Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.
Sandringham East is a coeducational primary school located in the leafy beachside Sandringham, 15 kilometres south east of Melbourne. Our vision is: “To build a community that empowers, challenges and inspires learners to foster their creativity and talents developing the skills to fulfil their dreams in an ever-changing world to: THINK...IMAGINE...BECOME.”

Our school values include: care, compassion, doing your best, fair go, freedom, honesty, trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion. The school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for students.

Sandringham East is a progressive school preparing students for a dynamic future. We have a proud history of over 85 years serving the Sandringham community. Our community hub values relationships and a sense of community – a diverse community with 7% were EAL (English as an Additional Language) representing 19 countries with no ATSI (Aboriginal and Torres Strait Islander). A total of 528 students were enrolled in 2017, 243 female and 285 male. SFO is .2416 and SFOE is 0.1743.

The school employs a Welfare Officer/Counsellor who supports many families for educational, wellbeing and family issues.

Sandringham East prides itself on a diversity of programs that cater for personalising student learning needs through curriculum programs and Individual Learning Plans. Literacy and numeracy are essential foundations for student success.

Students in 2017 enjoyed our bright, engaging flexible learning environments (in many outdated classrooms) which catered for a range of learning styles and individual needs. We are thrilled that in December 2017 the school was approved for $7.8 million to rebuild our outdated facilities. The school community have worked tirelessly over many years for this wonderful news.

Facilities provide a safe and secure setting, surrounded by a sanctuary, incorporating a walking track, lush oval, oriental and indigenous gardens, bountiful vegetable patch, and hens provide eggs for our community. An amazing adventure Playscape was completed and opened in October 2016 which the school community funded. Students enjoy their leisure time playing creatively in this great sanctuary environment with ropes, tunnels, tree platforms, cubbies, sandpit, digging pit, water play and a massive log fort. A Play Shed also provides creative play resources for our younger students. Our school kitchen gardener provides opportunities for students - sowing and tending the garden, cooking healthy meals and providing produce to the school community.

Financial commitments invest to improving facilities to cater for 21st century learning with a high priority on professional learning for staff. The biggest impact on student learning is the quality of the teacher and relationships, and we devote resources to improving teacher capacity and efficacy. Professional Learning Communities are dedicated to unpacking data, setting high expectations and personalising learning so students achieve to their best.

The school engaged Julie Shepherd, Tracey Ezard and Kathy Walker as critical friends to work with staff to improve teaching and learning. The Walker Learning Approach is implemented, connecting students to their learning through interest. Several students are supported through the Program for Students with Disabilities. The school employs extra support teachers to enhance and challenge student learning particularly in Literacy and Numeracy.

Highly regarded specialist programs with passionate teachers include Performing Arts, Physical Education, Visual Arts, and Japanese. As an Asian Literate school we communicate with our sister schools in Japan and Philippines. Level 3 and 4 students were privileged to participate in a Chinese Tutor Program learning Mandarin from their tutors in Beijing.

Excursions, camps (adventure, educational, ski camp and Japan tour), swimming and Bike Education provide our students with a well-rounded education. We work with Sandringham College (through a level 3 science student/peer partnership), John Monash Science (Little Scientist Program) and the i Sea, i Care Dolphin Project for students who are passionate about science and sustainability.

Technology provides students with knowledge and tools and robotics resources give challenge to employ coding expertise which is taught to students. Our 1:1 computer program for students in levels 3 – 6 sees around 75% of students with their own device.

We value our links and partnership with Sandringham College, located adjacent to Sandringham East. Mutual benefits are gained from this relationship as well as a positive transition to secondary schooling.

The school encourages community as part of the process of schooling through School Council and our Class Parent Program, which is incorporated within the Parents and Friends Association. The school sees parents as vital partners in a child’s education. The school links with the broader community to provide extra-curricular activities for students, including Sporting Schools Program, Instrumental music, Choir, Sandy Stars, Chess, Lego Build It, Junior Engineers, Chinese and Lunch Club. Before and After School Care is provided by Extend.
We value partnerships with community in Lions, Rotary and the Japanese Saturday College. We host the Japanese Saturday College each week who offer 21 classes for 260 students. Parent participation and support for our school from local community play a major role that is valued and encouraged.

The FISO priority for our school is Building Practice Excellence; encompassing teaching and learning, with a focus for students to: Think...Imagine...Become...

Please see the school website for further information about our wonderful school.  www.sandringhameast.vic.edu.au

Framework for Improving Student Outcomes (FISO)

The SEPS FISO improvement priority is **Excellence in Teaching and Learning** focusing on **Building Practice Excellence**.

