

**East Bentleigh Primary School  
No: 4837**

**2007 Annual Report to the  
School Community**



## School Overview

East Bentleigh Primary School with an enrolment in 2007 of 302 students is located in East Bentleigh in the Southern Metropolitan Region. Our school is small enough to allow each student to be treated as an individual yet large enough to support a wide range of programs. School buildings were built in 1960 (light timber construction) and are in need of major maintenance in a number of areas. Situated in a superb natural environment, East Bentleigh Primary School has abundant grassed areas, mature trees, views of Yarra Yarra Golf Course and plenty of open space nearby. The school grounds are developed and maintained largely by a small hardworking group of school community members and by means of working bees.

At East Bentleigh Primary School we have two different streams - our "Mainstream" for want of a better word and our "Steiner stream." In what we call our "Mainstream" classes, the methodology followed is similar to other state primary schools - ie a mixture of traditional / conventional and some of the many new methodologies developed during the past few years. In the "Steiner" classes the Steiner style of teaching is followed. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to go in. Although we have different approaches in different classrooms, we are one school. Our two streams operate side by side and support one another. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously.

Tolerance is a key feature of our school community. Classes from the two streams play in the yard together, go on camps together, play interschool sport together and take part together in many special whole school activities. All the children at our school have the same goals - they have a choice of which path to take to reach those goals. We think it is great the way our children learn at such a young age that to be different is OK, that there is more than one way to go about things.

Our education program encompasses all areas of the National Curriculum. By acknowledging and addressing the inter-relationship between curriculum programs we provide quality teaching and learning opportunities that assist all students to develop to their full potential. The school aims to provide a high quality education in a positive and supportive environment.

Active community participation features in all aspects of school policy and curriculum. Equal opportunities are ensured for all students, both in the classroom and during outdoor activities.

### **East Bentleigh Primary School Vision:**

At East Bentleigh Primary School we provide a supportive yet challenging environment in which all the children feel safe and stimulated.

We offer families a choice of educational paths which both treat children as individuals as well as providing high quality educational experiences that are suited to each child's stage of development.

Our aim is for each child to become a happy confident person, well equipped for the challenges of life long learning, contributing to the society in which they live and able to achieve their full academic, creative and social potential.

The goals and targets set out in the 2007 Annual Implementation Plan were

### **Student Learning**

- **To provide quality learning opportunities which assist all students to develop to their full potential and which values and recognises the differing needs of individual students.**

Prep: Text level 5- 45.3% of students are reading with greater than 90% accuracy.

Year 1: Text level 15- 68.5% of students are reading with greater than 90% accuracy.

Year 2: Text level 20- 91.4% of students are reading with greater than 90% accuracy.

Despite the slower introduction to formal academic learning in the early years in the Steiner Stream, it is pleasing to note that all the above percentages demonstrate improvement from 2006.

### Student Engagement and Wellbeing

- To continue to develop and maintain a supportive learning environment that promotes respect for the rights and feelings of others to enhance student learning while recognising and valuing the rights and achievements of individuals, groups and the school.

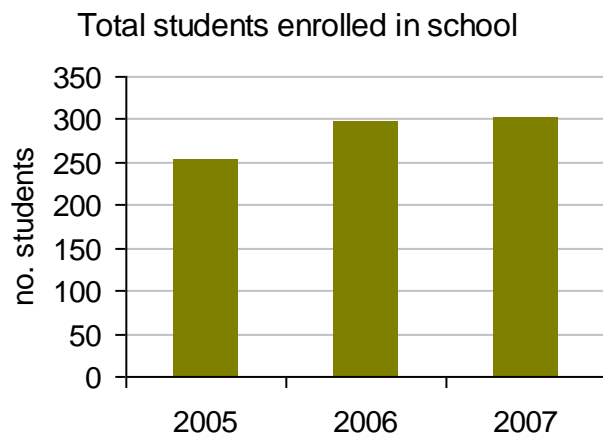
The number of days absent, although still above the state mean has shown improvement from the previous year's figure.

