

**SATHYA SAI PRIMARY SCHOOL**  
**OPERATIONAL PLAN 2006- 2015**  
**Framework for Operational Plan**

## **Vision and Mission**

### **Vision**

**Sathya Sai primary School aims to develop Human Excellence in students. This is ensured through the school vision which is as follows:**

- **Academic excellence and in Life Skills**
- **Character Excellence**
- **National and Global Leadership**

### **Educational Philosophy by the Ministry of Education, Malaysia**

Principles proclaimed by the Ministry are provided below:

The Rukunegara are the declared National Principles. It is the Malaysian declaration of the National Philosophy and was proclaimed on Merdeka Day or the National Day in 1971. To bring Malaysia to a united front, the Government sought to stabilize unity by ensuring that there is unity among the many races in Malaysia.

*The pledge to concentrate the whole of our energy and efforts to achieve these ambitions based on the following principles:*

- *BELIEF IN GOD*
- *LOYALTY TO KING AND COUNTRY*
- *SUPREMACY OF THE CONSTITUTION*
- *RULES OF LAW*
- *COURTESY AND MORALITY*

## **School Mission**

### 1) Character Excellence

- Personality Development
- Love, Humility and Service Oriented
- Interpersonal Development
- Communicative, Social and Cooperative
- Intercultural and Interfaith Unity
- Respect for all religions and faiths
- Critical Thinkers

### 2) Academic Excellence

### 3) Global Thinkers

- Social equity
- Partnerships
- Community Development
- Respect and Love for the environment
- Leadership

## **Culture of Sai School Governance**

The School Policy is to create a nurturing environment so that values will be manifested. Teaching and supporting learning will include improving literacy, retention and academic achievement of our students. A set of five human values such as Love, Truth, Right Conduct, Non Violence and Peace are used to guide daily teaching and learning. This is enabled by creating a School Climate that is positive for the manifestation of the Five Human Values.

The School Principal is required to acquire training in Education in Human Values and support the training of teachers in the school. The school members such as the Administrative staff, Teachers, Non formal staff and Students are to role model the values. The promotion of the Five Human values extends to the Parent and the Community members that are associated with the school.

Parent care sessions are conducted to ensure that Parents are aligned with the school mission. This will help students to acquire positive attitudes and habits. In order to heighten learners' awareness, reflection of daily actions is a must so that values are not imposed. The reason is because these values must be manifested as a result of one's own discrimination and not through imposition.

The role of the educator for character development is therefore

- Help to facilitate the students' awareness of latent values within the student
- To examine their own choices and formation of habits
- Discuss and brainstorm on issues which reflect values
- Cooperate and network to help the community
- Responsible and Social

The role of educator for academic development is therefore Help to support learning in accordance of the National Philosophy of Education

- Excel in academics
- Critical thinkers
- Goal setters

## **Curriculum Guidelines**

Teaching and learning is aligned to the National Curriculum implemented by the Ministry of Education.

The following is the target curriculum aligned with the National Philosophy of Education:

In writing the Textbook Packages, the writer has to understand the Syllabus and the Curriculum Specifications of the subjects as prescribed by the Ministry of Education Malaysia.

The materials selected for the contents of the textbooks must reflect the principles that are emphasized in the Integrated Curriculum for Primary Schools, which are as follows:

- i. Basic skills
- ii. Thinking skills
- iii. Language across the curriculum
- iv. Environment across the curriculum
- v. Values, patriotism, and citizenship across the curriculum
- vi. Pupil-centred teaching and learning strategies
- vii. Continuous assessment
- viii. Reinforcement, enrichment, and remedial
- ix. Adaptable
- x. Science and Technology across the curriculum

([http://web.moe.gov.my/bbt/kbsr\\_pengenalan\\_en.php](http://web.moe.gov.my/bbt/kbsr_pengenalan_en.php) )

## **The Philosophy of Sathya Sai Education**

### **Mission Statement**

All Sathya Sai Schools are expected to develop a mission statement reflecting the school's objectives and goals. The core elements of the mission statement should include the following:

- a. To provide a curriculum that integrates the philosophy of Sathya Sai Educare and uses the pedagogy of Integral Education;
- b. 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;
- c. To be a model of academic excellence;
- d. To provide education which is experiential and transformational in character, rather than imparting knowledge and skills alone;
- e. To encourage the unity of thought, word and deed;
- f. Developing an active social

conscience in students and an inclination to render selfless service to others; g. Selecting competent teachers with good character who strive to become exemplars of the human values; h. To strive to maintain a student population that reflects local and national culture and, where appropriate, include children who due to economic hardships would have been precluded from quality education.

