



Bhaktivedanta Swami Gurukula

Hare Krishna School

*Founder-Acarya His Divine Grace
A. C. Bhaktivedanta Swami Prabhupada*

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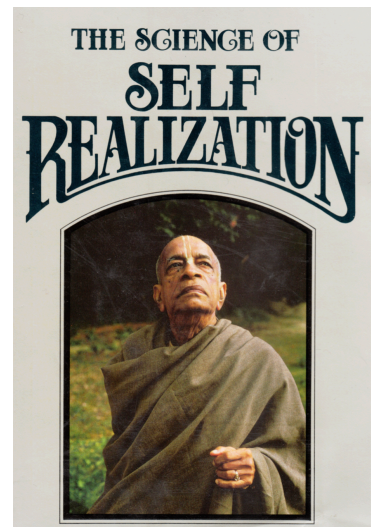
2018 Annual School Report

School Board's Message

Bhaktivedanta Swami Gurukula, otherwise known as Hare Krishna School in Murwillumbah, is a school with a clear sense of purpose. This purpose can very well be summarised by the term 'Self-Realisation'. Self-Realisation is also a title of a book by His Divine Grace A.C. Bhaktivedanta Swami Prabhupada first published in 1968. The themes of Srila Prabhupada's work are reflected in the activities of the school. In the Science of Self Realisation, Srila Prabhupada emphasises the importance of learning the science of the soul, understanding of a true spiritual master, distinguishing Hindu traditions and Krishna Consciousness and at the same time pointing to the unity of all religious traditions. Srila Prabhupada also speaks of Krishna Consciousness as 'The Yoga for the Modern Age' and as the means of curing today's social ills, finally, bringing the readers to the understanding that the realisation of the self must go hand in hand with the realisation of God: 'it is the duty of every human being to understand his constitutional position with God and act accordingly. If this is possible, then our lives become successful.'

The moral purpose of self-realisation as described by Srila Prabhupada is shared by the entire school community: students, parents and staff. The school is centred on assisting the students to

realise themselves academically, vocationally, physically, emotionally and spiritually through a variety of engaging learning programs and activities. Every school day starts with Arati, or worship of the Deities; in this way, we are learning to place Krishna (God) in the centre of our lives. This is followed by the explicit learning of values and character traits that can improve the condition of this world. All values learnt by the students in the course of the year are grouped according to the four principles of a moral society: compassion, truthfulness, cleanliness (body, mind and soul) and austerity (self-regulation). Throughout the day, the learning at the school may appear similar to other schools: students learn English, Math, Science, History, Geography, Art, Music, Health, Sports and other subjects. However, the underlying purpose remains self-realisation and service of the Lord.



2018 was the year of a significant mile stone for Bhaktivedanta Swami Gurukula. This was the first year in the history of the school witnessing the graduation of our first-ever Year 12 HSC students. The graduation included a Yajna (Special Ceremony) at the temple in front of Sri Sri Radha Govardhana Dhari, Sri Sri Krishna Balarama, Sri Giriraja, Sri Sri Gaura Nitai, Srila Prabhupada and hundreds of devotees. It was remarkable to see our oldest (Year 12) and youngest (Prep Class) students sitting together at the Yajna Kund, offering prayers and celebrating the completion of the schooling. During the ceremony, the students have received multiple blessings and good-wishes from the devotees in Australia and around the world. The graduation ceremony was followed by a sumptuous feast served to the entire community. We are very proud of our pioneering Year 12 graduates and thankful to all the staff making this historical moment possible. Our special thanks goes to Dhriti dasi for arranging the graduation dinner, Year 10 and 11 students for so nicely serving the dinner and taking care of the guests and to Visnujan das for compiling beautiful video-stories about our graduates.

The news about the graduation and the unique stand our graduates had on 'Schoolies' was widely covered by the ABC News, ISKCON World-Wide News and Tweed Daily News.



It is also important to note that three of the graduates took their initiation vows and now are known as Premanjali dasi, Tulasi Manjari dasi and Rasa Mandali dasi.



