

# 2022 Annual Report to the School Community

School Name: Sunshine Primary School (3113)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2023 at 12:22 PM by Lyn Read (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 01:50 PM by Monique Riseley (School Council President)

## How to read the Annual Report

---

### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

---

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

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
- 

### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

---

### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

---

### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

---

### What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

---

## School context

Sunshine Primary School would like to begin by recognising the traditional owners of the land on which we work, learn and play. The school lies within the area occupied by the Kurung-Jang-Balluk and Marin-Balluk clans of the Wurundjeri People, who form part of the larger Kulin Nation. Other groups who occupied the land in the area include the Yalukit-Willam and Marpeang-Bulluk clans. We pay our respects to elders past, present and emerging, and to our Koorie students, their families and other Aboriginal and Torres Strait Islander peoples who may read this report.

### Social - community and demographics

Established in 1891, Sunshine Primary School (SPS) is located in the City of Brimbank, west of Melbourne. Our community is diverse in its socio-economic and cultural backgrounds with approximately 210 students, 49% having a language background other than English. Sunshine PS has 24 equivalent full-time staff: 2 Principal class, 18 teachers and 10 Education Support staff. The school is driven by strong values and the belief that every student can achieve success. The school culture is focused on ensuring effective and enriched learning for all students through individualised instruction. There is a focus on continuous improvement which is based on research to ensure effective teaching and learning and to improve student learning outcomes. Sunshine Primary School fosters an environment where children share responsibility for their own learning and where all community members work together to ensure all students maximise every educational opportunity possible. Sunshine Primary School enjoys a productive partnership with the local Deer Park/Sunshine school network, working together to build a resilient and productive learning community for all. Together we share curriculum ideas and strategies to improve the outcomes for the students in the Deer Park/Sunshine area. The network is continuing to support our focus on improving student learning outcomes.

### Educational

The school is driven by strong values and the belief that every student can achieve success. The school culture is focused on ensuring effective and enriched learning for all students, through a focus on continuous improvement of teaching pedagogy to improve student learning outcomes and fosters an environment where children share responsibility for their own learning and where all community members work together to ensure all students maximise every educational opportunity possible.

The core of the school is centred around the School Wide Positive Behaviours Framework where all members of the community underwent a process of identifying what is important to us all as a learning community. Our three core values of being a Learner, Respectful and Safe underpin all that we do.

Active student participation in setting personal learning goals and evaluating progress of performance has been a focus with a strong emphasis on evidence based data. Teachers also value the power of student voice in all aspects of school life.

Currently there are 9 classrooms running from Prep to Year Six and the school offers Physical Education, Visual Arts, Music and Auslan as specialist programs. The school offers provision for students who need extra Literacy support or learning English as a second language. Small class sizes are a feature across the school, with numbers currently at an average of 22. The school prides itself on the close working relationship between teachers and parents with a strong emphasis on teamwork and support to provide an outstanding education for every child at Sunshine Primary School.

### Facilities

Our aim for Sunshine Primary School is to develop 21st Century learning whilst maintaining the charm of our 19th Century Heritage building. The school is currently in the process of a major building upgrade and extension. The 11.3 million dollar building modernisation project is due to be completed in 2024. Our double storey, red brick building is set in extensive, well established grounds and contains spacious classrooms, wellbeing room, STEM, Art and Music room, administration area, staff area, first aid room and Library. All classrooms are equipped with heating and cooling. The school has a vibrant and functional Foundation Wing, Multipurpose hall and canteen.

The secure and attractive school grounds feature extensive adventure playground equipment, a refurbished oval, gardens and asphalted areas, where students can participate in a variety of active games and sports, as well as more passive activities.

### Community

Our parents and care givers are a vital part of the lifeblood at Sunshine Primary School and take an active interest in all aspects of their children's lives. There is a major focus on building the home school-partnership to improve student learning outcomes. Parents are able to participate through a variety of formal and informal activities that support the engagement and learning of students through School Council, volunteering in the classroom, participating in our Inquiry actions, whole school events, parent focus groups and working parties.

