

2022 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).
- 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 09 March 2023 at 02:52 PM by Tim Blunt (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 24 March 2023 at 08:57 AM by Robert Ward (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- 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
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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

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 years 2020 / 2021 and in the much disrupted 2022 the school focused heavily on the well-being of students, staff and the community. During the COVID pandemic the government supported the school and its community with a substantial delivery of a number of lap tops which were necessary to support the learning of students.

In 2022 the school employed in excess of 12 tutors to work with students alongside classroom teachers to make sure their learning was brought back on track to close the gap.

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. This growth in Mathematics and Literacy, could not be measured in 2022 as NAPLAN TESTING did not occur in 2020.

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 Leadership Team includes 6 principal class personnel, 140 teaching staff and 45 non-teaching staff. We are categorized as having a HIGH Socio-Economic profile of disadvantage, with approximately 50% of students from English as an Additional Language background, with approx. 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. The school is registered to accept International Students, which mainly come from Vietnam and had approximately 40 enrolled in 2022 and is now capped at 60 for 2023.

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. In 2023 all HTC students will be undertaking a pathway to obtain the new VCE certificate that includes the Vocational Major.

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.

The school has exhibited student work in the VCE Top Design awards. Duxes of the College in the last few years are presently undertaking courses in Engineering/ Computer Science, Arts, Pharmaceutical Science, Commerce and Law.

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

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

Progress towards strategic goals, student outcomes and student engagement

Learning

The school underwent its 4th yearly review in 2022, which has led to the re-framing of our purpose. The College has used this process 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.

The DoE expected all schools in 2022 to focus on 2 main areas of strategic intent.

1. Learning catch-up and extension with a focus in 2022 on Numeracy.
2. Wellbeing: Happy, active and healthy kids

Wellbeing

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

A number of programs operated throughout 2022 aimed at improving well-being for students, these included Iron Armour, RAISE and Side Kicks. Support from the Ardoch Foundation and other local community groups also supported improved well-being outcomes.

The CONNECT / PATHWAYS core subject supports Pastoral Care initiatives and career counselling and is where we deliver the Respectful Relationships curriculum. In 2022 the College Wellbeing Team was strengthened through additional employment of Mental Health Practitioners, to work alongside our psychologist, department Nurse and student welfare coordinators.

The College is proactive in making students feel happy and safe via numerous strategies and programs. As an eSmart school, students are taught about cyber safety.

During 2022 the 'connect/Pathways' core subject at 7-10 complemented our pastoral care system and links well to the Federal Government's Mind Matters initiative and the Respectful Relationships and Safe Schools programs.

With a strong pastoral care focus and emphasis on student well-being mixed with aspiration for success we have maintained the school's mean VCE study score at the 26/27 mark.

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.

Engagement

Our 'SunLit' literacy program dedicates 4 periods of literacy support across the College in years 7 to 11 and was recognized by the DoE by 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 2022 SunLit and our Math's Futures program, which was recognized with the award for 'Outstanding School Advancement' at the Victorian Education Excellence Awards, supported individualized growth in these areas of the curriculum. Both programs rely heavily on student and teacher collaboration

Our funded PSD students (approx. 35), including the hearing impaired (20 in total) along with a number of identified high risk students were targeted for additional support.

Other highlights from the school year

The community should note that we offer a broad curriculum at Sunshine College; it is not a school that focusses entirely on students entering University. Harvester Technical College offers a 'specialised pathway' for students who want to be first class trades persons. It provides innovative applied learning opportunities through a project based curriculum. The HTC facilities are fantastic, supporting the delivery of studies in engineering, carpentry, plumbing, electro-technology and ICT and where students use quality equipment under the instruction of skilled and dedicated teachers. HTC students left us in 2022, with 65% going onto apprenticeships, 29% being meaningfully employed and 5% going onto TAFE courses. Whether it was studying VCE toward University entrance or a VET pathway toward apprenticeship, our students and staff across the College are rightfully proud of how they managed their teaching & learning in another disrupted year.

The academic rigor of the College is blended with exciting and engaging activities and programs, which include, various camps and excursions, the City Centre project, the Advance program, the College's performance & Art Showcase, sports of all sorts, first aid training, blood bank donations and plenty of BBQs and fund raisers for charity and lots more. Thanks to the coaching and guidance of a number of staff and the skill and endeavour of our students we achieve great sporting outcomes. Both our Music and Instrumental Music programs have flourished after winning the National Yamaha Great Start Award. With the support of Yamaha and the work of dedicated teachers we have gone from one concert band to two.