2018 will also remembered for the beautiful dramatic performances at the temple, including the Appearance of Lord Narasimha by the K-2 students and the Advent of Lord Krishna by our Years 3-6 students.



More so, just as in previous years, we would like to appreciate the efforts of the staff and community to run a successful Pandavas Sports Carnival and conducting the NSW Premier's Reading Challenge that eventuated in an exciting Book Day in August 2018.





We also would like to thank and recognise the contribution of \$100,000 towards the building of high school made by our well-wishers Jayasri dasi and Pratapana das from Sydney. In 2018, all the preparatory works for the construction were completed and the school worked on all the required reports for the Tweed Shire Council. We are hoping to commence the construction of the actual buildings and facilities in 2019.

The school's mission is to foster the spiritual, intellectual and emotional development of our students by basing its practices on the teachings of Srila Prabhupada, the Founder Acharya of the International Society for Krishna Consciousness and supported by contemporary and evidence-based teaching methods. The focus of the school's community is to assist students in reaching their full potential as open-minded, inspirational and thriving contributors to society at large, with a firm foundation in the principles of compassion, cleanliness, self-regulation and truthfulness. On behalf of the entire Gurukula community, I would like to thank the school staff, parents and

students for their dedication to this mission in 2018 and look forward for further progress in 2019.

Premavati dasi, School Board Chairman.

About the School

Bhaktivedanta Swami Gurukula, being Australia's only Hare Krishna School, was established in 1980 in order to give children a comprehensive spiritual and academic education that will provide them with the skills, knowledge and values to pursue any chosen goal in life. Our aim is to offer our students an adequate foundation in order to make their lives successful and deeply fulfilling.

Being a registered independent primary school, we provide our students with all the Key Learning Areas from Kindergarten to Year 12 as per the NSW Educational Standards Authority (NESA) syllabuses. However, being a part of the Hare Krishna movement, the International Society for Krishna Consciousness and thus, always deriving the values and inspiration from the teachings of His Divine Grace A.C. Bhaktivedanta Swami Prabhupada, we extend the opportunities for our students to progress spiritually and to develop personal qualities of a devotee that will assist them throughout their lives. Qualities such as compassion, integrity and respect are not just taught, but also modelled and practiced on a daily basis in the accommodating environment offered by our school.

Bhaktivedanta Swami Gurukula provides a unique educational experience open to all families wishing to offer their children the most comprehensive educational start in life, integrating the aspects of devotional life, academic, physical and vocational education.

In 2018 the total enrolment of the school was 118 students, 59 girls and 59 boys. The school's Index of Community Socio-Educational Advantage (ICSEA) was valued at 1046 points. Current SES

score for Bhaktivedanta Swami Gurukula is 89 points.

Student Performance in National Tests

Each year, students in years 3, 5, 7 and 9 are tested for Literacy and Numeracy skills, and their performance is compared to nationally established benchmarks in the areas of Reading, Writing and Numeracy.

In 2018, 100% of students participated and were assessed in the NAPLAN tests. In 2018 the school