Our primary goal is to build teacher capacity in teaching Numeracy and Literacy to improve student learning outcomes in Number and Writing from Foundation to Level 6. Additionally, we aim to develop resilient learners.

Implementing key improvement strategies to achieve these goals are vital and will include building the capacity of teachers to implement whole school approaches to their teaching and learning programs whilst maintaining a constant focus on students’ social and emotional learning (SEL).

We have continued to build systems for leadership, collaboration, classroom observation and feedback, in an effort to develop teacher knowledge and capacity to plan for and implement consistent approaches to teaching and learning. We have implemented PLCs across the school that focus on data and knowing every child’s face. Our UMNOS partnership with Melbourne University has focused on formative assessment (assessment for learning) and feedback – two of the High Impact Teaching Strategies. (HITS)

We have continued with our distributed leadership model in an effort to further develop capacity and provide for successive leadership.

Our Instructional model is embedded and is constantly revisited to ensure our teachers are updated in their professional learning.

Achievement

Our parent socio economic status is high with satisfaction levels as reported by parent opinion survey slightly lower than the median of all Victorian schools. Our school staff survey is similar to that of the median of all Victorian Government Primary schools.

Achievement is monitored using identified assessment strategies (both formative and summative). Teaching is differentiated to address student need. Level teaching teams analyse cohort data and plan learning sequences to cater for individual needs; supporting, challenging and extending.

Teacher judgement of student achievement indicates that our students are performing above the median of all Victorian Government primary schools and similar to like schools in both English and Mathematics.

Our NAPLAN results at both Year 3 and Year 5 in both Reading and Numeracy are above the median of all Victorian Government primary schools and similar to like schools.

Growth data is where we focus our attention. If the result is in the top 25%, the gain is categorised as HIGH, middle 50 percent is MEDIUM and bottom 25% is LOW. SEPS’s growth was generally good but there are areas for improvement.

Reading – 67 % students had medium to high growth
Numeracy – 69% students had medium to high growth
Writing – 87% students had medium to high growth
Spelling - 78% students had medium to high growth
Grammar and punctuation – 80% students had medium to high growth

Our future target areas will be Reading and Numeracy with 37% and 31% low growth identified (respectively).
Engagement

Common reasons for non-attendance include illness and extended family holidays.

The SEPS data reflect a ‘lower’ rating indicating there have been more absences than expected and is lower than similar schools. This is perhaps reflective of the socio economic status of the parents in the community.

Our attendance data between 2016 and 2017 has remained static.

At the end of the day it is the choice and decision of parents whether their child attends school – illness is of course unavoidable. Holidays within school learning time are definitely a factor but if students are on an educational holiday there will still be learning that takes place informally. As such we will put in place a system for “Principal Endorsed” absence in an attempt to change the trajectory of our data.

Average attendance rate 2017 see below.

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parents are advised of the implications of student’s non-attendance in reports and the newsletter. The weekly “Tendy” award at assembly inspires students to attend and classes and teachers become very excited with the announcement of this award.

Parents of students who are not at school will be communicated with if a student is not marked present at 9.30am every day. This is a matter of safety and duty of care to ensure that parents / guardians are aware of whether their child / children are at school.

How many days has your child missed this semester?

0-6  This is within normal range. A child with this attendance rate is able to take full advantage of the teaching and learning opportunities available to them.

7-10  This attendance rate is below average. A child with this attendance rate could miss over one year of schooling between prep and year 10.

11-20  This is a poor attendance rate. A child with this attendance rate could miss out on up to two years of schooling between prep and year 10.

20+  This is a very poor attendance rate. A child with this attendance rate could miss out on up to two and one half years of schooling between prep and year 10.
Wellbeing

Student Attitudes to School survey results are comparable to similar schools. However our results are slightly lower than the median of all Victorian Government Primary Schools.

Students’ health, safety and wellbeing are essential to learning and development. At Sandringham East, we focus on the provision of an inclusive and safe learning environment so students can achieve their best and sustain positive learning experiences. Our Social and Emotional Learning initiatives including Respectful Relationships, Play is the Way, Bully Stopper Cluster Initiatives, and Resilience Survey initiatives aim to ensure the wellbeing of our students. The successful inclusion of our school as a Lead Respectful Relationships school has given our students and community a key to embedding Respectful Relationships within our local and wider communities.

Our “Play Is The Way” program has been implemented across the whole school, teaching our students to manage themselves by understanding key concepts of:

- Treat others as you would like them to treat you.
- Be Brave – participate to Progress
- Have reasons for the things you say and do
- It takes great strength to be sensible
- Pursue your personal best no matter who you work with.
- Be the master not the victim of your feelings.