The Sunshine College and Harvester Technical College Facebook pages show engaged happy students participating in a variety of activities.

Financial performance

The school net operating deficit in 2022 of \$908,736 reflects an investment in additional staffing to run programs and small class sizes in certain subjects, in particular at the senior end of the school, including VET. Note financial commitments include a repayable payment to the DET of \$396,205 as a result of this staffing salary deficit caused by a number of factors already mentioned and as a result of 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 2023, if current successful programs around literacy & numeracy and upper secondary courses are to be maintained. The financial commitments are aligned to school self-funded expenditure for replacement furniture, new equipment and grounds work associated with the building of the new facilities in Lachlan Road and expected additional resourcing spends at the North campus and Harvester Technical College.

For more detailed information regarding our school please visit our website at
<https://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 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 1076 students were enrolled at this school in 2022, 446 female and 630 male.

41 percent of students had English as an additional language and 1 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).

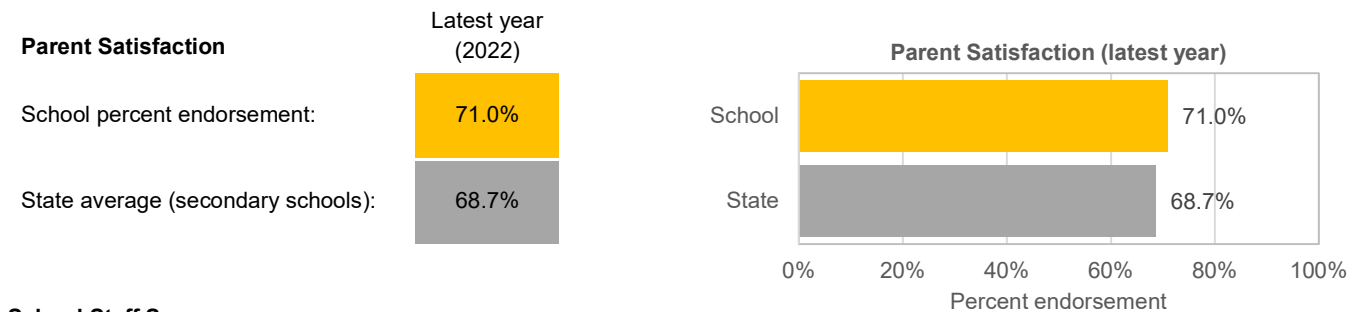
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

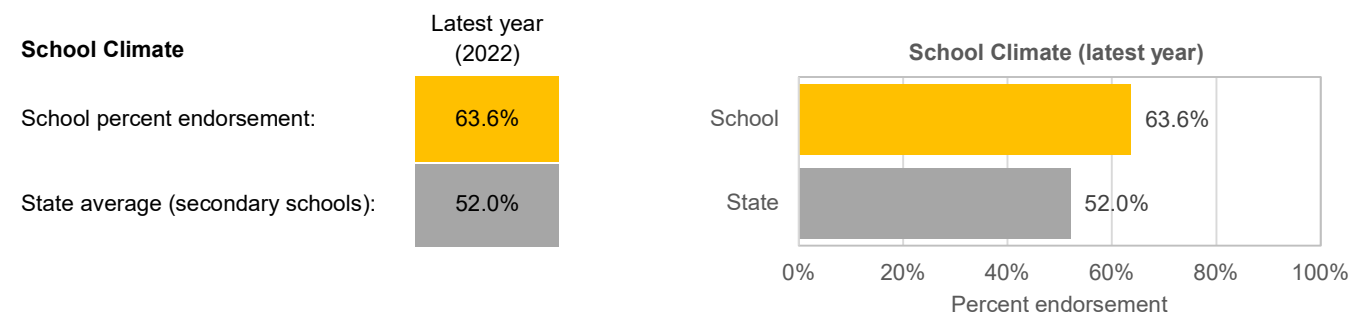


School Staff Survey

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.



