Sport and PDHPE. They enjoyed learning the rowing technique and working as a team to handle the boats. They discovered that Rowing was a very technical sport that required teamwork and precision, especially when the wind increased the challenge. Even with some dubious steering from the coxswain (Mrs Ditton), they managed to complete the 5-week course without capsizing any boats. Well done everyone!



### Gym

The College invested in gym equipment for students in Year 9/10 Physical Activity Sport Studies (PASS) and Year 11 Sport, Lifestyle and Recreation (SLR) to learn how to use safely and create personalised fitness programs to improve athletic performance as well as using it for a lifelong love of physical activity. The gym is an outdoor gym with a cover to protect it from the elements and a fence around the outside to provide cool air to flow through, as well as providing security of the equipment. All students were able to use the gym at recess and lunch time after undergoing some training with Mr Inglis and Mr Forrester.





## Athletics Carnival

We were fortunate that the annual Athletics carnival was permitted to proceed. It was held on the last day of term 3, Thursday 24<sup>th</sup> September. While some students gained the distance and times to qualify to compete at NCIS they were unable to proceed any further due to COVID. All students tried their best on the day, displayed excellent sportsmanship and encouragement towards their peers.





## Swimming Carnival

The Secondary campus held its annual swimming carnival on the 2nd of December. The day was saw lots of close finishes, great sportsmanship, as well as lots of laughter and fun in the novelty events.



## SPECIAL DAYS AND CELEBRATIONS

### Founder's Day

Founder's Day is a day in which the school celebrates the life of Sathya Sai Baba. The day was celebrated at Fingal Head, where the school community enjoyed the beauty and uniqueness of our local coast and also did some Selfless Service by cleaning up the beach.

Students participated in activities related to Sai Baba's maxim, "*Love all, Serve all*". These activities included; Welcome to Country ceremony and a talk with Uncle Frank, an echidna workshop, Sandcastle building, Indigenous Games and a story walk.

The Secondary student service activities included a Beach Clean Up, Planting native shrubs, and learning about the local mangroves with Fingal Head Coast Care. The students also enjoyed beach games and creating values themed bush mandalas. It was a wonderful day enjoyed by all; an opportunity to show respect for the local area, and gratitude to our Founder who taught us to instil the values that underpin our unique school.







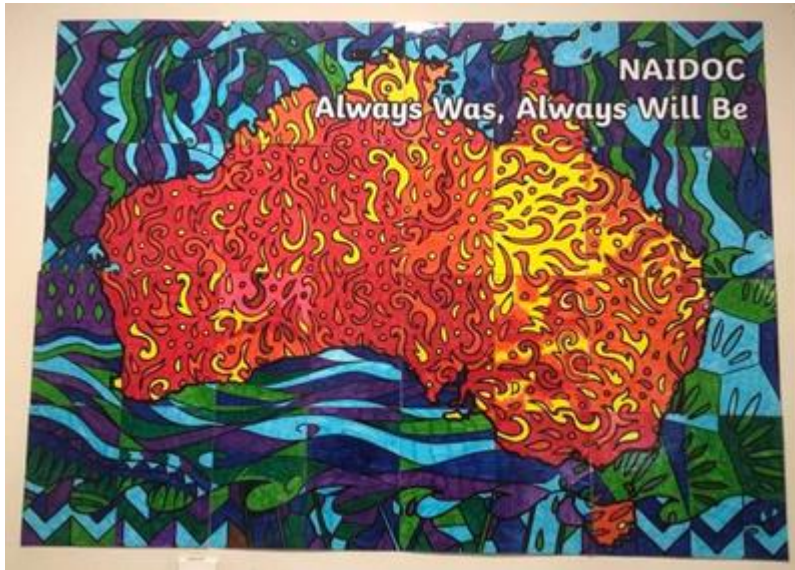
## ***Book Character Parade***

To help celebrate Children's Book Council Australia Book Week, students were invited to come to school dressed as their favourite character from a book they had read. We had some outstanding costumes from students celebrating their favourite stories and bringing them to life!

Even the teachers got involved and brought to life the story of *Where is the Green Sheep* by Mem Fox!







### ***NAIDOC Week – Always was, Always will be***

The primary campus celebrated NAIDOC week to the theme of 'Always was, Always will be'. In classes, students learnt more about Indigenous culture and looked deeper into the history of our Indigenous peoples through the use of stories and cultural activities.

