



**Sandringham East  
Primary School**

**Welcome to Sandy East from  
Principal Laureen Walton  
and Assistant Principal's  
Russell Watson & Ryan McCulloch**

# Sandringham East Primary School (SEPS)

This is a snapshot of what  
we can offer your child and  
what our school is about.



Dear Parents and 2021 Foundation students,

What a year it has been for everyone! We are so looking forward to 2021 when we can welcome you to our school. We are hoping that in term 4 this year we can introduce you to Sandy East with some lessons where you meet the teachers and have some fun with a picnic as well. You will also meet your buddy for next year and I know our year 5 students are looking forward to this. Parents if you have any questions please don't hesitate to contact me anytime by phone 0409 598 185 or Email

[Laureen.Walton@education.vic.gov.au](mailto:Laureen.Walton@education.vic.gov.au)

Kind Regards,

Laureen



## *School Purpose - Vision:*

To build an inclusive community where our children are active learners, critical thinkers and creative explorers.

*"Think... Imagine... Become"*

## *Values:*

Care - Aspiration - Respect

*"Always our best"*

Children love having fun in our  
Playscape tunnels.



# Our proud history - since 1931

- Fifty years ago these two youngsters, Peter Lucas (left) and Brad Desmond began their first day at Sandringham East Primary School.
- They returned to our playground to recreate their favourite photo. The boys remained good friends throughout their school years. As teenagers they formed the loudest garage band in Sandringham, and in their 20s they backpacked around Europe. Peter was even best man at Brad's wedding.
- These days Peter is a managing director with Wittmann Battenfeld, and Brad is a psychologist and corporate trainer. After fifty years their message was simple...

**“Education matters... but friendship makes you rich.”**



# What are the elements of our family friendly, community school?



# Highlights

## 1. Our School Community

- The vibe! Like a “country” culture - helping, sharing, working together.
- Our 2020 start to the year was with Sandy Primary after their unfortunate fire where we cared for and hosted them for term 1.



# Parent & Community Participation

- **School Council and its committees  
(Fundraising raised \$70,000 in 2019)**
- **Class parents - Parent & Friends Association**
- **Parent helpers in classrooms,  
excursions, camps, sport etc**
- **Parents support events - fundraising,  
working bees, assemblies, Kaboom  
welcome, Book Week, Special Friends  
Day, Productions, Art Show, Carols night.**
- **SEPS Partnership with Lions, Rotary,  
Japanese Saturday College  
(270 students in 19 classes)**



## Our School Review - Highlights cont.

### 2. Teaching and Learning

- Highly valued by staff and community, with a focus on making a difference to student outcomes.

*“Learning growth for all!”*

Results: Annual Report, Teacher Judgement & NAPLAN,  
Work with ‘Critical Friends’,  
Professional Learning Communities,  
School Strategic Plan



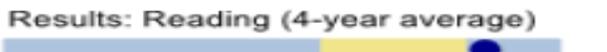
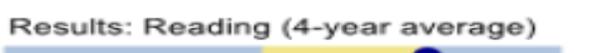
## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

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Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p>  <p><b>Results: Reading (4-year average)</b></p>  <p><b>Results: Numeracy</b></p>  <p><b>Results: Numeracy (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p>  <p><b>Results: Reading (4-year average)</b></p>  <p><b>Results: Numeracy</b></p>  <p><b>Results: Numeracy (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Our School Review - Highlights cont.

### 3. Professional learning of staff

*"We never stop learning!"*



Lisa McGuinness-Smith inspired staff and launched our Vision and Values for the year.



- Curriculum Days – 4 days each year
- Professional Practice Days – 4 per teacher per year
- Real Schools consultant Adam Voigt throughout the year modelling, coaching , mentoring – Restorative Practices
- Working with Tracey Ezard for leadership support
- Learning Walks to classes with level leaders & Peer Observations
- Online Learning Modules that are DET requirements
- 2 Learning Specialists mentor, model for & coach teachers - Our Learning Specialists are Trudy Gau our Maths leader & Interactive Whiteboards guru and Claire Parsons who is our Literacy leader, Walker Learning guru & ICT leader
- Tapping into staff expertise & strengths - 'We are all leaders'

➤ Collaborative teaching and learning spaces will be ongoing through Professional Learning Communities with a focus on:

\* ***Numeracy,***

\* ***Literacy,***

\* ***Engagement & Wellbeing***

➤ These are the core of our Strategic Plan for the coming 4 years.



# Our School Review - Highlights cont.

## 4. School facilities and contemporary learning spaces





Imagine how life will be for our children growing up

**The problems they will need to solve: water supply, food, pandemics, population, equity, sustainability, climate ... and more**

**Envisage what you want for your children**

As Gandhi embodied: *“Be the change you wish to see in the world”*

# “I am the Future’s Child” (By Hedley Beare)

My name is Angelica. I am 5 years old. I really don’t have much of a past.

**In fact, I am the future.**

You need to understand what I am learning to believe, how I think about my future, what my world-view is. You and I want me to be a success in the world in which I will enter as an adult and which I will be responsible for. In future days I will admire you for being able to look forward with me and to help me define what I need to learn.

My world is already very different from the one you have grown up in. Using current life expectancy figures, I will live until I am over 80. So I will be living and well in the 2090’s, and my children will live to see the twenty-second century. Can you even imagine what the world will be like for them?

One out of every hundred babies born this year live in developed countries. So wherever I live or work, I will certainly be mixing in a multi-national, multi-cultural an multi-faith setting, and white people could be the ethnic minorities. I will have to think about that when I prepare for a job.....

(Please click the link below to read the full version of this essay.)

[http://www.sandringhameastps.vic.edu.au/docs/I\\_am\\_the\\_Future.pdf](http://www.sandringhameastps.vic.edu.au/docs/I_am_the_Future.pdf)



*We are looking to fulfill the hopes and dreams you have for your child?*

**We will fill their 'backpack' to ensure they are equipped with life's essentials.**