### Student Pathways and Transitions

- To ensure a smooth transition of students from kinder to prep and from Year 6 to Year 7

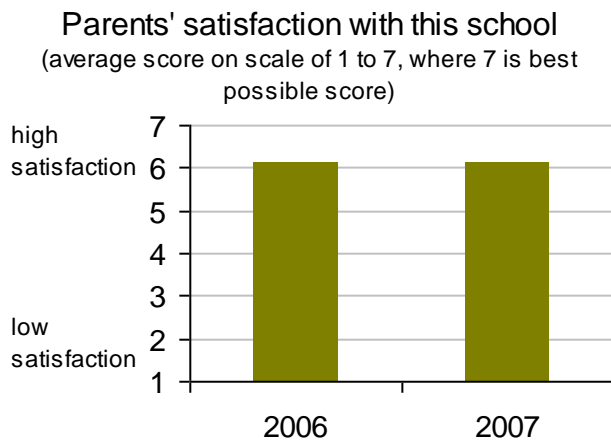
Transition programs offered at both Prep and Year 6 level were attended by all students.

## Demographics



In 2005 there were 250 children enrolled at East Bentleigh Primary School. In 2006 there were 298 children and in 2007 there were 302 children enrolled, showing a slow steady positive trend.

## General Information



In the Parent Opinion Survey parents are asked to what extent they agree with the statement "Overall I am satisfied with the education my child receives from their school". East Bentleigh parents rated their satisfaction

level at a 6.12 out of a possible 7. We had a response rate of 73% in 2007 which was very healthy. The trends in all areas were either above or equal to those of 2006, with the single exception of 'reporting'.

### Teacher Satisfaction

The average score for teacher satisfaction (morale) at this school was 73 on a scale from 0 to 100 where 100 is the best possible score."

### Teacher Absence

The average number of days absent per teacher was 11.71 days, which is higher than in 2006 due in the main to two significant long term absences throughout the year.

### Teacher Retention

Of the 21 teachers at East Bentleigh Primary School at June 2006, 19 or 90% were still at the school at June 2007. This figure across all Government schools was 86%.

### Teacher Participation in Professional Learning

All teachers have participated in a diverse range of professional learning opportunities throughout the year which has included extensive work on the new student reporting system to parents, VELS (Victorian Essential Learning Standards), POLT and Catering for children with Learning Difficulties in the classroom.

### Teacher Qualifications

Schools will include the statement that *"All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; [http://www.vit.vic.edu.au/content.asp?Document\\_ID=241](http://www.vit.vic.edu.au/content.asp?Document_ID=241)."*

## Principal's Report

2007 was another successful and busy year in the life of East Bentleigh Primary School, with two major foci throughout the year. Firstly was our Self Evaluation in preparation for our external review which took place in June. Completing our self assessment enabled much discussion about the achievements of the school and the path forward. Through open communication channels between all stakeholders we discovered much to celebrate as well as establishing the Strategic Plan which sets the path forward and reflects the needs of our community. Secondly was the significant building and maintenance program which was undertaken in the first half of the year, which included the long overdue refurbishment of staff toilet facilities; a much needed updating and enlarging of our office area; (much credit is due to Elaine Prosser, Jane Keen and Janet Burston who worked under extremely trying conditions in the first half of the year when the demolition and refurbishment work took place around them. Their efficiency and good humour did not waver throughout), major maintenance work in the replacement of roofing and re-stumping as well as the building of our much anticipated new ICT centre, which was funded largely (although not entirely), by the Federal Government's Investing in Our Schools Program. We officially opened this exciting new teaching and learning space in Term 3, combining this much anticipated event with a very successful Mainstream Expo night which highlighted many of the wonderful learning activities our children participate in.

There were many highlights over the course of the year, with a major one being our biennial Autumn Fair which we held again in the pouring rain on March 24<sup>th</sup>. This day, as we battled the elements was a living embodiment of all that is great about our school. Despite the difficulties we experienced, the many, many hard working parents, teachers and children soldiered on to make the day a very successful one. Thank you to the extremely hard working and dedicated band of parents led by Anita Duesterhaus. Our school once again benefited from the efforts of our fundraising team, who organised many events throughout the year, including our traditional Mother's Day and Father's Day stalls, our Bunnings Sausage sizzle and Election Day BBQ/Car Boot Sale also brought in much needed funds into the school. Thanks to you all for your continued efforts. Thanks too, to the dedicated members of the Gardening group, both parents and teachers who have battled hard to maintain our garden environment under such difficult circumstances.

