

2010



SATHYA SAI PRIMARY SCHOOL MURWILLUMBAH

ANNUAL REPORT

Governing Body:
Sathya Sai School NSW Inc.
Registered Office:
9 Nullum St. Murwillumbah NSW 2484

School Office Hours:
Monday-Friday 8.30 am-4:15 pm
Address:
P.O. Box 705
Murwillumbah NSW 2484
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Introduction

The Sathya Sai Primary School (SSPS) is a non-denominational primary school based on universal values that are the core values of all faiths and cultures. These values are inherent in all beings, and are drawn out through our values program which is based on Love, Peace, Truth, Right Conduct and Non-Violence. All our school policies are based on these five values and comply with the requirements of the NSW Board of Studies and DEEWR.

This report includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Procedures

- The Principal is responsible for co-ordinating the final report preparation and distribution to the Board and school stakeholders.
- The Teaching and Learning Convenor is responsible for Literacy and Numeracy data and reporting of national and state-wide assessment procedures.
- The Well-being & Self-discipline convenor is responsible for all student welfare/discipline information
- The Bursar for financial reports, the financial questionnaire and for the collection of relevant data ensuring it is provided to DEST in an appropriate form.

Staff

All classroom teachers are primary trained graduates of an Australian University and one has a master degree. The staff members for this school are as follows:

School staff

Principal	Mrs Leelah Broughton
Kindergarten:	Ms Mukthi Carlyon / Ms Michelle Dwyer
Grades 1 & 2:	Mrs Cal Atkins
Grades 3 & 4:	Ms Belinda Sercombe
Grade 4 & 5:	Ms Michelle Carlier
Grades 6:	Mr Mark Baker
Music:	Ms Donna Lawther
Library:	Ms Kylie Freeman
Business Manager	Mr Suresh Sampathkumar
Secretary/Reception	MsCarolynn Poll
Teachers' aides:	Ms Isabela Keski-Frantte
	Ms Kylie Freeman

Vision:

The vision of the Sathya Sai Primary School (SSPS) is to be a model school of Sathya Sai Education of Human Values (SSEHV). It aims to establish a culture and ethos based on the five universal values of love, peace, truth, right conduct and non-violence.

It is an education system which aims to:

- Ennoble students with character through the congruency of thought, word and deed (head, heart and hand).
- Promote the practice of human values through our the Sathya Sai Education In Human Values (SSEHV) program
- Develop a language of values
- Establish a culture and ethos of selfless service
- Promote pro-active and pro-social behaviours that assist in creating a safe and supportive environment.

- Skill students to remain in a state of choice rather than being reactive
- Resource students with skills and knowledge to lead meaningful and authentic lives

SSPS also aims to share our structured and developmental SSEHV program and teaching techniques through the open sharing of all resources.

It also aims to establish free training programs for all educators who wish to nurture their students' true potential through character development.

Mission:

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.

To fulfil our mission, we aim to;

1. Work together with our wider school community to create an environment, culture and ethos permeated by the active practice of the five inherent human values; Truth, Right Conduct, Peace, Love, Nonviolence in daily life.
2. Select competent staff with good character and support them in being excellent team members and exemplars of the human values;
3. Maintain a student population that reflects local and national culture.
(OR maintain a student population that is representative of the local and national population)
4. Provide a curriculum that meets state registration requirements and integrates the philosophy of *Sathya Sai Educare* using the teaching method of *Integral Education*; (See Addendum)
5. Maintain recognition by the Sri Sathya Sai World Foundation as a Sathya Sai School by ongoing review and renewal in line with the Sathya Sai Schools Guidelines. (See Addendum)
6. Provide the environment, resources and opportunity for each child to achieve their best academic potential.
7. Provide education which is experiential and transformational in character, in addition to imparting knowledge and skills.
8. Encourage the unity of thought, word and deed;
9. Develop an active social conscience in students and an inclination to provide service to others;

Shared values: Love, Truth, Right action, Peace and Non-violence

These five universal human values underpin all school policies, teaching and learning practices and curriculum priorities. Values include those contained in the National Values Framework of the Australian Government values agenda 2005, such as care and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion.

◆ Reporting Area 1: A Message from key school bodies

a. Sathya Sai School NSW Inc. (Governing Body)

According to the teachings of Sathya Sai the primary purpose of education is not accumulating information and scholarship, nor developing specific skills for jobs nor attaining a position in the society nor earning a livelihood. Education has twin functions - it is for the Spirit as much as it is for physical life. Whilst the emphasis in education over the last hundred years has been on preparing us for secular life, the primary purpose of education is cultivating capacities that are uniquely human and that define our humanness.

