



2022



SATHYA SAI COLLEGE

ANNUAL REPORT

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MESSAGE FROM THE PRINCIPAL – PRIMARY CAMPUS

Sathya Sai College (SSC) is a K- 12 school that operates on two separate campuses. The Primary Campus is located in the centre of Murwillumbah and the Secondary Campus is approximately 10 kilometres north-west of Murwillumbah, in the rural township of Dungay. The Primary Campus is 25 years old, and the Secondary Campus is 7 years young.

The unique feature of SSC is the focus on human values. It is a non-denominational school that strives for excellence in academic achievements and character development. SSC nurtures the firm belief that within all human beings are the five human values of love, peace, truth, right conduct, and non-violence. The daily challenge is to bring out the values that lie within, which requires effort, commitment, and concerted practice.

The year 2022 for the Primary campus was one of highs and lows, change and growth, adaptation and flexibility. There were two major events affecting the predictability of a 'normal' school year, those being the impact of Covid on the school across many areas, and the devastation caused by the worst flooding Murwillumbah and our school has faced in recent history.

Early in the year, Covid restrictions began to ease after two years of varying degrees of precautions. Ironically, the day that was earmarked to be the 'opening of the gates' to our parents and community to safely reenter the premises after a long period of restrictions ended up being the worst day of flooding the school has faced in its history.

On Monday the 28th of February and the days leading up to it, the Northern Rivers was inundated by an intense 'rain bomb' that led to widespread major and catastrophic flooding across many towns within the region, including Murwillumbah. Consequently, the bottom level of our Primary Campus in the heart of Murwillumbah went 1.6 metres underwater. As a result, our entire administrative building, Science, Kindergarten and Music classrooms and sports shed were inundated, destroying most of the contents and causing extensive damage. Administration staff were able to access the school site on the afternoon of Wednesday the 2nd of March and were overwhelmed by the destruction and damage. In the 3 days that followed, community members from all reaches joined staff, students and parents in long days of cleaning up. By the following Monday, our school was able to safely reopen to any students that needed to attend. The community spirit, selflessness and hard work that was presented by hundreds of people in helping our school get back on its feet was truly unforgettable. Teachers, students, parents, friends and random community members gave their time, energy and love to help in the most difficult of times.

Beyond the floods, the Kindergarten class had to relocate into the Library space whilst the administrative office took up temporary residence in the hall. Thankfully, the Music room was able to be used after sanitisation and returning furniture that had been moved, however, the Science room and resources were not so lucky.

Our students and teachers are to be credited for their resilience and ability to adapt to the many changes that presented themselves in the aftermath of the floods. The school values were truly shining in times of need.

In term 4 the Deputy Principal took paternity leave and the Principal transferred from the Secondary Campus to the Primary campus full time.

As the year 2022 progressed, normalcy began to return and the students continued to thrive.

Carolyn Atkins



Principal

Sathya Sai College

Contact details: principal@sathyasai.nsw.edu.au

MESSAGE FROM THE DEPUTY PRINCIPAL – SECONDARY CAMPUS

Sathya Sai College, Secondary Campus continues to grow and expand. The new building, which was constructed during 2021, became available for classes at the start of 2022. This building contains 4 general classrooms, which are modern, well-equipped and conducive to teaching and learning. There is also the option of combining 2 classrooms to make one larger room. As well as this, there are two smaller, breakout rooms, facilitating small group extension or remediation activities.

The second half of Term 1, 2022, saw the area heavily impacted by two devastating floods. Although not as badly affected as the Primary Campus, access to the Secondary Campus was cut off for four days during the first flood and two days during the second one. Many students and their families were heavily impacted by the floods with a number of them losing essential items including school equipment and uniforms. However, it was heart-warming to see the response of the local community, including our P&F, in supporting those who were affected by the floods, including the donations of uniforms and school equipment.

On the 14th of December 2022, Sathya Sai College was recognised by the NSW Department of Education for 'extraordinary resilience shown by the school community in supporting their HSC students following the devastating flood events during 2022'. We were honoured to be presented this Award by the NSW Minister for Education, Sarah Mitchell, at a special event in Sydney.

During 2022 two students, one in Year 11 and one in Year 12, worked on completing their School-based Apprenticeships. A number of Year 10 students attended two 'Try a Trade Day' events organised through Kingscliff TAFE, which included participating in different construction activities for the new Tweed Valley Hospital. Students from Years 10-12 also attended the Gold Coast Careers Festival as well as a number of students from Photography & Digital Media attending a 'Screen Futures Day' where they looked at employment opportunities in the Film Industry.

At the end of Term 3 of 2022, Michael Forester, then Deputy Principal of the Primary Campus, announced that he was relinquishing his position to go travelling. This resulted in the decision by Miss Carolyn Atkins, the College Principal, to return to the Primary Campus. I was then selected by the Board to take up the position of Deputy Principal, Secondary Campus; a position I commenced at the beginning of Term 4, 2022.

During 2022 the decision was made, in consultation between the Board, Management and Leadership Teams, that the Secondary College would move towards having two classes in each of the junior years from 7 to 10 starting in 2023. This would hopefully help facilitate greater student retention in the Senior years, as well as allowing for the introduction of extension classes in core subjects.

Garry Shearman



Deputy Principal,

Sathya Sai College

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SATHYA SAI COLLEGE SCHOOL CHAIRMANS REPORT - 2022

On behalf of Sathya Sai Governing Body, I present the Sathya Sai College Limited Annual Report for the year ended 31 December 2022.

The Year 2022 started normally after all the COVID 19 disruptions. Shortly thereafter we were impacted by the Floods of 2022. The damaging floods lasted a fortnight but left a hefty repair bill and a year to complete renovations.

Once the clearance was granted for a clean-up it took volunteers, staff, parents and members of the Sathya Sai Organisation a record breaking 4 days to get the school operational. It meant readjustment of many of the impacted areas of operation: particularly the Kindergarten, Administrative Area and Music Department. It was a testing time of patience, cooperation and resilience since. Learning areas were rehoused and temporary toilets installed.

The Board and the Management team continually monitored and assessed the needs of the staff and the students as well as finding solutions to overcome the challenges brought on by the flooding. It was a very trying few months for the Primary campus.

The engagement of the Management team with a hands-on approach has enabled the enhancement of the Management of the school while also addressing the wellbeing issues arising from the flood event. The management structure has remained the same with each campus being managed by the respective Management teams. It continues to enable the campuses to analyse, identify and find solutions to improve on the academic standard as well as the integration of values at all levels (staff, students and community).

The additional classrooms at secondary campus have certainly helped in enabling the growth of the school. The school is not at full capacity as yet but working towards it.

EHV – Education in Human Values – Character Development

The continuous exploration of on-going education of the staff on EHV through documentation and presentation of lessons at staff meetings facilitate a whole school approach to enable drawing out of the inherent values and their practice. The five values of Truth, Peace, Right conduct, Non-Violence, Love and the sub-values are explored and practiced to enhance the learning environment with less disruption.

The “Teachable Moments” concept enabling Constant Integrated Awareness (CIA) of the values has also enabled staff to spontaneously speak about a value when the opportunity arises.

Academic

The **Bring Your Own Device program (BYOD)** which was introduced in 2021 has now been adapted by grade three and above at the Primary Campus and lower years at the Secondary Campus. The intensive roll out of this program in 2022 has assisted in lifting the academic standards to bring to fruition the Vision and Mission of the school.

We also saw our second batch of students sit for their HSC in 2022. The additional help and guidance provided by the secondary campus staff resulted in five students gaining admission to university and the others following TAFE courses.

The school received a recognition award from the Education Board end of 2022 for the resilience showed during the course of the year with all what was endured due to the floods.

In 2022 the school reintroduced a second stream for year seven.

Financials

Expenses have steadily crept up due to shortage of products and increased service costs. The school is looking into long term solutions to reduce overheads.:

- At the Primary campus, the light globes have been changed to LED lighting.
- A review was initiated to look to upgrade the solar system at Primary and installation of the solar panels at Secondary.

The increase in staff numbers to accommodate a second stream and the loss of students after the COVID 19 restrictions has certainly placed a lot of pressure on the finances.

The working bees have enormously helped in containing the expenses; however, they are not sufficient to bring down the operational expenses. The part that the volunteers play has become particularly important for the school. The physical help provided by the Sathya Sai Organisation members attending to the maintenance and getting the school ready for use every term by participating the working bee's is greatly appreciated. The participation of the parents and some of the community members in working bees too is commendable.

The Board would like to acknowledge the following:

- the members of the organisation, donors and well-wishers for their continued financial and physical support, enabling the growth of the school in terms of the founder's mission.
- the P&F Committee who have been continually active and engaging with Board and the school.
- The success and reputation of the school depends on cooperation between hard working and dedicated Management Team, an active School Board, P&F, the support of the members of the Sathya Sai Organisation, donors and well-wishers and the staff whose efforts are enabling our students to chase their dreams.

The members of the Board have strategic oversight of the school's achievement targets, finance and overall direction and have worked in positive unison with the school administration.

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

The Board welcomes your input and encourages your feedback.

Kingsley Sathananthan



Chairman

Sathya Sai College Limited

Contact details: boardssc@sathyasai.nsw.edu.au

SRC REPORT – SECONDARY CAMPUS

The year 2022 presented its own set of challenges for the Student Representative Council (SRC) at the Secondary Campus. While the COVID restrictions did not interrupt their activities, the floods at the beginning of the year caused a rocky start. However, the student representatives persevered and continued their enthusiastic engagement in various initiatives and events.

ANZAC day was commemorated on Monday, April 25th, with several members of the SRC attending the Murwillumbah service. The students' level of respect throughout the service was commendable and a testament to the character of our school community.

In addition to ANZAC day, the SRC actively participated in other events and initiatives. They contributed to Australia's Biggest Morning Tea, with students Skye, Finn, and Maya selling food for the morning tea. This event raised \$255.55, which will go toward vital cancer research. The SRC also organized mufti-days to support 'Jeans-for-Genes day' and 'Wear red for Sickle Cell day,' where students collected money for the cause. Moreover, under the leadership of Kwey, the SRC conducted school-wide surveys on various topics such as facial hair, makeup, Founder's Day, and the formation of various school clubs. They also provided valuable input on changes to the school uniform.

One notable achievement of the SRC was their initiative to address bird collisions with windows on the new building. They proposed the idea of using stickers or painting on the windows to help prevent native birds from crashing into them. This demonstrates their commitment to environmental awareness and making a positive impact within our school community.

The SRC played an integral role in organizing and running the Remembrance Day ceremony, ensuring a sombre yet respectful service to honour the occasion.

These students have shown great dedication in representing their peers and contributing to the betterment of our school community.

Jimmy Kakanis & Jaime John - SRC Coordinators

School Captains

Radha Tancredi and Omrhi Reubens



SRC – Secondary Campus

Back row – Mrs Jamie John, Skye Chapman, Ambrose Maiden, Finn Irvine, Kwey Moore, Christopher Smith, Elijah Westwick, Mr James Kakanis

Front row – Eric Hensell, Maya Sutton, Connor Bishop, Jyoti DesFours-Gorrick, Alfie Dyason Skelhorn



SRC REPORT – PRIMARY CAMPUS

This year I have had the great privilege of working with an amazing group of young people. They have been dedicated to the students at our school and worked tirelessly devoting their time and energy to give their support and guidance, leading by example and implementing change.

It was lovely to see our families back in the school this year as we celebrated Mother's Day and Father's Day, acknowledging the wonderful people in our lives.

The SRC were able to make scones for Mother's Day, serve food and organise games at the Father's Day celebration.