### ***Characteristic and Distinctive Features of Sathya Sai Schools***

A Sathya Sai School is a full-time, independent, private school that integrates secular education with spiritual education, fostering character development and the practice of human values in daily life, based on the spiritual teachings of Sri Sathya Sai Baba.

Sathya Sai Schools are anchored onto the traditions and cultures of their respective countries or localities and subject themselves to government oversight following the official curriculum of local and national educational authorities and preparing children for national examinations at different educational levels.

The characteristic features of Sathya Sai Schools which distinguish them from other private schools are: • An environment and culture of love, conducive to the emergence of universal human values through curricular, co-curricular and extra-curricular activities; • Non-denominational character, actively promoting the unity of all faiths; • Striving to offer tuition-free education to all; • Recognized by Sri Sathya Sai World Foundation (SSSWF) as a Sathya Sai School .

The philosophical cornerstone of Sathya Sai Education is the concept of Sathya Sai Educare. Sri Sathya Sai Baba says,

“Educare has two aspects, the worldly and the spiritual. Worldly education brings out the latent knowledge pertaining to the physical world. Spiritual education brings out the inherent divinity in man. So, both worldly and spiritual education are essential, without which the human life has no value”.

The guiding principles of the term Sathya Sai Educare in the context of education are: (a) Divinity is love and it is manifested as the universal human values; (b) Sathya Sai Educare enables men and women to navigate the world and to realize their spiritual heritage; (c) The purpose of education is for living a fully human and spiritual life; (d) The end of education is character and character manifests itself as the unity of thought, word and deed.

### **The Pedagogy of Sathya Sai Education**

Sathya Sai Schools follow the pedagogy of Integral Education whose main features are: a. Combining spiritual and secular education in curricular, co-curricular, and extra-curricular activities through the integration of human values in the school curriculum; b. Creating an environment and culture of selfless Love conducive to the emergence of universal human values; c. Use of the five teaching techniques (storytelling; prayer or quotations; silent sitting; group singing and group activities) in combination with other strategies that are experiential and transformational; d. Emphasis on the teacher as exemplar of the universal human values; e. Fostering self-discipline, self-sacrifice and self-less service to the community; f. Fostering self-confidence through cognizance that the conscience is the ultimate criterion to distinguish right from wrong, good from bad in human life; g. Providing a rationale, intellectual and intuitive basis for spirituality in daily life, emphasizing the simultaneous development of “head, heart, and hand” (3HV). ([www.sathyasai.org/.../SathyaSaiSchoolGuidelines\(April15,2008\)\[1\].pdf](http://www.sathyasai.org/.../SathyaSaiSchoolGuidelines(April15,2008)[1].pdf) )

### **Core Values**

The Five Values are the main foundation in which the school curriculum is based on. The school mission and vision is an extension of the main body in India ( Sathya Sai Institutions in Andhra Pradesh) which is now an example to many schools in India and Internationally.

1 What are the Human Values addressed in Education in Human Values?

Professor V. K. Gokak from India, who was educated in Oxford, was the first Vice Chancellor of the Sri Sathya Sai Institute of Higher Learning in Puttaparthi, India. Gokak (2007) formalised, explained and expanded on the five human values that were conceptualised by Sathya Sai Baba

According to the review of the report in the Global Overview of Sathya Sai education, there are five key human values that make life worth living and excellent. The five values (Gokak, 2007) are defined as follows:

1. Love: Love is defined as a quality that is “kindness, caring, empathy and compassion”;
2. Truth: The highest truth is defined as that which is “changeless in the past, present and future”. The search for truth is pursued through “discrimination, intuition and introspection”;
3. Peace: Peace is defined as that which requires the “capacity for introspection and self-awareness”. This requires practice and inculcates the capacity of equanimity;
4. Non-violence: Non-violence is defined as a state of mind that respects law and order and recognises unity within diversity. It reflects values such as “forbearance, morality and integrity”;
5. Right conduct: Right conduct is defined as the essence of all “codes of ethics, ethical behaviour” and moral conduct. “It is rooted and expressed in both attitudes and habits from early childhood” (Sri Sathya Sai World Foundation, 2007, pp. 8–9).