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 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

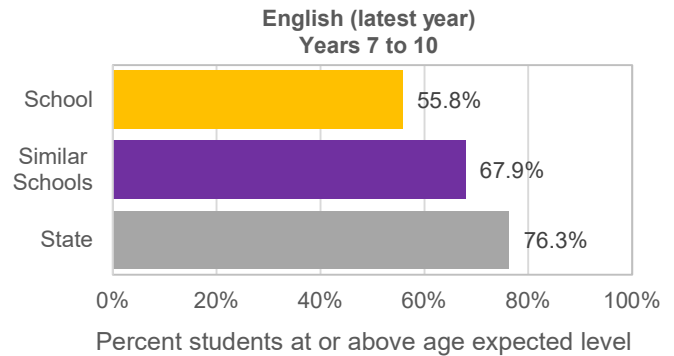
55.8%

Similar Schools average:

67.9%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

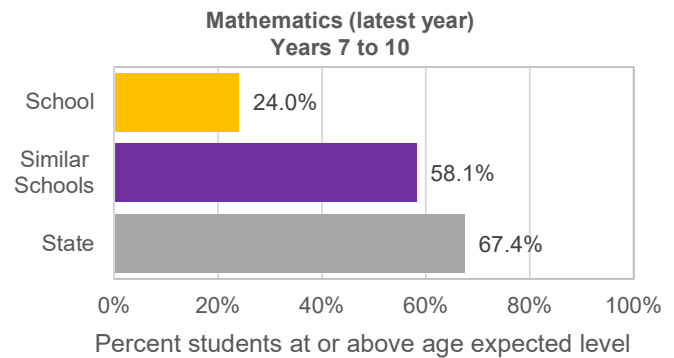
24.0%

Similar Schools average:

58.1%

State average:

67.4%



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.*

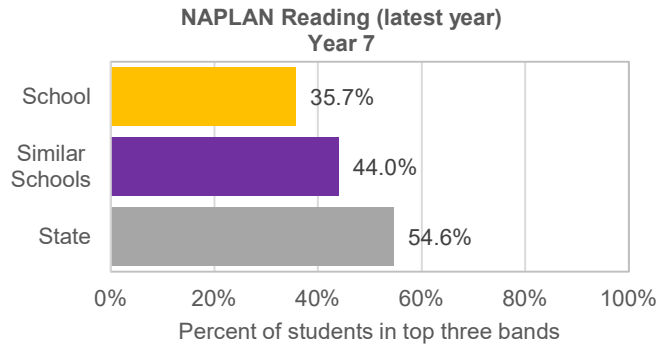
NAPLAN

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.

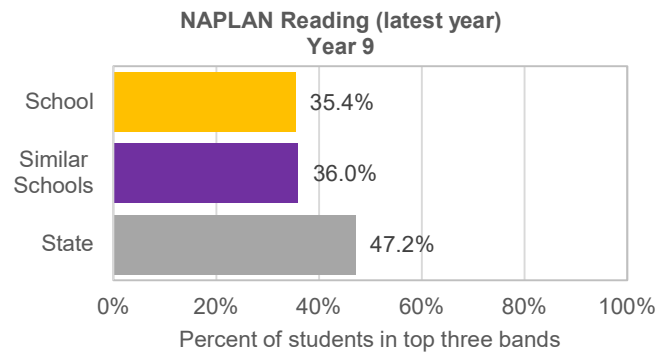
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.7%	36.3%
Similar Schools average:	44.0%	44.5%
State average:	54.6%	55.3%



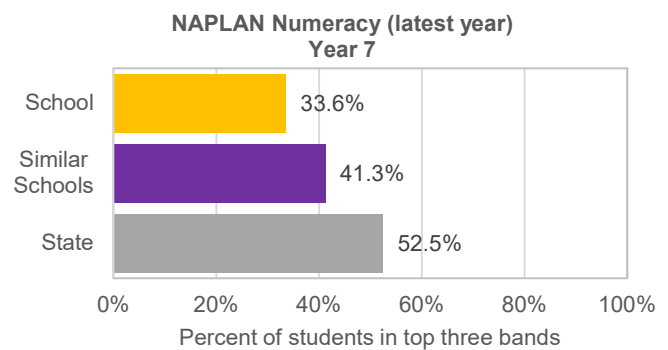
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.4%	30.6%
Similar Schools average:	36.0%	35.1%
State average:	47.2%	46.0%