We marched at Anzac Day and represented our school with pride. We connected with our community and had mufti days that raised money for worthy causes.

- **It Takes a Town Mufti Day** – Students came dressed as their favourite hero after our community and school was devastated by the floods. It Takes a Town was then able to distribute funds to those who needed it most.
- **Deadly Science Mufti Day** – Students dressed in First Nations colours and money raised went straight to ensure remote communities had books and resources. It was a highlight that we got to have a zoom meeting with Corey from Deadly Science.
- **Sickle Cell Day** – We wore red to shine the light on Sickle Cell Disease and were blessed to have a zoom assembly with Shane who shared more information with us.
- **Pyjama Mufti Day** for the Pyjama Foundation – Students came to school all cosy and warm in their pyjamas. Money donated went to help kids in care and train Pyjama Angels.
- **Crazy Hair Mufti Day** for Cystic Fibrosis – Students came with the most amazing hairstyles knowing their donations were helping the fight against Cystic Fibrosis.

Earlier in the year we were lucky to attend the GRIP leadership workshop that gathers young leaders all across the North Coast. It was a fun filled day where the SRC got to bond and become a closer group and we learnt what it truly meant to be a leader and how we could lead with our hearts.

The SRC listened to students in class meetings and wanted to implement a mini canteen. They sacrificed their time and sold popcorn on **Wopcorn Wednesday** in Term 3. In Term 4 with the warmer weather, the SRC started **Thirsty Thursday** and sold cool refreshing lemonade cordial.

They have run assemblies in classroom, via zoom meetings and are now running our assemblies back in the school hall. The SRC are always willing to give a helping hand and to go the extra distance to make a change. They have risen to every challenge and always gone above and beyond showing just how brightly they shine.

It has been such a wonderful year and I cannot wait to see these students in years to come. They have led with courage, determination flexibility, understanding, service and love. I could not be prouder of each and every one of them.

Mrs Parker

***SRC Co-Ordinator
Belinda Parker***



MESSAGE FROM OUR PARENTS AND FRIENDS (P & F)

Extensive flooding at the end of February 2022 at the primary school and throughout the greater community made the start of the year a very difficult one for all. With many hands on deck the school was reopened and volunteering opportunities for parents and friends resumed. Although planning was well under way, unfortunately due to flooding, the difficult decision was made to cancel our annual Friendship Festival.

Throughout the year, the P&F hosted a stall at the community Kinship Festival held in Knox Park, served a BBQ lunch and bake stall at the Primary School Athletics Carnival and ran the canteen at the Secondary Campus for much of the year. Our P&F meetings were held back on campus during 2022, with many new families joining us.

We would like to thank you all of our volunteers who helped in 2022 with flood clean-up, the Kinship Festival, working bees, athletics carnival, high school canteen and to those of you who have made time to come along to our meetings. Your help is invaluable and greatly appreciated.

I would also like to express our deepest gratitude to our teachers, principals and Sai Community for all of their efforts during 2022. The P&F are looking forward to 2023, and hope that it allows us all to come together again.

Melinda Scanlon – P&F President



SCHOOL CONTEXT

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 7-12 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 the 6 “E” teaching techniques of Engage, Explain, Explore, Elaborate, Evaluate and Excel.

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 practice the five human values daily, thus providing students with a safe nurturing environment of respect and good role modelling.

The College 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 for HSC and RoSA, offers Japanese, Technology Mandatory, individual music programs, sports programs and a STEM extension group. The Stage 5 electives offered are Marine Studies, Food Technology, Visual Arts, Photography and Agriculture.

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 College 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-denominational 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 smartboards, a BYOD program introduced to Yr 3 and continued for a consecutive year in Yr 6, 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 newly constructed classrooms, a withdrawal room and IT office. A Yr 12 “POD” 4 general classrooms, a science laboratory, IT room, food technology room, music room, art room, Technology Mandatory workshop and hall.



STUDENT, PARENT AND STAFF SATISFACTION

Student-

Secondary Campus – Elu Zdesar - Year 11

After a large intake of new students, without the newly constructed buildings classrooms would have been quite cramped, but fortunately a row of new classrooms was built during the summer holidays the year before and have served the school very well, providing space and a great learning environment for all classes that need it. Another newly added building to the school has been the 'pod', a small room in between the staff room and the kitchen that was delivered by truck to the school and has provided even more space for classes, though mainly the senior ones.

There have been many beneficial things that came to the school in 2021, but there have also been a few setbacks that have briefly affected the school. Midway through the year flooding became a large issue in not just our area, but in all surrounding areas for quite some distance. Blocked roads and flooded in houses prevented both students and teachers from accessing the school, and although the Dungay campus was fortunate enough to be in an area not as prone to being flooded, a lot of places including the primary campus suffered extensive damage from the floods. Despite this and several other (less severe) setbacks, the teachers, students and anyone else involved with the school has proven time and time again an ability to bounce back from hardship with the help of the human values, and we thank everyone for a great school year.

Primary Campus – Joonathan Mainsbridge and Rowan Rehky – Year 5

This year was a good but tough year. We didn't face as many challenges as 2021 though. As COVID died down and restrictions eased off, we were able to have social assemblies and stay overnight at camp. On the other hand, our whole school community got affected by the early 2022 floods. It was a great shock and disappointment for our area. However, we bounced back strongly because of our beautiful school community and their endless, unselfish work to get our lovely school back running again. We have thrived in sustainability with Mrs Farrelly and multiple times got over 90% waste free lunchboxes across the school. This shows how committed all our students have been to make our planet a better place. Our Sports Captains and Mrs Jarrett have done a great job in getting our school better at sport. This was shown by the record amount of people going to NCIS. The SRC and Mrs Parker have delivered a great result for raising money for important charities. They have also given time out of their lunch to run a little canteen. The Presentation Day was a huge success by classes singing songs and playing music for the parents and other students. Overall, it was a very enjoyable school year and we are looking forward to 2023.



Parent –

Secondary Campus – Ona Molin

We came to Murwillumbah in 2019 to consider a local school and we had a few hours spare. Upon enquiring around town, we heard such good things about Sathya Sai School that we decided to take a look. We had not called ahead to visit the school however we were greeted warmly and professionally by Karen on reception who gave us a guided tour. The beautifully maintained school grounds, the peacefulness of the classrooms and the quality of interactions the staff had with the students (particularly as our visit was unplanned), was very appealing. Having the opportunity to continue from K-12 within a small school environment provides a deep sense of connection, continuity, and community.

My daughter started in year 3 at the primary campus in 2019. We found the student-led assemblies, wonderfully creative bespoke school plays, weekly yoga and daily meditation throughout primary school was a much-loved experience for my daughter and I, as was the focus on the values and the environment. Students and families are regularly consulted for input into many of the school/classroom initiatives, and feedback is well received, which creates a wonderful sense of curiosity and community.

My daughter is now in year 7 at the secondary campus. Although we trialled an alternate secondary school due to its creative arts focus, we quickly discovered that the way Sathya Sai embeds the five values throughout all interactions, lessons and behaviour management is both unique and highly effective by comparison. Teaching and support staff consistently provide excellent support and guidance throughout primary and secondary school, always ready with an acknowledging smile or an amusing story to stir curiosity and to connect with the students and families.

The continuation of the embedded values at the secondary campus supported by the mindfulness meditation at the start of each class, provides an age-appropriate moment to pause, reset and refocus.

All staff from the reception, finance, learning support team and teachers have been exceptionally warm, welcoming, polite, professional, responsive, supportive, and accommodating wherever humanly possible. Our experience has been that if and when problems arise (as they do in every environment), they are listened to respectfully, taken seriously and addressed promptly and effectively in the most empowering way possible for all involved.

We have had the pleasure of meeting some of the Sai devotees who attend school maintenance and clean-up days regularly and we are greatly appreciative to have such a gentle, dedicated and globally minded school community. The five school values are very closely aligned to our family values, including a genuine respect for and commitment to learning about and harmonising with the natural environment and 'walking with' our local indigenous community through participation in the annual Kinship Fest.

Primary Campus – Chantelle Phipps

Sathya Sai College was highly recommended to me by my boss who said that the school had an excellent reputation for doing a lot of volunteer work and that the children who went there were very well respected in

the community. After reading the school's newsletters, which were so eloquently written, I realised that I too was learning how to be a better person and parent by understanding how to implement these values. It was then that I realised how special Sathya Sai was and how fortunate I was to have found it. If I was learning how to be a better person, then this was definitely the place for my child to learn.

The human values of Truth, Peace, Right conduct, Love and Non-violence are highlighted and woven into every aspect of not only the student's education but the teacher's education. The values are not just spoken but are truly lived and implemented throughout the day by all involved in the school. The children are taught and encouraged to consider each of these values when interacting with other students or staff members. It is so apparent and beautiful to see these values being implemented when I see the children playing in the playground or during assembly. These values are carried through into each lesson and after school. I can see that both my children have the school values ingrained into their hearts. This makes me feel so happy that they not only know and understand the words of the values, but that they truly live by them at such an early age. It's wonderful to go to a school where you are made to feel that you are part of a family. My family feel able to express ourselves and be ourselves. All the teachers are wonderful and always have a smile on their face. They always have time to talk to the children and myself if I ever needed to. I love the enthusiasm and encouragement that is given to the children to participate in cross-country, the athletics carnival and swimming. I love that my children have the opportunity to do yoga and meditate and that silent sitting is often done throughout the day. Sathya Sai College is a green school and encourages waste free lunch boxes. It's great to see very little waste and my children are taking responsibility for their impact on earth. I love the class sizes and that there are different teachers for PE, Science and Music. Both my children love being at school and are thriving academically. They have always felt supported and heard. My son has had huge support in being able to stand up in front of people and speak. Last week he was able to lead the meditation and spoke in front of the whole school during assembly. My daughter who has just started kindergarten has got the biggest smile on her face every single day when I pick her up. She struggled every day going to preschool; however, she can't wait to go to school. Today she wrote her first sentence at home with me which said, "I love my mum, I love my dad, I love my Kai, I love me". The love and care that has gone into securing her confidence in kindergarten has been amazing. I am forever grateful. Sathya Sai College has given my children the best possible start to their education. I know that what they learn will stay with them forever and continue to define who they are.



Teacher

Secondary Campus- English Teacher – Sharnie Warner

I was appointed to Sathya Sai Secondary College in 2023 as a teacher in Science and Mathematics. I honestly feel privileged to be teaching at such a beautiful school. I never get tired of admiring the spectacular surroundings or the regular visits from the multitude of wildlife in the area. Most importantly, I have been made to feel so welcome by all of the staff and the Board, and any feelings of trepidation I had quickly disappeared.

This is my first experience working in a school that ingrains the human values into every aspect of the school day. Staff and students appreciate the power of EHV and work respectfully with each other to create the best possible learning environment. The fostering of positive relationships with our students is clearly having an impact on their development and it has been lovely to see the growth in our students in such a short period of time.

This year I have been fortunate enough to work with the Stage 4 students in Science and the Year 10, 11 and 12 students in Mathematics. The small class sizes have allowed me to explore student interest and we have been engaging in many exciting activities throughout the year.

I have thoroughly enjoyed my time at Sathya Sai Secondary College so far. It has been an extremely rewarding experience and I look forward to working with many more new faces and shaping our future adults into well rounded human beings.

Primary Campus – Sports Teacher / Year 5 Teacher – Michelle Jarrett

I have been a teacher at Sathya Sai College for over ten years. I have had the privilege of watching students move through our school and beyond. It has been a pleasure to help guide their character and academic growth and witness students transform into confident and successful adults.