A central principle of Sathya Sai Education is that our purpose in life cannot be served until we are able to form a proper relationship with Oneness or Divinity. For this we need to develop an inner vision to apprehend the Oneness or Divinity. Subjectively this is working to attain an inner state of harmony of head, heart and hand, an inner integrity that echoes the state of Oneness. At the same time spiritual work is required for us to be able to apprehend Oneness of all creation. Personal transformation and elevation of consciousness are prerequisite for a glimpse Oneness. This is developed through the training of mind and heart. This, according to Sathya Sai, is the fundamental purpose of education when it is combined with spirituality. It is through such education that the ordinary gross, inflexible, distracted and scattered mind is made focused and flexible and the hard and callous heart is made tender and soft. Living a life of purity and morality, underpinned with the practise of a universal ethic of respect, love and caring for the whole of creation is a prerequisite for cultivating even the rudiments of inner vision and an abiding consciousness of Oneness

In being grounded in Oneness or Divinity the connection or relationship between the various "parts" within the One is Love. Love therefore is a super ordinate value and regarded by Sathya Sai as the undercurrent of all other values. Love as action is Right Conduct, as speech is Truth, as feeling is Peace and as understanding is Non-violence. SSEHV is based on the cultivation of these five inherent values of Love, Right Conduct, Truth, Peace and Non-violence. These values correspond to the highest expressions of the five human personality domains physical (Right Conduct), intellectual (Truth), emotional (Peace), social (Love) and spiritual (Non-violence). This pedagogy contrasts with that of secular education which focuses mainly on the intellectual and physical domains and to lesser extent on the emotional but does little to develop the spiritual.

In SSEHV both the parents and the teachers are also engaged in actively pursuing a spiritual path themselves. Children and the youth are inducted into spirituality not from scriptures as much as from the experience of Divine attributes in the parents and teachers who are exemplars of Human Values. Both the parents and teachers have primarily spiritual roles that lead to their own spiritual growth. For the teachers their work is not a job as much as it is a calling in which the most essential task is to enable the students to redefine and discover themselves as spiritual beings with capacity of emotional control, patience, perseverance, discipline and social conscience. SSEHV specifically promotes academic diligence, virtuous behaviour, a spirit of service and sacrifice, social conscience and universal love.

Dr Pal Dhall
Chairman
Board of Governors
Sathya Sai NSW Inc.

b. School Management Committee

Firstly I would like to take this opportunity to share with you my appreciation and admiration for all the teaching staff, administrators and volunteers who have made their contribution to the ongoing success of the Sathya Sai Primary School during 2010.

From the point of view of an observer over the years I have noticed that the work load and the compliance requirements of all teaching professionals is becoming more demanding as have other aspects of our daily lives. I have also noticed that The Education System is becoming more focused on economic outcomes which is of great concern to the moral and social foundations of our society

The mission of our school is to teach our students to develop and evolve as exemplary citizens of good character who will protect and nurture the traditional values of our great country and make positive contributions to their family community and society.

We live in times of rapid and technological change -but the basic values of honesty, integrity mutual respect, love, tolerance, righteousness have not changed.

The structure and function of the School Management Committee will be restructured where it will no longer be in charge of management decisions of the school. In its place there will be sub-committees formed to assist and support the school in certain functions which will be guided by the school Principal.

Lastly I would like to thank the outgoing school committee for their service to the school over the last 12 months.

Gary Seaton
Chairperson
School Management Committee

c. Students report on their contribution to the school

The Student Representative Council

The Student Representative Council are elected by the students on a grade basis. A prominent member of the local community invests the representatives with their badges of office at a special ceremony.

The SRC saw their role as leaders who work with all staff to create a culture of values while ensuring the well being of the school. Helping to create a culture of values was seen to mean modelling good behaviour. Students saw their role as being good listeners, being helpful to all, being responsible and showing initiative and drive in suggesting new ways of improving the school. Students felt the school should be "a safe and happy place" where all "felt included".

The SRC has worked towards this goal by having weekly meetings with the teacher in charge to reflect on the tone, behaviour and climate of the school. During these meetings SRC members felt confident to air their views and suggest initiatives. As part of leadership training the SRC was given the task of running the weekly assemblies at which each representative took a particular segment.

In 2010 students continued with their Pancake Breakfast to honour their mother's on Mothers' Day and helped organise a vegetarian sausage sizzle on Fathers' day. The SRC also took on the role of encouraging cleanliness through the introduction of Tidy Teddy class cleanliness award. The SRC felt it was important to encourage their peers by giving awards to students they saw practising the values. These awards were given to students during SRC assemblies.