Students participated in various activities such as collaborative art to celebrate the significance of the week.

The Secondary campus acknowledged NAIDOC week with a parent Sue, attending the whole school assembly and sharing a Dreaming story, leading a dance, and teaching about native animals through yoga poses. NAIDOC week celebrates the history, culture and achievements of Aboriginal and Torres Strait Islander people and the students and teachers participated in a range of activities.

"NAIDOC week for me is a good time for people of all nations to share their stories. It is a time for us all to share and be taught dreaming stories" Dalton Year 11.





### School Camps

Two school camps were planned during 2020.

#### Primary Campus – Lake Ainsworth

In 2020, students from grades 4-6 participated in a school camp to Lake Ainsworth. This wonderful campsite is situated on the stunning Lennox coastline beside a beautiful fresh water lake.

Lake Ainsworth was full of adventure, yummy food and great activities. The camp offered a wide range of activities including; stand-up paddle boarding, rock climbing, archery, raft building, kayaking and beach games. School camp is a fantastic opportunity for children to develop new skills, friendships and interests while fostering independence and building confidence.

The students demonstrated the values of determination, compassion, cooperation, perseverance, courage and gratitude during their activities and during meal times. We were very proud of all students' efforts to ensure that everyone felt included and supported when they were trying new things or found an activity difficult. Well done to all students who ventured to Lake Ainsworth with us.







## **Secondary Campus –**

### **CYC Burleigh Heads 2020 – Year 7 & 8**

Year 7 & 8 were fortunate to attend a 3 day camp at CYC Burleigh Heads in term 4 week 3.

The camp was situated near the Burleigh Heads beach and National Park. All activities were within walking distance or on the camp premises. The students and staff participated in many water sport activities including swimming, surfing, tubing and dragon boating. Other activities included a morning and evening beach walks, cooperative games, trivia night, table tennis and dining hall duties.

The students were encouraged to adopt a positive approach towards all activities and to participate with enthusiasm and to the best of their abilities.

It was a very enjoyable 3 days for all who attended. It was an opportunity to consolidate friendships, learn new skills outside the classroom, develop confidence and greater interpersonal skills.

### **PASS Camp - Year 9 & 10 Cancelled due to COVID**

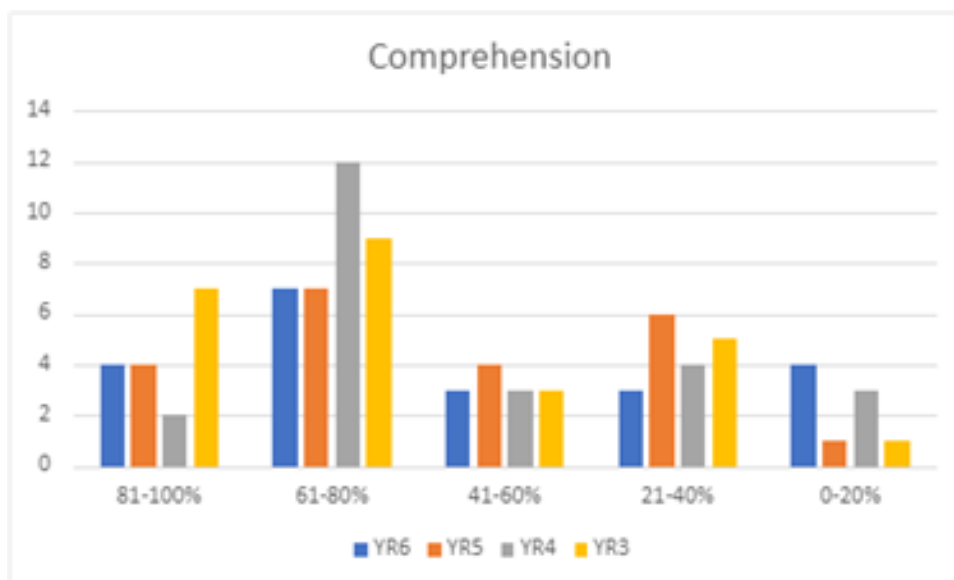
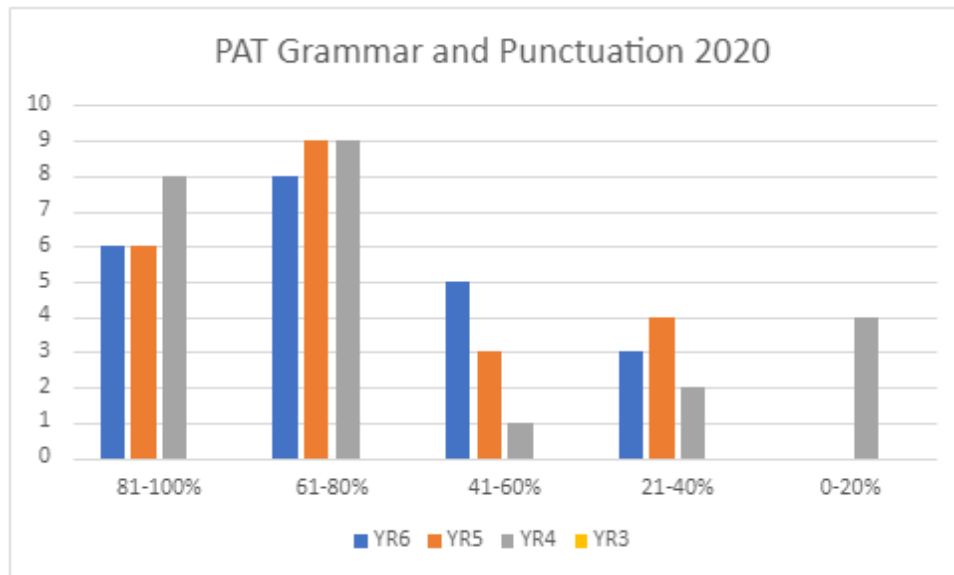