I feel fortunate that I have been allowed to grow as a teacher within Sathya Sai College for so many years. My journey has not always been easy; however, I have felt guided by the Human Values and the incredibly supportive staff and school community. I am continually learning and improving both my teaching skills and my character within our nurturing school environment.

I am proud to be part of Sathya Sai College, not only professionally as a teacher, but also as a member of a supportive community. This can be seen through regular events, like our Service Clubs. However, it is made especially clear during times of need, like the 2022 Floods. The community came together to support our badly effected school and families in need.



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 enrolment numbers declined slightly in 2022 across both campuses. This was due to a variety of factors, families leaving the area for numerous reasons, students opting for TAFE courses or home schooling.

Gender	2014	2015	2016	2017	2018	2019	2020	2021	2022
Boys	57	67	85	100	104	111	112	137	100
Girls	67	68	68	96	113	121	133	130	131
Total	124	135	153	196	217	232	245	267	231

Student Attendance Profile

Student attendance patterns for all grades are generally positive. Our school's average attendance was 84 % in 2022.

School Year	% Attendance	% Absent
K	83	17
1	87	13
2	83	17
3	90	10
4	88	12
5	89	11
6	87	13
7	85	15
8	80	20
9	75	25
10	82	18
11	74	26
12	85	15
Grand total	84	16

Management of Non-Attendance

The process when dealing with absences from school is for parents / guardians to contact the front office through the parent portal, 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, conditions of enrolment and enrolment forms are available from the school office or the school website.

The basic procedures for enrolment include:

All applications are processed in accordance with the school's enrolment policy.

Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the school's ethos.

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.

Identify any strategies which need to be put in place to accommodate the applicant before a decision regarding enrolment is made.

Inform the applicants of the outcome.

[Primary Enrolment – Sathya Sai College](#)

[Secondary Enrolment – Sathya Sai College](#)

Class Sizes

Class	Total in Class	Campus Total
Kindy	15	Primary 153
Year 1	21	
Year 2	21	
Year 3	21	
Year 4	23	
Year 5	22	
Year 6	24	
Year 7	20	Secondary 84
Year 8	29	
Year 9	15	
Year 10	8	
Year 11	4	
Year 12	8	
Total	231	

STAFF INFORMATION

Primary Campus



Secondary Campus



Establishment

Position	Staff Members	Full time equivalent position
Principal	1	1
Deputy Principal	1	1
Business Manager	1	1
Full Time Classroom Teachers (Primary Campus)	7	7
Full Time Classroom Teachers (Secondary Campus)	4	4
Part time teacher (Primary Campus)	4	2.6
Part time teacher (Secondary Campus)	11	7.8
Pastoral Care (funded by National School Chaplaincy Program)	1	0.40
School Counsellor	1	0.6
School Administration and Support Staff (Primary campus)	10	7.45
School Administration and Support Staff (Secondary campus)	4	3.15
Total staff	45	36

Staff Attendance and Retention Rate

One new teacher was appointed at the Primary Campus full time to teach Kindergarten.

Two new teaching staff were appointed at the Secondary Campus, a 0.8 position and a 0.6 position. One teacher fulfilled the Technology Mandatory classes and the other covered the Food Technology classes. Both were required to teach other subjects to complete their time frame.

A School Counsellor was appointed on a part time basis across both campuses mid-year to replace the previous School Counsellor who resigned due to health reasons. An IT person was recruited to work across both campuses.

In 2022, the average daily staff attendance was 92%. The proportion of staff retained from 2021 was 85%.

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) was in the following areas.

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.	Most staff attending (38)
Introduction to EHV	New staff only
Identifying and responding to children and young people at risk	All staff (46)
CPR refresher course	40
First Aid Training	12
Aboriginal cultural and Community Virtual Yarns	2
Leading the Implementation of the New English K-2 Syllabus	2
Leading the Implementation of the New Mathematics K-2 Syllabus	2

InitialLit PD Workshop	3
MiniLit Sage PD Workshop	3
Autism workshop	2
Along for the ride – Wellbeing Conference	1
Implementing Social Thinking® Schoolwide: Bringing the Concepts into Classrooms & Beyond	1
Leading Staff Wellbeing	1
Reimagining PE WS1	1
Fundamentals of Coaching	1
The PE Geek Online Workshop	1
MEA Interpretation Workshop - Teachers	1
Stage 6 History Teacher’s Day	1
Adjusting Assessment for students with a disability	1
Preparing for the 2022 HSC Chemistry exam	1
Embracing Education with the Heart	10
Intro to visible Trans Allyship	1
Peer Support Training	2
School Registration Policy requirements	4
Attendance, Exemption and Enrolment requirements for schools	3
Preparing for renewal of Registration/Accreditation	5
Requirements for Teacher Registration in schools	1
Sexting and the law	1
NAPLAN Training	2

Highlights

The highlights at Sathya Sai College in 2022 were 2 new teachers joined the Secondary and a new teacher joined the Primary staff.

The Primary campus introduced a PE specialist teacher to take all classes for their PE lessons. This helped to ensure a smooth program that covers PE skills across the whole school. Students were also engaged in quality lessons focusing on a variety of sports, such as T-ball, volleyball, soccer, dance, athletics and skipping. A formal Sports program was introduced. Classes joined together in

heir stages to participate in a myriad of sports to promote exercise and a healthy lifestyle. These sports included soccer, AFL, netball, indigenous games, cooperative games, Zumba, circus, golf and skate park activities.

The BYOD program was extended to include Year 3 students. School Captains and SRC members attended a Leadership Conference, Book week was celebrated, Early Stage 1 and Stage 1 students attended a live performance of “James and the Giant Peach” and The Strings and Recorder groups attended a performance by the Sydney Youth Orchestra.

At the Secondary campus, 4 new generalist classrooms and two withdrawal rooms were completed and ready to use at the beginning of the school year.

Seven students completed Year 12 class.

The Year 10 students enjoyed a significant excursion to the EKKA Agricultural Show in Brisbane, Stage 6 students attended a Careers Festival at the Gold Coast. Several students had the opportunity to attend a live show performance of “Mary Poppins” at QPAC, participate in “Try a Trade” day at the Kingscliff TAFE and Screen Futures Day at Lennox Heads. Stage 4 students were given the opportunity to participate in the Northern Rivers Symposium in partnership with other local schools.

Both campuses celebrated Anzac Day, Harmony Day, NAIDOC week, Science Week and Clean Up Australia Day. NAPLAN Testing was completed online. Cyber Safety sessions were conducted for both students and parents. Many students attended the Byron Bay Writer’s Festival. Students participated in overnight camps to “Camp Goodenough” at Carool, APEX at the Sunshine Coast and the CYC camp at Burleigh Heads.

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, Year 5 Science Week activities at the Secondary campus, Year 10 PDHPE assessment activities at the Primary campus and the Athletics Carnival at the Secondary campus for all student

SERVICE LEARNING AND ENVIRONMENTAL EDUCATION

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 2022 are as follows:

- Regular EHV Training sessions for staff
- 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
- Wellbeing Days

Kindergarten and Year 6 Service Club: Caring for the Elderly

The Kindy class and their Year 6 Buddies prepared a special performance for the elderly residents at some of our local nursing homes. They sang and created actions for some favourite Christmas songs. As well as bringing joy to the residents through song and dance, on their visit to Heritage Lodge, Kindy and their Year 6 Buddies worked together to paint a portrait of one of the lovely residents and gift it to them for Christmas. Through their service, students are becoming more aware of the importance of caring for the elderly members of our community, and understanding how this shows the values of compassion, empathy, kindness, love, citizenship and respect.



Year 1 – Dolphin Research Australia

Our Year 1 class supported **Dolphin Research Australia** for their service club in 2022. Dolphin Research Australia have worked tirelessly to preserve, conserve and protect our local environment and the dolphins that live there, like our adopted dolphin Scooter.

Year 1 has learnt all about dolphins and how incredibly important it is that we all do our part to protect their environment. They thought about all the ways that we could be environmentally friendly. Year 1 wanted to do more than these things in our own classroom, we wanted to start change across the school and encourage families to join us. We started a 5-week challenge, with a different focus each week to encourage students

across the school. Year 1 made posters and even videos to share.

Throughout the year we have also worked hard to create some beautiful handmade cards and dolphin magnets. We had a stall in Term 4 and all donations went straight to Dolphin Research Australia. We hope they can continue all their fabulous work into the future!



Year 2 Fingal Head Coast Care

Year 2 worked with Fingal Head Coast Care as their Service Club. In Term 1, they held a fundraiser at the cross-country carnival by selling pieces of fruit, in Term 3, they ran a school canteen selling smoothies and baked goods. The money was donated to Fingal Head Coast Care. The volunteers with Fingal Head Coast Care, came to visit the class. They helped them 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. In Term 4, they participated in an after-school workshop, where they got hands on and helped prepare and plant seedlings for the volunteers.



Year 3 – Garden Guardians

Students in Year 3 took on the role of **'Garden Guardians'** for their 2022 service club. With the help of the School Chaplain – Isabela Keski-Frantti and the wonderful parent volunteer – Lu Cork, students planned, weeded, planted, tended and harvested the gardens each week.

Students demonstrated many values throughout their time in the garden from dedication and commitment to service and sacrifice, as many students also offered their play time at lunch to help weed and water.

They also had to overcome other challenges with the February Flood that not only caused devastation to our school buildings but to our garden and sadly, to our Native Beehive that we have been lovingly watching and

caring for as a school for the past 10 years. Thankfully, with the generous contributions from our Sathya Sai College community, we were able to replace our beautiful hive with new Stingless Bees who are now happily buzzing around the flowers and plants!



During 2022, Year 4 students continued to eagerly support Friends of the Pound - demonstrating the values of compassion, caring, cooperation, enthusiasm and connecting to community along the way. The class were fortunate enough to enjoy a visit to the local "Friends of the Pound-Just Cats".

As a part of their Service Club commitment, the class was delighted to present to one of the many volunteers, three beautiful gift baskets, filled with goodies and treats to spoil the cats which were currently waiting for their Forever homes. Year 4 cooperated together to gather an array of kitty-cat treats and toys across the semester and were overjoyed to finally see their efforts bring a touch of joy into the lives of the cats.

Year 4 continued to support their Service Club throughout Semester 2 by donating pocket money and gold coins directly to a class fund. An official 'Friends of the Pound' money tin was set up on an allocated 'Pound' table within their classroom.

They have learnt the importance and the impact the charity has on the animals that reside at 'Just Cats' and how beneficial the organisation is within the community. They know that the gifts and donations are a small legacy ...but one that helps improve the lives of our furry friends in Murwillumbah.



Year 5 – Community Centre Bag Donations

Year 5 continued to pack and deliver non-perishable food hampers to the Murwillumbah Community Centre in

2022. They are grateful to the Sathya Sai Organisation for donating groceries from the local supermarket, to ensure we can continue to serve those in need each month.

The impact of the floods has been significant and far reaching throughout our community, and the delivery of these food bags help those experiencing hardship during this challenging time.

Assisting vulnerable families and individuals facing adversity has given our students the opportunity to see and live our values in action. Each student is left with an overwhelming sense of pride and satisfaction that they have done something that could make a huge difference.



