

# 2020 Annual Report to The School Community



School Name: Sunshine College (8790)



- 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 2020 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 19 March 2021 at 03:49 PM by Tim Blunt (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 08:06 AM by Robert Ward (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

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

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## 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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

In 2020 Sunshine College, in the West of Melbourne was a four facility multi campus operating two facilities catering for students in years 7 to 10, a year 11&12 facility for senior students and the Harvester Technical College catering for a year 10-12 cohort. During 2020 the school was re-registered through the VRQA to operate in 2021 as two 7-12 campuses. Throughout the COVID effected 2020 school year the school focused heavily on the wellbeing of students, staff and the community in general. The government supported the school and its community with a substantial number of lap tops which were necessary to support the learning of students. Even with this substantial outlay many students were provided hard copy subject material. In 2021 the school has employed 14 tutors to work with students to make sure their learning is brought back on track.

The Grattan Institute published a Report: Turning Around Schools: it can be done, where Sunshine College was highlighted as one of five schools nationally that had achieved exceptional value added outcomes for students in VCE, Mathematics and Literacy.

Sunshine College was also mentioned as a case study in a Grattan Institute's Report, titled "Targeted Teaching: How better use of data can improve student learning". Sunshine College was one of three Australian schools showcased nationally.

The College presently operates with a Leadership Team including 6 principal class personnel, 126 teaching staff and 40 non-teaching staff. We are categorized as having a HIGH Socio-Economic profile of disadvantage, with approximately 40% of students from English as an additional language background , with 2% of students from Aboriginal or Torres Strait background.

Sunshine College runs extensive programs to support "at risk students" including the operation of a Deaf Unit. It is registered to accept International Students, which mainly come from Vietnam and had approximately 50 in attendance in 2020.

The Harvester Technical College facility of Sunshine College provides our local community with a curriculum to enhance pathways for students wanting to be excellent trades-persons.

Each year our students achieve high ATAR scores and we have produced Premier Award winners and a Victorian VCE Achiever of the Year, placing them among the top elite students in Victoria.

We have exhibited student work in the VCE Top Design awards. Duxes of the College in the last few years are presently undertaking courses in Pharmaceutical Science, Commerce and Law.

We at Sunshine College take pride in 'Creating Futures' for all students; we are a strongly multicultural community and offer programs accordingly.

We endeavour to accelerate the learning and development of all students. Our school community values: LEARNING, GROWTH, WELL-BEING and RELATIONSHIPS within a culture of Collaboration, Inclusiveness and Aspiration.

### Framework for Improving Student Outcomes (FISO)

The College has used the FISO to initiate a review of the school's Vision, Values, Culture and Expectations, with a document developed that clearly articulates these.

The school has spent the last couple of years developing 'excellence in teaching and learning' by focusing on curriculum planning and assessment and building practice excellence. An exemplar on how teachers in each Focus Group (Key Learning Area) should undertake teaching and learning was developed and is continually revised and based around the five phases of the Sunshine College Instructional Model, namely:

Learning Intention-clearly defined, Determine Readiness for Learning-explored, Activities Targeting Individual success-delivered, Feedback-provided and Reflection-undertaken

A review of English units has led to work by teachers in developing engaging curriculum with an emphasis on improving student writing skills.

In 2020 the school was a Social Ventures Australia –STEM hub School and was supported by SAMSUNG with resources to make STEM education engaging.

The STEM Focus Group (KLA) designed units of work that encompass a focus of developing skills through a Research & Development rationale to learning.

A large amount of learning content was produced and modified to meet the demands of remote and flexible learning across all Focus groups (KLAs) in 2020.

### Achievement

Our 'SunLit' literacy program dedicates 4 periods of literacy support across the College in years 7 to 11 and was recognized by the DET through its inclusion on the online video platform FUSE. 'SunLit' supports all students in improving reading comprehension skill and provides strategies to cope with VCE English for those working in the highest stream. Throughout 2020 during the pandemic this program and our Math's Futures program, which was recognized with the award for 'Outstanding School Advancement' at the Victorian Education Excellence Awards which both rely heavily on student and teacher collaboration were hard to deliver virtually. Teams of teachers developed content to be used by students in remote learning. Year 7-10 were supported with access to this work via the compass portal while VCE /VCAL students worked on a more structured remote learning, teacher directed schedule. A considerable amount of hard-copy work was developed for 7-10 students to take home and pick up from school. A large number of students, but not all those that required it, were supported by DET and the school in gaining computer access while at home.