**Our Vision**

At Sunshine Primary School all students are provided with opportunities to reach their personal best in a challenging and supportive learning environment.

Our aim is to develop resilient and productive members of the community by valuing and catering for individual, social, cultural and academic differences.

**Our Mission**

(Actions to take to make sure we achieve our vision)

At Sunshine Primary School our Teachers will:

- plan for and implement a curriculum based on high expectations which are realistic, individualised and achievable.
- work with students to establish challenging and achievable personal goals.
- value and embrace the individual, social, cultural and academic differences within the school community.

**At Sunshine Primary School our Students will:**

- be open to “take on” every learning opportunity and challenge themselves everyday.
- focus and work towards achieving their own personal goals.
- respect and support the differences of others in our school community.

**At Sunshine Primary School our Parents will:**

- work collaboratively with the school to support and engage in their child’s academic and social development.
- have an understanding of and support their child’s individual learning goals.
- be collectively responsible for the learning and development of Sunshine Primary School students by being proactive members of the school community.

**Our Values**

We shine when we are Respectful, Learning and Safe

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

At Sunshine Primary School in regard to teacher assessment against the Victorian Curriculum, the percentage of students working at or above the expected age level in English is on par with both similar schools and the state. In Mathematics the percentage of students working at or above the expected age level is higher than both similar schools and the state.

Naplan – In Year 3 Reading and Numeracy the percentage of students achieving in the top three bands was above both the similar schools average as well as the state. Year 5 Reading and Numeracy showed similar results with Sunshine PS achieving well above the similar and state schools average. The continued focus on our AIP actions relating to Literacy and Numeracy has continued to show improvement in student outcomes in Literacy and Numeracy. The school is committed to further developing and implementing research based strategies to improve results. Some of the strategies being developed and implemented are:

- Embedding a guaranteed and viable curriculum based on the Victorian Curriculum.
- Focusing on building teacher capacity to improve student learning outcomes.
- Training teachers and implementing the Sounds Write program in all classes Prep-2.
- Developing individualised, targeted goals and learning plans.
- Teachers having collective responsibility for the progress of all students (collective efficacy).
- Using multiple sources of data collection to triangulate individual students’ results.
- Using a variety of assessment tools to improve data analysis to ensure all student learning needs are met.
- The use of current credible research to focus on whole school improvement.
- Principal class completing action research project through the Deer Park / Sunshine Principal network.

Low class sizes (average 21) ensures the school can focus on the priority of ensuring teachers provide all students with a personalised, targeted individual curriculum which is tailored to students’ specific learning needs. All students on the Program for Students with a Disability showed progress at satisfactory or above in achieving their individual goals. The school is committed to building highly effective Professional Learning Teams to focus on setting high student achievement standards and associated targets. Teachers are committed to working strategically in a collaborative team environment to deliver curriculum outcomes with time allocation to do this a high priority across all year levels.

## Wellbeing

Attitudes to School Survey - In the variable of 'Sense of Connectedness' the percentage of positive responses from students was slightly lower when compared to the average of similar schools and the state. In the variable of the 'Management of Bullying' the percentage of positive responses from students was higher than the average of both similar schools as well as the state. Student health and wellbeing continued to be a priority acknowledging the varying repercussions of remote and flexible learning for individual students. Learning programs were adjusted to focus on engaging learning experiences in order to develop students mental health and wellbeing and to ensure a safe, secure and enjoyable learning environment. Strategies adopted throughout this period included:

- Increased access to Incursion and Excursion learning experiences (many sourced at no cost to families)
- Adjustment to curriculum units (Learning Investigation Celebrations – whole school parental involvement)
- Positive Reward Systems (individual, classroom and whole School)
- Breakfast Club
- Values Program
- Social Skills Lessons
- Student Support Group Meetings (SSG's)
- Lunchtime Activities
- After School Sporting Activities
- Transition Programs (including 'Come and Try School Sessions')
- Ardoch Partnership including Literacy Buddies, Broadening Horizons Program, Corporate Volunteers