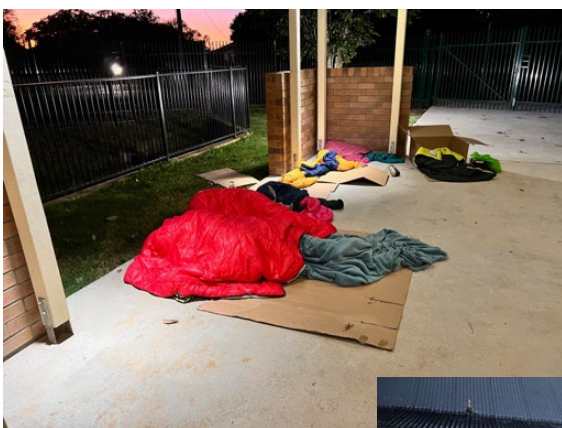
Year 7 – School Environment

The Year 7 students took part in a school clean-up activity by collecting rubbish around the Sathya Sai College Campus. They happily donned gloves, grabbed a rubbish bag and scoured the open areas and garden beds for food wrappers and empty drink bottles. Students really enjoyed getting outside and taking ownership of keeping our beautiful campus clean. They were thorough in their clean-up efforts, and overall, it was great to see that the campus was relatively rubbish free. Well done, Year 7s!



Year 8 – The Vinnie’s Sleepout

Year 8 chose ‘The Vinnie’s Sleepout’ this year for their service club. On the 19th of August, one of the coldest nights of the year. The Year 8’s, along with their homeroom teachers and Miss Atkins, slept outside with only a cardboard box, sleeping bag and pillow. The sleepout was to raise money and awareness for homelessness in our area. The students sort sponsorship from friends and family. Year 8 raised an impressive \$3372.25, which went to Fred’s Place, a St Vincent de Paul homeless support service at Tweed Heads.



Year 9 – School sporting facilities

Through terms 1 and 2 we still found a lot of Covid restrictions in place, especially in the aged care sector. Therefore, planning a service project outside the school seems to be unstable and may cause disruptions to future lessons. So, the students and I decided we would fix up the school sporting grounds after the floods. Here are some pictures of the student's water blasting the basketball court and weeding the volleyball court.

Our second service included the Imagine 2484 project where students had to go around the community and imagine what they would see the community look like in 2040. Students then created a presentation of an innovative idea that the community of 2484 could implement by 2040. The idea had to be safe, healthy, regenerative and economical for the community.



Year 10 – Kids in Hospital

The Year 10 students chose to make 'shrinkies' into key rings, to give to sick children in the Tweed Heads hospital. The students worked extremely hard at designing and drawing pictures that the children would appreciate. Unfortunately, due to Covid regulations we were unable to deliver them ourselves. However, we were informed that on receiving the keyrings, the children were overjoyed and very grateful.



Year 11 – School bins

On Friday mornings my classmates and I helped the school by bringing in the emptied bins back inside the school to be filled up with rubbish again. It is a very important and vital job because without empty rubbish bins available to put rubbish in, it would go on the floor, ruining the environment and beauty of the school and possibly causing disease, rats and Ibises to swarm the schoolgrounds. It is also equally important to take the bins out to be emptied as not doing that can cause an overflow in trash and the same negative consequences.



Year 12 – Class signs

This year for the grade 12 service project we made individualised signs for each classroom. We all got together and cooperated to create these signs so that as we end our journey at Sathya Sai we were able to leave

something behind to mark our time here. It was a fun project to work on and we enjoyed developing our woodwork skills.



SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHS (STEAM)

Primary Campus – Jane Farrelly

2022 started off with great anticipation and enthusiasm. The students were excited about the upcoming projects and experiments they would be undertaking in both their Science and STEAM classes. However, our school faced a major setback when devastating floods struck, causing extensive damage to our Science Room and the loss of equipment. This meant that we had to quickly adapt and find alternative solutions for conducting Science lessons, holding them in classrooms, with limited supplies.

My goal was to still provide engaging and interactive science experiences for our students, that incorporated hands-on activities, demonstrations, and group discussions to ensure that the students continued to learn and grow in their understanding and love for Science and Technology.

Although the floods disrupted our plans and caused a temporary setback, they also presented us with an opportunity to showcase resilience and adaptability.

Looking ahead, I am excited to continue fostering a love for Science and Technology in our students, providing them with the tools and opportunities to explore, experiment, and innovate. I am confident that the resilience displayed in 2022 will serve as a solid foundation for the future of scientific inquiry at our school.



Science Week

Term 3, Week 5 was Science Week and to celebrate, Year 5 travelled out to the Secondary Campus on Friday 19th August to participate in some science and STEAM activities.

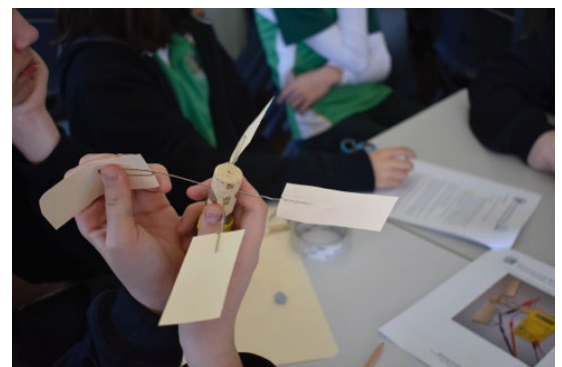
Firstly, the students formed teams to create a balloon rocket. The aim was for the balloon rocket to travel the furthest along a piece of string. There were some amazing ideas involving aerodynamics, slow-release power and multiple balloon engines. However, it was the simplest designs that ended up being the most successful.

Next, the students went to the science lab and rotated around 4 different experiments. The activities included light rays and refraction, a density challenge, air pressure challenge and a flame test. It was fantastic to see the students participating in hands-on science experiments and becoming more familiar with a high school science lab.



Secondary Campus – Jaime John

On the 31st May, STEM students participated in a Science and Engineering day organised and funded by Discover Engineering. The students had two challenges on the day, to design and build an aerodynamic aircraft from balsa wood that could glide a distance of 6 metres and to produce a wind turbine that generated the most electricity. The students were able to discuss their designs with a team of engineers who gave them feedback and suggestions for modifications. It was fantastic to see the students use their critical thinking, teamwork and problem solving skills to design and modify their ideas.



WELLBEING SUPPORT PROGRAMS

Primary Campus

In 2022, the Wellbeing and support team provided targeted programs to selected needs-based groups. The programs were offered in a variety of forms including small group work and whole class initiatives. Our Wellbeing support programs aim to improve various skills such as self-esteem, resilience, self-awareness, service, leadership, emotional literacy and adaptability. The school's Wellbeing team tailored the following programs to meet the specific needs of our primary campus students:

- Peaceful kids
- Kaleidoscopes Club
- Gardening (mixed group)
- Bird's Eye View (mixed group and families)
- Biodiversity in our Backyard
- Seasons for Growth
- Friendship Constellation

Secondary Campus – Wellbeing Days

On Thursday, 23rd of June, the Secondary Campus conducted the Wellbeing Day for Semester 1. Students participated in a range of activities such as:

- juggling - good for hand/eye and left brain/right brain coordination
- yoga - helps relieve physical and mental tension
- non-sleep, deep rest meditation- shown to reduce symptoms of stress, anxiety and depression
- STEM activity - teamwork, problem solving and cognitive thinking
- Art activity – creativity
- Headspace – online, interactive activities looking at aspects such as emotional regulation, resilience and mental health.

On December 8th, the second last day of the school year, students participated in the Wellbeing Day for Semester 2. The two activities for this day were the 'Talk-And-Walk-A-Thon', organised by Peer Support Australia, as well as a variety show where a number of students will give small performances in music, drama and theatre. There was also a staff performance which proved very popular with the students.



MUSIC AND CREATIVE ARTS

Primary Campus - Kate Oakley-Grant

Music in the Primary School is primarily a practical learning subject, where skills are developed on a variety of instruments. From Kindy to Year 6 students learn how to manipulate and learn various techniques, unique to individual instruments. Students play ukulele, xylophones, percussion, bells and Boomwhackers across all stages. They are exposed to various instrumental families and learn to distinguish their unique sound. The students use movement to help them internalise the beat and express how various types of music makes them feel. At all stage levels students have the opportunity to express their creativity through various forms of composition.

In Early Stage One and Stage One students learn how to read various rhythms, comprising of crotchets, quavers, semiquavers, minims and semibreves and their corresponding rests. They also learn about pitch, harmony and dynamics by playing simple Solfege songs and simple chords on ukulele.

Year 3 students extend their learning through playing the recorder whilst reading formal musical notation. In the upper grades students learn how to play piano and guitar, focusing more on chordal accompaniment. They also play a variety of instruments simultaneously in 'class bands'.

Primary Campus Music Extension Programs

Sathya Sai College offers extension music programs where selected students from Yr 3 – 6 have the opportunity to participate in a pull-out violin or recorder program. These students are pulled out during class time to do additional music lessons in small groups, learning either violin or recorder. These students then also combine to perform as a string ensemble or Recorder Band. This year the String Ensemble performed in the Gold Coast Eisteddfod, where it was awarded a Silver Award for their performance. The Strings and Recorder Band also performed a concert on the weekend for the National Sathya Sai Retreat.

Both groups also performed at school events like assemblies and Presentation Day. Primary students had timetabled lessons which were on a rotation basis so as to not miss the same lesson in the classroom. This year there were approximately 12 students participating in the String Program, and 12 students participating in the Recorder Band program.

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

Music – Sam Menzies

Over the course of the year, all Year 7-8 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.

Year 8-10 students further explored lyric writing techniques by recording their own rap songs using various music software; and explored Australian, Aboriginal music and the blues by analysing a song of their choice.

Towards the end of Term 3, Year 7-12 students conducted an outdoor, lunch-time concert. In week 9, year 12s also successfully performed their HSC practical performance exams for the visiting NESA markers. We were extremely proud of all three year 12 students receiving Band 5 marks for their overall HSC Music exam.

At the end of Term 4, the arts department held a variety concert open to all Year 7-12 students. Staff and students performed in a number of musical and drama acts as well as some comedy skits. Kwey Moore did a great job MCing the event, with comedic offsidiers Joe Shore, Finn Shore and Julian Hoelker providing some light relief. The students' acts were all fantastic and every act had the audience enthralled. It was a great way to finish off our school year.

Visual Arts – Edwina Williams

Year 8 students had completed a unit on the Element of Art in year 7. This was expanded upon during Term 1, using the elements to create a portrait incorporating digital imaging, collage, drawing, and watercolour. The focus throughout the year was to introduce the students to a wide variety of mediums, whilst creating artmaking activities that allowed all students to succeed. Students created ceramic tiles which included both additive and subtractive clay building techniques. They explored landscape and connection to place through a case study of Aboriginal artist Gertie Huddleston. In Term 4, students created a variety of portraits using wide ranging mediums. They focused on facial proportions and composition. They then created a series of prints using linocuts. The year concluded with a tattoo design unit which the students enjoyed thoroughly. Given the broad range of abilities across the two classes, only 3 students received a final mark below 50%. 4 students achieved an A.

Stage 5 students began the year exploring repurposed materials. They made a series of collages and an assembled sculpture. They investigated how artists in different times and places represent ideas and meanings about their world, and how they seek to challenge conventions and approaches to making visual artworks. During Term 2, Stage 5 students created creepy creatures, using clay, learning various clay building and sculpting techniques. They explored how and why artists interpret and transform the natural world. The Term 3 unit, "Insights & Identity", was a subjective exploration of drawing and printmaking conventions to represent views about identity. They learned how to use lino tools safely and effectively, and how to ink and print plates. Term 4 was an investigation into various product design and how different cultures and individuals assign value and meaning to products. Unfortunately, we lost 3 very clever students halfway through the year. The remaining 8 students achieved very good results, ranging from 55.5% to 82%.

