



---

**SCHOOL FOR LIFE FOUNDATION**  
**ANNUAL REPORT 2016**

---

*Education is Freedom. Freedom from poverty, from disease and from war.*

## CONTENTS

<b>1</b>	<b>REPORTS OF CHAIRS AND EXECUTIVE .....</b>	<b>2</b>
1.1	MESSAGE FROM OUR CHAIRS.....	2
1.2	MESSAGE FROM OUR CEO .....	3
<b>2</b>	<b>ABOUT US.....</b>	<b>4</b>
2.1	OUR VISION.....	4
2.2	OUR MISSION.....	4
2.3	OUR STORY .....	Error! Bookmark not defined.
2.4	OUR DEVELOPMENT PRINCIPLES .....	4
2.5	WHERE WE WORK.....	5
<b>3</b>	<b>OVERVIEW OF OUR ACTIVITIES IN UGANDA.....</b>	<b>6</b>
3.1	EDUCATION.....	6
3.1.1	PRIMARY EDUCATION.....	6
3.1.2	SPECIAL NEEDS EDUCATION .....	8
3.1.3	PROVISION OF EARLY CHILDHOOD DEVELOPMENT.....	9
3.1.4	VOCATIONAL TRAINING .....	9
3.1.5	PROVISION OF INFRASTRUCTURE.....	11
3.2	HEALTH CARE.....	12
3.3	ECONOMIC SUSTAINABILITY.....	13
3.4	ENVIRONMENTAL SUSTAINABILITY.....	15
<b>4</b>	<b>MEASURING IMPACT.....</b>	<b>15</b>
4.1	MONITORING AND EVALUATION.....	15
<b>5</b>	<b>DONORS, FUNDRAISING AND EVENTS.....</b>	<b>17</b>
5.1	ACKNOWLEDGEMENT OF OUR DONORS.....	17
5.2	BLACK TIE FUNDRAISING BALL .....	17
<b>6</b>	<b>CURRENT BOARD, STAFF AND VOLUNTEERS.....</b>	<b>18</b>
6.1	OUR BOARD OF DIRECTORS.....	18
6.2	STAFF AND VOLUNTEERS.....	20
<b>7</b>	<b>LOOKING FORWARD .....</b>	<b>20</b>
<b>8</b>	<b>FINANCIAL STATEMENTS .....</b>	<b>21</b>
<b>9</b>	<b>HOW YOU CAN HELP.....</b>	<b>30</b>



## **1 REPORTS OF CHAIRS AND EXECUTIVE**

### **1.1 MESSAGE FROM OUR CHAIRS**

It has been an honour and privilege to take on the role of Co-Chairs of School for Life Foundation this year. We would like to acknowledge the dedication and service of Chairman Darren Perry who stepped down in February after 6 years of service to School for Life Foundation. Directors Jack Elliott OAM and Matt Day should also both be recognised for their long service to the Board of School for Life as they parted this year.

We also wish to acknowledge the highly effective leadership of the CEO Annabelle Chauncy. A new organisational structure implemented this year has provided a sound basis to ensure the future expansion of our services in Uganda.

This year, we expanded our operations, starting construction of our secondary school at Mbazzi Riverside and opening the doors of the school to 80 pre-school and pre-primary students providing education to children from 3 years old. This will significantly increase the quality of education being provided to our students, increase health and nutrition and further differentiate the level of education SFL provides to the community.

Congratulations must be extended to the team on ground in Uganda, whose hard work and dedication continues to go from strength to strength. From the construction team, cleaners, cooks, maintenance, security and teachers, our Ugandan staff continues to work above and beyond to ensure Katuuso Primary and Vocational and Mbazzi Riverside Schools run effectively.

The 28th of May 2016 saw our most successful Black Tie Fundraising Ball to date, with a huge \$370,000 raised. A special thank you to all our supporters who helped us to achieve this milestone.

We would like to extend our sincere gratitude to all the volunteers who dedicate their time and energy to assisting School for Life to increase its impact both in Australia and Uganda. Thank you to the Board of Directors, whose commitment to SFL's strategy, risk management and governance ensure that we continue to grow as an organisation.

The projects that SFL implements in Uganda have a transformative impact on the local communities and we are excited to be a part of the ongoing growth and development of the organisation.

Please take the time to visit our website, view the videos and pictures of this year's progress and read more about the journey ahead.

Thank you once again for your support,

Linda O'Brien AM and Ben Colman  
Co-Chairs



## 1.2 MESSAGE FROM OUR CEO

What an incredible year it has been! The construction and opening of Mbazzi Primary School (which will be used as Mbazzi Secondary School in 2018) has certainly been the highlight... Words can't describe the feeling of seeing 80 bright, happy children coming to school for the very first time. It's magic!

Katuuso Primary and Vocational School continues to grow from strength to strength. This year, we educated 320 students, built an Early Childhood Development centre, assembly hall and tailoring centre, another 10 teacher houses, and 2 100,000L underground water tanks to provide clean drinking water to the entire community. We continue to support our Ugandan staff and further develop their capacity with skills enrichment programs throughout the holidays. We had our first graduates of the adult literacy program who were extremely grateful for the opportunity to learn to read and write, an opportunity they otherwise would never have been afforded.

Our animal husbandry and tailoring programs are expanding and the funds we raise are going directly back into the operations of our schools. We now have more than 100 goats and nearly 100 pigs in our piggery.

We have even set up a medical clinic to ensure the students and wider community has access to health care which has seen a marked reduction in absenteeism due to the treatment of diseases like malaria, colds, typhoid and stomach pain.

All of this is due to your generous support and to the amazing, hard work of our team in Australia and Uganda. Particular thanks must be given to our Uganda Country Director Angela Mwebaze, Operations Manager Ashley Meek, Construction and Agriculture Manager David Avery, Director of Schools Janepher Kintu, Foreman Dickson Candia, Finance Manager Cedric D'Mello, Project Manager Kessia Lum and Head Teacher Robert Kasio for their continued management and leadership.

I would also like to convey my sincere thanks to our Board of Directors for their continued guidance and generosity of time, and to our staff, supporters, benefactors and volunteers in Australia and Uganda. Without you, none of our the huge progress we are achieving is possible.

With your support, we are looking forward to another productive and successful year ahead, and to the continued growth and impact of School for Life.

Annabelle Chauncy OAM  
CEO and Founding Director



ACFID  
MEMBER



## 2 ABOUT US

### 2.1 OUR VISION

To address poverty through the provision of education in developing countries, applying holistic, community-led, scalable and sustainable development practices.

School for Life has been built on the joint principles of capacity development and community empowerment. This means we provide a *hand-up* not a *hand-out*. We believe that education can change everything and we aim to provide a high-quality education to those who need it most, so they can have an impact and change the communities where they live.

### 2.2 OUR MISSION

To substantially increase the provision of education and related services, including employment and healthcare by working in partnership with emerging communities in countries around the globe.