The SRC represented the school at a number of events including combined school march on ANZAC Day, an in house school assembly to commemorate Remembrance Day, a leadership forum with the captains of Tweed Valley Adventist College. The SRC also organised a number of events including Jump Rope for Heart for students which raised \$405 for The Heart Foundation.

◆ Reporting Area 2: Contextual Information about the school

The Sathya Sai Primary School is a non-denominational, co-educational primary school catering for students from Kindergarten to Year 6 situated in Murwillumbah, northern New South Wales. The school commenced with 9 students in 1997 but now has over 100 students on a permanent campus. The school welcomes students from all backgrounds and faiths. The school's mission is 'to provide and to model a loving school environment in which students achieve their full inner potential of character development and academic success'. The school uses the NSW BOS curriculum. The school gives prominence to character development through a unique Human Values Program (which is integrated into the curriculum) and by providing a friendly and caring environment. The program is in line with the NSW Department of Education's document 'The Values We Teach', and is based on universal ethical values that are common to all cultures and creeds. We offer a literacy and numeracy enhancement program, whole school sports programs, swimming and athletics, creative performing and visual arts, successful music program and a modern learning centre with computer laboratory. We have new buildings, including seven classrooms, a learning centre and music room. The school already has a hall.

Please refer to <http://myschool.edu.au> for more information on:

- Student facts for 2010
- Student background 2010 (including ICSEA Score)

SSPS has an SES score of 89

Student Enrolment

Total enrolment	: 99
Girls	: 45
Boys	: 54
Indigenous students	: 2
Student with disabilities	: 1

◆ Reporting Area 3: Student performance in state-wide tests and examinations

Performance on NAPLAN is documented on the My School website: <http://www.myschool.edu.au>.

◆ Reporting Area 4: Senior Secondary Outcomes

Not applicable

◆ Reporting Area 5: Professional Learning, Teacher Standards,

We have 5 full time teachers and 2 part time specialist teachers. All staff are university and teachers' college trained professional teachers and all have teaching qualifications from a higher education institution within Australia.

All are in category (i) as specified in Section 3.10.1 of the Registered and Accredited Individual Non-government Schools (NSW) Manual.

Total teacher numbers are listed on the My School website: <http://www.myschool.edu.au>

Professional learning undertaken by teachers (as defined by the Institute of Teachers Act 2004) during the year 2010 includes:

Description of the Professional Learning Activity	No of staff participating
<i>Values Education -resourcing teachers with a framework of developing students personal and interpersonal skills through explicit teaching of situational values</i>	6
<i>Interactive Whiteboard – provided an introduction to a wide range of computer interactives to support teaching and learning in all KLAs using the IWB.</i>	6
<i>Mathematics – collaborative planning towards developing a concerted focus on numeracy and working mathematically</i>	5
<i>PDHPE – Full day course on Brain Gym</i>	1
<i>Pastoral care – whole day professional development of developing a code of conduct based on values to create an environment of care and well being.</i>	6

◆ Reporting Area 6: Workforce composition, including Indigenous

Workforce composition is listed on the My School website: <http://www.myschool.edu.au>

◆ Reporting Area 7: Student attendance

For student attendance rates please refer to the school's data on the My Schools website: <http://www.myschool.edu.au>

Ninety-four per cent of students attended school on average each school day in 2010. This was similar to the daily attendance in 2009.

Management of non-attendance

The process in dealing with absences from school will be for parents /guardians to contact the front office by phone or written note informing the teacher and school about absence related to either sickness, or leave that is approved by the Principal. Where no notice is given by parents/guardians, the reception staff will make contact after two days absence (on the third day) to ensure students need no further assistance.

Extended absences require written notice at least 2 weeks prior to the absence.

Written reasons for student absence are expected on the day of return to accommodate legal requirements stating that schools are accountable for attendance registers and information relating to student well-being.

Mandatory reporting procedures apply where absences are extended or the student may be at risk.

◆ Reporting Area 8: Post school destinations

N/A to a primary school

◆ Reporting Area 9: Enrolment area policies and characteristics of the student body

In 2010 the school's enrolment policy was reviewed and updated. The policy is included below. The policy is provided to all enrolling parents in a school folder.

Procedures:

1. All applications are processed within the school's enrolment policy.
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put in place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Student Population

The school has approximately 100 students in five classes. The school is currently in its 13th year. It is a non-denominational school and welcomes students from all faiths and philosophies. The students come from a wide range of backgrounds with a small number of students with special needs.