## ACADEMIC

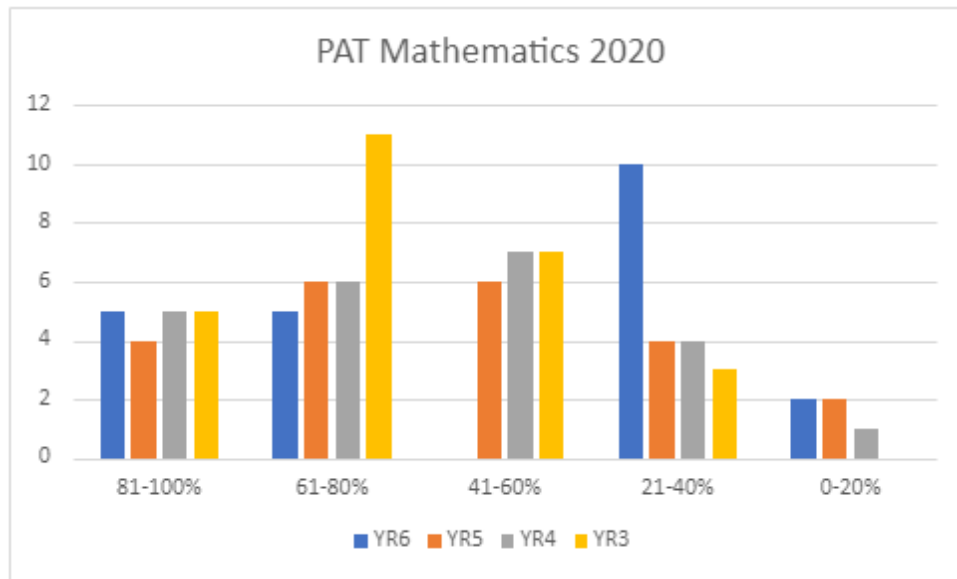
### Literacy and Numeracy – 2020

NAPLAN was not held in 2020 due to Covid-19. Alternatively, our students in Years 3 – 10 undertook PAT (Progressive Achievement Testing) tests in Mathematics, Comprehension and Grammar & Punctuation. The results of Years 3-6 are shown below:

Literacy:



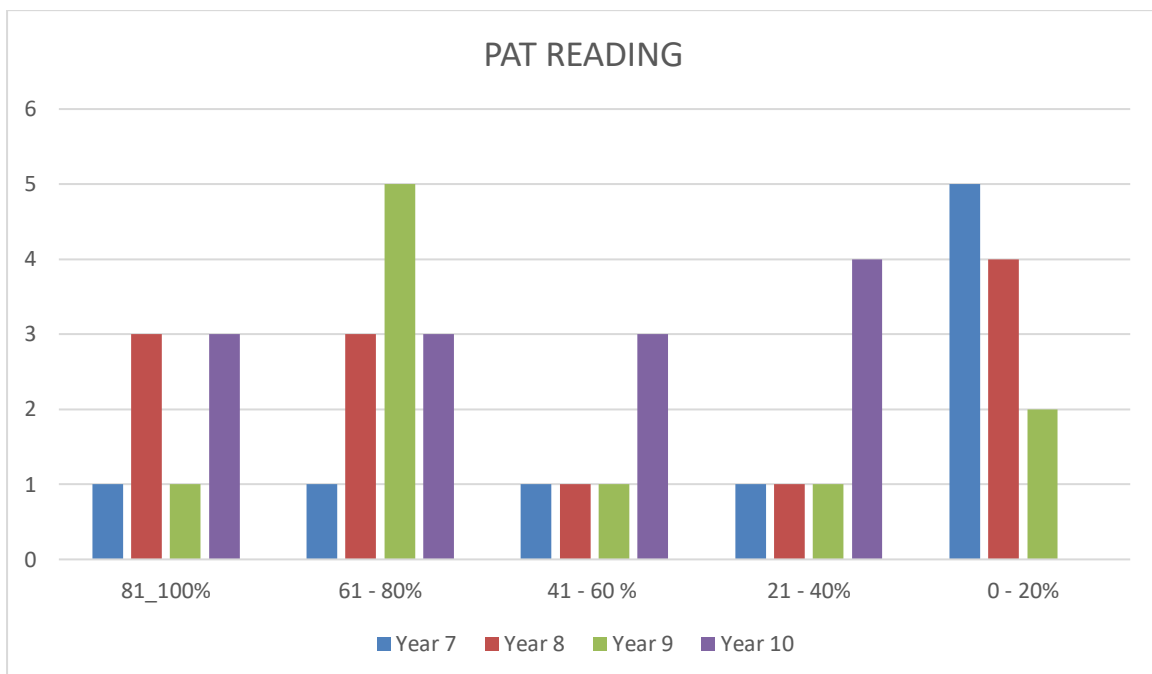
### Numeracy:

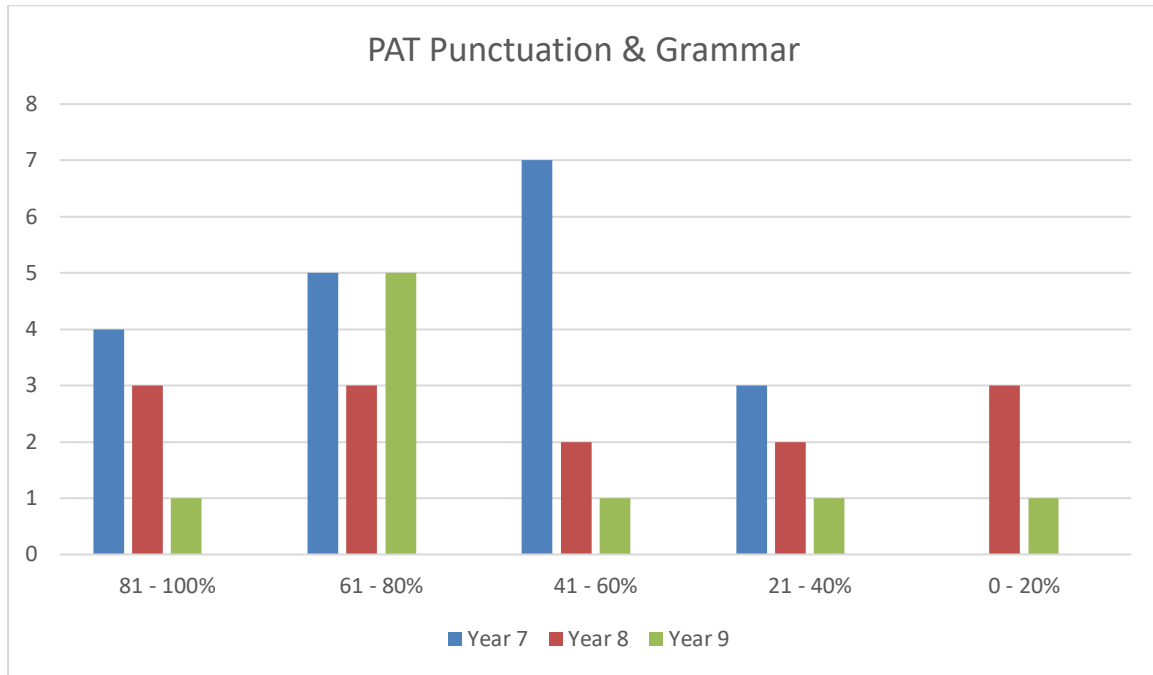


The results for the Year 7 – 10 students are as follows: -

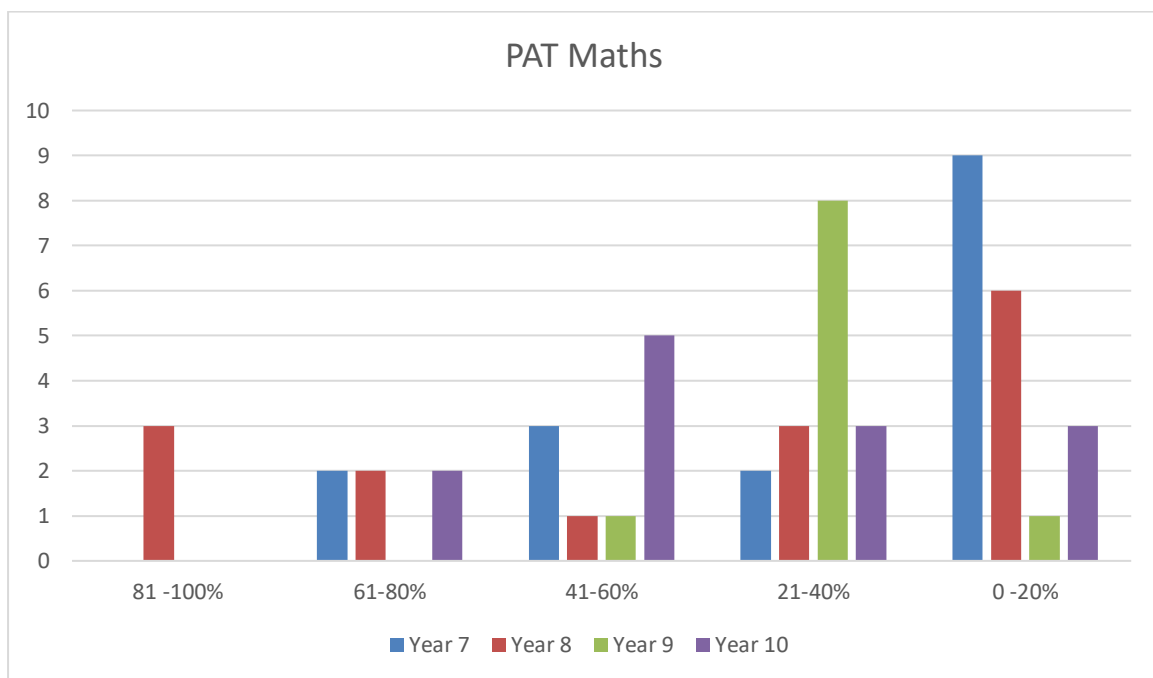
The Year 10 students did not complete the Grammar and Punctuation test.