We will do this by:

- Building and operating schools that are aligned with the needs of the community.
- Encouraging and enabling productive and sustainable community-based economic development, to reduce the reliance on hand-outs.
- Promoting and advocating the benefits of investing in education.

We value transparency, empowerment, sustainability and integrity. We are passionate and we aim to be responsive and effective in everything we do.

### 2.3 OUR DEVELOPMENT PRINCIPLES

- **Children first** – the welfare of the children we work with and educate comes first in all we do.
- **Accountability and transparency** – we meet and where possible, exceed all compliance and accountability requirements in both Australia and Uganda.
- **Community led** – we partner with and work alongside communities to develop the future they want and to actively engage them in both decision-making and program delivery.
- **People development** – we train and develop our staff and volunteers and seek to create satisfying career paths for them.
- **Sustainability** – we seek to maximise economic and educational sustainability and plan over time to hand back as much authority and accountability as we can to local leaders.
- **Quality** – the education programs we provide are of the highest quality.
- **Business development and vocational training** – we work with communities to enhance economic opportunities with a special focus on the developing the business and vocational skills of women.
- **Evaluation** – we measure and evaluate what we do.



## 2.4 WHERE WE WORK

Uganda is a land locked country in East Africa. It has a population of 39 million people of which 49% are under the age of 15 years old. It was ranked 163 out of 188 countries in the 2015 Human Development Index. On average, people survive on \$1.25 a day with an average life expectancy of 57 years old. These statistics are the worst in rural villages. As such, SFL chose to focus on the provision of high quality education in rural Uganda where many children and adults have little or no access to education.

SFL owns 43.5 acres of land across two campuses, Katuuso and Bujuuko, in the Mpigi District. The land is located approximately 1.5 hours drive west of the capital city of Uganda, Kampala. The area is identified by the Ministry of Education as one of the most needy areas in Uganda. The current education facilities in the area are dire. The school buildings are sub-standard, the costs of learning materials and uniforms are a barrier for many, the lack of water and nutrition make learning difficult and the out-dated teaching tools lead to an uninspiring environment.

According to the Mpigi District Development Report 2010:

- Pupil teacher ratio is 65:1
- Pupil classroom ratio is 65:1
- Pupil desk ratio is 6:1
- Average distance to primary schools is 4 kilometres.
- Unemployment rate is 66.9%, the majority of whom are women.
- Only 2% of women are employed. Women are mostly involved in house work, crop farming, poultry on a subsistence level and brick making
- Youth form 60% of the total population, 40% of whom are unemployed and lack vocational and business skills.



### **3 OVERVIEW OF OUR ACTIVITIES IN UGANDA**

#### **3.1 EDUCATION**

##### **3.1.1 PRIMARY EDUCATION**

SFL strongly believes that all children everywhere, boys and girls alike, deserve access to a full course of primary schooling. SFL believes that education empowers children with new opportunities, and that knowledge protects children against exploitation in a variety of areas including child labour, sexual exploitation, and armed conflict.

SFL's commitment to education-based development is demonstrated through its flagship program, Katuuso Primary and Vocational School (KPVS) and second school Mbazzi Riverside Primary School (MRPS).

The highlight of this financial year has been the construction of MRPS, thanks to the generous support of the Cotton On Foundation. The construction and opening of this school in just 6 months was a huge achievement by all staff, particularly our hard working construction team. Congratulations to our KPVS Head Teacher Janepher Kintu who was promoted to Director of Schools and Robert Kasio, promoted to Head Teacher of KPVS. Their vision, passion and leadership is a huge asset to School for Life and the teaching community.



*80 students in pre-school and pre-primary at MRPS attend school for the very first time*

#### **We now provide:**

- Quality education to 400 children from Pre-school (ECD) to Primary 6 across two campuses.
- 6 special needs children with high-quality education and requisite medication, as well as regular health check-ups.



**ACFID**  
MEMBER



- A fully stocked health clinic at KPVS, with a full-time nurse.
- Employment to over 100 staff members as managers, teachers, cooks, cleaners, security, agriculture and construction workers.
- A teacher to student ratio of 1:20.
- Three nutritious meals a day for the children and staff at the school.
- Uniforms, books and comprehensive learning materials, as well as a fully stocked library for the teachers and students.
- Extra-curricular activities for the children including excursions to the Entebbe Zoo, Drop Everything and Read Days, music, art, drama, dance and sport programs.

Both of our schools offer a high level of learning, providing modern resources in a positive, colourful and supportive environment. Students are encouraged to achieve their full potential and meet their own personal goals.



*Some of our Primary girl students in Primary 4 enjoying their studies in a classroom at KPVS.*

### **Highlighting success: Benard Kasibante**

Kasibante is our newest and oldest student joining Primary 6 this year! After requesting permission to join the class, the Head Teachers decided that School for Life's ethos of inclusivity and the power of education should be extended to Kasibante.

Kasibante has been working as a cook at Katuuso for the past two years, preparing meals for over 300 people per day. Although Kasibante has a modest beginning with the school, his intention has always been to immerse himself in education and he hoped that his daily encounters with teachers would improve his English. He joined the first Adult Literacy Course and excelled to second in the class. Kasibante is determined, outgoing and dedicated.



Kasibante is 28 years old, the eldest of 8 children and was born in Rwanda. His mother and siblings fled to Uganda for safety during the war in the 1990's, leaving his mother the sole provider. After Year 6, Kasibante left school and started to work at a grocery store to assist his family financially. He continues to send his wages home.

Promising that he could balance work and school, Kasibante's current daily schedule consists of waking up at 4am to begin food preparation for breakfast and lunch; joining the class until lunch break; fetching 12 jerry-cans of water in preparation for clean up; joining afternoon class; washing dishes after school; and then completing homework. The busy schedule is demanding but he isn't taking his second chance at an education for granted. He is determined to excel in P6 and all grades moving forwards, striving to one day become a doctor.



### 3.1.2 SPECIAL NEEDS EDUCATION

In Uganda, many schools discriminate against children with disabilities, denying them enrolment on the basis of stigmatisation or limited capacity to accommodate children with special education requirements.

SFL officially started a Special Needs Education program in 2013. The program seeks to provide inclusive education and equal opportunities for children with special needs, as well as to address the stigmatising attitudes within the community which perpetuate rejection and denial of access to basic services.

We have 6 children with a range of physical and mental disabilities enrolled in the program. With the help of a certified special needs teacher, the program aims to integrate children with disabilities into the classroom with their peers, following a customised version of the education curriculum and using modified teaching methods. These Individual Education Plans (IEPs) are designed to enable participation in activities in the classroom while allowing them to work on specific areas to reach their full potential.

Each child has made significant progress since enrolling at KPVS, both academically and socially. Respect and inclusion is promoted within the school; the children with disabilities play with their peers during break and participate in all school-wide events. Their recognition as valued members of the school community has greatly impacted their self-confidence and sense of belonging. The continuous smiles on their faces are evidence of their delight in attending school.