The Enrolment Process and the Enrolment Contract

Sathya Sai Primary School warmly welcomes you and thanks you for trusting us with the sacred role of caring for your child's education. We look forward to working together with you and to your commitment to the school's Educare philosophy including attendance at an initial EHV (Education in Human Values) Parenting Program conducted at the school. Our policy is for human excellence to be the main mission of the school and we expect that parents and guardians will reinforce this requirement in support of the school philosophy.

School Profile

The Sathya Sai Primary School is a non-denominational, co-educational primary school catering for students from Kindergarten to Year 6 situated in Murwillumbah, northern New South Wales. The school commenced with 9 students in 1997 but now has over 100 students on a permanent campus. The school welcomes students from all backgrounds and faiths. The school's mission is 'to provide and to model a loving school environment in which students achieve their full inner potential of character development and academic success'. The school uses the NSW BOS curriculum. The school gives prominence to character development through a unique Human Values Program (which is integrated into the curriculum) and by providing a friendly and caring environment. The program is in line with the NSW Department of Education's document 'The Values We Teach', and is based on universal ethical values that are common to all cultures and creeds. We offer a literacy and numeracy enhancement program, whole school sports programs, swimming and athletics, creative performing and visual arts, successful music program and a modern learning centre with computer laboratory. We have new buildings, including seven classrooms, a learning centre and music room. The school already has a hall.

◆ History, philosophy and ethos of the school

Sathya Sai Primary School (SSPS) commenced operation on March 7th, 1997 and its whole curriculum flows from the Sathya Sai philosophy from which the EHV Model has been developed. The model combines the best aspects and ideals of the public and private systems of education and elicits the full potential that is already in each child.

The EHV model explicitly integrates values through all areas of the curriculum in a way that is acceptable to all religions and cultures.

Our aim is to demonstrate how this can be done within the framework of a standard curriculum, so that such an approach can be adopted by all systems, in a way that is compatible with both the public and private systems.

The EHV vision is to educate children for all aspects of life, and to fully develop their character and potential, both spiritually (in the broadest human sense of that word) and academically. We do not want education to be a commodity; instead we want it to lead to a balanced, fulfilling and contented life, a life that contributes to and is supported by our society.

◆ Academic courses

SSPS is a mainstream K-6 primary school providing a holistic values-based education in the NSW Board of Studies 6 Key Learning Areas.

◆ Co-curricular activities

Our focus is on self-transformation from each individual's own conscience through a philosophy based on bringing out the pure potential that is resident in each child. An innovative music and creative and performing arts program, intensive swimming school, traditional sports options, a reading enhancement program facilitated by parents and community, whole-school values forums, on-going qualitative development of teaching and learning, well-being and self-discipline processes are regular activities within the school learning environment.

◆ Enrolment procedures including details about enrolment fees

Upon parents and guardians decision to enrol, the Principal will interview the child and family or carers to ascertain a cultural fit and answer any questions relating to your prospective school.

When an enrolment is accepted a deposit of \$110 which will form part of the first terms resource fee (covering books, pens, travel, sport) is required to be paid.

◆ **Our Vision is to be a model school in human values education.** Our Mission is to provide and to model a loving (school) environment in which students achieve their full inner potential of character development and academic success. Our universal values of Love, Truth, Right Action, Peace and Non-violence, incorporate the nine Australian values and develop in children an active social conscience with an inclination to render selfless service to others.

Kind regards,
Sathya Sai (NSW) Inc, Principal, Staff and School management Committee

Letter of offer

We hereby welcome you and your child _____
to enrol at Sathya Sai Primary School on _____
in class _____ with teacher _____.

This offer is conditional upon your signing that you have both read and understood the following conditions of entry and signed them indicating that you will concur at all times. Failure to sign this document will render the enrolment invalid. Failure to act in accordance with these conditions of enrolment will also render the enrolment invalid. This matter is subject to the discretion of the Principal or their delegated officer.

Conditions of entry

Sathya Sai Primary School will be named 'the school' in this document.

◆ Signing this document confirms your commitment to the school's Educare philosophy and requires attendance at an initial EHV (Education in Human Values) Parenting Program conducted at the school during your first possible school term with the school.

◆ The school publishes programs and activities in many school documents and the weekly Newsletter and **we reserve the right to amend programs** and activities from time to time to suit whole school needs.

◆ The **process in dealing with absences** from school will be for parents /guardians to contact the front office by phone or written note informing the teacher and school about absence related to either sickness, or leave that is approved by the Principal. Where no notice is given by parents/guardians, the reception staff will make contact after two days absence (on the third day) to ensure students need no further assistance. Extended absences require written notice at least 2 weeks prior to the absence.