## Engagement

Sunshine Primary School promotes a positive environment in which all staff assume responsibility for student health and wellbeing to ensure all students engage in successful learning experiences. At Sunshine Primary School students' average number of days absent was lower than compared to similar schools and equal to the state. The average attendance rate across Prep to 6 was 88%. Sunshine Primary School is committed to working on school attendance with our families and students. The impact of Covid infection and the corresponding requirement for students to isolate as well as the increased vigilance in ensuring students who were unwell remained home had an impact on the attendance rate for all students. The school has an attendance policy and strategies to improve student attendance making phone calls for unexplained absences. All student attendance concerns are addressed following school protocol and based on Ministerial Guidelines. Sunshine Primary School places a major focus on high expectations and encouraging students to be responsible decision makers who are urged to use student voice to have a say in factors that influence our school climate. A concerted effort has been made to ensure that students feel safe and supported through the School Wide Positive Behaviour Framework and as a community we collectively stand behind our school values statement of "We Shine when we are: Learning, Respectful and Safe".

---

## Financial performance

Sunshine Primary School has operated in surplus for the year ending 31 December 2022 due to the continued financial responsibility shown by staff in spending their allotted budgets. All expenditure undertaken was carefully considered to ensure that it maximised the benefits for students. It was determined that the best use of the cash surplus was to fund the 2023 cash budget. All funds received from the Department, or raised by the school, have been expended or committed to support the achievement of educational outcomes and other operational needs of the school and consistent with Department policies and School Council approval.

**For more detailed information regarding our school please visit our website at**  
[www.sunshineps.vic.edu.au](http://www.sunshineps.vic.edu.au)

# Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 210 students were enrolled at this school in 2022, 90 female and 120 male.

47 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

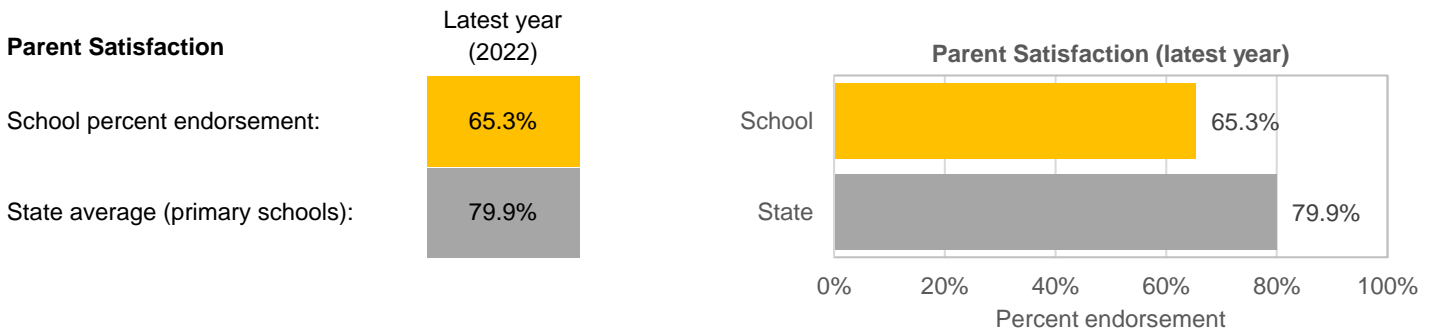
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