Our Stage 6 class consisted of 1 solo student during 2022. This allowed for intensive and explicit teaching opportunities. The year began by exploring landscape traditions throughout history. We covered traditional structural elements such as linear and atmospheric perspective, architectural elements, realistic vs. expressive colour, golden mean, and composition. We moved on to figurative representations during Term 2, with a focus on developing a body of work, and developing conceptual meaning via the frames. Elu created a series of expressive figurative paintings using drawing, painting, and photo media.

The final unit for year 11 focused on the still-life, as Elu had expressed a desire to further refine his painting skills. He investigated the practice of four contemporary Australian artists working in this genre. He created both digital and painted artworks. This was a hugely successful unit and Elu finished the year with an A.

Photography & Digital Media – Diana Shearman

In 2022, the college witnessed its inaugural graduating Year 12 class in Photography, Video, and Digital Imaging. This talented group of students showcased their skills and creativity through various quality films and photographic works. Their achievements have set a high precedent for future cohorts in this field.

Year 11 students embarked on an exploration of the theme of invisibility and camouflage. They delved into the world of still photography, experimenting with the manual settings of Digital SLR cameras to capture thought-provoking images that showcased the theme. As the year progressed, students created a short film centred around the concept of 'The Secret.' These films could take various forms, from narrative to non-narrative, encompassing abstract or realistic approaches.

To conclude their studies, Year 11 was introduced to Adobe Animate, a powerful animation program. Through this unit, students had the opportunity to develop their skills in animation, exploring the wide range of possibilities offered by this digital medium.

During the academic year, Stage 5 students applied The Elements of Art, The Rule of Thirds, and The Golden Ratio to produce captivating macro photographs. Students enhanced their images through the use of Photoshop editing techniques. Students created a short film centred around the theme 'My Day.' This involved the creation of either a documentary-style portrayal of their daily life or an imaginative narrative. Students learnt storyboarding, script writing, capturing video and utilizing Premiere Pro to edit their film, incorporating music and sound effects. Lastly students learned about various animation techniques. This hands-on project allowed students to bring inanimate objects to life through the art of stop frame animation.



Year 12 Major Project - By Skye Chapman

SPORT

Primary Campus - Michelle Jarrett

The Primary campus had a very successful year of sport and PE in 2022. During PE lessons, students learnt a range of skills to play a variety of sports. All classes participated in Yoga, as well as sports lessons in stages. We used our Sporting Schools Funding to conduct AFL lessons, purchase Volleyball programming, Swimming lessons and equipment purchases.

2022 was the first year of introducing Sports Rotations for Stage 2 and 3. Students got to try out one lesson of 4 different sports – Golf, Zumba, Circus and Skatepark play. The students thoroughly enjoyed these lessons. They were also well-received by parents.

Our whole school sporting events included Cross Country, Athletics Carnival, Jump Rope for Heart and the Swimming Carnival. Kindergarten and Year 1 students held a separate Cross Country/Obstacle afternoon in Knox Park and unfortunately the Learn to Swim pool was unavailable for K/1 to participate during our Swimming Carnival.

Jump Rope for Heart was a very successful event, raising almost \$3000 for the Heart Foundation. Students also put in many hours of skipping, learnt new tricks and improved their fitness.

Our students had many opportunities to represent our school in sport. Our Stage 2 students participated in the Todd Woodbridge Tennis Tournament in Murwillumbah. We also competed in numerous NCIS events - Swimming, Cross Country, Athletics, Netball, Touch Football and Tennis. NCIS Athletics being our most successful to date with the primary school coming 2nd overall in points score/primary school enrolments. We also had a student come 3rd age champion and six students qualify for CIS Athletics. In addition to this, we had three primary students qualify for CIS Cross Country.

The flood had a massive impact on our sports equipment. The sports shed had waist height water through it. A lot of our sporting goods needed to be thrown out and a lot of what we managed to save, succumbed to mold. Since then, the shed has been dried out, redesigned and is now more organised and user friendly. We have also regained most of our equipment.



Secondary Campus – Keshava Inglis

With covid restrictions easing, we were able to begin participating in sport and recreation in a more “normal” way again. Getting the students outdoors and active again was a priority.

Within regular PE lessons, the students across stages 4, 5, and 6 participated in a variety of programs ranging from soccer, invasion games, net and court, volleyball, athletics field events, skipping, Indigenous Games. Wet weather wreaked some havoc within PE and whole school sport at different times throughout the year.

The school participated in successful cross country, athletics, and swimming carnivals. Due to the floods earlier in the year, the swimming carnival was moved to the indoor small pool at Murwillumbah which yielded some very positive results with participation and spirit.

Whole school sport operated on a Tuesday morning and involved year 7 – 10 students. Offering a selection of activities using equipment from sporting school funding, staff coached soccer, basketball, and volleyball. The school was able to participate in netball, basketball, and skateboarding in Knox Park for one term of sport.

We had several students represent at NCIS carnivals in cross country, athletics, tennis, swimming, basketball, and volleyball.



SPECIAL DAYS AND CELEBRATION

Harmony Day

On Monday 21st March, the Primary campus celebrated Harmony Day. Students participated in a variety of different cultural activities. The juniors focused on Mexico; they learnt the La Bamba – a traditional folk dance, ate tacos while learning about the culture and created beautiful Mexican mirrors.

The Seniors visited 4 different countries learning about their culture. In Brazil they made Brigedeiro, a local dessert and created fabulous masks. In Japan, they used detail on stunning cherry blossom bookmarks. In France they created the Eiffel Tower and in India they grooved to Bollywood dances.



Mother's Day

The SRC held a Mother's Day morning tea to acknowledge the lovely mothers and special relatives of our school. We invited our guests to enjoy scones baked by the SRC, hand massages, tea and coffee and much more. It was nice to see how many parents and carers came to enjoy this event. All of the SRC team loved helping to brighten their day.



Anzac Day

The Returned and Services League of Australia Murwillumbah sub-branch held the Annual Anzac Day March on **Monday 25 April 2022** the last day of the school holidays. Our school leaders laid a wreath in remembrance of the sacrifices that our fallen heroes have made for us to live in and enjoy all the privileges that we do in this wonderful country that we call home. Our students demonstrated the values at all times and were commended by the organisers of the event for their excellent behaviour. Thank you to those students who gave up their time in the holidays to represent our school. Parents and students were encouraged to attend this march and to honour this Australian tradition.



Book Character Parade

On Thursday 1st September the Primary Campus held its annual Book Character Parade. We were blessed with a beautiful sunny morning. We had a large turnout of parents to clap and cheer the parade.

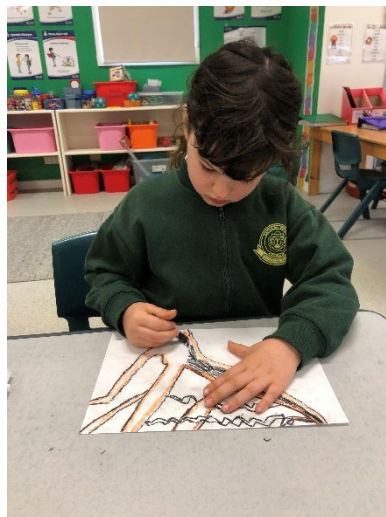
Each class paraded around the senior field starting with kindergarten. The students looked fantastic - we appreciate the huge effort families put into their costumes. The theme this year was "Dreaming with eyes open...", so staff decided to come dressed as the Rainbow Serpent to tie in with this indigenous theme.



NAIDOC Week

NAIDOC Week was acknowledged during the final week of term 2. The theme for the year was 'Get Up! Stand Up! Show Up!.

SSC celebrated our Aboriginal and Torres Strait Islander Peoples' history, culture and achievements. Students dressed in First Nations colours to raise money for Deadly Science – an organisation that provides Science resources to remote schools in Australia. A day of activities was planned and students were split into multi age groups, a mix of all year levels in each group. A controlled fire was lit and students were given the opportunity to make and cook damper, they planned Indigenous games, created artwork and learned about Indigenous culture through song in a yarning circle.



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 each campus separately on Thursday 24th November.

Students participated in activities related to Sai Baba's maxim, "Love all, Serve all".

Founder's Day was celebrated on-site at the Primary Campus.

Founder's Day is an excellent opportunity to reflect and express gratitude for our school, its values and embrace the opportunity to **Live Only Values Everyday**.

The students participated in a range of activities such as painting, creating gratitude cards to give to someone they appreciate, making friendship bands, connecting with nature by creating nature mandalas. They were also given greater insights about the Founder of the school.



The Secondary student service activities included:

- ◇ designed Christmas cards which will be handed to the residents of an Aged Care home.
- ◇ school clean up and tidy up – areas included the Gym, Science lab and Sports shed
- ◇ painting of the glass windows of the new classrooms

- ◇ labelling and reorganising textbooks
- ◇ drawing and writing quotations on concrete pathways
- ◇ replanting of native plants around the school



SCHOOL CAMPS

Primary Campus

CAMP GOODENOUGH

SUNSHINE...SMILES...FUN AND FRIENDSHIP!

From the moment Stage 2 students and their teachers ventured down the challenging slopes to meet the leaders at Camp Goodenough, the fun began.

For two days, we were fortunate enough to experience outdoor adventures, thrills and spills, teamwork tasks and exciting exploration all in a gorgeous leafy, rainforest environment. During the high swings, team challenges, billy-cart building and endless games... we realized the true meaning of resilience and relying on a friend.

We displayed the values of resilience, teamwork, responsibility, confidence and trust during these difficult, yet exciting life skill tasks. We understood the benefits of calling upon our values at the time when we needed them the most.

What an amazing experience. Thank-you, Camp Goodenough for this wonderful experience!



Apex Youth Camp – Years 5 & 6

Sunshine Coast – Wednesday 21st September – Friday 23rd September

The Yr 5 & 6 students attended Apex Camp on the Sunshine Coast, nestled in the Maroochy River, a Conservation Park between the North Shore beach and the Maroochy River.

The students enjoyed incredible adventure activities all held onsite, including South East Queensland’s largest outdoor rock climbing and crate stacking, a mud pit obstacle course. They also participated team challenges, archery, and map reading. There were night activities and a campfire until it was time for bed.



Secondary Campus – CYC Camp Burleigh Heads 2022 – Years 7 & 8

In Term 1, Stage 4 students embarked on an exciting and memorable camp experience at CYC Burleigh Heads. Adjacent to Burleigh Head National Park, this culturally rich and environmentally significant location naturally lends itself to cross-curriculum priorities and general capabilities. The camp aimed to foster personal growth, teamwork, and outdoor exploration. Over the course of three days, students engaged in a range of challenging activities, including surfing, tubing, dragon boating, and team-building exercises. These activities not only encouraged physical fitness but also promoted problem-solving skills and resilience.

Overall, the Year 7 and 8 camp at CYC Burleigh Heads was a resounding success, offering students a unique opportunity to challenge themselves and forge strong bonds with their peers, all while immersing themselves in nature's beauty.