### **The Four Teaching Pedagogies**

When implemented practically in education the philosophy of Human Values requires pedagogies, which are “experiential, transformational and integral”. In the Human Values Program, teaching pedagogies encompass techniques that include activities for the “body, mind and spirit”. These are silent sitting, prayers, storytelling and music. These teaching pedagogies were formalised by the Sathya Sai Organisation after the implementation by Sri Sathya Sai Baba in informal value lessons he provided between 1969 and 1970 (Sri Sathya Sai World Foundation, 2007, p. 9).

Silent sitting helps develop and increase concentration and helps students calm their mind. Prayers reinforce students with positive ideals. Storytelling holds the imagination of students which provides them intellectual understanding and at the same time motivates students’ to learn. Storytelling also provides positive models for students to emulate and instils faith in students. If music and songs have positive lyrics in them, then using songs in classrooms provide elements of

joy in their learning. Teachers' teaching strategies and their role as an example are important (Sri Sathya Sai World Foundation, 2007).

## Educare

Sri Sathya Sai Baba (2001a) contends that the term education has its origin in the Latin word "educare", which means, "to bring out that which is within". "Educare is related to human values". Sri Sathya Sai Baba added:

Human values are hidden in every human being. One cannot acquire them from outside; they have to be elicited from within. But as man has forgotten his innate human values, he is unable to manifest them. Educare means to bring out human values. To bring out means to translate them into action. (2001a, 2001b p. 151)

## **Key Philosophies of Education in Human Values**

The educational philosophy of EHV is practised through understanding the following ideals:

That the unity of head, heart and hands in every action is the path to peace;

That living the five human values – love, truth, peace, non-violence and right conduct will elevate children and society;

That the combination of worldly and the spiritual knowledge will help students obtain their goals in life;

That honouring their parents and serving their fellow-man are students' first and foremost duty (SAI, 2000). (updated from Parahakaran, 2013).

## **Operational Plan**

1) The Principal is responsible for the implementation of the Operational Plan.

The operational plan is to be reviewed annually by the School Management Committee. The aims and objectives are to be accomplished and the targets to be assessed on annual basis by the SMC. The reports are to be reviewed by the Board of Governors annually.



The plan for 2006 – 2015 is based on achieving the objectives of the school mission. This year, 2014 surveys have been conducted and the school plan will incorporate feedback from Council, Parents, Staff and all students.

The emphasis of the school operation is on three areas

- Character Education
- Academic excellence
- Occupational Health and Safety
- Financial Management

### ***School Management Committee: Occupational Health and Safety***

School aims to be fully equipped and ready for teaching and learning in terms of furniture, staffing and utilities. All school files and documentation to be intact in accordance to the Ministry's requirements. The School Management Committee reviews and plans for improvement of design and operations. The Management also oversees the teaching and learning issues, appraisals for staff as well as the management of Parent teacher association bodies. Occupational Health and Safety is also ensured by adherence to the guidelines set by the School Management Committee.

## **School Targets**

Over the period 2006- 2014

The school targets to:

### ***1) Training of Staff***

- Spiritual enhancement through awareness programs of the self, environment and the community
- Academic development through training on Teaching and Learning,
- Teacher empowerment topics, leadership and motivational topics.
- Workshops on values integration and developing better lesson plans are encouraged.