Another highlight of the year was our Annual Open Day held each year in Education Week- a very important day on our calendar in light of our dual curriculum. My thanks go to the staff members who work so incredibly hard 'behind the scenes' in preparation for this day in order to showcase the many wonderful programs which are so much a part of what we do. They are ably supported by parents and children in their endeavours. Thank you to you all.

The introduction of the new state wide reporting system to parents meant significant professional development to familiarise staff with its content. Staff also continued to work to develop their understandings of VELs (Victorian Essential Learning Standards) to enhance the curriculum programs we offer to our students. This work will continue in 2008.

We applied for a number of grants throughout the year and were successful in the final round of Community Water Grants, which will allow us to fit water tanks around the school and were also successful in gaining an Artist in Schools Grant which will add greatly to our outside environment. Thanks to Mark Koppens our versatile Assistant Principal who lead this for us. We look forward to working towards realising these projects in 2008.

While only a brief look at the key activities in 2007 (this new Annual Report format requires us to keep our Principal's and School Council President's reports brief), I hope this does serve to highlight our school's commitment to meeting our children's learning and social and emotional needs through the maintenance of a strong sense of community and improved learning outcomes.

In closing I wish to thank all those who make the community of East Bentleigh Primary School such a rich, vibrant and diverse learning community. To our teachers, your dedication and energy for all you do is much appreciated. To our enthusiastic parents, who work to assist teachers in so many ways, your contribution is also much appreciated, and finally to our children- it is you that makes coming to school each day so worthwhile and joyful. I look forward to 2008 with much anticipation.

Maria Shearn

## School Council President's Report

2007 was another busy year for East Bentleigh Primary School. Early on in the year three new parent council members were elected; Andrew Minogue, Ellen Regos and Lisa Todd-Collins, congratulations to them all. Each new member and indeed all school council members have contributed a great deal during the last year. Some of the most exciting things to happen to EBPS in 2007 was the opening of the new ICT centre, the purchase of an interactive white board, our friends at Taraleigh Kindergarten opened their doors on the first day of second term, the building of the pizza oven had commenced and new billboards were erected around the community advertising our wonderful school. Other improvements included general maintenance and repairs to our School Hall and main building roof.

As usual the Fund Raising Committee did another amazing job; the School Fair alone raised nearly \$9000, (Thank you Anita Duesterhaus and your team). Other events included the Sausage Sizzle on Election Day and at Bunnings.

Our Bush dance was also held during the year, and was a fantastic night!

Thanks must also go to Geoff Shaw for co-ordinating many working bees throughout the year.

In other news we received a "*Highly Recommended*" for our gardens and grounds from the Schools' Garden Awards, thanks to Ellen Regos for writing the application and the Gardening Committee for all their hard work. Also our Community Water Grant Application was successful and we have been granted \$35000 to fit water tanks to our school. Our sincere thanks go to Mark Koppens and Ellen Regos (again).

To save paper, newsletters were made available via email for the first time in 2007 (if you want your newsletters and bulletins emailed to you let the office know). Finally my thanks go to the Junior School Council members, who raised \$600 during the year and were very enthusiastic at their annual School Council meeting.

On behalf of the School Council I would like to thank Maria Shearn for her continued dedication, the incredible teachers and staff, the parents and all of the children that make EBPS a joy to be involved with.

Thanks again for your continued support.

Andrew Meede  
School Council President

## Student Progress & Achievements

### Student Learning

As explained in the school profile of our newly developed strategic plan we have a unique situation in our school because we have two different curriculum streams. Before presenting information about student achievement at East Bentleigh Primary School it is necessary to provide some understanding of the differences between our Mainstream curriculum and our Steiner Stream curriculum.

As stated in our profile "In what we call our "Mainstream" classes, the methodology followed is similar to other state primary schools - ie a mixture of traditional / conventional and some of the many new methodologies developed during the past few years. In the "Steiner" classes the Steiner methodology of teaching is followed."