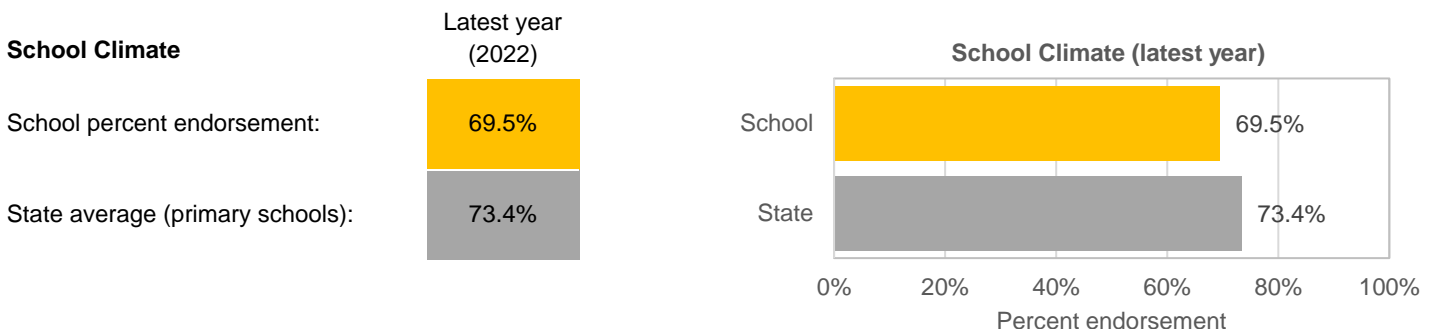


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

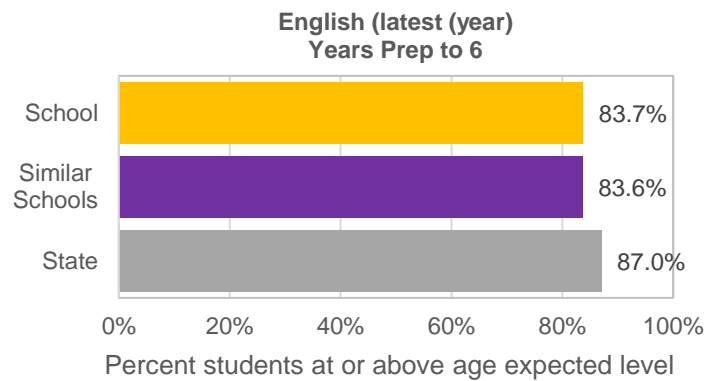
83.7%

Similar Schools average:

83.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

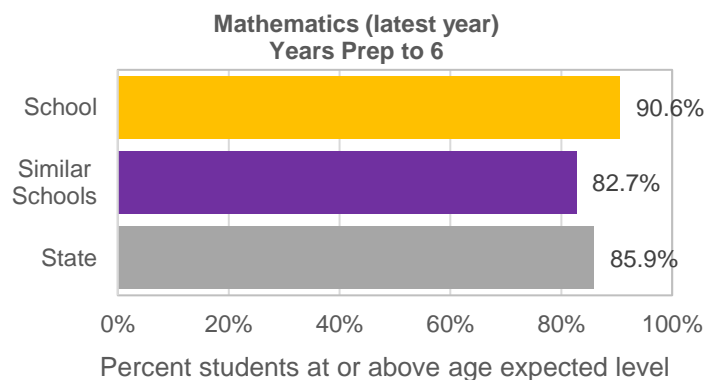
90.6%

Similar Schools average:

82.7%

State average:

85.9%





## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

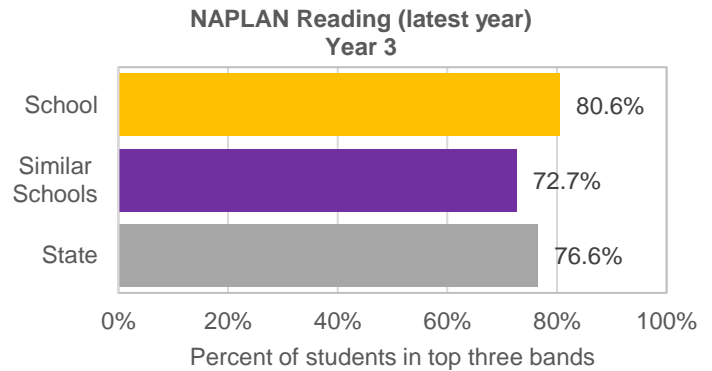
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