Written reasons for student absence are expected on the day of return to accommodate legal requirements stating that schools are accountable for attendance registers and information relating to student well-being. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

◆ **Requirements of the school relating to behaviour** of students:

The school has an established behaviour code flowing from the five human values that defines expected behaviours enabling every child to have the right to learn. When a child impedes the right of another child to learn, a set of consequences have been stated and parents are asked to read about these matters in the Parent Handbook, the schools Strategic Action Plan and on the WATCH notice board working together with staff to ensure self-transformation of inappropriate student behaviour. 'Hands off', 'no put downs', 'no bullying' are expected codes of behaviour.

◆ **Policy on discipline and expulsion of students:**

If the Principal or any person deputising for the Principal, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the principal or deputy may exclude the student permanently or temporarily at their absolute discretion. The school has a direct line of processes that describe behavioural breaches. This is well defined in parent and teacher handbooks.

◆ **Removal of the student in case of a breakdown of relationship with parents :**

If the school management committee or the Principal believes that a mutually beneficial relationship of trust and co-operation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the school management committee or the principal may require the parent to remove the child from the school.

◆ **Uniforms:**

Correct school uniform as described in the parent handbook should be worn at all times. On rare occasions where this is not possible, as close a colour and style may be substituted for a day or two only. Our policy is for student excellence to be the main mission of the school and we expect that parents and guardians will reinforce this requirement in support of the school philosophy. No hat no play is our very distinct policy. Black shoes and socks, dark green culottes for girls or pants for boys with either a white, gold or dark green school shirt are uniform. Tidy hair and personal hygiene are required as part of the school's policies on respect and responsibility.

◆ **Notice of withdrawal** must be give two weeks prior to withdrawal of a student and good prior communication about any matter pertaining to withdrawal needs to be expressed to the principal.

◆ Information regarding **fees and possible fee increases:** no school fees are charged at this school. Parents, guardians and members of the school community are welcome to donate funds as they see fit, through the principal or business manager. There is no expectation of this however.

◆ **Payment for books and stationery:**

A stated resource fee is for books, stationery, and some local travel to school excursions or service projects such as nursing home visits by school singers.

◆ **Permission for urgent hospital or medical treatment:**

If a student needs urgent hospital or medical treatment of any nature and the school is unable to contact the parent or guardian after making reasonable efforts you authorise the school to give authority for such treatment. You indemnify the school, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

◆ **Permission is given** for photographs of your child to be reproduced in school documents/ websites and go with teaching staff on **short excursions within the Murwillumbah township.**

◆ **Responsibility for care of personal belongings:**

Students are responsible for their personal belongings and the school will not be liable for any loss of these belongings.

◆ **Requirement to take part in school activities**

As part of the school's commitment to the NSW Board of Studies Key Learning Areas, students are expected to participate in all reasonable activities as set by classroom teachers and the principal.

◆ **Overseas students provisions:** parents and guardians must declare visa or residency status to the Principal to enable the school to follow legal requirements of the Australian government. Failure to do so will forfeit enrolment offer at any time.

◆ **Future amendments to terms and conditions of enrolment**

The principal or school management committee may alter these conditions of entry at any time by notifying parents/guardians in writing. Alterations will apply from the date of the notice.

◆ **Responsibility of parents to advise school of change of address and contact number**

Parents and guardians have a responsibility to immediately (within one week of any change) notify the school of a change of address, contact number of themselves or the alternative contact person stated on the enrolment form.

Please sign that you have read, understood and accepted these conditions of enrolment, agree that all information given by you is correct and that you will abide by these conditions at all times.

Signed by all parents/guardians

_____ (parent/guardian) _____ (p/g)

Date _____

ENROLMENT CONTRACTS – FEES

Background

1. Enrolment contracts generally refer to three kinds of payments or fees. They include:

- a. an application fee
- b. a non-refundable acceptance fee (also called enrolment fee, registration fee, entrance fee, confirmation fee or like name)
- c. resource fees

SSPS has no school tuition fees. A small resource fee is levied each term to cover money outlaid by the school to cover the cost of books, pens, some minor excursions etc. Policy on money ensures that no expectation of donation will be considered. Where it is considered that a purchase is necessary, a simple statement of the cost may be made with no request for money ever stated or inferred.

Resource fees are usually payable in advance.

One term's notice is required before withdrawing a student from school.

The application form

- ◆ Personal information about both parents and the student
- ◆ Details of special circumstances of the student that may need to be taken into account by the school (such as medical conditions, special gifts or talents, special needs, psychological test results, English as a second language)
- ◆ Clear indication that the student will need to be offered a place before enrolment can be confirmed
- ◆ Current school fee list should be attached and should indicate if a percentage of the fees will be used for capital purposes
- ◆ Information regarding any application and/or enrolment fees that may apply and any possible forfeiture of these fees
- ◆ Question as to whether the student will be an overseas student
- ◆ Declaration by the parents that the information provided is true and correct

Note: Where applicable, the application form should be signed by both parents.