In our Steiner stream the children do not start formal lessons - with abstract academic concepts such as reading and writing - until the year in which they turn seven - the year they go into class one. Academics are deemphasized in the early years of schooling. The prep child's school days are filled with "creative imaginative play" in which they are nurtured rather than taught, and are allowed to learn by example and through imitation. There is no academic content in the Steiner prep experience (although numeracy and literacy readiness activities such as singing, story telling, poetry, dancing, finger plays, painting, drawing and handwork are an important part of the program - ie there is a good deal of pre-academic skills development), and minimal academics are part of the first grade program. Reading (of whole words, sentences and stories etc) is not taught until second or third grade, though the letters are introduced carefully through stories and pictures in first and second. Writing therefore evolves out of the children's art. Telling stories rather than reading them is an essential element of Steiner education. Much teaching in all subjects is done through the medium of stories told by the teacher. Recalling and discussing the stories in a natural spontaneous manner is essential.

Oral comprehension of this kind will take place on most days. Good listening comes naturally when lessons have a strong story element. The oral approach is used all through Steiner education, mastering oral communication is seen as being integral to all learning. Daily singing and recorder playing (from class one onwards) also dancing and rhythmic work taken each morning, all sharpen the powers of concentrated listening.

Numbers are introduced in class 1 and gradually between class 1 and class 3 understanding of the basic mathematical processes of addition, subtraction, multiplication and division is developed.

Both streams provide a balanced curriculum with a wide range of experiences for the children, it is however necessary to take the different academic paths into consideration when looking at our student achievement graphs.

On average the children in the Steiner stream have caught up with the Mainstream children academically by class four. Some children have caught up by the end of class 3 while others may not catch up until the end of class four or early in class five.

Another factor which needs to be taken into consideration is that there are more Steiner students in the school than Mainstream students – 5 Mainstream classes and 10 Steiner classes in 2007. When interpreting our data about student achievement at East Bentleigh P.S., the special nature of our dual curriculum clearly has an effect on the results.

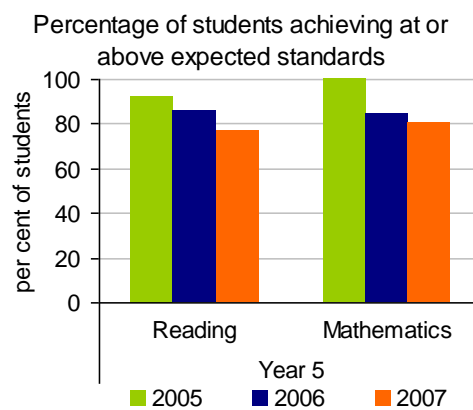
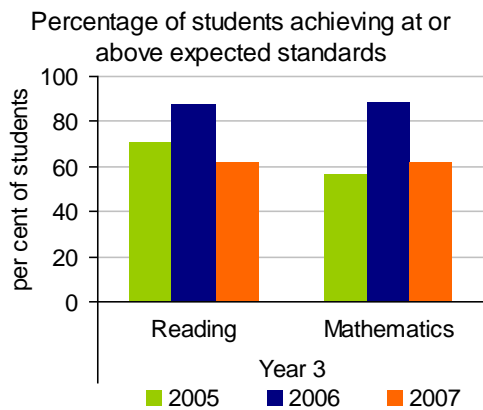
At East Bentleigh Primary School, teachers assess student achievement in years Prep to 6 using the expected levels of achievement described in the Victorian Essential Learning Standards.

It is expected by the DEECD that student achievement of VELS standards will approximate the following levels of achievement across the school.

- Prep                   VELS Level 1 by the end of the first year at school
- Grade 2                VELS Level 2 by the end of the third year at school
- Grade 4                VELS Level 3 by the end of the fifth year at school
- Grade 6                VELS Level 4 by the end of the seventh year at school

Clearly these expectations were not developed with the Steiner stream in mind. Also it must be noted that as 75% of our students are in our Steiner Stream, then our data must be affected in our lower grades. This does not mean we are under achieving in the lower grades, rather it means that as far as comparisons go for statewide data, this should be taken into account and only our senior grades should be compared.