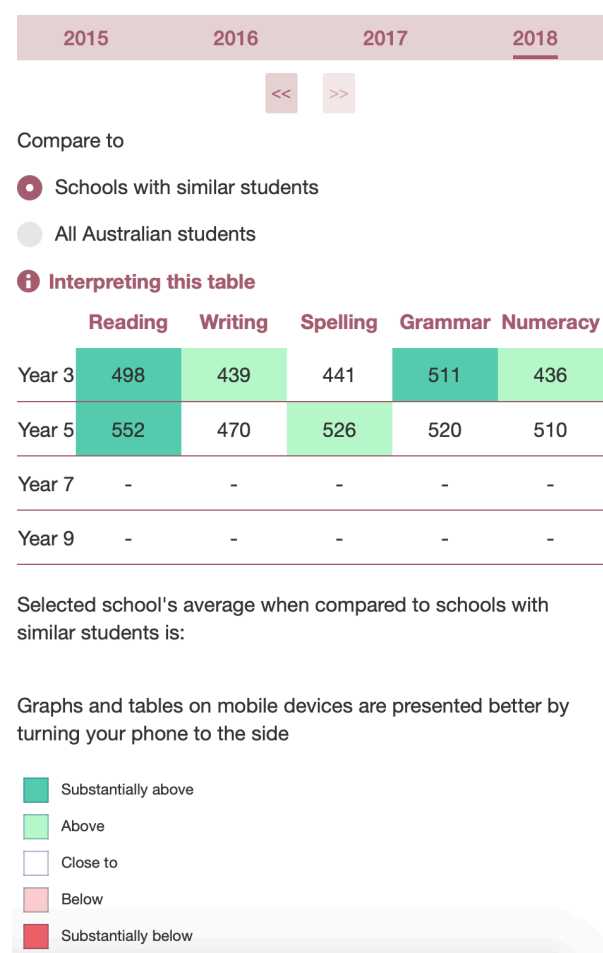
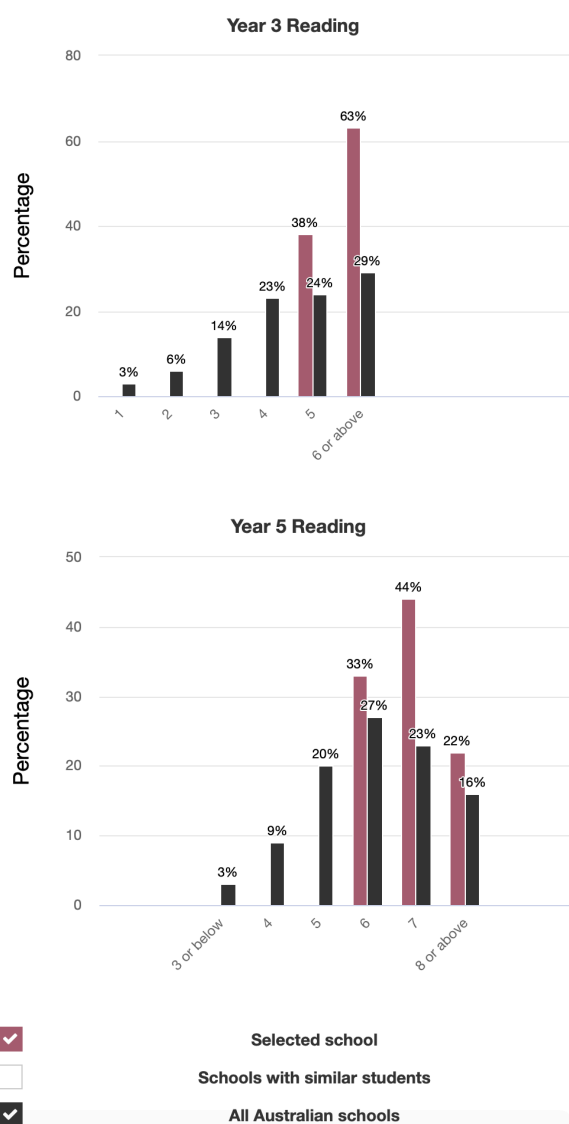


Fig. 1 2018 NAPLAN results in numbers
(www.myschool.edu.au)

achieved scores substantially above the national average in Reading for Years 3 and 5 and Grammar for Year 3 students. Writing and numeracy results for Year 3 and spelling results for Year 5 were above the national average. All the other results were close to national averages. No students performed below the national average in all the areas of NAPLAN. It is commendable to add that, comparing to 29% of students in all Australian schools, 63% of our Year 3 students performed in band 6 and above in reading; and comparing to 16% of students in all Australian schools, 22% of our Year 5 students performed in the reading band 8 and above.



The results of the NAPLAN test in graphs, numbers and bands, as well as student gain description and performance comparison with similar schools are also available at <http://www.myschool.edu.au> .