#### **Highlighting success: Teacher Joseph**

Joseph is our Special Needs teacher at Katuuso. After surviving a severe case of malaria at age four, he was left permanently deaf. He was raised by his single mother and attended a nursery school for the handicapped and later transferred to a School for the Deaf in Kampala. He eventually mastered sign language and pursued a University degree in education. Joseph decided to become a teacher so that

he could give the gift of education to others who are hearing impaired.

### 3.1.3 PROVISION OF EARLY CHILDHOOD DEVELOPMENT

After providing Primary Education to the Katuuso community for 4 years, SFL identified that there was a significant gap between children transgressing from the village to school life. Many children took time to understand routine, were under-nourished and their fine and gross motor skills were under-developed. As such, our strategic objective for FY2015 was to implement an Early Childhood Development Centre for children aged 3-5 years. This centre helps them bridge the gap between the village and school, gets them ready for formal education and allows them access to the feeding program. We have seen marked increases in their growth, concentration and skills.

There are 80 students aged 3 and 4 years enrolled at Mbazzi Riverside Primary School in pre-school and pre-primary.

### 3.1.4 VOCATIONAL TRAINING

SFL's development philosophy is to partner with the local community to provide a hand up, not a hand out. Working with in-country partners, SFL engages in projects that educate the local community and provide people with the tools to lift themselves out of the poverty cycle. The provision of tailoring, agriculture, animal husbandry, English and financial literacy skills are at the core of SFL's vocational education programs.

#### Tailoring

In October 2013 we launched our tailoring project with the aim to empower women in the local community. The pilot class, run by SewAid International (a Rotary initiative) consisted of 20 women from the local community who had, on average, completed 3 years of schooling their entire lives. The women were quick to pick up the skills, despite having never used electric sewing machines. Ten women were offered full time employment and are now creating a range of goods, which are sold both in Uganda and Australia. The profits are directed back into our work to create sustainability. Not only has this been beneficial for School for Life, but it has meant that the women have increased their income by 5 times! This year, to further increase the school's sustainability, the women made the children's school uniforms.

With some guidance from School for Life, our tailoring team has established a group savings program. Each month, our tailors proudly deposit 40,000 UGX from their earnings into a savings account that they are being trained to manage on their own. They have even initiated a merry-go-round lending system, independent of School for Life. In addition to their monthly savings program, they have started contributing 10,000UGX per week to a shared pot. Each week, a different woman takes the combined amount savings of 100,000 UGX as a bonus to spend on something that she likely would not have been able to otherwise purchase for herself or her family.

This year, the project was renamed and rebranded by the women to the name KUMI, which is a Luganda word meaning 'ten'. This rebrand will help to further stylise and market the products. The trained women are now providing training and capacity development to other women in the local community.



### **Highlighting success: Teddy Namatovu**

Teddy is a participant in the Kumi Tailoring Program and four of her five children attend Katuuso Primary School. She and her husband farm two acres of land, which supplies fluctuating revenue. Participation in the Kumi Tailoring Project has secured income to reliably pay school fees, nutritious meals and renovations to the family home. Teddy has gained a great deal of self-esteem from her ability to support her family and she takes pride in independently financing the education of all five children. Teddy has also been working on her numeracy and administration skills. She was appointed Treasurer of the tailoring group and will be responsible for keeping records of their savings.

This is the flow on effect that Katuuso's education and employment has on the wider community, providing a hand up, not a hand out and changing the lives and futures of many generations.



*Teddy in the tailoring room*

### **Upskilling teachers**

We are constantly looking to provide our teachers with opportunities for growth and professional development. This year we conducted a number of in-house workshops throughout the holidays to help build teams, and teach teachers new and modern knowledge around teaching practices. Each year, we offer a teacher the opportunity to go to Kampala universities and teaching colleges to undertake further study. Teachers Annet, Robert, Grace and Jesca had the privilege this year thanks to the continued support of a very generous donor.

### **Adult Literacy**

SFL conducts English lessons for young adults and school drop-outs in the Katuuso community and surrounding areas. Lessons are held three times a week after school hours for 65 students. The program has a new intake of students each school semester and trains the community in Beginners and Advanced English.



**Highlighting success: Flaviah Nassaazi**

Flaviah Nassaazi started working at Katuuso Primary and Vocational School in 2011. Prior to cooking at the school, she and her husband were subsistence farmers. They worked tirelessly for small yields and minimal income to support their family. Flaviah's cooking job not only enables her to pay school fees for her children, but she has also invested in a local barbershop business. She is now passing her cooking skills onto her eldest son Frank, who has also joined the school's cooking staff. Flaviah and her husband attend the adult literacy classes offered weekly at the school. Her English and reading have improved immensely, as well as her confidence.



**Financial literacy programs**

SFL recognises that financial management skills help lift communities out of poverty and as such conducts financial literacy workshops with our staff and the local community. We conducted two workshops this year and the staff have set up a savings scheme whereby they contribute part of their salaries into a mutual fund, which is used for personal development projects annually.

**3.1.5 PROVISION OF INFRASTRUCTURE**

**Construction of Mbazzi Secondary School**

In line with our vision to provide high quality education, this year we commenced construction of our Secondary School at Mbazzi. The first two wings are complete, as well as a 100,000L water tank, solar electricity panels, a stock yard to keep bulk construction materials on site, thus reducing costs of transportation. At completion, the Secondary School comprises 16 classrooms, a staff room, health clinic, assembly hall, 3 100,000L water tanks, solar electricity, 2 science labs, 20 bio-toilets that connect to 2 bio-gas digesters and 3 eco-stoves. It is a functional construction that does not over-provide.



*Mbazzi Secondary School's first two blocks, including stock yard, water tank and Block 3 at foundation level.*

### 3.2 HEALTH CARE

SFL strongly believes that health care and nutrition are an integral part of poverty alleviation and achieving quality education benefits. As part of this philosophy, SFL provides regular healthcare check-ups, partnering with Alive Medical Services in Kampala to bring a team of 10 doctors, nurses, nutritionists, counsellors and lab technicians to the community. SFL constantly maintains a clean water pump to provide free clean drinking water and reduce water-borne diseases in the community. As we expand, we have a growing need to address community health issues. As such, this year we set up a school health clinic at Katuuso Primary School.

#### **Highlighting success: Aisha Katengeke**

We are thrilled to welcome our new comprehensive nurse to the SFL team. During the semester break, Aisha made the move from Kampala to Katuuso, and is now our very first full-time nurse at the school.