### Student Learning



**AIM (Achievement Improvement Monitor):** The Year 3 results need to be read in the context of being the results of 13 children only and at a mean score of 2.0 are slightly below the state mean of 2.3. In percentage terms this is 62% achieving above the expected standard. (of 13 children). The Year 3 mathematics school mean of 2.0 is below the state mean of 2.4- again translating to 62% of children achieving above the expected standard.

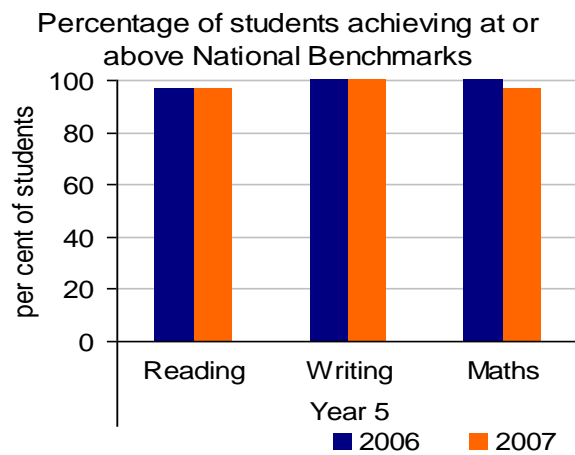
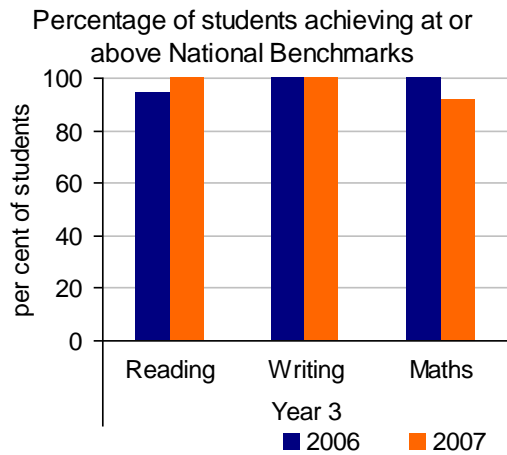
The year 5 reading results which include 83% of the cohort, thus a more realistic figure to discuss. The school mean of 3.3 is marginally above the state mean of 3.2, translating to 76% of children achieving above the expected standard..

The Year 5 mathematics results including 85% of the cohort sees the school mean as 3.5, to the state 3.2- translating to a figure of 80% achieving above the expected standard.

Whilst these results are in Year 5 generally satisfactory, more work needs to be done in this area.

Teachers are far more aware of the need to provide for students activities that prepare them for the type of test AIM (or in 2008 NAPLAN) are, as it is not typical of the type of assessment usually completed at the school level.





**Percentage of students achieving at or above National Benchmarks** – When looking at East Bentleigh students in Year 3, in terms of the percentage of students achieving at or above the National Benchmarks there were 100% in Reading, 100% in Writing and 92% in Mathematics.

When looking at East Bentleigh students in Year 5, in terms of the percentage of students achieving at or above the National Benchmarks there were 97% in Reading, 100% in Writing and 97% in Mathematics.

## Student Pathways and Transitions

The school provides transition programs for entry into prep and from year 6 into year 7. A buddy program also runs between prep and year 6 students.

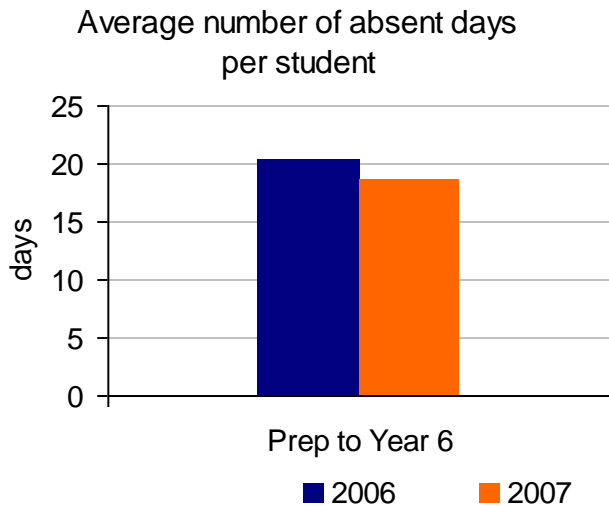
In the early years the aim is to have the starting students comfortable and familiar with their surroundings so that the start to their schooling is as calm and as smooth as possible. The aim is also to familiarise the parents with the school and its expectations as it is evident that if parents are calm and relaxed so too are their children. A formalised Prep transition program operated in November with incoming children attending school each Friday in November. This program aimed to introduce children to relevant staff and the school surroundings in preparation for the new year. Whilst the children are working in the classroom parents meet with the Principal and/or Assistant Principal who discuss how the school operates, its programs and expectations and answer any questions parents may have.