- Training on technology and Innovative programs to enhance and facilitate learning in students
- Professional development in teachers such as enhancing teaching skills on critical thinking and problem solving in students
- Teaching and Learning Strategies
- Students are provided with skills that cover a broad range of learning opportunities. They include knowledge development through books, materials, innovative methods such as e learning platforms, forums, webinar sessions and partnerships with the community for collaborative skills. Seminars and motivational talks are organized regularly. Encouragement and support is provided through guest lecturers and corporate trainers who are mostly volunteers. Learning styles include sensory, visual, auditory, intuitive, collaborative and innovative. Students are provided opportunities to have intercultural learning and partnerships with students of other schools through exchange programs.

## ***2) Student Leadership***

Students are given opportunities on a daily basis at the assembly to come forward and speak on positive values and quotations. Awareness for the community and the environment is encouraged through active participation in environmental programs. This enhances their understanding of the greater ecological community and their need for sustenance. Students are taught to think critically and to have gratitude to all those who have helped and supported them. Student leadership includes their opportunities to become contributors to societies through service learning and networking through school programs such as “Cleanliness Day” where they clean the school.

## ***3) Education in Human Values Assessment Strategies***

Whole school approach

Assessment strategies include a holistic assessment of a school based intervention that used an Education in Human Values Program. This specifically focuses on the impact of values based program on students' attitudes and behaviors as a result of a school- based intervention in Sathya Sai Primary School, Malaysia. Data of a survey questionnaire on student attitudes and behaviors' from teachers' perspectives are analyzed to identify outcome measures for the intervention process. Types of interventions used depend on whole school intervention, mentoring, cooperative learning and human values- based teaching strategies. Posttest analysis after the intervention will be ongoing. In addition, parents' perspective of the school climate will be analyzed to find their level of agreement of the values based school climate. Furthermore, general interviews from parents, teachers and students will be conducted. In addition in-depth interviews with Parents and Stakeholders will also be reported to add an in depth analysis for the holistic assessment.

#### Student development in Human Values

There are two sets of questionnaires developed to ensure that teachers use them to monitor students' character improvement. A discipline book is also included for teachers to write issues they face in their classrooms. There is a mentor mentee file that ensures that teachers refer to guide them in their pastoral care for students where behavioural development is concerned.

The Education in Human Values (EHV) marks are provided along with their progress report.

#### ***4) Co-curricular Program***

SRSS provides a range of skills covering environmental programs, language and sports clubs as well as real life skills such as cooking and science camps. Reports are provided at the end of each session and they are reviewed to improvise to assist in future planning.

#### ***5) Partnership and Collaborative networks***

The school includes provisions to support research bodies and help in collaborative networking through the exchange programs organized regularly. This will enable local and global leadership skills as well as intercultural understanding.

**6) *Innovative programs and use of technology***

Students and teachers are given opportunity to improvise on technical skills by integrating teaching and learning time on forums, webinars and e learning platforms. A computer lab which well equipped with LCD and computers is also included as part of the facilities available to students.

**7) *Financial security***

School depends on donors and sponsors for the running of the school. There is also support from Parents and the Community who understands the school mission and the values that it upholds. The success of the school operations are proven as the school has been improving in its functions since 2002. The Council members and the Board of Governors support the school in all their capacity.

**8) *Energy, Water, Time and Waste Management***

All staff members and students are given guidelines in the usage of material and water use. The school ensures that everyone is aware of the need to conserve and preserve the environment. There are strict guidelines to save energy and water. There are also guidelines to ensure there is effective waste management.

Cost of running the school is supported by the Council and the Board of Governors. Well-wishers and Community members assist in helping with funds to run the school as the school runs free of cost. Students pay minimal fees to cover the cost of their food, uniform and sports.

**Yearly Plan 2013-2014**

### Recruitment of students

Students are recruited through an entrance test. At least forty students are short listed. Parents are interviewed by a panel comprising the Principal, Senior Teacher, Parent teacher association member and an external member who can be a volunteer teacher or ex staff of the school.

### Exchange programs

The school encourages exchange program and research to be conducted. This is to ensure that the exchange program enriches and enhances unity and cooperation among students and other academic fraternities.

### Competitions

The School Policy encourages participation of students both for National and International Competitions.