Additionally students are encouraged to pursue the life rafts that will support them.

To support and promote student wellbeing, we employ a school based counsellor/welfare officer to work with our school community.

The Bayside Council Resilience Survey was conducted in levels 3-6 and the results have given us further insight into the needs of students after extensive data dissemination and the development of an action plan. We will continue to be involved in this survey to ensure that we can respond to the data and ensure student needs are being met.

For more detailed information regarding our school please visit our website at www.sandringhameast.vic.edu.au
# Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

## School Profile

<table>
<thead>
<tr>
<th>Enrolment Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>A total of 528 students were enrolled at this school in 2017, 243 female and 285 male.</td>
</tr>
<tr>
<td>7 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</td>
</tr>
</tbody>
</table>

## Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents’ occupations and education.

## Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

## School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual School Staff Survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
## Performance Summary

### Achievement

**Teacher Judgement of student achievement**

Percentage of students in Years Prep to 6 working at or above age expected standards in:

- English
- Mathematics

For further details refer to *How to read the Annual Report.*

### Student Outcomes

#### Results: English

<table>
<thead>
<tr>
<th>0</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: Mathematics

<table>
<thead>
<tr>
<th>0</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School Comparison

- Similar

---

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: 🟢

Results for this school: ● Median of all Victorian Government Primary Schools: ●
# Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAPLAN Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</td>
<td><img src="#" alt="Graphs" /></td>
<td>Similar</td>
</tr>
<tr>
<td>Year 3 assessments are reported on a scale from Bands 1 - 6.</td>
<td><img src="#" alt="Graphs" /></td>
<td>Similar</td>
</tr>
<tr>
<td><strong>NAPLAN Year 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</td>
<td><img src="#" alt="Graphs" /></td>
<td>Similar</td>
</tr>
<tr>
<td>Year 5 assessments are reported on a scale from Bands 3 - 8.</td>
<td><img src="#" alt="Graphs" /></td>
<td>Similar</td>
</tr>
</tbody>
</table>
## Performance Summary

**Achievement**

### NAPLAN Learning Gain Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

---

### Student Outcomes

#### Reading

- Low: 28\%
- Middle: 28\%
- High: 28\%

#### Numeracy

- Low: 17\%
- Middle: 52\%
- High: 31\%

#### Writing

- Low: 40\%
- Middle: 47\%
- High: 14\%

#### Spelling

- Low: 33\%
- Middle: 45\%
- High: 22\%

#### Grammar and Punctuation

- Low: 21\%
- Middle: 59\%
- High: 21\%
Sandringham East Primary School

Performance Summary

**Engagement**

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

**School Comparison**

A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.

Average 2017 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr1</td>
<td>92 %</td>
</tr>
<tr>
<td>Yr2</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr3</td>
<td>92 %</td>
</tr>
<tr>
<td>Yr4</td>
<td>92 %</td>
</tr>
<tr>
<td>Yr5</td>
<td>91 %</td>
</tr>
<tr>
<td>Yr6</td>
<td>92 %</td>
</tr>
</tbody>
</table>

**Student Outcomes**

Results: 2017

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

Few absences <------> Many absences
### Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School - Sense of Connectedness</strong>&lt;br&gt;Measures the percent endorsement on Sense of Connectedness factor, as reported in the <em>Attitudes to School Survey</em> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
</tr>
<tr>
<td><strong>Students Attitudes to School - Management of Bullying</strong>&lt;br&gt;Measures the percent endorsement on Management of Bullying factor, as reported in the <em>Attitudes to School Survey</em> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
</tr>
</tbody>
</table>
How to read the Annual Report

What does the About Our School section refer to?

The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.

The ‘School Context’ describes the school’s vision, values and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the Performance Summary section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

What does School Comparison refer to?

The School Comparison is a way of comparing this school’s performance to similar schools in Victoria.

The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are ‘Similar’ to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have ‘Higher’ performance. Some schools have ‘Lower’ performance than expected and receive targeted support to ensure that there is improvement.


What does ‘Data not available’ mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the Victorian Curriculum?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.

‘Levels A to D’ may be used for students with a disability or students who may have additional learning needs.

