

2025 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 12 March 2026 at 09:01 AM by Jodie Parsons (Principal)

- As executive officer of the school council, I attest that this 2025 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 27 March 2026 at 10:14 AM by Tim Blunt (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
 - Senior Secondary Completions and mean study score
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Sunshine College is a large, multicultural secondary school located in Melbourne's west. Our vision is Creating Futures for every student. We aim to accelerate the learning and development of all young people through a culture of Collaboration, Inclusiveness and Aspiration, guided by our school values of Learning, Growth, Wellbeing and Relationships.

In 2025 the college enrolled 1,217 students. Around 10% of students speak English as an Additional Language and 1% identify as Aboriginal and/or Torres Strait Islander. Sunshine College operates across two Years 7–12 campuses and includes the Harvester Technical College (HTC), which supports students in Years 10–12 to pursue strong pathways into the trades through the VCE-Vocational Major program.

The College Leadership Team includes 7 principal class leaders, supported by 109 teaching staff and 42 education support staff. Sunshine College is categorised as having a high level of socio-educational disadvantage, based on the Student Family Occupation and Education (SFOE) index. Approximately 65% of students have parents born outside Australia, reflecting the diverse cultural backgrounds within our community.

The college provides a range of programs to support student engagement, learning and wellbeing, including the operation of a Deaf Facility and enrolment opportunities for international students, primarily from Vietnam.

Sunshine College has been recognised nationally for strong learning growth, including being highlighted by the Grattan Institute for exceptional value-add outcomes in literacy and numeracy. Our senior students continue to achieve strong outcomes, with 96.7% of students completing their VCE or VCE-VM in 2025, 16 students achieving an ATAR above 80, and the College Dux achieving an ATAR of 94.5.

Our strong school culture is reflected in community feedback, with 82.1% positive endorsement from parents for overall school satisfaction, above similar schools and the state average.

Progress towards strategic goals, student outcomes and student engagement

Learning

Sunshine College continues to focus on strengthening teaching and learning to support improved outcomes for all students. Following the 2022 School Review, the college refined its purpose and undertook a review of its Vision, Values, Culture and Expectations. In 2025, The Sunshine Way was developed in response to the need to build collective efficacy and greater consistency in practice across the college. This framework provides a clear and consistent approach to support

positive relationships, strong learning behaviours and high expectations for all members of the school community.

The Sunshine Way acts as a unifying framework for both learning and wellbeing and guides how staff work with students and each other. It supports the development of a positive learning culture where students feel supported, known and challenged to achieve their best.

Alongside this work, the college has continued to strengthen classroom practice through the Sunshine College Instructional Model, which supports teachers to deliver structured and engaging lessons that clearly communicate learning intentions, provide targeted learning activities and embed feedback and reflection within the learning process. College leaders supported this work through professional learning, classroom observation and collaborative planning processes to ensure consistent implementation across teams.

During 2025, teachers also undertook curriculum audits and adjustments to ensure alignment with the Victorian Teaching and Learning Model (VTLM) 2.0 and the revised Victorian Curriculum Version 2.0. Key learning areas reviewed and updated curriculum programs, including a renewed focus in English on strengthening student writing and updates to the Mathematics curriculum to reflect the revised standards.

Student learning growth remains a strength of the college. NAPLAN results show that 77.3% of students achieved high or medium growth in Reading between Years 7–9, above both similar schools and the state average. In Numeracy, 74.1% of students achieved high or medium growth, also exceeding state and similar schools.

Sunshine College also continues to support strong pathways beyond school, with many Harvester Technical College students successfully transitioning into apprenticeships or further education and training.

Wellbeing

Sunshine College is committed to creating a safe, inclusive and supportive environment where all students feel connected to their learning and school community. In 2025, the development of The Sunshine Way helped strengthen relationships, promote positive behaviour and support student wellbeing across the college through clear expectations and a shared commitment to respectful learning environments.

A key focus during the year was strengthening staff capability in restorative practices through professional learning aligned with the Real Schools approach. These practices support students to reflect on behaviour, repair relationships and remain engaged in learning, contributing to a positive and supportive school culture.

Sunshine College continues to prioritise inclusive and differentiated learning programs that support engagement for students of all abilities. Programs such as SunLit and Maths Futures provide targeted literacy and numeracy support while also extending students who are ready for greater academic challenge. In 2025, 38% of students across the North and West campuses undertook a VCE subject prior to Year 11, including 10 students studying VCE Mathematical Methods, ensuring high-ability students remain challenged and engaged in their learning.

Student wellbeing and engagement are further strengthened through participation in extracurricular opportunities. Sunshine College has a vibrant music program, including several

student bands and a concert band comprising 36 students from Years 7–12, supporting students to develop confidence, teamwork and a sense of belonging.