Our PSD students, including the hearing impaired, along with a number of identified high risk students were targeted for additional support and monitoring during remote and flexible learning. We have introduced 14 tutors to work with students in 2021 to support their progress in learning.

### Engagement

Considerable time and work is devoted to producing and enforcing a robust 'Attendance Policy'. These efforts have been rewarded with improved attendance rates, but these rates will need to be monitored against 2021 trends when compared to data from 2020, which possibly does not provide a true reflection of student engagement. The change from the XUNO platform at the end of 2019 to Compass in 2020 during the COVID pandemic provided challenges in accurate record keeping and communication processes with parents.

We are continually revising our protocols to make sure the platform is used as designed and attendance issues are acted on swiftly.

The Senior campus has always had a 'no free period' time table and coordinated study skill and homework sessions that supported improved student attendance, pastoral care outcomes and increased teacher contact, all aimed at improving positive outcomes in student engagement and learning. These face to face contact sessions were hard to deliver during the COVID pandemic.

High performing students, including those in Year 8 level can undertake year 11 and 12 VCE Maths Methods.

Students can also undertake year 11 VCE subjects while in year 10, provided they have the appropriate literacy skills.

With the support of the Beacon & Ardoch Foundations we have placed considerable emphasis on developing young leaders, who play a major role in coordinating both school and community activities and we are active members of VicSRC.

VET subjects being blocked with year 10 electives continues to be an important and successful initiative over past years in allowing many junior campus students to participate in VET and VCE subjects. This process allows us to fast track pathways to some careers.

Outcomes at Harvester Technical College, with in excess of 80% of graduating students going onto apprenticeships, further study or work indicate engagement by students with the quality programs delivered. Mentoring plays a significant part in developing student confidence and leadership skills across the college. Supporting students with work placements was hampered because of the pandemic and did have an effect on total engagement by them in their studies.

### Wellbeing

Sunshine College has been commended in a Victorian Auditors' General report tabled in the Victorian parliament on our Pastoral Care Program.

The College has continued to score highly for many of the data sets in the Victorian Attitudes to School Survey. This achievement can be attributed to a strong emphasis on pastoral care. Effective Pastoral Care was harder to manage in 2020, a number of students were targeted for monitoring on their pastoral care needs.

The College is proactive in making students feel happy and safe via numerous strategies and programs, recently becoming an eSmart school, teaching students about cyber safety, which was emphasized in the additional use of IT for remote and flexible learning.

During 2020 the 'Pathways' core subject at 7-10 complemented our pastoral care system and is based on the Federal Government's Mind Matters initiative and the Respectful Relationships and Safe Schools programs.

During the COVID effected year the Wellbeing of students was monitored by teams of teachers and "at risk" students were given additional monitoring.

The Pathways subject generates the time to work with students on pastoral care activities and to provide career and vocational guidance.

With a strong pastoral care focus and emphasis on student well-being mixed with aspiration for success we have raised the school's mean VCE study score since 2018.

With improved literacy and numeracy levels, we expect students to continue to improve their engagement with the school and their studies, which will lead to improved attendance and learning & well-being outcomes for all students.

### **Financial performance and position**

The school net operating surplus in 2020 reflects funds that have not been expended to the same degree as in previous years. Note financial commitments include a repayable payment to the DET of \$417,800 as a result of a staffing salary deficit caused by a number of factors. An ageing (more expensive) workforce and a SRP formula around 'average salary costs in against real cost out'. The school is likely to remain in a staffing deficit that will need to be self-managed, in 2021, if current successful programs around literacy & numeracy are to be maintained. The financial commitments are likely to increase as the school self-funds: additional furniture, equipment and grounds work associated with the building of the new facilities in Lachlan Road and additional resourcing spends at the North precinct, including Harvester Technical College.

**For more detailed information regarding our school please visit our website at**  
<http://www.sunshine.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.

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 1146 students were enrolled at this school in 2020, 465 female and 681 male.

39 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) which takes into account parents' occupations and education.