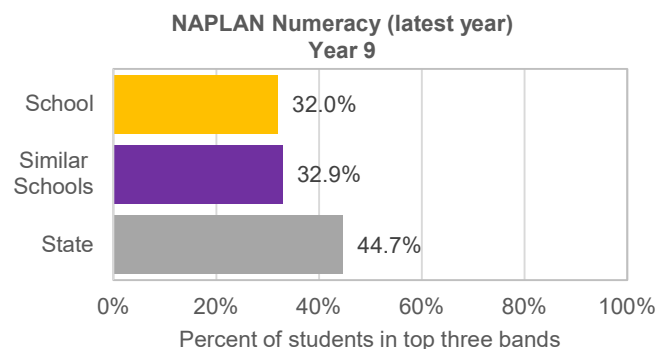
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.6%	40.0%
Similar Schools average:	41.3%	43.8%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.0%	29.3%
Similar Schools average:	32.9%	33.6%
State average:	44.7%	45.6%



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.*

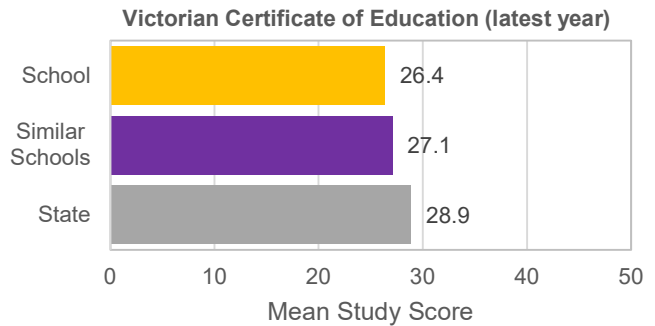
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	26.4	27.5
Similar Schools average:	27.1	27.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

94%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

22%

VET units of competence satisfactorily completed in 2022:

82%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

88%

WELLBEING

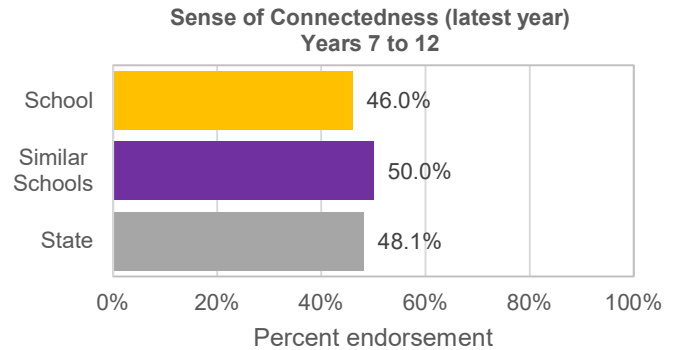
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	46.0%	50.1%
Similar Schools average:	50.0%	54.2%
State average:	48.1%	52.5%

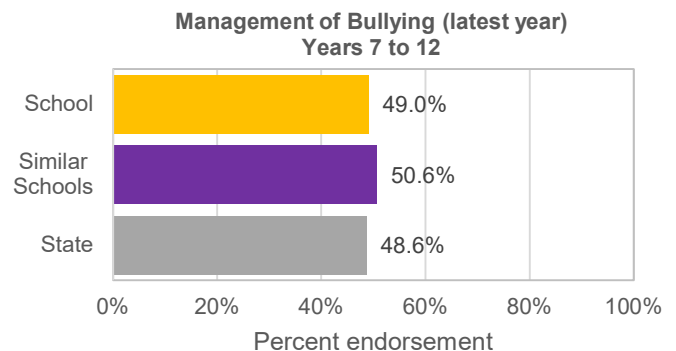


Student Attitudes to School – Management of Bullying

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	49.0%	51.8%
Similar Schools average:	50.6%	55.3%
State average:	48.6%	54.0%



ENGAGEMENT

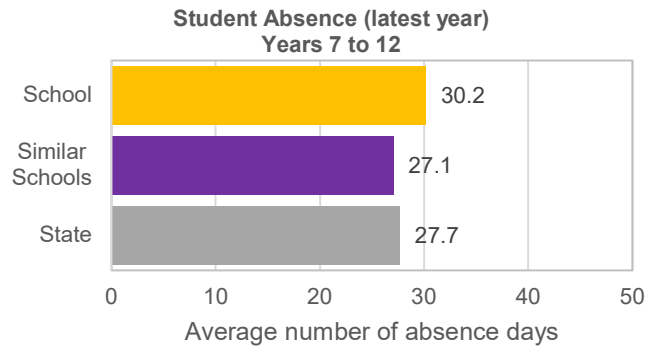
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	30.2	21.1
Similar Schools average:	27.1	21.8
State average:	27.7	21.8