### Seminars

Seminars for personality development and social development, emotional and critical thinking skills enhancement are organised by the school. The school networks with community members and partners with research bodies so that they help student learning with the most innovative and creative knowledge, concepts and skills. The seminars enhance learning strategies and techniques. In addition the school is supported by educators and academicians who contribute to the teaching and learning through volunteer means.

### School Report Card Day

An annual event where teachers, parents and students meet to discuss the children's progress academically and in other aspects has been quite useful for both teachers and parents so that the children can be guided to improve. The school records high attendance by parents.

### Annual General Meeting of the school Parent-Teachers Association

The Annual PTA meeting is held successfully with the election of the committee members. Top students of the Public UPSR Examination receive monetary rewards sponsored by Council and

PTA committee. The PTA has always been outstanding in their support of the school and school programmes.

#### Pure Life Society

The school takes part in the memorial programme, functions and celebrations carried out by the Pure Life Society. The Pure Life Society has given their campus to the school on a lease for the next ten years. The school provides free education and support learning to students from the orphanage whose campus the school is built.

#### Annual Sports

The Sai School Annual Sports Day is held at the Subang Jaya Sports Complex attended by 99% of children & parents. The Sai School is unique in that all the school children participate in the school sports.

#### School Choir

Students render choir performance for any conventions or public functions they are invited to. It is a chance for them to perform and gain confidence. At the same time they bring an awareness of values through their performance of songs which are values based.

#### Merdeka/ National Celebrations

Throughout the month, the school carries out a patriotism drive through quiz, drawing of posters, singing of patriotic songs by students, colouring, stories of national leaders and the flying of the National flags in the school compound.

#### UPSR Public Examinations

At least thirty students sit for their exams every year. The recent record of 94% pass has proven that students' academic performance is remarkable.

#### Academic Committee Meeting

Members of the academic committee headed by a Council member and PTA meet at least twice a year to support and review to improve the performance of the school in terms of character and

academic excellence. They also review and upgrade appraisal forms, terms of references and any issue related to management of the school.

### Sai School Parentcare

The Parentcare module for Sai school parents is carried out successfully headed by a Parentcare team.

### Post UPSR programmes – September to November

Special programmes are held for year six students after their examination. Attendance of the year six class was excellent until the end of the school year as they were fully occupied with many activities planned for them:

- a) Visit to historical places
- b) Visit to Industrial and Beneficial places which helps in life skills development
- c) Service at Old Folks Home
- d) Service at school ( repairing & washing school mats, tables & chairs, cleaning up school compound etc)
- e) Seminars on goals & vision of learning and critical thinking
- f) Seminars on goals of character development and leadership programs
- g) Preparation for the Annual School Day
- h) Sports such as netball, football, chess clubs are reviewed regularly with the help of coaches and PTA members
- i) Intercultural and interreligious practices through participation in arts, dance, drama, public speaking and performances in public

### Year One Orientation

Year One parents and children for 2015 are welcomed before the year in October and given a briefing by the Chairman of Board of Governors, the Principal, the Student Affairs teacher on the

school mission, vision, rules & regulations, school policies and special aspects of the school. The year one class is full.

### Annual Speech Day

The Annual Speech Day is held at the school hall with students from year one to six taking part in one item or another which ranged from drama, choral speaking, public speaking, dikir barat and a sketch. Students who excel in their studies are rewarded with prizes. There are prizes for students who showed remarkable transformation in studies and character as well. The function is well attended by the Guest of Honour, the President of Sathya Sai Council, the Deputy President, Council members and other invited guests from the Community.

### Other Programmes

Among other programmes worth mentioning is the School Green Project which is on-going. All year 4, 5 and 6 students are involved. The vegetables grow well and the harvest is given to the students, Pure Life Society, teachers and others.

The Newspaper recycling is another on-going project to create recycling awareness. The proceeds of the project are used to fund the Old folk's home (partly)

Another interesting programme started in 2013 is the STP programme by Bro G. Reddy in September 2013. All teachers and office staff are keenly following this programme. This program is meant to train teachers in self-awareness and reflectivity so that there is increased awareness of the roles they play at school to develop both character and academic excellence.

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