Aisha's childhood was spent living between Kampala, the capital of Uganda, and Jinja, a peaceful, lush city located on the Nile River. As the oldest in the family, Aisha helped raise her two younger brothers. During secondary school, she realized that it was her calling to be a nurse: "I love nurses; they are here to love and to serve." Thus, she focused intensely on her studies, graduated high school and progressed immediately to a professional nursing course at the International Institute of Health Sciences. She completed this course in just over two years – a feat that landed her a job at a clinic in Kampala. It was her very first job and, needless to say, she was incredibly proud to be working



as a registered nurse at such a young age. Aisha continued to impress – selected, the following year, from a competitive field to be a pharmacist in Kampala.

Eager to advance her career, Aisha was quick to apply for School for Life's desirable clinic position. When asked why, she smiled and said, "I love taking care of children. This was one of the many reasons that the job enticed me." Two weeks after being hired, Aisha moved to Katuuso village and began the tedious undertaking of stocking the clinic with medications and clinical supplies. As the first line of medical defense for our students and teachers, her role is to provide medical advice, implement promotional health campaigns and activities, and offer complimentary malaria tests and basic first aid to the staff and students. Within the first week of the clinic's opening, Aisha was busy testing and treating numerous students for malaria and other ailments.

She is adjusting well to her new living environment and role, explaining, "I love everything about Katuuso; the environment is amazing; everything is so green and peaceful. I wake up to the sound of the birds chirping and the children playing."

With an insatiable ambition, Aisha's ultimate plan is to open a clinic or pharmacy of her own. In the meantime, she is happy in Katuuso, busy treating her patients, and strategizing for future health related community workshops in the village.

### 3.3 ECONOMIC SUSTAINABILITY

SFL recognises that sustainability is the ultimate goal of any successful development program and as such, has expanded its agricultural program this year. Over 20 different varieties of crops are grown on our land to not only provide an income for the school, but to reduce the costs of our feeding program, which provides 3 nutritious and varied meals a day to students and staff. SFL also runs an animal husbandry program this year, rearing pigs, cows, and goats to be sold as a source of income for the school.

This year, we significantly increased the scope of our animal husbandry program which provides employment for local community members, food for the students as well as an income stream for the school. We grew the size and scale of our piggery at KPVS which has more than 80 pigs and have goats, chickens and cows at Mbazzi. Funds generated through the sale of animals go directly back into the operations of our projects. KPVS pig pens are connected to a biodigester which converts the methane generated by waste into gas which is used for cooking.

We also use the women's tailoring program to empower women and create another fundraising stream for the school further contributing to our economic sustainability.





*In the pig pens at Katuuso*



*The bio-digester system at KPVS*

### 3.4 ENVIRONMENTAL SUSTAINABILITY

School for Life recognises the importance of environmental sustainability. We implement a range of sustainable projects which help mitigate the costs of our operations, bring income to community members and raise income that goes directly back into the operations of our schools. Caring for and protecting the environment is at the forefront of development decision making at all times.

This year, we built 5 composting toilets at KPVS. Waste decomposes and we use it as fertilizer on our crops.

We use and promote organic farming practices and use ISSB brick technology for all construction. Bricks comprise a mix of concrete, sand and murrum (sub soil). This mixture is placed into an interlocking mould, pressed and cured rather than fired. Since the ISSB is not fired, no trees are chopped down to fire them. The interlocking feature of the ISSB means less concrete is required between courses, construction is easier and costs are further reduced. Because bricks are made on site, we can train and employ unskilled locals to make them, further enhancing the lives of the community through employment.

Environmental sustainability is not only promoted through physical infrastructure and farming practices but through our education programs. Each year, KPVS conducts a 'Go Green' day where students and parents come to the school to learn about the environment and plant trees on the school property. This is a fantastic day for the community as we see parents and students working together in the fields, learning and having fun.

## 4 MEASURING IMPACT

### 4.1 MONITORING AND EVALUATION

This year, we partnered with SEQTA to set up a student information system for record keeping of our students and teachers. The records photos, monitor progress, reports, exam results, height and weight of the students, health records, behavioural and pastoral care information. All paper based data from 2011 onwards when the school opened will be chronicled electronically and will then serves as indicators for the quality of education delivery, the effectiveness of our health care programs, as well as our vocational training programs and adult literacy classes.

SFLs teachers have the ability to drive strong results for students and as such we provide above award remuneration, superannuation and pay them monthly on time. The success of our work can be measured by our ability to retain a committed teaching staff, reduce staff turnover and maintain adequate student to teacher ratios. We monitor that our environments are conducive to learning by consistently maintaining a 20:1 student:teacher ratio and highest 40:1 student:classroom ratio. We are monitored by the Ministry of Education on the safety, cleanliness and comfortability of our schools and have passed year on year. All teachers are equipped with the necessary textbooks and learning aids to deliver quality education.

SFL conducts regular internal reviews to assess the effectiveness of our teaching staff based on student performance in Government standards of literacy. Peer to peer observations are conducted and all teachers achieve more than 80% on their observation classes. 60% of our teachers have additional qualifications on top of a standard teacher certificate. If they do not, they are given the opportunity by SFL to undertake further studies.

Professional development programs are conducted 7-14 days prior to each term's commencing and weekly staff meetings are an opportunity to voice concerns and





learn from one another.

Punctuality and attendance is also a determining factor in the success of quality the education we deliver. If teachers are in fact satisfied because they are given a fair wage, the instances of absenteeism should be negligible and a tangible measure of the success of the project. We are noting extremely high levels of engagement with all staff arriving at school 60 minutes prior to the school day and preparing lessons at home during the evenings to ensure full preparation.

The success of our teachers' accommodation construction has been measured by our success in attracting and retaining well-trained teaching professionals. In the immediate, the project has been measured by the number of teachers who are employed (34) and the standard of education they can provide. In addition to meeting and surpassing Government standards in literacy, SFL also conducts internal reviews by way of a continuous assessment of a teacher's performance.

Punctuality is an immediate indicator of the benefits of on-site accommodation. Standard maintenance assessments will further indicate the success of the project in terms of construction and design, utilising local materials and environmentally conscious systems of sanitation.

Feedback from the teachers by way of focus discussion groups will alert us to any quality issues with the build or dissatisfaction with the accommodation. A dialogue as to the importance of teachers onsite and in the community is essential in assessing the success of the project.

SFL completes quarterly reviews with feedback from teachers, students and the community to gauge student engagement and satisfaction. In rural communities, trust is essential. Teachers act as intermediaries offering advice on sanitation and health, gender based violence, environmental conservation and economic development. Therefore, community feedback via questionnaires further determines the success of our full time, committed teaching staff.

The teachers' impact on achieving our primary goal of providing high quality education to children in rural Uganda will be measured against the academic performance, retention and attendance KPIs in place.

These KPIs are measured through monitoring of pupil attendance, retention and average numeracy and literacy results against Government schools in Uganda.

Some of our current benchmarks include:

- pioneer students demonstrating an average academic improvement of 10% over a period of 5 years;
- 80% of P3 students achieving a score of 75% or above on numeracy and literacy tests;
- each class achieving average monthly attendance rate of 85%;
- 85% annual retention rate; and
- Katuuso students scoring in the top 10% of the National Primary 7 exams (2017).