◆ Reporting Area 10: School Policies

Summary of Policies:

The Sathya Sai Primary School seeks to provide a safe and supportive environment in which students are secure and minimizes any risk of harm. Our universal Human Values Philosophy underpins all our policies.

To ensure that all aspects of the school's mission for providing for the students' welfare are implemented the following policies and procedures were in place or developed in 2010:

- **Student Welfare**

The Sathya Sai Primary School seeks to provide a safe and supportive environment which minimises the risk of harm and ensures students feel secure. Our universal Human Values Philosophy underpins our Welfare Policy and supports students through values that promote healthy relationships in their physical, social, academic and spiritual development.

Policy	Changes in 2010	Access to full text
Student Welfare Child Protection Policy encompassing <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating reportable conduct of employees • Investigation processes • documentation 	Reviewed in 2010	Available in office Parents may request a copy by contacting the school secretary
Student Discipline <ul style="list-style-type: none"> • Code of conduct for staff • Code of conduct for students • Behaviour management 	Reviewed in 2010	Available in teachers' handbook and Parent Handbook. A copy of the policy is displayed in the school hall. A full copy of the policy is available on request.
Grievance Policy <ul style="list-style-type: none"> • Procedures for staff • Procedures for parents • Procedures for students 	Nil	Available in staff handbook Available in parent handbook Available in student Wellbeing and Discipline Policy Full copies of policies are available on request.
Privacy Policy	Nil	Available in office
Aboriginal and Equity Policy	Nil	Full text in parent handbook
Absences and lateness	Nil	Full text in parent handbook
Environmental Policy	Nil	Full text in parent handbook
Excursions and Field Trips	Nil	Summary in parent handbook Full text available by request from office
School uniform	Nil	Full text in parent handbook
Special Approaches to Teaching and Learning in the classroom – EHV	Nil	Summary in parent handbook Full text available on request from Principal
Wet weather policy	Nil	Full text in parent handbook
Disability Policy	Nil	Full text available by request

Wellbeing and Discipline Policy

- Our student wellbeing and discipline policy is based on our philosophy grounded in the five Human Values of Love, Peace, Truth, Right Conduct and Non Violence. Infringements of discipline are addressed in terms of what value the child is not displaying. Since staff are required to model the values corporal punishment is strictly excluded on the basis of our value of Non-Violence.

Grievance Policy

Reporting Complaints and Resolving Grievances

- Because our school philosophy is grounded in the five human values we have both a desire and a responsibility to ensure that all staff and students maintain a high standard of conduct. Grievances are managed and resolved, promptly and fairly. Our Grievance Resolution Policy is aimed at providing a harmonious, happy and productive school environment. The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by staff, parents' students. All policies that refer to the processes for grievances are available at the office on request.

◆ **Reporting Area 11: School determined improvement targets**

Goals for 2009

Achievement of Priorities identified in the school's 2009 Report

Area	Priorities	Achievements
Sathya Sai Education in Human Values	Continue to skill teachers with delivering SSEHV lessons through a 4 day Diploma in Education in Human Values as offered by Institute of Sathya Sai Education Australia.	<p>From January 25 – 27 January (including Australia day, teachers were engaged in a SSEHV workshop with Drs Tehseen and Pal Dhal of ISSEA.</p> <p>Mr Bob Molloy, assistant director of ISSEA remains on-site at the school as a mentor to all staff for SSEHV. In 2010 Mr. Molloy gave demonstration SSEHV lessons for all new staff and co-taught SSEHV with teachers to ensure proper delivery of the SSEHV lesson. He is also involved in forward planning of all teaching SSEHV as according to the framework developed by ISSEA.</p> <p>Bob Molloy also conducted 4 SSEHV workshops for teachers</p>
Organisation and Administration	Strategic planning towards creating a Quality Organisation through fortnightly meetings to re-evaluate mission statement to align schools goals with the Melbourne Declaration and "Global overview of Sathya Sai Education."	New Code of Conduct was developed in consultation with all staff.
Teaching and Learning (Including Professional Development)	Teachers to develop their skills in Numeracy through the AIS LIEN and LIN program.	All teaching programs reflect the this new approach to teaching numeracy – focus on working mathematically
Building Project Stage1	Building three general learning areas for Kindy, Grade 1 & Grade 2. Building a new learning centre and music / multipurpose room.	<p>2010 saw the completion of stage one of three general learning areas, a new learning centre and music / multipurpose room.</p> <p>It also saw the completion of stage 2 of the school's building project with 4 general learning areas. Two classrooms were built due to the BER.</p> <p>Indeed this surpassed the original target.</p>