### Literacy



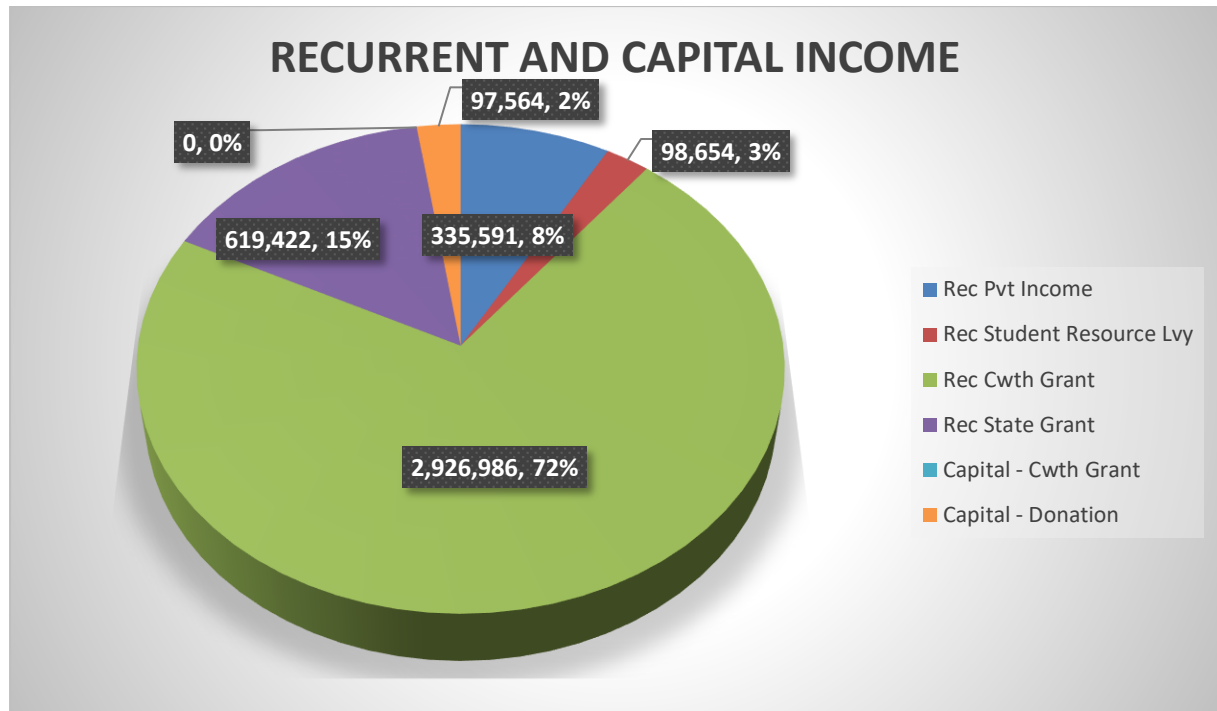


## Numeracy

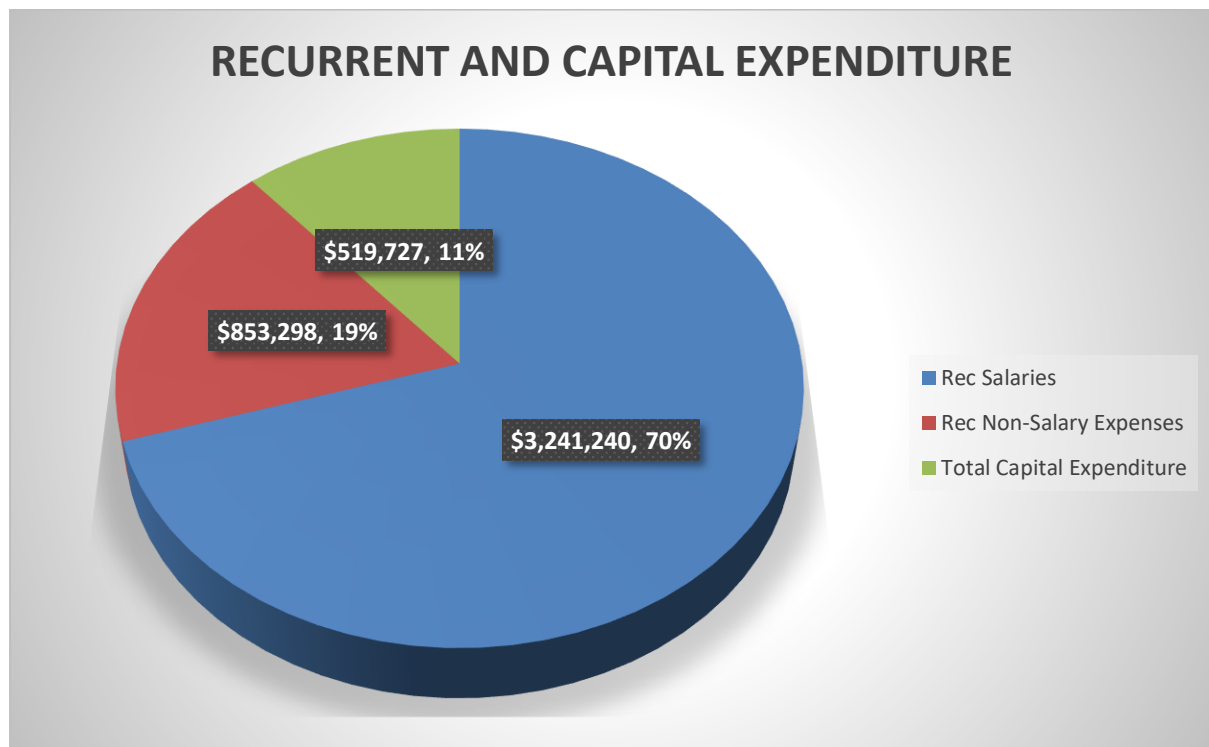


## SUMMARY FINANCIAL INFORMATION

### *Recurrent / Capital Income*



### *Recurrent / Capital Expenditure*



### Statements as at 31 December 2020

The financial statements as of 31 December 2020 are tabled at the Annual General Meeting of the college. Further details concerning the statement can be obtained by contacting the school.



## SIGNIFICANT PROGRAMS AND INITIATIVES

*Achievement of Priorities Identified in the school's 2019 Report.*

Area	Priorities	Achievements
Student Management	Refining Wellbeing support for staff and students at both campuses	Ongoing
	Review and differentiate roles of Pastoral Care Officer, Wellbeing coordinator and student support	Ongoing
	Review the Discipline roadmap at both campuses	Ongoing
	Review student reward strategies at both campuses	Ongoing
	Refine behaviour management strategies	Ongoing
	Refine cyber safe platforms	Ongoing
	Continue with Online Guardians cyber safety program	Cancelled due to COVID restrictions
	Appoint Student Support officer at both campuses	LaST appointed at Secondary Campus in Term 3 PC Ongoing
Academic Quality	Using assessment to inform teaching and learning programs	Ongoing
	Differentiating curriculum to meet needs of students in all KLA's	Ongoing
	Appoint a Learning Support Teacher at the Secondary campus to assist with student support needs	Achieved
	Review High School assessment in all KLA's	Ongoing – PD undertaken with assessment professional
	To strive for higher levels of academic achievement	Ongoing
Curriculum	Implement significant experiences and references to Indigenous culture	Ongoing – Cultural experience PD undertaken Banaam Cultural Intelligence program