Our health clinic promotes strong health care practices in the communities in which we work and reduce cases of absenteeism. Since the health clinics have just been implemented, we are developing baselines but there has already been a 25% decrease in absenteeism since the clinic at Katuuso has been opened. The provision of 3 nutritious meals daily has seen the growth and health of our students increase annually, combatting malnutrition and increasing concentration. We aim to have a 75% decrease in student absenteeism at Katuuso within two years, have 95% of parents report that their children sleep under mosquito nets due to education about malaria in community outreach programs, have 90% of students washing their hands after using the latrine and before meals and 85% of children and parents reporting that children receive dinner at home during the week and 3 meals per day on weekends.



Parental satisfaction is monitored continuously through a Parent Teacher Association, a voice for parents to be heard by SFL. There is a 75% attendance rate at these monthly meetings by parents. More than 85% of parents report being involved in their child's education by providing assistance with homework and contacting teachers with concerns. Parents are aware of the school rules of conduct and make homework time a priority in the evenings.

Completing internal and external reviews using survey questionnaires, key informant interviews, focus discussion groups and observations is an integral part of assessing the success of our work.

## 5 DONORS, FUNDRAISING AND EVENTS

### 5.1 ACKNOWLEDGEMENT OF OUR DONORS

We would like to thank our major sponsors without whom our work would never be possible. The ongoing support of the Cotton On Foundation, Pink Umbrella Foundation, the Pratt Foundation, Cooper Investors, Weily Inc, TNA, the Count Foundation, and a number of generous private individuals is pivotal to our work in Uganda.

### 5.2 BLACK TIE FUNDRAISING BALL



SFL's annual Black Tie Fundraising Ball was a great success this year, raising \$370,000. 650 guests filled the Hilton's Grand Ballroom in Sydney's CBD. Channel 10 celebrity and School for Life ambassador, Sarah Harris hosted the evening gracefully and wittily. We are very grateful for her ongoing support.

The room was dressed in an 'Enchanted' theme and funds were raised with a VW Polo car raffle, pledges, silent and live auctions.

The concluding performances by auctioneer James Chauncy, and Lisa Hunt made it a memorable evening. We would like to thank our hardworking event committee and volunteers from Sancta Sophia College on the night. Special mention must be made to Jess Mester, Lucy Steggles, Alice Moore and Olivia Nasser for their tireless support.

Special thanks must go to the event's major sponsors, RidgeView Wines, Australian Brewery, QBE, URM, NAOS Asset Management, Auto Sports Group, APN Outdoor, Pickles Auctions, Jeffries Printing Services. We would also like to extend our sincere thanks to all the generous businesses that donated in-kind prizes for the auctions. Our work would never be possible without your fantastic support.

## 6 CURRENT BOARD, STAFF AND VOLUNTEERS

### 6.1 OUR BOARD OF DIRECTORS

#### GOVERNANCE

Our Board of Directors provides the organisation's direction, and is responsible for all matters relating to the successful operations of SFL.

#### ROLE

The Board meets bi-monthly and is responsible for:

- Setting the goals of SFL, including short, medium and long-term objectives.
- Providing the overall strategic direction of SFL.
- Determine all policies governing the operations of SFL.
- Approving the terms and conditions of the terms of employment of founding Directors and other employees of SFL.
- Viewing and providing feedback on the performance of the Founding Directors.
- Approving major operating plans, including an annual strategic plan.
- Approving the annual budget and long term budgets.
- Approving all items of capital expenditure in excess of \$10,000.
- Approving all operational expenditures outside budget.
- Reviewing the annual progress and performance of SFL in meeting its objectives, including reporting the outcome of such reviews.

<p><b>Ms Annabelle Chauncy OAM</b> (CEO &amp; Founding Director)</p>	<p>Ms Chauncy is co-founder of the Company, Board member and Company Secretary since registration on 12 December 2008. Ms Chauncy has volunteered in Africa providing medical assistance, educational services and leading a school building project with an Australian Organisation. Ms Chauncy has a combined Arts/Law degree from the University of Sydney majoring in English, Government and International Relations.</p>
<p><b>Mr David Everett OAM</b> (Director &amp; Co-Founder)</p>	<p>Mr Everett is co-founder of the Company and Board member since registration on 12 December 2008. Mr Everett has volunteered in Africa on a number of infrastructure projects. Mr Everett has a Development Studies degree from Macquarie University and is studying a Masters of Development Studies at Macquarie University.</p>
<p><b>Mr Darren Perry</b> (Chairman, retired February 2016)</p>	<p>Mr Perry joined the Board as Chairman on 1 February 2010. Mr Perry is the Managing Director at Seyfarth Shaw, an international employment law firm. He was formerly the Senior Partner at Freehills where he is experienced in commercial law, in particular employment, executive remuneration and benefits, corporate governance and industrial relations. Mr Perry commenced at Freehills in January 1997, was admitted as legal practitioner in April 1997 and Partner in July 2001. Mr Perry holds a Bachelor of Arts and Laws (Hons) degree from University of Sydney.</p>

<p><b>Mr William Britten</b> (Non-Executive Director &amp; Treasurer)</p>	<p>Mr Britten joined the Board as Treasurer on 1 June 2010. Mr Britten is the CEO of Akindred. He was previously the Managing Director and Head of Credit Suisse Asset Management in Australia. Mr Britten joined Credit Suisse in July 2011 from BlackRock Australia where he was CEO. Mr Britten was the former CEO of Barclays Global Investors for Australia and New Zealand having spent 12 years in various roles. Mr Britten is also involved in a variety of philanthropic activities including Co-Chairing the Credit Suisse Australia Charity Committee and Board member of Grace Gala Committee. Mr Britten holds a Bachelor of Business degree from University of Technology, Sydney.</p>
<p><b>Mr Jack Elliott OAM</b> (Non-Executive Director – retired February 2016)</p>	<p>Mr Elliott OAM joined the Board on 22 August 2009 as a representative of the Company's partner organisation, Rotary Australia World Community Service Limited. Mr Elliott is the Honorary Treasurer of Rotary Australia World Community Service Limited Eastern Region, Australia. Mr Elliott is the recipient of an Order of Australia.</p>
<p><b>Mr Matthew Day</b> (Non-Executive Director – retired February 2016)</p>	<p>Mr Day joined the Board on 22 August 2009. Mr Day is a Director of Day Bukh Architects bringing 11 years experience in the building and construction industry particularly in sustainable and environmental design both in Australia and Denmark. Mr Day provided the architectural plans for the Company's education centre. Mr Day has a Bachelor of Science (Architecture) degree and a Bachelor of Architecture degree from the University of Sydney.</p>
<p><b>Prof Nadia Badawi AM</b> (Non-Executive Director)</p>	<p>Prof Badawi AM joined the Board in September 2013. Prof Badawi is the Medical Director of The Grace Centre for Newborn Care at The Children's Hospital at Westmead. She is also Honorary Research Fellow at the Telethon Institute for Child Health Research, WA and clinical Associate Professor in Paediatrics at the University of Sydney.</p>
<p><b>Ms Linda O'Brien AM</b> (Non-Executive Director)</p>	<p>Ms O'Brien AM joined the board in 2014. Ms O'Brien is the principal of Granville Boys High School and is passionate about the transformative power of education to change lives. She is currently completing her Doctorate of Education at the University of Western Sydney and in 2005, she founded the Molly McDonnell foundation to raise funds for epilepsy research. In 1983 she founded the Bali International School</p>
<p><b>Mr Ben Colman</b> (Non-Executive Director)</p>	<p>Mr Colman joined the Board on 19 February 2013. Mr Colman is the Chief Marketing Officer at Exetel. He was formerly the CEO of 18 Feet and Rising. Ben has worked as both marketer and agency across such a diverse range of sectors that he has acquired instinctive strategic skills and a unique blend of commercial and creative abilities. He has strong FMCG and Finance experience and a passion for forging enduring client relationships and exceptional account service.</p>
<p><b>Ms Vicki Potts</b> (Non-Executive Director)</p>	<p>Ms Potts joined the Board on 3 May 2016. She is the Director &amp; Principal of Clear CFO, providing CFO support and advice on a consultancy basis. Prior to that, she was the CFO in a number of tech and telecom startups including Viator and Unwired.</p>
<p><b>Mrs</b></p>	<p>Mrs Stratford joined the Board on 3 May 2016. She was the</p>