2010 Priorities for improvement

Area	Priorities
Review policies and procedures	<ul style="list-style-type: none"> • Implement a communication policy • Review Child protection policy to include Keep Them Safe • Review security policy • Review compliance procedures • Review well being procedures to incorporate to include reflection and restorative jus
Facilities & resources	<ul style="list-style-type: none"> • Improve grounds facilities by developing a junior school playground • Ensure GLAs a fitted appropriately to facilitate learning

	<ul style="list-style-type: none"> • Improve physical resources of the resource centre (consider new furniture & blinds)
Teaching & Learning	<ul style="list-style-type: none"> • Introduce quality portfolios to inform assessment and reporting • Review scope and sequence of KLAs to ensure coverage of syllabus outcomes •
Student Welfare	<ul style="list-style-type: none"> • Re-structure the well-being committee to collaboratively review student and teacher well being • To ensure increase use of data to inform program and interventions

◆ Reporting Area 12: Initiatives promoting respect and responsibility

At the Sathya Sai Primary School we believe that education is not only about promoting academic excellence, education must incorporate values which promote respect and responsibility through healthy relationships. Our EHV program assists children in developing positive and healthy relationships. The program examines and promotes pro-active and pro-social behaviours that assist in creating an environment in which respect and responsibility and active citizenship are the prime outcomes.

Initiatives promoting respect and responsibility include:

- Weekly EHV lessons
- Integration of values into the wider curriculum
- Promoting National Framework of values
- Community service such as monthly singing at the local nursing home
- Students voluntarily participating in the 'SMILEY' club which allows students to make items for the less fortunate e.g. quilts for leukaemia foundation
- Planting trees for riverbank conservation
- Participating in clean up Australia day

◆ Reporting Area 13: Parent, student and teacher satisfaction

a. Parents and Friends

Functions

The role of the Sathya Sai Primary School Parents and Friends" Association is one of service support for the school and the school community. It aims to assist and cooperate with the teaching staff in public functions associated with the school and to promote the school within the wider community.

Membership

The P & F has a President and Vice President and a secretary. Meetings take place on the first Monday of each month during term time. These meetings are open to all parents of students attending the school and to all citizens within the school community – a quorum of five is required.

P & F Activities during 2010

The notion of 'seva' i.e. selfless service to the community – has been very much to the fore throughout the year with many parents dedicating their time and skills sets to the betterment of the school at different levels.

Many family members and friends contributed to the celebratory atmosphere at the official opening of the new school buildings earlier in the year.

This positive energy subsequently morphed into a full – scale operation led by some very talented and determined families to carve out an environmentally friendly and safe area for an engaging playground area.

This contagious momentum then segued into tree planting session cleverly extending the corridor of native rainforest trees in the adjacent public park. Indeed, the whole project very quickly leap-frogged from slow motion to flow motion providing the Sathya Sai "munchkins" with a play area equal in quality to that of the new buildings.

It is very encouraging to see the parents' esprit de corps reflecting the ethos of the five core human values – not only in word but also in deed.

Via the Parents and Friends!

Shabash!

Nick Hall
Chairperson
P & F Committee

b. Student Satisfaction

Students operated a Peer Support program which provides the students with opportunities to develop skills for life, including those related to coping with difficult situations, resilience, effective communication, risk-taking and conflict resolution. Students enjoyed this program and general feedback indicated students felt supported by their peers and loved their school.