	<p>Secondary Campus Priority to develop a more eco friendly sustainable school.</p> <p>Broaden the students awareness of the importance of sustainability and focus on establishing responsible consumption and production</p>	Ongoing
	Secondary Campus Priority to plan and develop Stage 6 curriculum.	Achieved
	Secondary Campus Priority – further develop monitoring and assessment of RoSA	Ongoing
	Implement and monitor safe online learning platforms at both campuses	Ongoing
	Offer TAFE courses and Distance Education to Stage 6 students to extend learning opportunities.	Ongoing
Professional Learning	Providing professional learning (PL) opportunities in areas of need and interest to all teaching staff	Ongoing
	Maintaining certification for first aid for all staff	Achieved – 20 <sup>th</sup> July
	Provide training opportunities to staff to gain better understanding to support students with special needs.	No opportunities available due to COVID
	Provide training opportunities to staff to gain better understanding for online teaching and learning platforms	Achieved – Google classrooms, Seesaw, Reading Eggs, Origo Maths programs
	Provide training opportunities to staff to gain better understanding of how to analyse student assessment data and improve results.	No opportunities available due to COVID
	Provide training opportunities to all staff to gain better understanding of mandatory reporting and protective behaviours.	Achieved – All staff completed December, 2020
	Inform all staff of the changes to the Child Protection Policy implemented March 2020	Achieved – staff meeting updates
Parent Engagement	Continue to have Parent Workshops for all new parents. (Values awareness)	Unable to achieve in 2020 due to Covid limitations – will recommence in 2021