Professional Learning and Teacher Standards

In 2018, to provide a quality learning environment for both the primary and secondary sections of our school (Years K to 2, Years 3 to 6 and Years 7 to 12), we employed 16 teachers (11.9 full time equivalent teachers) and 9 auxiliary staff (6.1 full time equivalent non-teaching staff) in various full-time and part-time roles. All the employed teachers hold formal teacher qualifications from higher education institutions that are recognised within Australia. Throughout 2018, the school staff participated in a range of in-school and off-site Professional Development sessions dedicated to the improvement of instructional practices and classroom management.

The in-school training sessions included:

- Developing policies and procedures for the whole school approach to the behaviour management
- Multi-Lit staff training
- Reading Mastery and Spelling Mastery coaching programs and training
- Analysis and application of the Australian Professional Teaching Standards

The off-site training sessions included:

- Child Protection Class or Kind Accredited Investigator course
- Creating Inclusive Classrooms course
- Teaching Writing Course

- NESA English Syllabus Sessions
- NESA New Ancient and Modern History Syllabus session
- Whole staff First Aid and CPR training and certification
- Introduction to Future Schools Alliance and sessions at Templestowe College and Mount Alexander College in Melbourne

The standard of education is also monitored through direct evaluation of all Scope and Sequence and Unit Planning documentation developed by the teaching staff of the school. The plans are examined and discussed prior to the teaching term. Consequently the plans, student performance and work samples are examined and evaluated upon their completion. Throughout the term, teacher performance is also assessed through Principal and collegial observations. Each observation is formally discussed and the relevant strategic plan is formulated to address the required needs.

The school also encourages the teachers to identify their annual professional goals within the framework of the Australian Professional Teaching Standards and work conjointly with the team leaders and the Principal towards achievement of those goals. Mentoring programs, Professional Development, observations and support are organised to assist our teachers in reaching their professional goals.

Workforce Composition

<i>School staff 2018</i>	
Teaching staff	16
Full-time equivalent teaching staff	11.9
Non-teaching staff	9
Full-time equivalent non-teaching staff	6.1

Student Attendance

Student attendance rates

Student attendance for the first semester of 2018 and similar to 2017 remained at 88%. 57% of all students attend 90% or more of the time. The school will require to implement further strategies in 2019 to increase the overall attendance rate. Often, an inconsistency in attendance is caused by the international pilgrimage travel undertaken by a number of families from the school. However, we are expecting an improvement in the attendance rate in 2019. The details of the student enrolments and attendance are available at www.myschool.edu.au.

Management of non attendance

Bhaktivedanta Swami Gurukula students are expected to be at school by 8:55 am, Monday to Friday. The first teaching period commences at 9:00 am. At the time of class-roll marking at 9:35 am, the students who are not present are marked 'absent'. Should students arrive after the roll is marked for the day, they are required to bring a note signed by a parent explaining the reason for being late. If a 'late reason note' is not provided, the office administrator will issue a 'late arrival form' to a child and request that it is returned signed by parents the next school day. If this is not forthcoming, the administration will follow up with the parents and will refer the matter to the school principal should the attendance issues persist.

When children return after being away from school for one or more days, they are required to bring a note signed by a parent stating the day(s) they were away, and the reason for absenteeism. If such a note is not provided, the school administrator shall send home a 'student absence form' and request that it is returned completed and signed by a parent. Again, if this is not forthcoming, the administrator will follow up with the parents and inform the Principal of the above. It is the responsibility of the Principal to liaise with

the parents and discuss the matters of repeated absenteeism.

In the event of any student displaying a regular absence pattern from the school, even where explained by parental notes, the teacher will advise the Principal of the situation. The Principal will be required to discuss with the parents the issue of the repeated absence, the effects of non-attendance on the student's learning, remind the parents of their legal requirements to send their child to school on a daily basis and discuss the strategies that can assist to improve the regularity of attendance. An appropriate record of the history of student non-attendance, discussions with the parents and implemented strategies needs to be entered into the student's file.