From year 6 to year 7 the aim is to ensure that the students have the necessary skills and self confidence to make the transition to their secondary college as happy and smooth as possible. Visits to a number of our local Secondary Colleges are arranged throughout the year to familiarise the children with the structures of a secondary setting, such as timetabling, movement around the school etc.

A total of 33 children exited at Year 6. Due to our wide 'catchment' area due to the dual curriculum we offer here at East Bentleigh, our children exited to a variety of secondary settings- 8 different settings in fact. Our school has strong links with local Secondary Colleges in the area, as well as initiating and forging a link in 2006 with Ashwood Secondary College, (in Eastern Region) who are implementing a 'Steiner Influenced' stream there.

## Student Engagement and Wellbeing

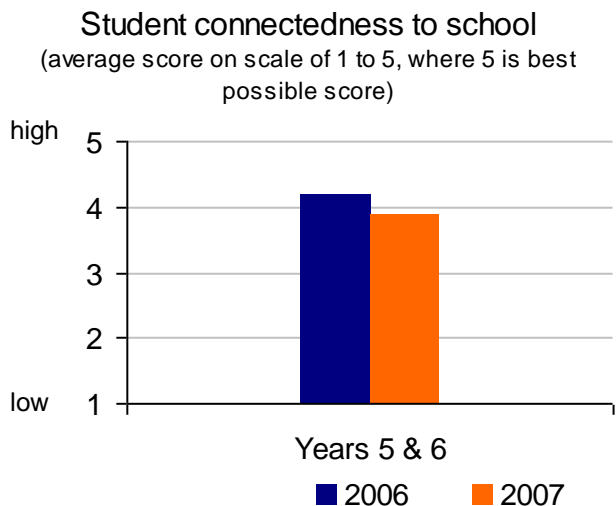
East Bentleigh Primary School acknowledges the direct and strong links that exist between student learning and student engagement, self-esteem and wellbeing. We continually promote and maintain a caring, secure and positive environment which is in turn conducive to high quality student learning and emotional and social well being. We also work at creating an environment where the whole school community has common understandings of success and achievement, and students work towards their personal best.



The average number of days absent per student in 2007 was 18.7 which is 5.5 above the state average. Whilst this absence rate is still too high there was a drop from the previous year's figure of 20.3. Some chronic absenteeism by a small number of students affects the overall averages and some long term irregular attendance problems also have an impact.

Some absences can be explained by many of the Prep parents' desire to keep their children home often for one day per week to "rest" them. We will implement strategies from DEECD's 'Its' Not OK to be Away' initiative in order to improve this figure in 2008.

We recommend that regular checking of absentee levels continue and these be followed up by the teachers and principal where necessary to ascertain reasons for absence. Also that notes re absence be insisted upon when parents do not explain in person.



The Attitudes to School Survey indicates a score of 3.87 out of a possible 5 with regard to school connectedness. Although this is a fall from the figure of 4.18 in 2006, which is always a source of concern, this must be read within the context of the complex and unsettling staffing issues which affected our Steiner Class 6 cohort in 2007. A strong focus in this area has been written into our School Strategic Plan and Annual Implementation Plan in order to work towards an improvement in this area in 2008.

Children in years 5 and 6 are asked to what extent they agree with each of five statements-

I feel good about being a student at this school

I like school this year

I am happy to be at this school

I feel I belong at this school

I look forward to going to school

All members of our staff have a strong focus on student engagement and wellbeing and all work hard to develop positive relationships with all students. A number of proactive programs are in place to support children and their connectedness to school.