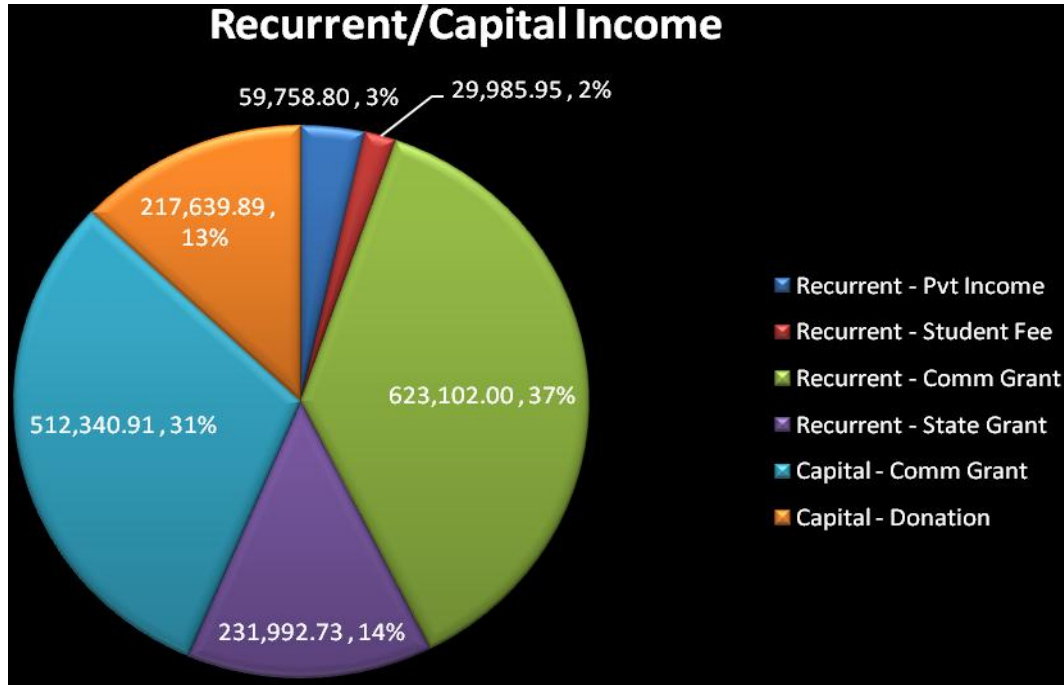
At year six graduation in 2010 students presentations and speeches reflected their overall enjoyment of school life as a being a safe and happy environment. They were also very appreciative of all their teachers and acknowledged they felt they had a engaging learning experience which prepared them well for high school.

c. Teacher Satisfaction

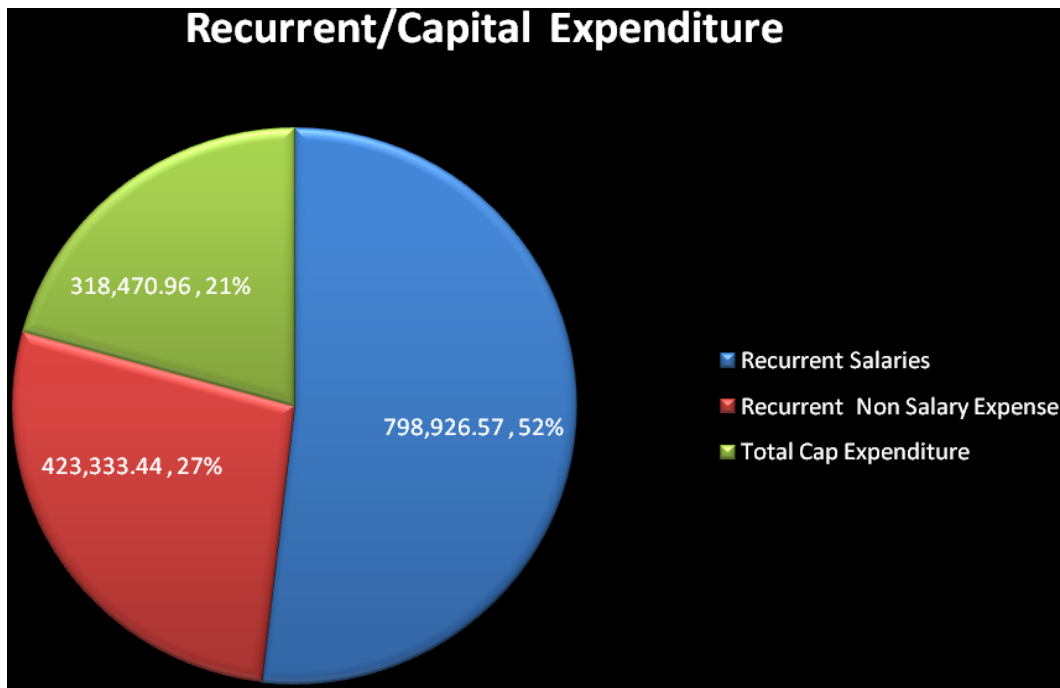
Informal feedback from teachers and discussions with coordinators indicates during 2010 staff were enerally very satisfied in all areas of our school, particularly in terms of relationships, staff morale, school operations, work roles and work value/recognition.

◆ Reporting Area 14: Summary Financial Information

RECURRENT/CAPITAL INCOME



RECURRENT/CAPITAL EXPENDITURE



Charts supplied by Business Manager from information in the Financial Questionnaire Report prepared by Accountant – Brian Meldrum (Jenkins Mayberry & Associates)