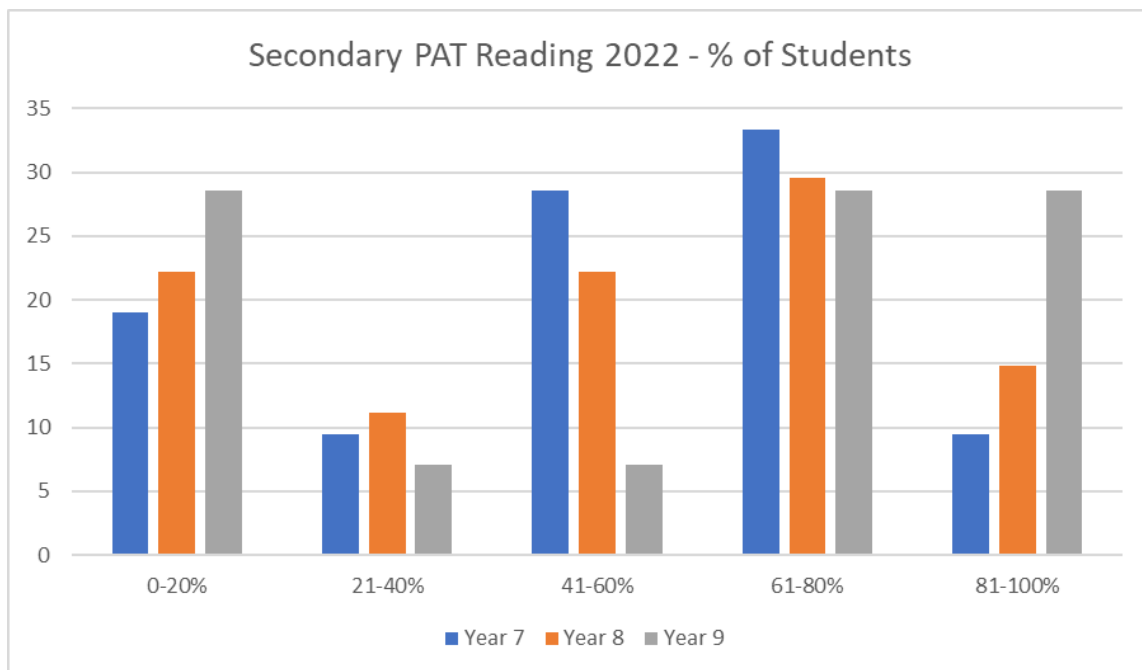
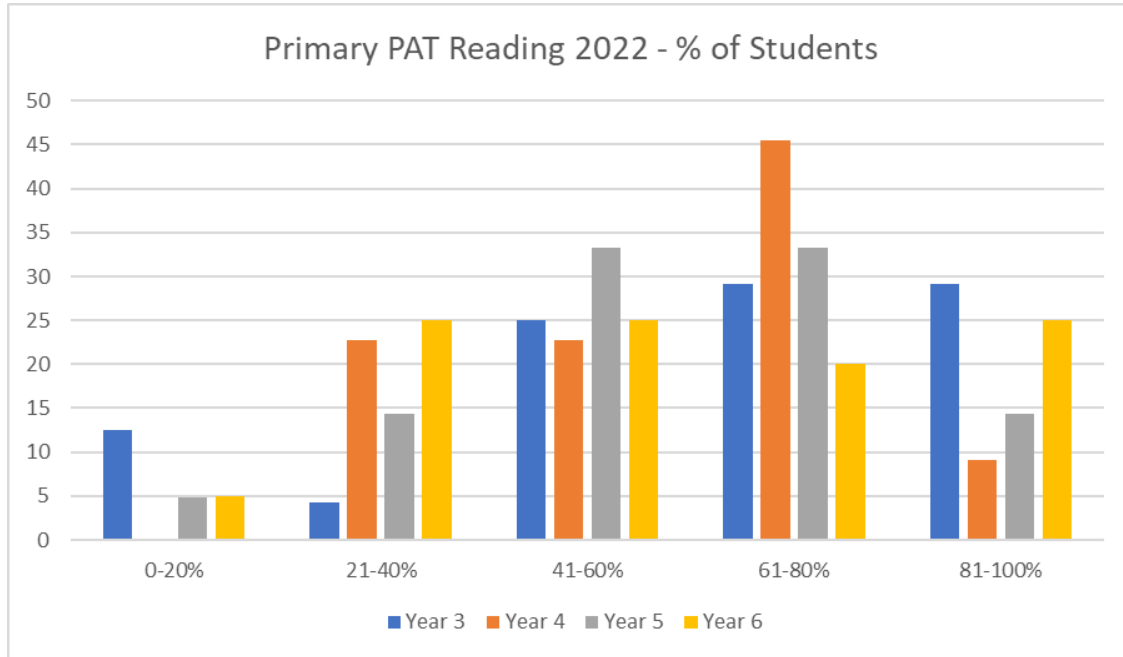


ACADEMIC

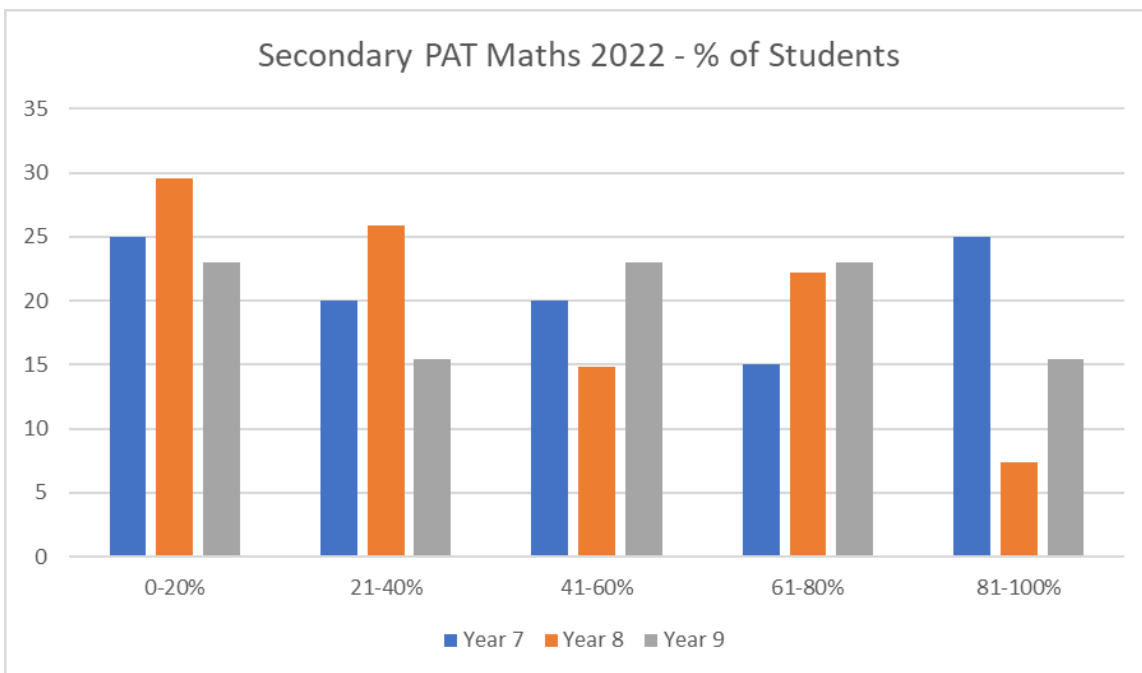
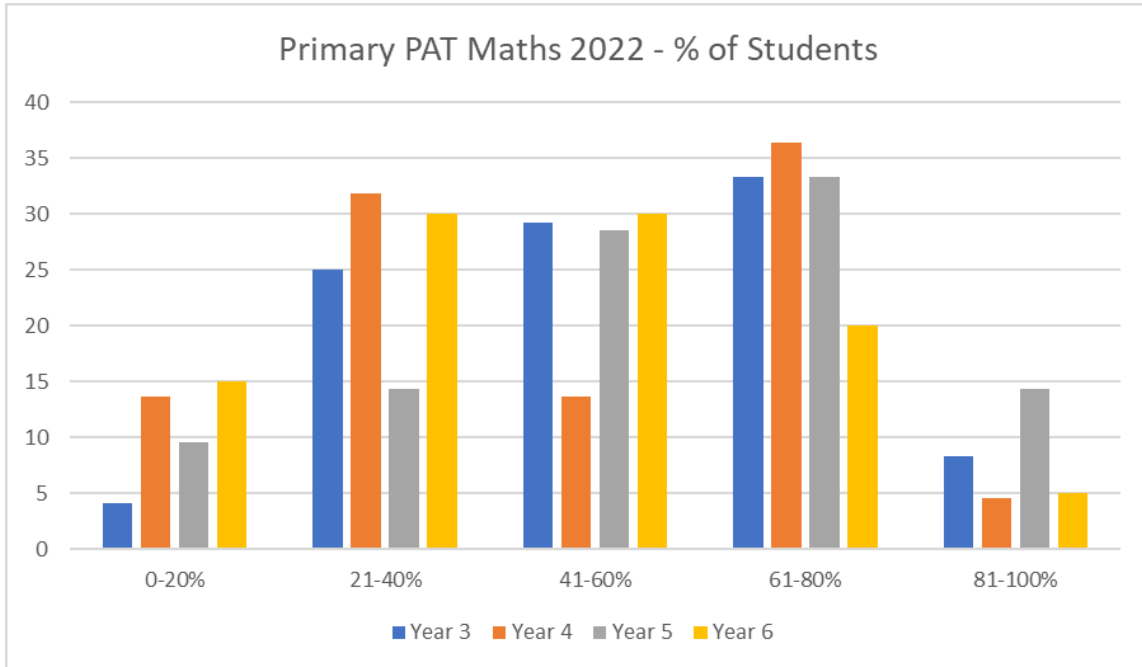
LITERACY AND NUMERACY - 2022

PAT (Progressive Achievement Testing) tests in Mathematics and Reading. The results of Years 3 - 9 are shown below:

Reading:

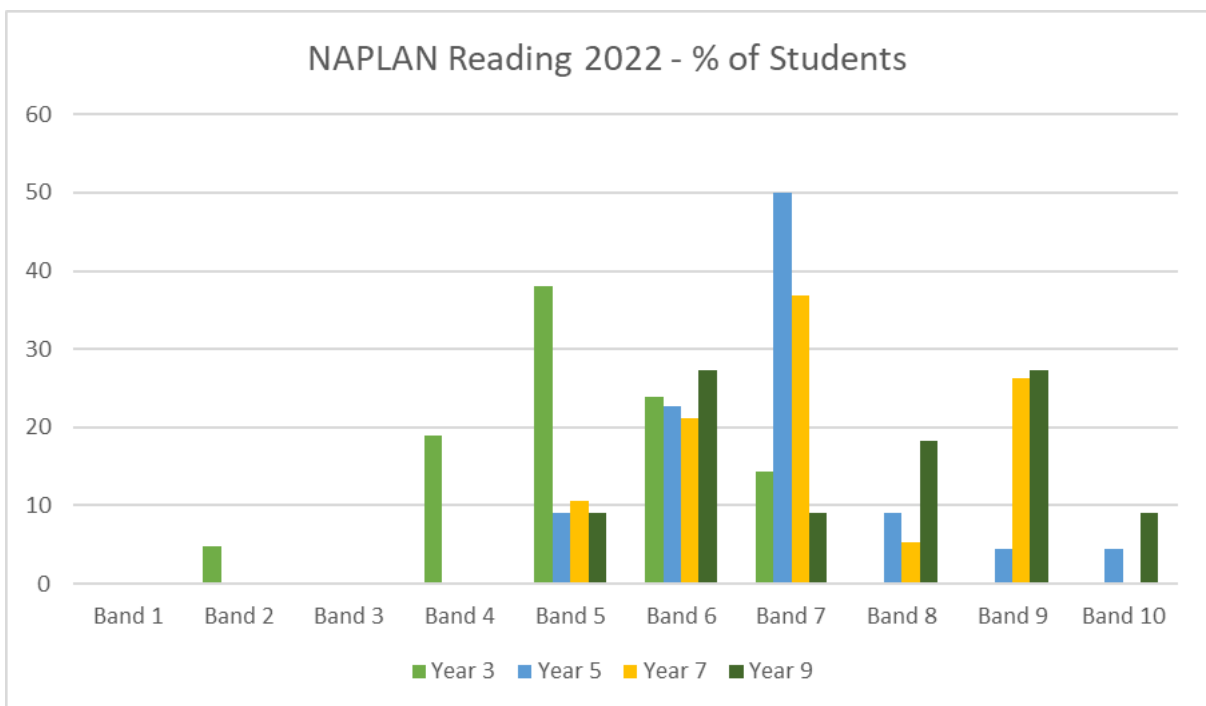
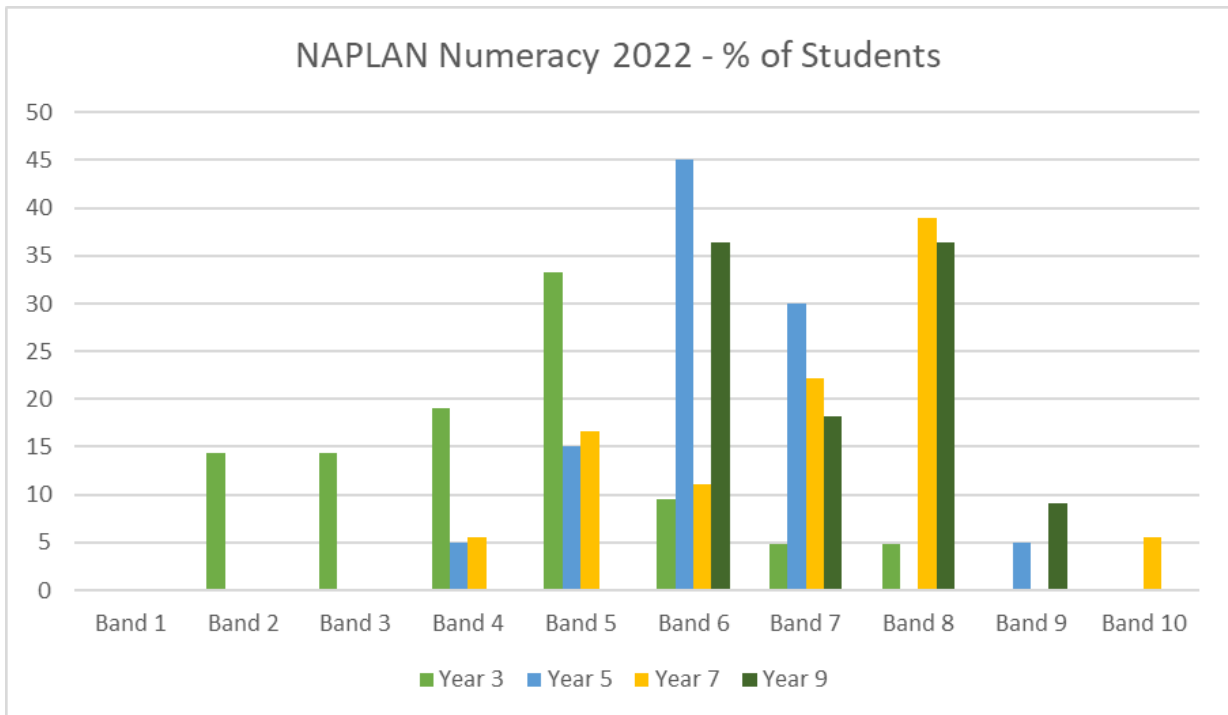


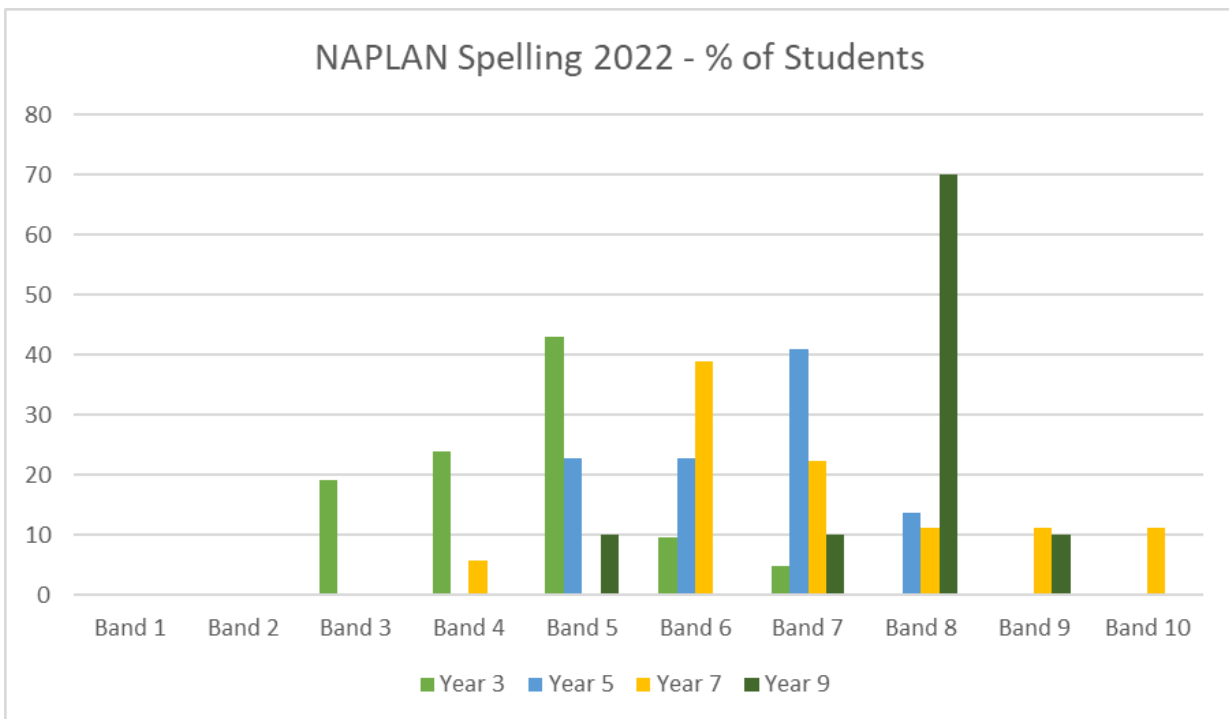
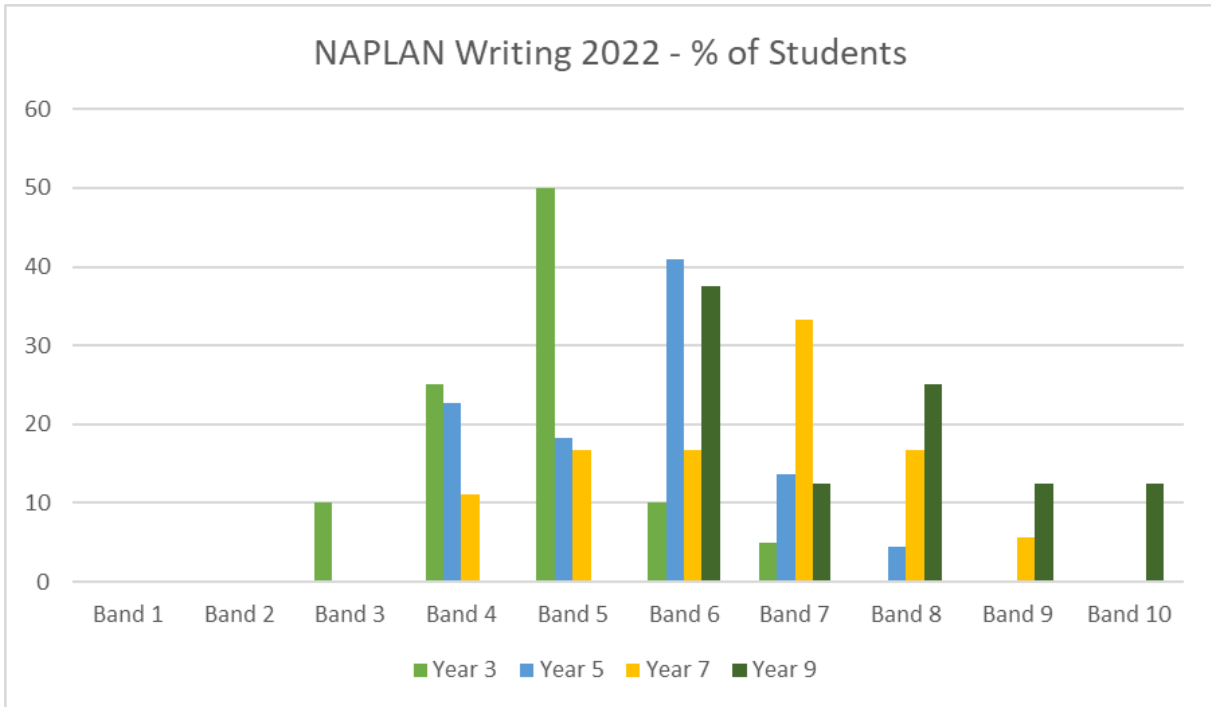
Numeracy:



NAPLAN

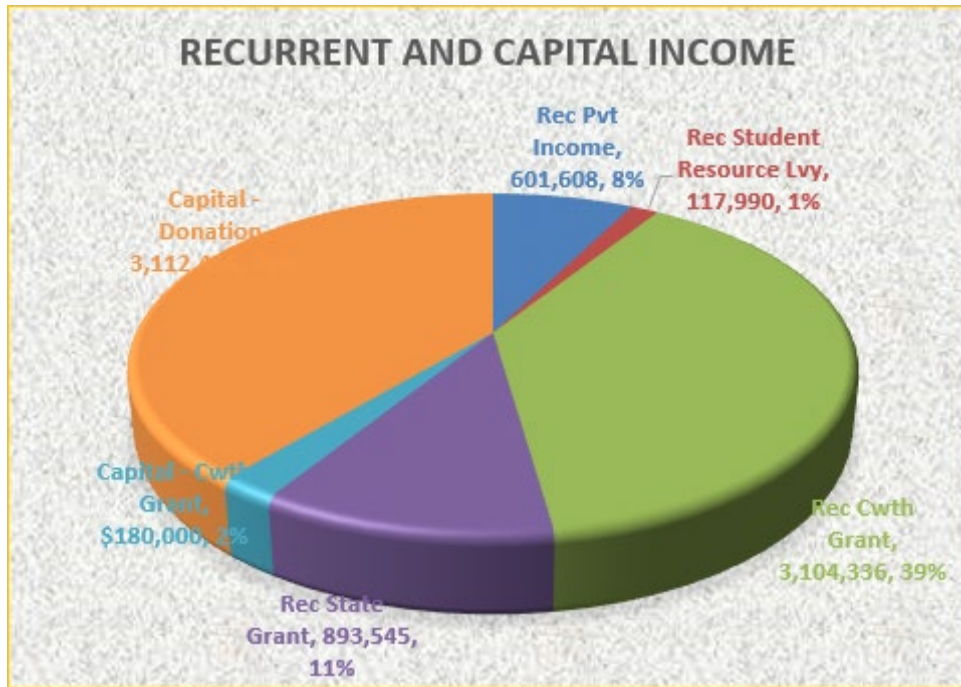
(National Assessment Program – Literacy and Numeracy). The results are for students in years 3,5,7 & 9.