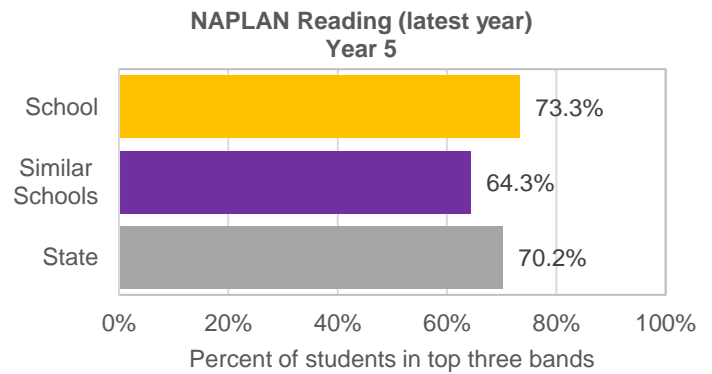
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.6%	71.6%
Similar Schools average:	72.7%	71.5%
State average:	76.6%	76.6%



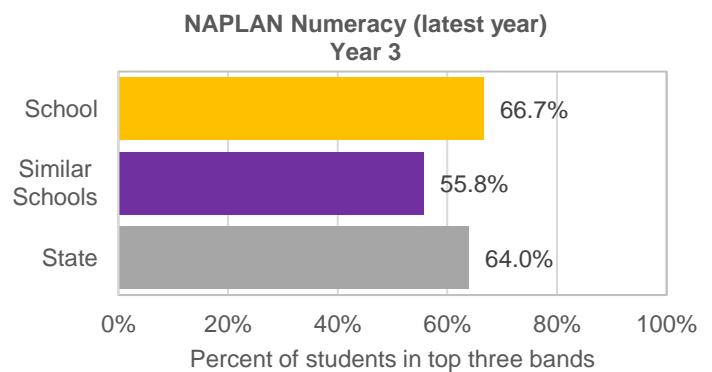
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.3%	52.3%
Similar Schools average:	64.3%	63.3%
State average:	70.2%	69.5%



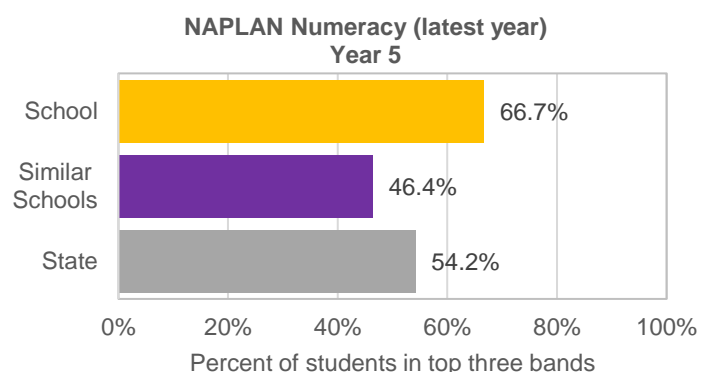
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	52.4%
Similar Schools average:	55.8%	57.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	40.0%
Similar Schools average:	46.4%	51.5%
State average:	54.2%	58.8%