	Continue to have Bees Wax Wrap working bees to create and provide Kindergarten and all students with an alternative to plastic wrap.	Unable to achieve in 2020 due to Covid limitations
	Continue P & F meet and greet initiative at both campuses.	Unable to achieve in 2020 due to Covid limitations
	Provide opportunities for parent feedback both campuses	Limited opportunities due to COVID
Facilities and resources	Planning and preparation of additional classrooms at the Secondary campus	Achieved
	Apply for funding for an outdoor classroom, both campuses	Unsuccessful application
	Initial stages of planning and allocation for a bush regeneration area at the Secondary campus	Achieved
	Upgrade Library and art room resources, at the Secondary campus.	Priorities changed due to COVID – reassess in 2021
	Renovate existing classrooms at Secondary campus	Achieved – Music room and Art room, School fence – at the SC
	Convert large storage shed to a Technology Mandatory / Visual design work space.	Achieved
	Provide further musical instruments at both campuses	Achieved
	Provide further sports equipment and facilities at both campuses	Achieved
	Apply for funding to support construction of additional classrooms at the Secondary Campus	Achieved
	Plan for more efficient use of school resources	Ongoing
Review policies and procedures	On-going review of policies and procedures, updating when required	Ongoing

## SCHOOL POLICIES

Policy	Changes in 2020	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.	Ongoing review	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.	Ongoing review	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.	Ongoing review	Available in parent handbook.  Available in staff handbook.
<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	Ongoing review	Available in operations manual.



and other grievances and have them dealt with in a sensitive, effective and timely manner.		
<b>Enrolment Policy</b>  Sathya Sai College seeks to provide quality education in a caring, secure and challenging environment, based on human values and a curriculum that integrates the philosophy of Sathya Sai Educare and uses the pedagogy of Integral Education	Changes made include: <ul style="list-style-type: none"> <li>- Updating selection criteria</li> <li>- Updating Conditions of enrolment</li> </ul>	Available on School Website  Available for all new enrolments  Available in Parent Handbook
<b>Attendance Policy</b>  By implementing this policy, the College aims to achieve the following objectives: <ul style="list-style-type: none"> <li>- Continuity of education is maximised for each student</li> <li>- The College's expectations and requirements for attendance are clearly articulated and communicated to the College community</li> <li>- The College complies with its legal obligations regarding attendance and duty of care.</li> </ul>	Ongoing Review	Available in Operations Manual

Area	Priorities
Student Management	Refining Wellbeing support for staff and students at both campuses
	Review and differentiate roles of Pastoral Care Officer, Wellbeing Coordinator and Student support.
	Review the Discipline roadmap at both campuses
	Review student reward strategies at both campuses
	Refine behaviour management strategies
	Refine cyber safe platforms
	Continue with a cyber safety program
	Investigate student counselling support options
	Refine attendance/ absence procedure through efficient use of Sentral
Academic Quality	Using assessment to inform teaching and learning programs
	Differentiating curriculum to meet needs of students in all KLA's
	Review High School assessment in all KLA's
	To strive for higher levels of academic achievement
	Engage in diagnostic testing to track student growth
	Implement a BYOD program at the Primary School to enhance academic progress
	Review Assessment consistency across year levels and against the common grade scale
	Review elective options at the Secondary campus
	Implement ways to further support Indigenous students at the Secondary campus.
Curriculum	Implement significant experiences and references to Indigenous culture
	Secondary Campus Priority to develop a more eco friendly sustainable school.
	Broaden the students awareness of the importance of sustainability and focus on establishing responsible consumption and production
	Primary Campus priority review the whole school approach to reading

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 special needs.
	Participate in a whole school improvement plan, analysing data and implementing changes
	Provide training opportunities to staff to gain better understanding of how to analyse student assessment data and improve results.
	Provide training opportunities to all staff to gain better understanding of mandatory reporting and protective behaviours.
	Provide training for staff in EHV (Education of Human Values)
Parent Engagement	Continue to have Parent Workshops for all new parents. (Values awareness)
	Continue to have Bees Wax Wrap working bees to create and provide Kindergarten and all students with an alternative to plastic wrap.
	Continue P & F meet and greet initiative at both campuses. (When COVID safe)
	Provide opportunities for parent feedback both campuses
	Encourage parent attendance of assemblies, school performances and award ceremonies
	Encourage parent attendance of Parent teacher interviews
Facilities and resources	Continue native bush regeneration area at the Secondary campus
	Upgrade Library and art room resources, at the Secondary campus.
	Upgrade existing classrooms at Secondary campus
	Re-surface primary school playground
	Provide further sports equipment and facilities at both campuses
	Finalise construction of new classrooms at the Secondary Campus
	Plan for more efficient use of school resources
Review policies and procedures	On-going review of policies and procedures, updating when required