<p><b>Jacqueline Stratford</b> (Non-Executive Director)</p>	<p>Executive Officer of St Luke's Hospital Foundation from June 2013 to December 2015 and prior that was the Managing Director of Dymock's Children's Charities from 2009 to 2013.</p>
<p><b>Mrs Beth Jackson</b> (Non-Executive Director)</p>	<p>Mrs Jackson joined the Board on 2 May 2016. She has worked as the Director of Business &amp; Government Marketing at Telstra, the Regional General Manager, Australasia of Equant and Regional Vice-President, Australasia and South Pacific region for SITA.</p>

## 6.2 STAFF AND VOLUNTEERS

This year, we are very grateful to our amazing Ugandan team of over 100 staff, managed by Angela Mwebaze, Ashley Meek, Janepher Kintu, Kessia Lum, Robert Kasio, Dickson Candia, and David Avery in the Ugandan office, and Corinna Philpott, Kirsty Siedentopf, Holly Claridge and Marina Natschke employed in the Sydney office. Their ongoing passion and commitment to School for Life's endeavours makes for an efficient and effective team driving change across continents.

We have a team of volunteers in Sydney and Uganda whose hard work is invaluable to School for Life and has greatly increased the reach and depth of our operations.

<p><b>Mr Gregory Baumgartner</b> (Peace Corps volunteer)</p>	<p>Mr Baumgartner worked alongside the teaching staff at Katuuso, setting up the library, coordinating Drop Everything and Read Days and upskilling the teachers to deliver high quality education through engaging and interactive classes and programming.</p>
<p><b>Ms Kelsey Peterson, Ms Tiana Castillo, Ms Samantha Dalton Spears, Ms Kristy Davis, Ms Emily Harvey-Latham</b> (Sydney office volunteer interns)</p>	<p>Ms Peterson, Ms Castillo, Ms Dalton, Ms Davis and Ms Harvey-Latham interned in the Sydney office, working on administrative tasks including the Fundraise for Us and Connected Classrooms programs, preparation for events, child sponsorship and research, editing videos, organising events and campaigns and preparing videos.</p>

## 7 LOOKING FORWARD

In line with School for Life's vision of breaking the cycle of poverty in rural Uganda, we plan to extend our operations, opening our secondary school in 2018 and building another primary school in 2017. We will increase enrolment by another 160 students, bringing the total Primary students to 560 across 2 campuses.

Currently, there is only one secondary school in the local area which is situated 8 kilometres from KPVS. It offers a low quality of learning, with overcrowded classrooms, severe under-staffing and a lack of teaching and learning resources.

Having offered our children a high quality education at KPVS, with a low student teacher ratio, we aim to fulfill our goal of creating well-educated students who will become Uganda's next leaders. Our students come from very poor backgrounds, living in mud huts with no electricity, running water or amenities. These

environments are not conducive to study. Children are often expected to work on their family's subsistence farms before and after school, as well as travel long distances to get to school. We will be providing a school bus to move students between campuses for secondary school.

Additionally, women in Uganda face even bigger challenges as they grow up. Many women are withdrawn from school to work on the land, are married or sold for dowry. We aim to continue a 50:50 male:female ratio in our schools, giving females the opportunities they need to gain employment, empowerment and ultimately freedom from the cycle of poverty. We will continue to work with the community around issues of gender imbalance and domestic and sexual abuse.

Setting aside 10 acres of land for construction, the additional land will continue to be used for sustainable income generation projects and subsistence farming, including an animal husbandry program (goats) and to plant subsistence crops including bananas, maize, beans and cabbages. We will pilot other vocational training initiatives such as a farmers' cooperative and a carpentry school to further upskill locals.

We are excited to be able to continue offering local employment during the planning, construction and provision of high quality education in the Katuuso and Mbazzi communities. The primary and secondary schools will continue to be community owned and run in line with our principle of providing local people with a hand up, not a hand out. A minimum of 50 more jobs will be created for the community.

In 2017, we also aim to build 2 more 100,000L water tanks and accommodation for our 10 new teachers at Mbazzi. Attracting and retaining a high calibre of teacher who is engaged, inspiring and dedicated is at the forefront of School for Life's vision for quality education. We are so excited for what's to come!



*Teachers accommodation at Katuuso Primary and Vocational School*

## **8 FINANCIAL STATEMENTS**

**School For Life Foundation Australia Limited**  
**Statement of Comprehensive Income**  
**For the year ended 30 June 2016**  
**Summary**



ACFID  
MEMBER



There are two highlights from the Foundation's Income Statement for the Financial Year ended 30th June 2016 – Fundraising Receipts and Funds Transferred to Uganda.

Financial Year 2016 continued the growth of 2015 for Fundraising. School for Life Foundation recorded Fundraising Receipts exceeding \$1.5 million for the full year, an increase of \$514,922 (or 48%) from the prior year's \$1,069,688 Fundraising Receipts. Sponsorships and General Donations were \$690,268. Project Donations and Grants were \$443,967. Specific Giving Programs contributed more than \$40,781 while Events and Raffles contributed \$408,594.

The Direct Costs of Fundraising (Event, Fundraising & Sponsorship expenses) decreased this financial year to a total of \$152,651, delivering a Gross Surplus of \$1,430,959 to meet the costs of the Australian Operations and for Operations Support and Mission Delivery in Uganda.