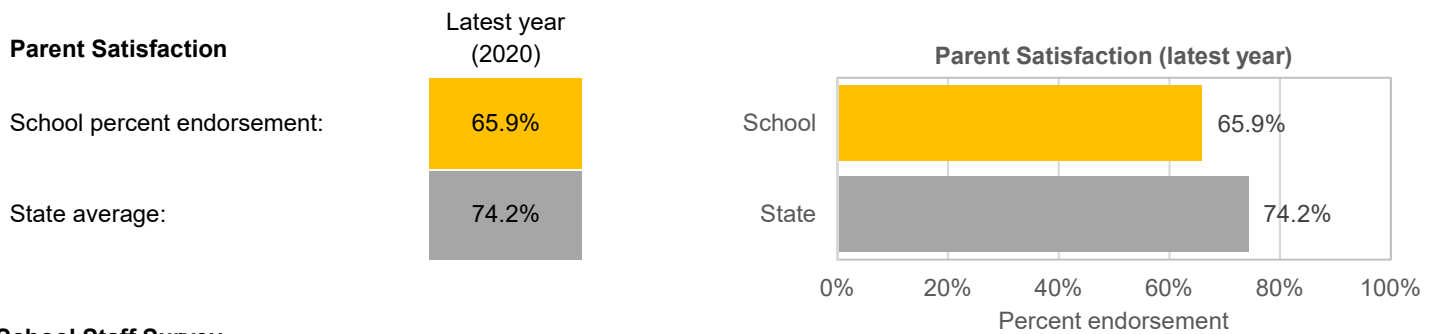
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### 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.

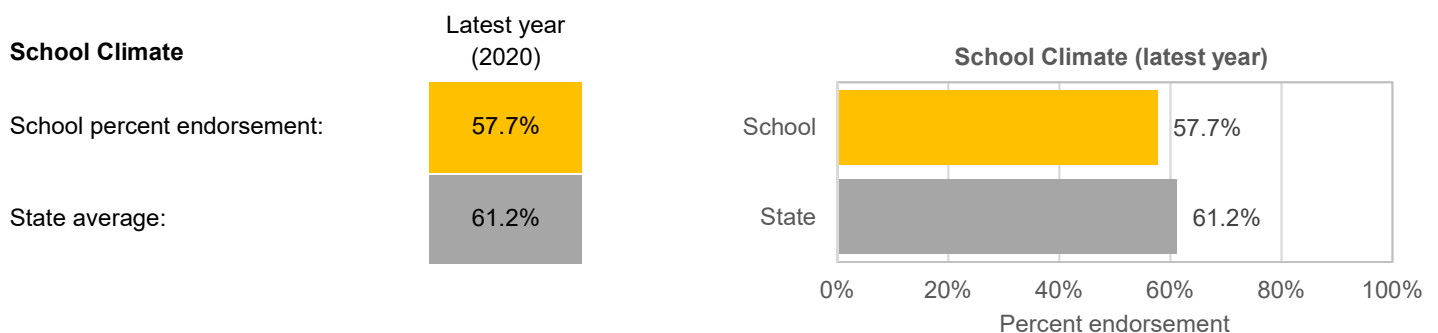


### School Staff Survey

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.



## ACHIEVEMENT

**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 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

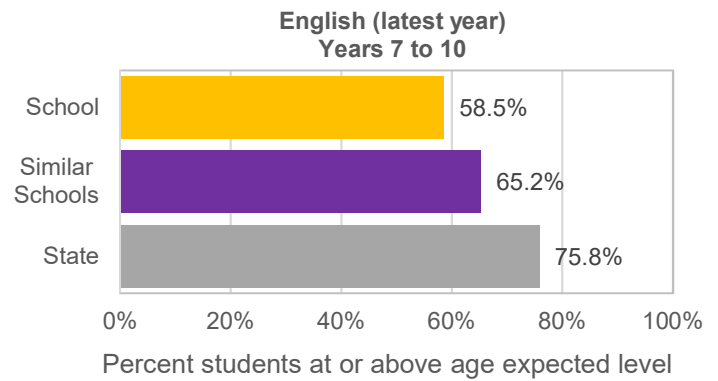
58.5%

Similar Schools average:

65.2%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

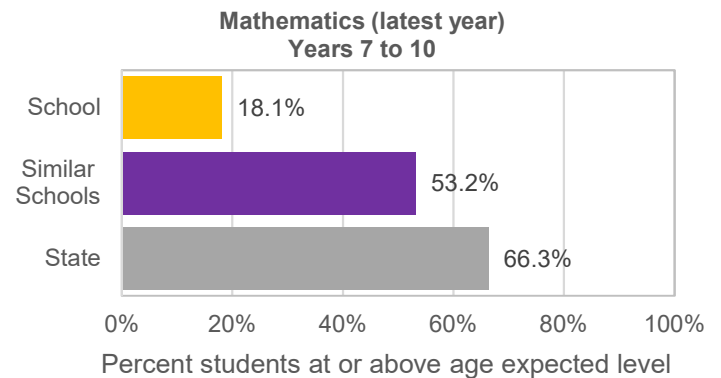
18.1%

Similar Schools average:

53.2%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.



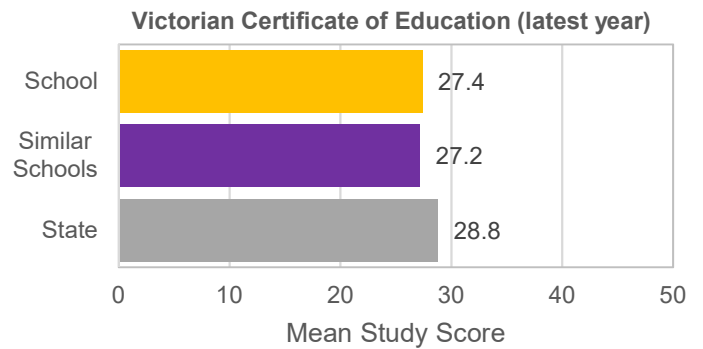
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	27.4	28.6
Similar Schools average:	27.2	27.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

95%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

29%

VET units of competence satisfactorily completed in 2020:

93%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

89%

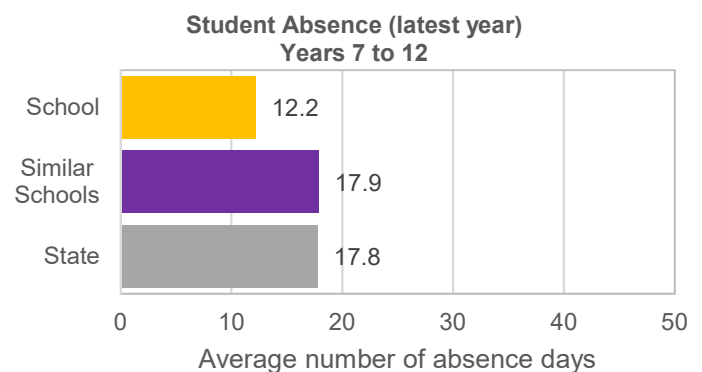
## ENGAGEMENT

**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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	12.2	22.3
Similar Schools average:	17.9	19.8
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

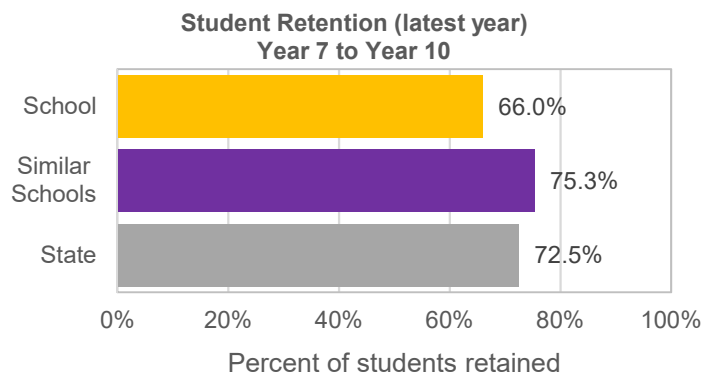
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	95%	94%	93%	94%	93%	93%

**Student Retention**

Percentage of Year 7 students who remain at the school through to Year 10.