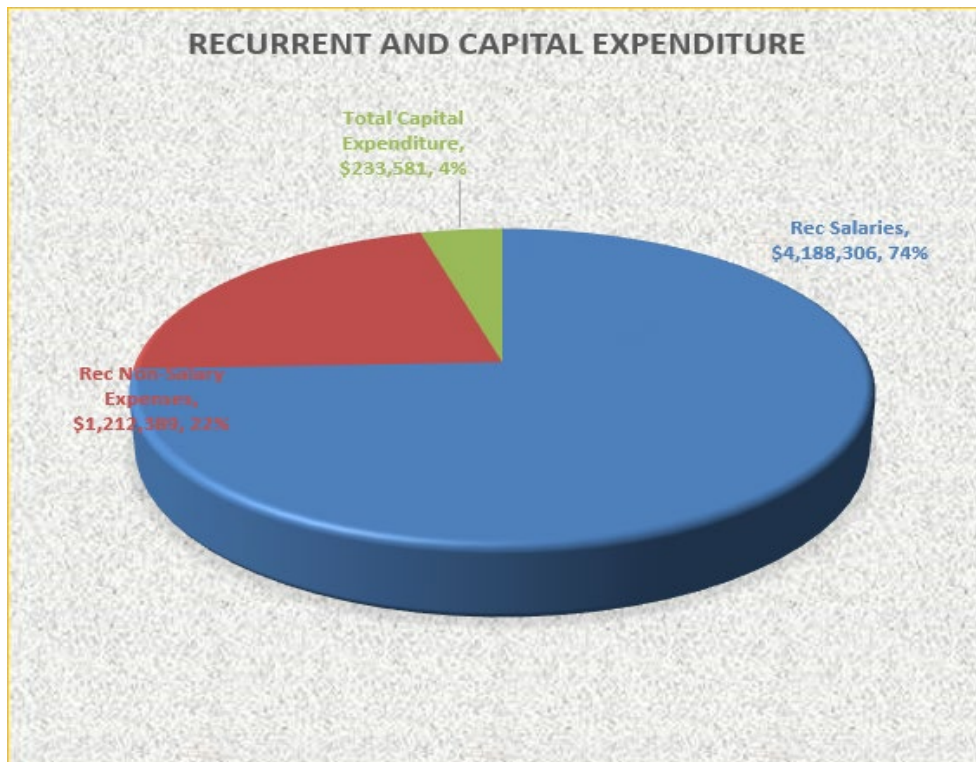


SUMMARY FINANCIAL INFORMATION

Recurrent / Capital Income



Recurrent / Capital Expenditure



Statements as of 31 December 2022

The financial statements as of 31 December 2022 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 2021 Report.

Area	Priorities	Achievements
Student Management	Refining Wellbeing support for staff and students at both campuses	On-going
	Refine the Discipline policy and roadmap at both campuses	On-going
	Refine behaviour management strategies	On-going
	Implement a cyber safety program	Achieved – both campuses
	Investigate student counselling support options	Achieved
	Refine uniform	Refined at both Campuses
	Investigate attendance improvement strategies	On-going
	Implement Peer Support Program	Achieved – Secondary Campus
Academic Quality/ Curriculum	Using assessment to inform teaching and learning programs	On-going
	Differentiating curriculum to meet needs of students in all KLA's	On-going
	Review High School Assessment Policy	On-going
	To strive for higher levels of academic achievement	On-going
	Engage in diagnostic testing to track student growth	Achieved
	Expand the BYOD program at the Primary campus to enhance academic progress	Achieved

	Review Assessment consistency across year levels and against the common grade scale	On-going
	Explore elective options at the Secondary campus	On-going
	Implement ways to further support Indigenous students at both campuses.	On-going
	Review and differentiate the role of Curriculum Coordinators at the Secondary Campus	Achieved
	Implement a Leadership Team at both campuses	Achieved
	Continue with whole school Improvement Plan	On-going
	Implement significant experiences and references to Indigenous culture.	On-going
	Secondary Campus Priority to develop a more eco friendly sustainable campus.	On-going
	Broaden the students' awareness of the importance of sustainability and focus on establishing responsible consumption and production.	On-going
	Primary Campus – review the whole school approach to reading.	On-going
	Primary Campus transitioning to online programming	Achieved
	Establish and prepare for the new K-2 English and Maths syllabuses in 2023	Achieved
	Evaluate Mathematics programs and look at a whole school approach to Mathematics	Achieved
Professional Learning	Providing professional learning (PL) opportunities in areas of need and interest to all teaching staff	On-going
	Maintaining certification for first aid and CPR for all staff	Achieved
	Provide training opportunities to staff to gain better understanding to support students with special needs, in particular Diabetes Training Level 1 & 2.	On-going
	Participate in a whole school improvement plan, analysing data and implementing changes	On-going
	Provide training opportunities to staff to gain better understanding of how to analyse student assessment data and improve results.	Not achieved
	Ensure all staff undertake training around mandatory reporting and child protection.	Achieved

	Provide training for staff in EHV (Education of Human Values)	Achieved
	Primary staff to complete NESAs self-paced learning for implementation of new K-2 English and Maths syllabus	Achieved
Parent Engagement	Continue to have Parent Workshops for all new parents. (Values awareness)	Achieved
	Provide an opportunity for parent information session for new cohorts to the school (Kindergarten & Year 7)	Achieved
	Continue P & F meet and greet initiative at both campuses. (When COVID safe)	Limited opportunities due to Covid
	Provide opportunities for parent feedback both campuses	On-going
	Encourage parent attendance of assemblies, school performances and award ceremonies	Limited due to Covid
	Encourage parent attendance of Parent teacher interviews	On-going
Facilities and resources	Continue native bush regeneration area at the Secondary campus, reimplement facilities for live animals for Agriculture	Achieved
	Upgrade Library and art room resources, at the Secondary campus.	Art room – achieved Library – on-going
	Upgrade flood affected classrooms and Administration at Primary Campus	On-going
	Re-surface primary school playground	Not achieved
	Provide further sports equipment and facilities at both campuses	On-going
	Upgrade equipment for Technology Mandatory and Food Technology	On-going
	Plan for more efficient use of school resources	On-going
Review policies and procedures	On-going review of policies and procedures, updating policies to ensure NESAs compliance for Registration and Accreditation	On-going
	Adjustment to Teacher Accreditation requirements	On-going

SCHOOL POLICIES

Policy	Changes in 2022	Access to full text
<p>Child Protection Policy</p> <p>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.</p>	Update to meet NESA requirements	Available on website
<p>Anti – Bullying Policy</p> <p>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.</p>	Update to meet NESA requirements	Available on website
<p>Student Discipline</p> <p>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.</p> <p>All behaviour management actions are based on procedural fairness when sanctions result in suspension and expulsion of a student.</p>	Ongoing review	Available on website
<p>Complaints Handling Policy and Procedures</p> <p>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.</p>	Update to meet NESA requirements	Available on website
<p>Enrolment Policy</p> <p>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</p>	Ongoing review	Available on website

<p>Attendance Policy</p> <p>By implementing this policy, the College aims to achieve the following objectives:</p> <ul style="list-style-type: none"> - Continuity of education is maximised for each student - The College's expectations and requirements for attendance are clearly articulated and communicated to the College community - The College complies with its legal obligations regarding attendance and duty of care. 	<p>Update to meet NESAs requirements</p>	<p>Available on School Website</p>
<p>Assessment Policy</p> <p>Assessment instruments and policies have been designed to give equitable opportunities for all students to demonstrate their achievement of course outcomes. While individual needs and circumstances will be taken into account, decisions regarding extensions and adjustments will be made with the intention of avoiding disadvantaging any individual student or group of students. All assessments and policies are designed to give equal opportunity to all students in the course.</p>	<p>Revisited and closely reviewed – adjustments made where required</p>	<p>Distributed to students at the beginning of the year at Secondary Campus. Secondary Campus policies on school website.</p>
<p>Cyber Safety Policy</p> <p>To meet the changing nature of technology and to ensure that students, parents and staff are aware of the risks attached to overuse and unsafe use of the internet. To ensure that students are able to make educated choices regarding these risks.</p>	<p>Revisited and closely reviewed – adjustments made where required</p>	<p>Available on website</p>

<p>Social Media Policy</p> <p>The purpose of this policy is to provide guidance about the use of social media to students, parents/carers of the Sathya Sai College community and their rights and responsibilities. All members of the Sathya Sai College community are expected to show courtesy and respect to others and should not use social media to abuse, harass or offend anyone. Social media should not be used to damage the reputation of the College.</p>	<p>On-going review</p>	<p>Available on website</p>
<p>Volunteers & Parent Helpers Policy</p> <p>The purpose of this policy is to ensure that the school community is aware of the conditions and procedures regarding volunteers and/or parent helpers at Sathya Sai College.</p>	<p>On-going review</p>	<p>Available on website</p>
<p>Whistleblower Policy</p> <p>The purpose of this policy is to ensure individuals who disclose wrongdoing in relation to the school can do so safely, securely and with confidence that they will be protected and supported.</p>	<p>Update to meet NESA requirements</p>	<p>Available on website</p>

SCHOOL PLANNING FOR 2023

Area	Priorities
Student Management	Refining Wellbeing support for staff and students at both campuses
	Refine the Discipline policy and roadmap at both campuses
	Refine behaviour management strategies
	Explore and conduct a cyber safety program
	Implement Smiling Minds program at Primary Campus
	Resilience donut program for selected classes at Primary Campus
	Introduce new uniform at Primary Campus and refine at Secondary Campus
	Participate in GRIP leadership program for Primary Campus student leaders
	Implement whole school Wellbeing Days, one a semester at each campus.
	Investigate attendance improvement strategies
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 policy
	Explore diagnostic testing to track student growth
	Expand the BYOD program at both campuses to enhance academic progress
	Review elective options at the Secondary campus
	Implement ways to further support Indigenous students at the Secondary campus.
	Secondary Campus Priority to develop a more eco friendly sustainable school.
Curriculum	Implement significant experiences and references to Indigenous culture
	Expand and refine elective choices for Stage 5 & 6
	Primary Campus priority review the whole school approach to reading
	Implement MULTILIT literature program at Primary Campus
	Participate in the Northern Rivers Sustainability Symposium

	Establish and prepare for the implementation of the new 3-10 English and Mathematics syllabus in 2024
	Evaluate Mathematics programs and look at a whole school approach to Mathematics
Professional Learning	Providing professional learning (PL) opportunities in areas of need and interest to all teaching staff
	Maintaining certification for first aid and CPR for all staff
	Ensure all staff undertake training around mandatory reporting and child protection.
	Provide training opportunities to staff to gain better understanding to support students with identified support needs. Including dyslexia, autism (both campuses) and Diabetes Training level 1 & 2 at Secondary Campus.
	Provide training for staff in EHV (Education of Human Values)
	NAPLAN training provided to NAPLAN coordinators as required
	Wellbeing Team undertake training in Mental Health First Aid
	Undertake training in responding to school refusal and attendance issues
	Staff to complete NESA Professional Development for implementation of the new 3-10 English and Maths syllabuses.
Parent Engagement	Continue to have Parent Workshops for all new parents. (Values awareness)
	P&F meetings continue at Primary Campus once a month. Opportunities for P&F to be involved at both campuses, e.g. canteen, lunch order day, sporting carnivals.
	Involve parents as part of a Friendship Festival committee to assist in

	planning the annual event
	Encourage parent attendance of assemblies (Primary Campus only), school performances and award ceremonies.
	Parent engagement in after school classes, e.g. dance
	Encourage parent attendance at Parent teacher interviews
Facilities and resources	Primary Campus garden including stingless bees and fruit trees. Vegetable garden at both campuses.
	Reopen Library and Science room at the Primary campus after flood recovery.
	Upgrade flood affected classrooms and administration at Primary campus, including a new interview room.
	Provide further sports equipment and facilities at both campuses
	Plan for more efficient use of school resources
Review policies and procedures	Whole school review of policies and procedures in readiness for Accreditation and Registration
	Update procedures around Teacher Accreditation