Funds Transferred to United Future Foundation Uganda rose to a record \$983,967 for the financial year, an increase of 130% from the prior year's \$427,000 transferred.



**AUDITOR'S INDEPENDENCE DECLARATION**  
**UNDER SECTION 307C OF THE CORPORATIONS ACT 2001**  
**THE DIRECTORS FOR**  
**SCHOOL FOR LIFE FOUNDATION LIMITED**  
**A.B.N. 44 134 595 681**

I declare that, to the best of my knowledge and belief, during the period ended 30 June 2016 there have been:

- (i) no contraventions of the auditor independence requirements as set out in the Corporations Act 2001 in relation to the audit; and
- (ii) No contraventions of any applicable code of professional conduct in relation that audit.

**WATKINS COFFEY MARTIN**  
**CHARTERED ACCOUNTANTS**



**RICHARD WATKINS FCA**

**Partner**

65 Hill Street

Roseville NSW 2069

Dated this 23<sup>rd</sup> day of November 2016



**ACFID**  
MEMBER





— INDEPENDENT AUDITOR'S REPORT TO THE DIRECTORS OF  
SCHOOL FOR LIFE FOUNDATION LIMITED

**Overall Scope**

I have audited the financial statement of School for Life Foundation Limited for the period 1 July 2015 to 30 June 2016, consisting of the statement of results and accumulated surplus, balance sheet, statement of cash flows and accompanying notes set out on pages 3 to 13. The directors are responsible for the financial statements. I have conducted an independent audit of these financial statements in order to express an opinion on them to the directors.

My audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance whether the financial statements are free of material misstatement. My procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial statements, and an evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion whether, in all material respects, the financial statements are presented fairly in accordance with Accounting Standards, other mandatory professional reporting requirements, statutory requirements and comply with the provisions of the Trust Deed dated 17 February 1997, as amended, so as to present a view which is consistent with our understanding of the trust's financial position and the results of its operations and its cash flows.

The audit opinion expressed in this report has been formed on the above basis.

**Additional scope pursuant to the Charitable Fundraising Act for New South Wales (NSW) and Regulations**

In addition, my audit report has also been prepared for the trustees in accordance with the Charitable Fundraising Act of NSW and Regulations. Accordingly, I have performed additional work beyond that which is performed in my capacity as auditor. These additional procedures included obtaining an understanding of the internal control structure for fundraising appeal activities and examination, on a test basis, of evidence supporting compliance with the accounting and associated record keeping requirements for fundraising appeal activities pursuant to the Charitable Fundraising Act of NSW and Regulations.

It should be noted that the accounting records and data relied upon for reporting on fundraising appeal activities are not continuously audited and do not necessarily reflect after the event accounting adjustments and the normal year end financial adjustments for such matters as accruals, prepayments, provisioning and valuations necessary for year end financial statement preparation.

The performance of my audit included a review of internal controls for the purpose of determining the appropriate audit procedures to enable an opinion to be expressed on the financial statements. This review is not a comprehensive review of all those systems or of the system taken as a whole and is not designed to uncover all weaknesses in those systems.

My audit opinion pursuant to the Charitable Fundraising Act of NSW and Regulations has been formed on the above basis.



### Qualifications

It is not always practicable for the trust to establish accounting control over all sources of fundraising appeal activities prior to receipt of these funds by officers of the trust and accordingly it is not possible for my examination to include procedures which extend beyond the amounts of such income recorded in the accounting records of the trust.

In respect of the qualification however, based on my review of the internal controls, nothing has come to my attention which would cause me to believe that the internal controls over revenue from fundraising appeal activities by the trust are not appropriate.

### Qualified Audit Opinion

In my opinion, except for the effects on the financial statements of such adjustments, if any, which might have been required had the limitations referred to in the qualification paragraphs not existed, the financial statements of School for Life Foundation Limited are properly drawn up;

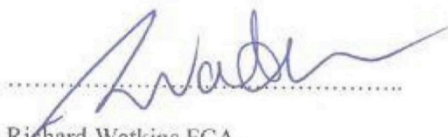
- a) So as to present fairly the state of affairs of the trust for the period 1 July 2015 to 30 June 2016 and the results and cash flows of the company for the year ended on that date; and
- b) In accordance with applicable Accounting Standards and other mandatory professional reporting requirements.

### Qualified Audit Opinion Pursuant to the Charitable Fundraising Act of NSW and Regulations

In my opinion, except for the effects on the financial statement of such adjustments, if any, which might have been required, had the limitation referred to in the qualification paragraph not existed:

- a) The financial statement present fairly the financial result of fundraising appeal activities for the period 1 July 2015 to 30 June 2016;
- b) The financial statements have been properly drawn up, and the associated records have been properly kept for the period 1 July 2015 to 30 June 2016, in accordance with the Charitable Fundraising Act of NSW and Regulations; and
- c) Money received as a result of fundraising appeal activities conducted during the period 1 July 2015 to 30 June 2016 has been properly accounted for and applied in accordance with the Charitable Fundraising Act of NSW and Regulations.

WATKINS COFFEY MARTIN  
CHARTERED ACCOUNTANTS



Richard Watkins FCA

65 Hill Street  
Roseville NSW 2069

Dated this 23<sup>rd</sup> day of November, 2016



ACFID  
MEMBER



**SCHOOL FOR LIFE FOUNDATION LIMITED**  
**A.B.N. 44 134 595 681**

**AUDITOR'S DISCLAIMER**

The additional financial data presented in the following pages is in accordance with the books and records of School for Life Foundation Limited ('our Client') which has been subjected to the auditing procedures applied in our audit of the Company for the period ended 30 June 2016. It will be appreciated that our audit did not cover all details of the additional financial data. Accordingly, we do not express an opinion on such financial data and no warranty of accuracy or reliability is given. Neither the firm nor any member or employee of our firm undertakes any responsibility or accepts any liability in any way whatsoever to any person (other than our Client) in respect of such data, including any errors or omissions therein however caused.