Attendance Rate (latest year)

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

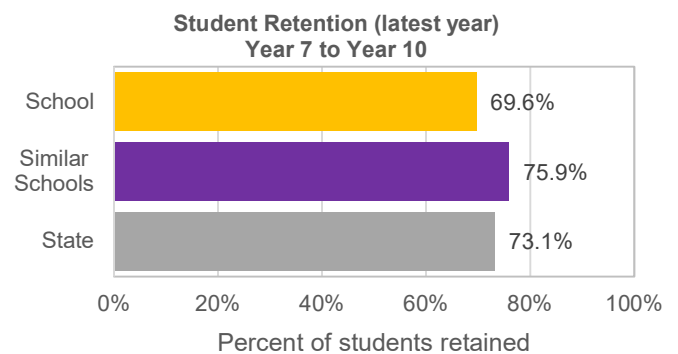
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	84%	84%	83%	86%	84%	87%

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 (2022)	4-year average
School percent of students retained:	69.6%	68.7%
Similar Schools average:	75.9%	74.9%
State average:	73.1%	73.0%



ENGAGEMENT (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.

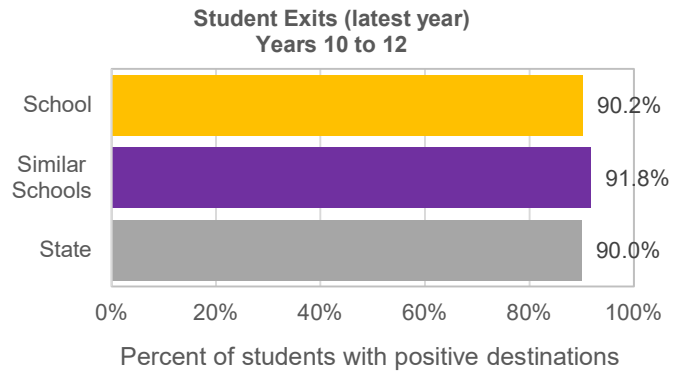
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	90.2%	87.6%
Similar Schools average:	91.8%	91.0%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$14,661,360
Government Provided DET Grants	\$2,591,309
Government Grants Commonwealth	\$1,762
Government Grants State	\$13,622
Revenue Other	\$95,258
Locally Raised Funds	\$436,243
Capital Grants	\$0
Total Operating Revenue	\$17,799,554

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,031,516
Equity (Catch Up)	\$173,991
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,205,507

Expenditure	Actual
Student Resource Package ²	\$15,880,718
Adjustments	\$0
Books & Publications	\$7,285
Camps/Excursions/Activities	\$107,765
Communication Costs	\$40,451
Consumables	\$365,845
Miscellaneous Expense ³	\$152,252
Professional Development	\$63,402
Equipment/Maintenance/Hire	\$446,142
Property Services	\$642,320
Salaries & Allowances ⁴	\$250,852
Support Services	\$433,610
Trading & Fundraising	\$22,926
Motor Vehicle Expenses	\$118,896
Travel & Subsistence	\$792
Utilities	\$175,034
Total Operating Expenditure	\$18,708,290
Net Operating Surplus/-Deficit	(\$908,736)
Asset Acquisitions	\$10,791

- (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

Funds available	Actual
High Yield Investment Account	\$5,841,755
Official Account	\$91,768
Other Accounts	\$0
Total Funds Available	\$5,933,523

Financial Commitments	Actual
Operating Reserve	\$394,551
Other Recurrent Expenditure	\$6,740
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$121,394
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$396,205
Asset/Equipment Replacement < 12 months	\$2,481,014
Capital - Buildings/Grounds < 12 months	\$290,759
Maintenance - Buildings/Grounds < 12 months	\$194,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,323,311
Maintenance - Buildings/Grounds > 12 months	\$1,120,100
Total Financial Commitments	\$6,328,074

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.