A number of leadership programs are available to children throughout the school. There are leadership positions for School Captains, House Captains, Vice School Captains and Junior School Council Presidents. Children from years 3-6 have the opportunity to become members of our thriving Junior School Council, which has been responsible for many activities over the year.

Our senior captains have capably fulfilled their roles in a number of areas, with the running of our twice weekly fitness sessions for children in classes 3-6 being a particular highlight.

Maximum participation is aimed for in all school camps and other excursions and we do have a high rate of take up. Very few students miss out on these important relationship building extras.

## Future Directions

### Student Learning- Goals

- To improve outcomes in literacy and numeracy throughout the school
- To develop a more rigorous approach to the learning of mathematics
- To increase and develop assessment practices (internal and external) for both teachers and students

### Student Learning- Targets

- The proportion of students assessed by teachers as A, B or C in each mathematics strand to be 85% or higher in Year 6
- Improved growth in the Year 3 and 5 AIM matched cohort data in the number and literacy strands

### Student Learning – Key Improvement Strategies

To improve the level of teacher effectiveness, teacher empathy, student motivation and learning confidence data into the effective range on the Attitudes to School Survey

- Align school structures, practices and resources with the school strategic plan
- Develop curriculum, assessment and reporting to align with the Victorian Essential Learning Standards
- Further develop moderation strategies and understandings of VELS
- Use the Blueprint's 'Seven Principles of Highly Effective Professional Learning' and 'Effective School Models' as a basis for whole school PD and to audit existing and ongoing practices
- Investigate current mathematical teaching and learning practices including intervention and support programs
- Strengthen our system of tracking student levels of achievement and learning growth at the whole school, sub school, year and student level and through teaming of teachers across levels.
- Refine our Prep to Year 6 assessment schedule and research and standardise the tests used
- Further develop portfolios and individual learning plans to show student achievement P-6
- Ensure all staff understand and implement the Principles of Learning and Teaching (PoLT)
- Increase and promote regular learning together programs for families such as Family Maths and Science nights

### Student Engagement and Wellbeing

- To improve student engagement and wellbeing throughout the school by providing a learning environment that is more supportive, productive and promotes independence, interdependence and self motivation
- Increase support for 'at risk' students in and out of both class and school so that appropriate programs are developed and parents informed and invited to provide home support
- To develop a school environment that is focused on improved student relationships, attendance, motivation and confidence

### Student Engagement and Wellbeing Goals

- To increase the Year 5 and 6 results in the student safety measure on the Student Attitudes to School Survey by 36% (move from needing improvement to the effective category)
- To increase the Year 5 and 6 results in the student wellbeing measure on the Student Attitudes to School Survey by 35% (move from needing improvement to the effective category)
- To improve the measure of student behaviour category (from needing improvement to the effective category) by 50% on the parent opinion survey
- To reduce the student average absence rate by three days

### Student Engagement and Wellbeing – Key Improvement Strategies

- Further develop and implement early morning activities programs to entice students to be punctual
- Follow up with programs when children are absent and late and investigate those that promote increased attendance such as 'It's Not Okay to be Away'

- Look at implementing programs that focus on increasing student engagement, confidence and motivation such as the 'You Can Do It' program as a whole school focus
- Develop a whole school approach to delivering social skill programs.
- Extend student leadership programs to include mentoring and cross age tutoring programs
- Increase teacher ownership of data by analysing PoLT and Student Attitude to School data with students to collectively determine strategies for improved student wellbeing and engagement
- Further increase and develop student leadership opportunities and programs throughout the school
- Develop and explore programs that focus on healthy lifestyle choices and responsible community behaviours
- Create a comprehensive program with a focus on physical, personal and social learning
- Develop an environment where high expectations are communicated and achievements celebrated

#### **Student Pathways and Transitions**

- To increase the connectedness and communication between our local preschools and the secondary colleges our students attend
- To improve student transition processes both within the school P-7 from home/kinder to school and from primary to secondary