## WELLBEING

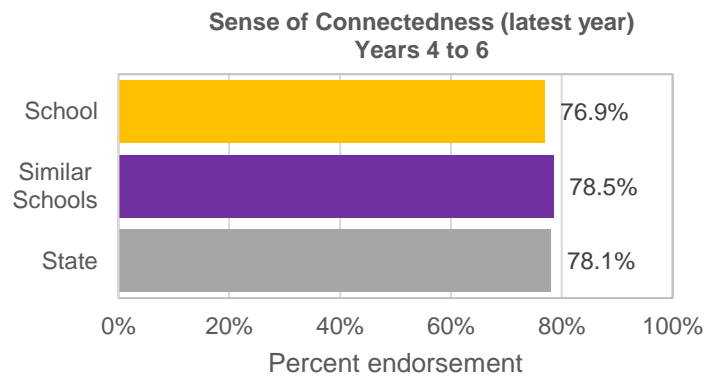
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.9%	78.3%
Similar Schools average:	78.5%	81.0%
State average:	78.1%	79.5%

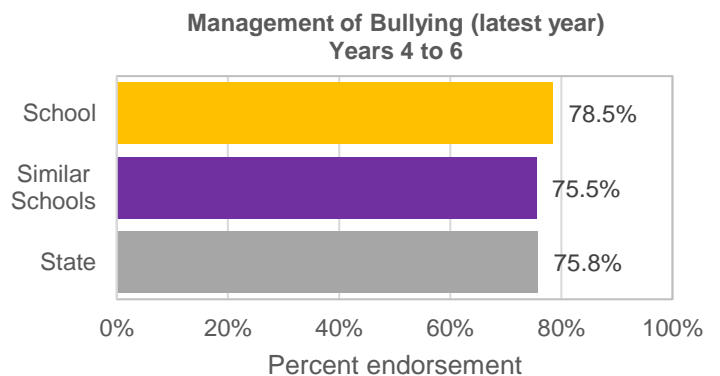


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.5%	78.7%
Similar Schools average:	75.5%	78.3%
State average:	75.8%	78.3%



## ENGAGEMENT

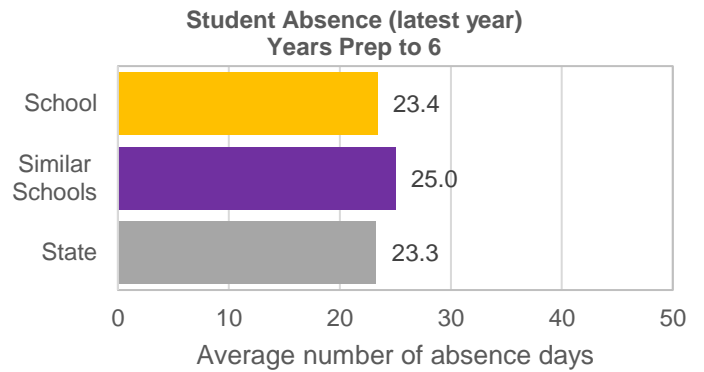
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.4	21.4
Similar Schools average:	25.0	19.3
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	88%	90%	91%	91%	92%	82%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,136,731
Government Provided DET Grants	\$231,518
Government Grants Commonwealth	\$6,000
Government Grants State	\$826
Revenue Other	\$15,092
Locally Raised Funds	\$104,158
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,494,325</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$83,618
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$83,618</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,240,272
Adjustments	\$0
Books & Publications	\$1,301
Camps/Excursions/Activities	\$30,136
Communication Costs	\$4,838
Consumables	\$32,869
Miscellaneous Expense <sup>3</sup>	\$7,992
Professional Development	\$9,541
Equipment/Maintenance/Hire	\$18,186
Property Services	\$18,937
Salaries & Allowances <sup>4</sup>	\$63,034
Support Services	\$37,095
Trading & Fundraising	\$24,168
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,178
<b>Total Operating Expenditure</b>	<b>\$2,510,546</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$16,222)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$352,113
Official Account	\$41,450
Other Accounts	\$4,392
<b>Total Funds Available</b>	<b>\$397,955</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$43,973
Other Recurrent Expenditure	\$4,525
Provision Accounts	\$0
Funds Received in Advance	\$16,593
School Based Programs	\$16,472
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$92,000
Maintenance - Buildings/Grounds < 12 months	\$37,217
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$210,779</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*