A comprehensive description of the school's approach to attendance is available in the Attendance and Enrolment Records Policy available on <https://www.krishnaschool.nsw.edu.au/policiesandprocedures>

Enrolment Policies and Characteristics of the Student Body

Enrolment process

Bhaktivedanta Swami Gurukula, the primary school of the International Society for Krishna Consciousness in Australia is open for enrolment to all students, irrespective of their religious, cultural and social backgrounds.

As such, it is our policy that any child can be enrolled in the school and it is our commitment to liaise closely with the families of our students to assist with the understanding and adherence to the lifestyle and behavioural practices that are the

accepted norm amongst the Hare Krishna devotees.

Enrolment procedures of this school include a four step process applied to all candidates:

1. Consideration of each applicant's supporting statement/interview responses regarding their ability and willingness to support the school's ethos.
2. Consideration of each applicant's educational needs. The school may require to gather additional information from the parents/family and other relevant persons.
3. Identification of any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
4. Informing the applicant of the outcome.

Continuation of enrolment is subject to the student's adherence to school rules and payment of all school fees.

Student body characteristics

<i>Students 2018</i>	
Total enrolments	118
Girls	59
Boys	59
Full-time equivalent enrolments	100
Indigenous students	0%
Language background other than English	5%
Student attendance rate	88%

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

School Policies

A. Student welfare policies

The welfare of students is a high priority at the Bhaktivedanta Swami Gurukula. For the primary school students, it is expected that their classroom teacher / home teacher is the person responsible for ensuring that they are given the required help or assistance needed to achieve their best potential.

Although as a small school, we do not provide counseling services on-site, we are able to assist students in need of such services to gain access to the public health services in Murwillumbah, NSW. It is our experience that such assistance is readily available, and therefore our reliance on such outside services does not leave our students at a disadvantage. At the same time, Bhaktivedanta Swami Gurukula has a well-established chaplaincy program that focuses on our students well-being by conducting individual coaching sessions and group activities to assist students with developing skills and knowledge for a healthy and wholesome lifestyle.

It is required that all teaching and administrative staff undertake regular training in basic first aid practices. The school administration is responsible for the maintenance and restocking of the First Aid Kit.

It should be noted, that the school will only provide medications to children in situations where we have been given written permission to do so by the parents. If the administration of specific medications is required, parents must advise the Principal in writing, and supply him/her the necessary medications.

In the event of accident or illness, it is the school's policy to provide First Aid treatment and inform the parents. If required, the school will transport a student to the nearest hospital in Murwillumbah. In less serious accidents, the transportation may be

done by one of the school vehicles; however in serious accidents and emergencies, the Principal will contact the NSW Ambulance service, of which the school is a member.

The complete text of the Gurukula's Student Welfare policy can be viewed on our site: www.krishnaschool.nsw.edu.au

B. Discipline policies

The Management of student behaviour in Bhaktivedanta Swami Gurukula is a shared responsibility of the school community, including staff, parents and students. Its success is based upon the recognition of the dignity and worth of all individuals. Through the implementation of this policy we aim to:

- * Create a positive environment within our school and classrooms, so that teachers and students can work together in harmony.
- * Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- * Establish a set of rules that protect the rights of all individuals.
- * Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others.
- * Establish a system of recognising and encouraging positive engagement and behaviour of the students.
- * Establish procedures so that conflicts can be solved in a positive, non-violent manner.

It should be noted that the Gurukula discipline policy explicitly prohibits the use of corporal punishment in behaviour management practices. The complete text of the behaviour management

policy (Safe and Supportive Environment) is available on the school website: www.krishnaschool.nsw.edu.au.

C. Reporting complaints and resolving grievances

The school board of the Bhaktivedanta Swami Gurukula has endorsed a policy that outlines a set of procedures that can be undertaken by individuals desiring to report a complaint or grievance, providing a number of channels for communication. Anyone desiring to obtain a copy of the grievance policy is welcome to request one from the school administration. The grievance policy is also available on the school's website at <https://www.krishnaschool.nsw.edu.au/policiesandprocedures>. It is to be noted that the management of the Gurukula always welcomes any input regarding the development and improvements that could be made to the school policies and operational procedures.