**WATKINS COFFEY MARTIN**



**RICHARD WATKINS FCA**  
Partner

Dated this 23<sup>rd</sup> day of NOV. 2016



ACFID  
MEMBER



---

## **Directors' Declaration**

---

### **School for Life Foundation Australia Limited For the year ended 30<sup>th</sup> June 2016**

In the opinion of the Directors of School For Life Foundation Australia Limited ("the Company"):

1. The Financial Statements and Notes that are set out on pages 29 to 32 are in accordance with the *Australian Charities and Not-For-Profits Commission Act (2012)* and the *Corporations Act 2001*, including:
  - (a) giving a true and fair view of the Company's financial position as at 30 June 2016 and of its performance, for the financial year ended on that date; and
  - (b) complying with Australian Accounting Standards – Reduced Disclosure Regime and the Corporations Regulations; and
2. At the date of this declaration, there are reasonable grounds to believe that the Company will be able to pay its debts as and when they become due and payable; and
3. No single appeal, grant or other form of fund raising for a designated purpose generated 10% or more of the signatory organisation's international aid and development revenue for the financial year
4. The financial statements have been prepared in accordance with the requirements set out in the ACFID Code of Conduct. For further information on the Code please refer to the ACFID website [www.acfid.asn.au](http://www.acfid.asn.au)

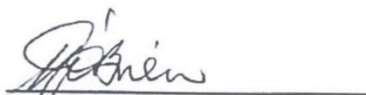
Signed in accordance with a resolution of the Directors made pursuant to section 295 (5) of the *Corporations Act 2001*:

On behalf of the Directors:

  
Annabelle Chauncy

Founding Director and CEO

Dated at Sydney, 22-11-16

  
Linda O'Brien

Chairperson

Dated at Sydney, 22-11-16

---

Scanned by CamScanner



# Income Statement

## School for Life Foundation Australia Limited 1<sup>st</sup> July 2015 – 30<sup>th</sup> June 2016

	30 <sup>th</sup> June 2016	30 <sup>th</sup> June 2015
<b>REVENUE</b>		
<b>Donations and gifts</b>		
Monetary	1,128,870	649,061
Non-monetary	-	-
<b>Bequests &amp; Legacies</b>	-	-
<b>Grants</b>		
Department of Foreign Affairs & Trade	-	-
Other Australian	25,000	42,035
Other overseas	-	-
<b>Investment income</b>	1,664	3,525
<b>Other Income</b>		
Ticket Sales / Events	338,631	318,785
Raffle Ticket Sales	69,963	45,878
Sale of Tailoring products	21,146	10,404
<b>Revenue for International Political or Religious Adherence Promotion Programs</b>		
<b>TOTAL REVENUE</b>	<b>1,585,274</b>	<b>1,069,688</b>
<b>EXPENDITURE</b>		
<b>International Aid &amp; Development Programs Expenditure</b>		
<b>International programs</b>		
Funds to international programs	983,967	477,000
Program support costs	87,290	89,619
<b>Community Education</b>	-	-
<b>Fundraising Costs</b>		
Public	263,770	268,805
Government, multilateral and private	-	-
<b>Accountability and Administration</b>	144,940	63,076
<b>Non-monetary Aid &amp; Development Programs Expenditure (depreciation &amp; LSL accrual)</b>	12,635	1,185
<b>Total International Aid &amp; Development Programs Expenditure</b>	<b>1,492,602</b>	<b>899,685</b>
<b>International Political or Religious Adherence Promotion Programs Expenditure</b>	-	-
<b>Domestic Programs Expenditure</b>	-	-
<b>TOTAL EXPENDITURE</b>	<b>1,492,602</b>	<b>899,685</b>
<b>EXCESS / (SHORTFALL) OR REVENUE OVER EXPENDITURE</b>	<b>92,672</b>	<b>170,003</b>

These financial statements have been prepared in accordance with the requirements set out in the ACIFD Code of Conduct. For further information on the Code please refer to the ACIFD website [www.acfid.asn.au](http://www.acfid.asn.au)



# Balance Sheet

## School for Life Foundation Australia Limited as at 30<sup>th</sup> June 2016

	30 <sup>th</sup> June 2016	30 <sup>th</sup> June 2015
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash & cash equivalents	497,138	488,013
Trade & other receivables	40,850	-
Inventories	-	-
Assets held for sale	-	-
Other financial assets (prepayments)	-	2,826
<b>Total Current Assets</b>	<b>537,988</b>	<b>490,389</b>
<b>Non-Current Assets</b>		
Trade and other receivables	-	-
Other financial assets (deposits paid)	2,475	-
Property, plant & equipment	-	2,226
Investment property	-	-
Intangibles	-	-
Other non-current assets	-	-
<b>Total Non-Current Assets</b>	<b>-</b>	<b>2,226</b>
<b>TOTAL ASSETS</b>	<b>540,463</b>	<b>493,065</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Trade & other payables	1,247	14,352
Borrowings	-	-
Current tax liabilities	15,007	-
Other financial liabilities (superannuation)	4,437	5,069
Provisions	10,409	-
Other	-	-
<b>Total Current Liabilities</b>	<b>31,100</b>	<b>31,383</b>
<b>Non-Current Liabilities</b>		
Borrowings	-	-
Other financial liabilities	-	-
Provisions	-	-
Other	-	-
<b>Total Non-Current Liabilities</b>	<b>-</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>	<b>31,100</b>	<b>31,383</b>
<b>NET ASSETS</b>	<b>509,363</b>	<b>461,682</b>
<b>EQUITY</b>		
Reserves	416,691	170,004
Retained Earnings	92,672	291,678
<b>TOTAQL EQUITY</b>	<b>509,363</b>	<b>461,682</b>

These financial statements have been prepared in accordance with the requirements set out in the ACIFD Code of Conduct. For further information on the Code please refer to the ACIFD website [www.acfid.asn.au](http://www.acfid.asn.au)



## 9 HOW YOU CAN HELP

There are many ways you can help support our work in Uganda. Visit our website at [www.schoolforlife.org.au](http://www.schoolforlife.org.au) to:

1. **Donate:** make a one-off contribution towards our work;
2. **Sponsor:** become an ongoing donor by sponsoring a child, teacher, cook, Hilux, office or member of the maintenance team. You will receive regular updates on the progress of the school and feel a part of something special.
3. **Fundraise:** hold a dinner, high tea, lunch or cocktail party to generate interest and support for the project and raise much-needed support for our work.
4. **Attend our events:** each year, we host a Black Tie Fundraising Ball and other awareness, brand building and fundraising events that the general public are encouraged to attend. This is a valuable way on contributing financially and helping raise awareness about School for Life's work.
5. **Volunteer:** at SFLF we have passionate volunteers who are given the opportunity to work hands on in a grassroots organisation in Uganda and Australia. We work together as a team to ensure that children and adults at our projects receive a quality education and achieve the capacity to find employment and elevate themselves, and their children, from poverty.

School for Life Foundation is a registered charity and a member of the Australian Council for International Development and adheres to ACFID's Code of Conduct. Donations to School for Life Foundation Australia Limited are tax deductible through our partnership with Rotary Australia World Community Service and its Overseas Aid Fund.

Any feedback or complaints about SFL can be directed to: [info@schoolforlife.org.au](mailto:info@schoolforlife.org.au) or 0423002535. Any complaints in regards to a breach of the ACFID Code of Conduct can be directed to ACFID's Code of Conduct Committee at [complaints@acfid.asn.au](mailto:complaints@acfid.asn.au).



School for Life Foundation Australia Limited

ABN: 44 134 595 681

p: +61 423 002 535

e: [annabelle@schoolforlife.org.au](mailto:annabelle@schoolforlife.org.au)

[www.schoolforlife.org.au](http://www.schoolforlife.org.au)



ACFID  
MEMBER