**Student Retention Year 7 to Year 10**

	Latest year (2020)	4-year average
School percent of students retained:	66.0%	63.6%
Similar Schools average:	75.3%	73.2%
State average:	72.5%	72.9%



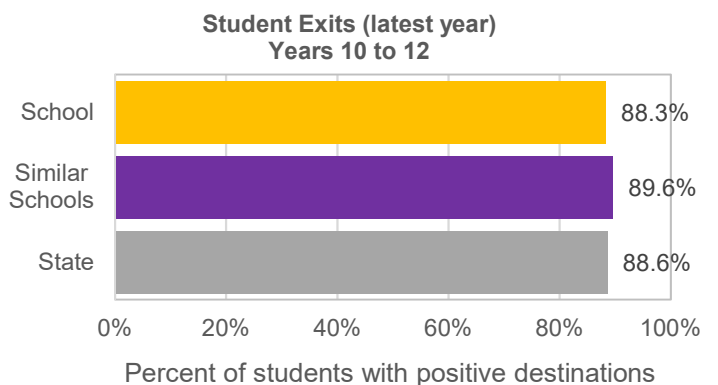
**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	88.3%	84.4%
Similar Schools average:	89.6%	90.0%
State average:	88.6%	89.1%



**WELLBEING**

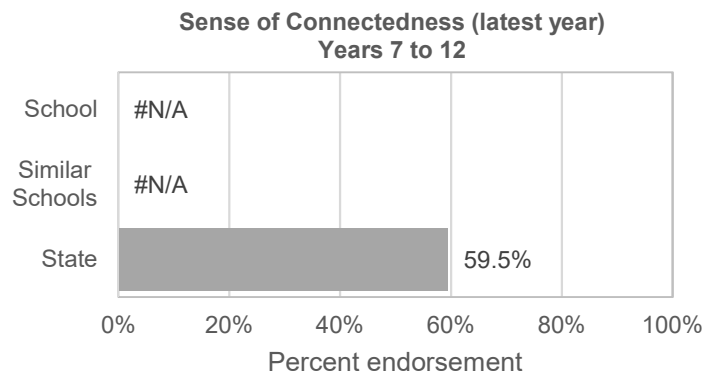
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	58.0%
Similar Schools average:	NDP	56.2%
State average:	59.5%	55.3%



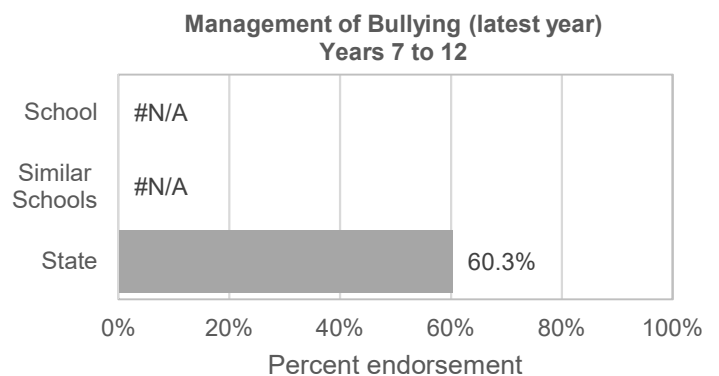
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	60.0%
Similar Schools average:	NDP	57.9%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$14,469,507
Government Provided DET Grants	\$3,946,635
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$76,716
Locally Raised Funds	\$339,450
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$18,832,308</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$2,060,773
Equity (Catch Up)	\$144,720
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$2,205,492</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,429,869
Adjustments	NDA
Books & Publications	\$180
Camps/Excursions/Activities	\$42,766
Communication Costs	\$109,721
Consumables	\$331,266
Miscellaneous Expense <sup>3</sup>	\$78,157
Professional Development	\$39,099
Equipment/Maintenance/Hire	\$1,286,831
Property Services	\$590,646
Salaries & Allowances <sup>4</sup>	\$168,070
Support Services	\$201,896
Trading & Fundraising	\$112,935
Motor Vehicle Expenses	\$53,379
Travel & Subsistence	\$8,542
Utilities	\$291,057
<b>Total Operating Expenditure</b>	<b>\$18,744,415</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$87,893</b>
<b>Asset Acquisitions</b>	<b>\$222,925</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 02 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$4,875,518
Official Account	\$69,091
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$4,944,609</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$478,657
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$280,700
School Based Programs	\$1,100,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$417,800
Asset/Equipment Replacement < 12 months	\$1,000,000
Capital - Buildings/Grounds < 12 months	\$495,000
Maintenance - Buildings/Grounds < 12 months	\$250,000
Asset/Equipment Replacement > 12 months	\$250,000
Capital - Buildings/Grounds > 12 months	\$1,000,000
Maintenance - Buildings/Grounds > 12 months	\$151,108
<b>Total Financial Commitments</b>	<b>\$5,423,264</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.*