School Determined Improvement Targets

A. Achievement of 2018 priorities identified in the school's 2017 Annual Report

2018 Identified Priorities	2018 Achievements
1. Analysis and Discussion of Data	
Intended outcomes:	
All teachers know how to analyse and interpret data for improving student	Staff conducted three sessions in 2018 to discuss and interpret DIBELS

learning and achievement	literacy data for the students in Years 3-6.
All teaching staff have access to a broad range of student achievement and wellbeing data	Student Management Software Sentral is set up and actively used by the school. Teachers use the data during weekly meetings to analyse the patterns
Teachers regularly engage in collegial conversations about student assessment and data concepts at a sophisticated level	The use of the student management software facilitates these discussions. More work is required to increase the level of sophistication of the discussion.
Within the school a culture of self-evaluation and reflection is evident and based on the use of data	The staff are open to feedback and welcome data-based discussion.
The school actively evaluates the development of Krishna Consciousness in the students	The development of Krishna Consciousness can be seen through students imbibing and practicing the values taught at the school.
2. Building Teacher Capacity	
Intended outcomes:	
Teachers use evidence-based teaching practices	There is an increased discourse of the evidence-based teaching practices amongst the staff. Works of Marzano, Canter and others

	are actively discussed.
Teachers have a high level of content knowledge in the subjects they teach	Teachers are encouraged to join professional associations and deepen the knowledge of their disciplines
Teachers are available and willing to engage with students about issues relating to their well-being	Evidence demonstrates a high level of achievement of this outcome
Teachers regularly collaborate with colleagues in their work	Evidence demonstrates a high level of achievement of this outcome
Whole school professional learning activities are based on clearly identified school goals	Building Teacher Capacity is the identified goal for 2018. Professional learning was very well informed by this goal
Professional learning plans are based on individual need	Teacher discuss with their team leaders their learning interests
Teachers engage in relevant and meaningful professional learning activities	Evidence demonstrates the achievement of this outcome
School leaders model good professional learning	Principal and Team Leaders demonstrate their knowledge of the research base theories of learning

3. High School Campus Construction	
Intended outcomes:	
The school completes the architectural drawings for Phase A and B of the high school construction	Completed
The school completes Phase A of the construction and commences Phase B	Phase A included the construction of the retaining walls and site preparation. This work is completed in 2018. The school is awaiting the Construction Certificate from the Tweedshire Council to commence the construction of the high school campus. Expected commencement is in July 2019
4. Policies and Procedures Review and Awareness	
Intended outcomes:	
Beginning with Child Protection and Behaviour Management Policies, all school policies are reviewed and propagated amongst staff and school community.	Reviewed policies and procedures: Child Protection Policy; Behaviour Management Policies for each section of the school; Staff Code of Conduct; Attendance Policy;

B. 2019 Priority areas for improvement

1. A Culture that Promotes Learning

Intended outcomes:

- The school ethos is built around high expectations and a commitment to excellence
- Student behaviour reflects the school's ethos and high expectations
- The school responds effectively when student behaviour does not reflect the school ethos
- Students treat others with respect
- High levels of trust are apparent across the school community
- The school places a high priority on student wellbeing

2. Building Teacher Capacity (continued from 2018)

Intended outcomes:

- Teachers use evidence-based teaching practices
- Teachers have a high level of content knowledge in the subjects they teach
- Teachers are available and willing to engage with students about issues relating to their well-being
- Teachers regularly collaborate with colleagues in their work
- Whole school professional learning activities are based on clearly identified school goals
- Professional learning plans are based on individual need
- Teachers engage in relevant and meaningful professional learning activities
- School leaders model good professional learning

3. High School Campus Construction (continued from 2018)

Intended outcomes:

- The school completes the buildings for Years 7/8 and 9/10
- The work commences on the buildings for Years 11 and 12, Art and Science rooms, outdoor play court.