#### **Student Pathways and Transitions-Goals**

- To increase parental satisfaction with a quality of student transitions by the end of the planning period (specific target to be identified once baseline data is established in 2007)
- To increase the percentage agree responses in the parent opinion survey on the general satisfaction and maintain our current high rating

#### **Student Pathways and Transitions – Key Improvement Strategies**

- Extend contact with pre-prep families through community organizations, exchange visits to kindergartens and secondary colleges
- Provide a student buddy system and staff support to students who enrol at the school
- Develop and implement a survey for new students and prep parents to ascertain the success of our induction and transition to school program
- Ensure that information is passed on to new teachers in more formal ways so that student transitions between levels are seamless
- Further develop the Year 6-7 transition and exiting program through obtaining feedback from students and parents who exit the school by ways of surveys developed by the school
- As part of the school's self evaluation implement strategies for pathways and transitions
- Strengthen the strong partnership between parents, teachers, students and the broader community

### Financial Performance

<b>Financial Performance for the year ending 31st December, 2007</b>		<b>Financial Position as at 31st December, 2007</b>	
<b>Revenue</b>	<b>2007 Actual</b>	<b>Funds Available</b>	<b>2007 Actual</b>
DE&T Grants	315,164	High Yield Investment Account	66,617.61
Commonwealth Government Grants-IOSP Grant	165,000	Official Account	1664.16
State Government Grants		Other Bank Accounts( listed individually)	
Other	26,688	Building Fund	1993.24
Locally Raised Funds	371,893	Term Deposit-Investment)	27,261.81
<b>Total Operating Revenue</b>	<b>878,745</b>	<i>(insert)</i>	
		<b>Total Funds Available</b>	<b>97,536.82</b>
<b>Expenditure</b>		<b>Financial Commitments</b>	<b>2007 Actual</b>
Salaries and Allowances	246,567	Accounts Payable Control	
Bank Charges	1,272	Office Requisites	20,000.00
Consumables	80,176	Building/Grounds including SMS	20,000.00
Books and Publications	760	Special Programs inc Student Services	
Communication Costs	8,993	Region /Clusters Funds	
Furniture and Equipment	18,598	Professional Development	
Utilities	10,680	Trading Operations	12,555.07
Property Services	425,968	School Operating Reserve	44,981.75
Travel and Subsistence		<b>Total Financial Commitments</b>	<b>97,536.82</b>
Motor Vehicle Expenses			
Administration	8,867		
Health and Personal Development	616		
Professional Development	8,664		
Trading and Fundraising	43,386		
Support/Service	965		
Miscellaneous	78,791		
<b>Total Operating Expenditure</b>	<b>934,303</b>		
<b>Net Operating Surplus/- Deficit</b>	<b>55,558</b>		
<b>Capital Expenditure ( Cases 21 Finance Only)</b>	<b>1,044</b>		
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package			

The allocation of resources in the form of program budgets and staffing is always based on the needs of the students. The school's purpose is to provide a caring and challenging learning environment that equips our children with the necessary skills and knowledge to become valued contributors to the society in which they live. Our aim is to provide a broad curriculum for all children.

Program budgets are carefully targeted to support curriculum areas, which in turn supports the improvement of children's learning outcomes

Adequate funding is an issue of concern for all schools; therefore the management of financial resources must reflect the needs of the school which in turn leads to providing the best possible environment and opportunities for children.

During 2007, through judicious management the school was able to fund the shortfall in the IOSP grant, (which saw the construction of a new ICT centre), and what was actually required to complete the project. Further funding in 2008 will be required to fully complete the project. An unexpected State Government grant of \$40,000 was utilised in much needed maintenance projects.

At the beginning of 2007 the school also saw the official retirement due to ill health of our much loved bursar Rae Foley. On Rae's retirement, Elaine Prosser and Jane Keen took on the role of Business Manager and throughout the year managed to align many of our process. The introduction of the new CASES 21 financial package has assisted in this area. The school accounts were audited in May and the management points made a focus of improvement throughout the year. As we became more familiar with CASES 21, our processes have become far more streamlined. Much credit is due to Elaine Prosser, Jane Keen and Janet Burston. Thank you for your continued hard work and good humour.



**School Contact Information**

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**This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the Principal.**