‘Levels A to D’ are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for ‘Levels A to D’).
### Financial Performance and Position

#### Financial Performance - Operating Statement
Summary for the year ending 31 December, 2017

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$3,678,035</td>
</tr>
<tr>
<td>Government Provided DET Grants</td>
<td>$511,241</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$24,528</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$30,302</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$913,139</td>
</tr>
</tbody>
</table>

**Total Operating Revenue** $5,157,246

<table>
<thead>
<tr>
<th>Equity¹</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity (Social Disadvantage)</td>
<td>$10,166</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td><strong>$10,166</strong></td>
</tr>
</tbody>
</table>

#### Financial Position as at 31 December, 2017

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$216,144</td>
</tr>
<tr>
<td>Official Account</td>
<td>$35,786</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$225,474</td>
</tr>
</tbody>
</table>

**Total Funds Available** $477,404

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$210,541</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$37,895</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$90,749</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$37,954</td>
</tr>
<tr>
<td>Revenue Received in Advance</td>
<td>$81,265</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$19,000</td>
</tr>
</tbody>
</table>

**Total Financial Commitments** $477,404

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package²</td>
<td>$3,347,541</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$2,433</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$5,086</td>
</tr>
<tr>
<td>Consumables</td>
<td>$139,558</td>
</tr>
<tr>
<td>Miscellaneous Expense³</td>
<td>$368,584</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$81,311</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$273,689</td>
</tr>
<tr>
<td>Salaries &amp; Allowances⁴</td>
<td>$291,156</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$126,639</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$453</td>
</tr>
<tr>
<td>Utilities</td>
<td>$42,654</td>
</tr>
<tr>
<td>Adjustments</td>
<td>($10,597)</td>
</tr>
</tbody>
</table>

**Total Operating Expenditure** $4,668,506

**Net Operating Surplus/-Deficit** $488,740

**Asset Acquisitions** $19,584

---

(1) The Equity funding reported above is a subset of overall revenue reported by the school.
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.
All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Finance Report for 2017

Committee members: Laureen Walton, Genevieve Casonato, Joanne Kitson and Gary Forrest

The school’s financial performance for 2017 successfully reflected the budget set at the beginning of the year. Budgets were monitored on a monthly basis throughout the year and finance reports were reviewed at each school council meeting. Importantly, funds were allocated to all curriculum and building programs in order to meet the school’s objectives.

Income

The total income for the year amounted to $1,479,211 (increase of 27.3% YOY). This comprised of government grants and locally raised funds (which includes money received for camps, school fees, excursions, fundraising, voluntary contributions and trading operations such as the JSC).

The following graphic provides a breakdown of the income amounts:
Expenses

SEPS expenses for 2017 were $1,331,561 (increase of 7.03% YOY). The following graphic provides a breakdown of the expenses:

We have available funds of $477,404 at 31 December 2017 which is mainly comprised of cash received in 2017 for 2018 expenses, including:

- Materials, Resources and Services;
- Excursions;
- Library and building funds; and
- The JSC.

Voluntary contributions were strong at ~60% in 2017 compared to ~50% in 2017. These contributions supported additional services in first aid, grounds, the library and buildings and contributed to a more comfortable, safe and secure environment for our students. We are grateful for these contributions and continue to encourage families to support these great programs.

In 2017, SEPS was successful in securing a commitment of $7.8M from the Victorian Government for much needed capital funding for the school. This is a great result for our students now and into the future with state of the art teaching facilities on their way. SEPS is well positioned to ensure successful delivery of this program during 2018 and beyond.

Fundraising Fundraising monies are a vital input to the school’s funding, with $70,076 raised (increase of 22% YOY) by the school community. The Vintage Fair a major contributor generating nearly $43,000. These funds have already been used for furniture both within classrooms and outdoor, and will be well utilised with the Master Plan Stage 1 beginning in Term 2 2018.
There was also strong support through the ‘Busy Parent Contribution’ during the year, with contributions of $13,280. The Busy Parent Contribution allows families to make a voluntary contribution towards fundraising and receive an automatic exemption from fundraising sales, rewards towards the Walkathon & Easter Lucky Tickets and the right not to attend working bees.

Other valuable income sources that we have drawn upon this year include the Japanese Saturday College (JSC) and the Extend School Care Program. These represent important partnerships that SEPS has fostered over many years. Deepening and sharing cultural experiences and insights with JSC and ensuring the highest standard of before and after school care for our students.

Finally, this is my fourth and final year on School Council, and my second as Treasurer. It has been a great opportunity to get involved in the day to day running of SEPS. Laureen, Genevieve and Jo have been great to work with on Finance Committee. I commend their passion and energy to make things better for our kids and to support our teachers. I am pleased to hand over the role of Treasurer to Jen Hill. As we embark on a period of significant change for SEPS with lots of development and transformation of our school, Jen’s experience and financial knowledge will be an asset to the school community. I look forward to watching on from the school yard!

Gary Forrest – Treasurer