4. Policies and Procedures Review and Awareness (continued from 2018)

Intended outcomes:

- The school continues to review its operational policies and procedures and promotes the knowledge and understanding of the policies and procedures within the school community

Respect and Responsibility

The vision of our school is to prepare every student to contribute to, and thrive in their future by providing enriching educational experiences within a safe, supportive and challenging environment. We encourage children to develop intellectual, physical, social and aesthetic skills which will serve their needs and those of the community, while also helping them to build the foundations of respect for all living beings; responsible and active participation in the community, at a local, national and global level; and the development of spiritual consciousness and self-realization.

Parent, Student and Teacher Satisfaction

Throughout 2018, the Gurukula continued to maintain and improve the communication channels set up between the school, parents and the community. The school administration widely utilized the program of regular email updates and Short Text Message notifications related to the Gurukula's programs and activities. The school continued the active use of a Facebook page, providing an additional communication channel and engaging our parents and community (<http://www.facebook.com/bhaktivedantaswami.gurukula?fref=ts>)

A variety of communication channels and the openness of the school to parental involvement continued to result in a relatively high level of satisfaction of our parents and friends.

Students' satisfaction has been expressed with the school's involvement in the cultural programs of the Hare Krishna movement during the festivals and drama performances depicting traditional stories of Vedic literatures, the preparation of which was assisted by our volunteering parents and other devotees.

The teaching and non-teaching staff of the Bhaktivedanta Swami Gurukula have expressed their satisfaction with the increase of mutual involvement and collaboration in the organization and management of the school as well as improvements in the facilities and educational resources made available for the successful delivery of the curriculum.

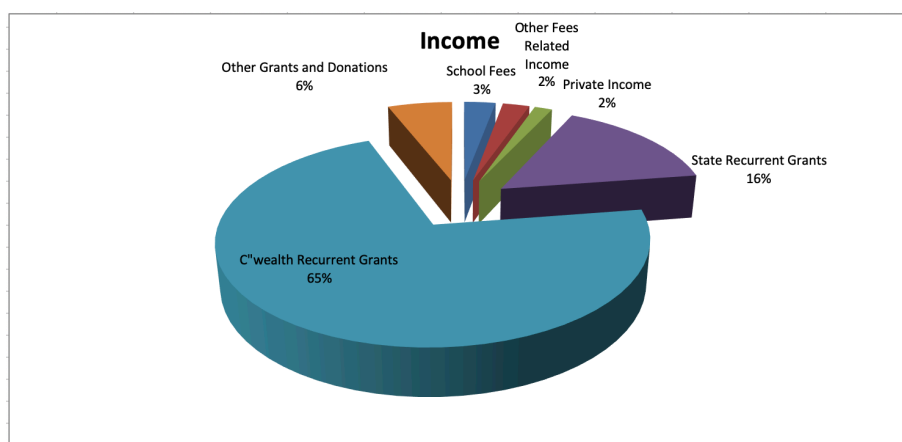
The data demonstrating the degree and areas of satisfaction was collected using the Embedding Excellence Survey Platform provided by the NSW Association of Independent Schools, Transforming Organisational Culture and Practice Unit.

Summary Financial Information

The following summary data is according to the financial reports of Bhaktivedanta Swami Gurukula for 2018.

Income Categories

Capital and Recurrent Income	
School Fees	\$ 48,741.55
Other Fees Related Income	\$ 41,583.98
Private Income	\$ 27,457.57
State Recurrent Grants	\$ 263,656.68
Commonwealth Recurrent Grants	\$ 1,205,764.00
Other Grants and Donations	\$ 100,000.00
TOTAL INCOME	\$ 1,687,203.78



Expenditure Categories

Recurrent Expenditure	
Total salaries and wages	\$ 1,035,396.41
Other staff related expenses	\$ 206,871.37
Administrative expenses	\$ 40,793.71
Operating expenses	\$ 44,028.55
Educational resources and programs	\$ 65,195.38
Property and building expenses	\$ 116,991.61
Interest expense	\$ 8,320.79
Depreciation and amortisation	\$ 63,455.98
TOTAL Recurrent Expenditures	\$ 1,581,053.80