The college also works closely with community organisations to support students experiencing disadvantage. In 2025, 30 students received Western Chances scholarships, providing financial support and mentoring opportunities that assist students to remain engaged in education and pursue future pathways.

Improving student attendance remains an ongoing priority, with targeted strategies implemented to strengthen students' connection to school and support regular participation in learning.

Engagement

Sunshine College continues to prioritise strong student engagement as a key driver of learning and wellbeing. While student attendance improved in some areas during 2025, overall attendance remains an area the college continues to target for improvement. A range of strategies were implemented throughout the year to strengthen students' connection to school, including attendance competitions, targeted follow-up with families and increased monitoring of attendance data to identify and support students requiring additional assistance. Strengthening student connection to learning and ensuring students feel supported at school remains central to the college's ongoing work in this area.

Providing meaningful and relevant learning pathways is a key strategy for improving student engagement. Harvester Technical College continues to play an important role in supporting students interested in trade and vocational pathways through its project-based curriculum and industry-focused learning environments. Sunshine College is also one of a small number of government secondary schools that operates as a Registered Training Organisation (RTO), enabling students to access accredited vocational training while completing their secondary education.

Applied learning opportunities also support student engagement across the college. The Rugby Sports Academy provided students with the opportunity to undertake a Certificate II in Sport and Recreation, combining academic study with skill development and structured training. Students across the college also participated in Structured Workplace Learning, industry presentations and career pathway events that help students connect their learning to future employment opportunities.

Student engagement is further strengthened through a wide range of extracurricular opportunities. Students participated in major sporting competitions, music ensembles and whole-school events that foster teamwork, confidence and a strong sense of belonging within the school community. These opportunities play an important role in ensuring students remain connected to school and motivated in their learning.

Other highlights from the school year

2025, was a year filled with many achievements that reflect the breadth of opportunities available to students at Sunshine College. The college continues to provide a broad curriculum that supports a wide range of pathways, including the specialised programs offered through Harvester Technical College. In recognition of the high quality of this work, Harvester Technical College was named a finalist in the Small Training Provider of the Year category at the 2025 Victorian Training Awards, acknowledging the college's commitment to delivering outstanding vocational education and training.

Sunshine College also received international recognition for its work supporting Deaf students. A teacher from our Deaf Facility was invited to present at the International Conference on Education of the Deaf in Rome, sharing innovative approaches developed at the college to support reading development for deaf and hard-of-hearing students.

Students continued to benefit from a rich range of extracurricular opportunities. The college's music program continues to grow, with student bands and ensembles performing at a range of school events, while students also participated in major sporting competitions, including the Australian Volleyball Schools Cup in Queensland.

Students also had the opportunity to engage with industry and the broader community through guest speakers, career presentations and unique learning experiences, including a visit from The Australian Ballet, which provided students with an inspiring creative arts experience.

These highlights reflect Sunshine College's ongoing commitment to providing diverse opportunities that support student aspiration, creativity and success.

Financial performance

Sunshine College finished 2025 with a net operating deficit of \$168,552, reflecting a deliberate investment in additional staffing to support key programs and maintain smaller class sizes in selected subjects, particularly in the senior years and within VET programs. A repayable commitment of \$734,580 to the Department of Education also forms part of the financial position and relates to staffing salary pressures carried over from the previous year, including the impact of the Student Resource Package funding model and an experienced workforce profile.

Higher Casual Relief Teacher (CRT) costs also contributed to expenditure during 2025; however, this pressure is expected to stabilise as workforce staffing becomes more consistent.

School funds continue to be directed towards improving learning environments, including furniture replacement, equipment upgrades and grounds works associated with new facilities. The School Council is working with the Victorian School Building Authority on the construction of new facilities at the North Campus, with over \$3 million of school funds allocated, scheduled for completion in September 2026.

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 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

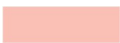
A total of 1,223 students were enrolled at this school in 2025, 467 female and 755 male. 42% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

2025			
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	82.1%	
	Similar schools	77.8%	
	State	74.1%	

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

2025			
% positive endorsement School Climate (School Staff Survey)	School	60.1%	
	Similar schools	56.5%	
	State	59.3%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Year 7 - 10 % of students at or above age expected standards	School	60.5%	
	Similar schools	67.5%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	32.0%	
	Similar schools	63.1%	
	State	70.5%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025		3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	52.8%		50.8%
	Similar schools	56.9%		57.4%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	49.7%		46.6%
	Similar schools	52.6%		50.1%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	52.8%		51.2%
	Similar schools	56.2%		53.4%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	43.2%		43.9%
	Similar schools	50.4%		48.2%
	State	61.9%		60.2%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 7 to 9 % of students High or Medium relative growth	School	77.3%	
	Similar schools	73.8%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	74.1%	
	Similar schools	72.2%	
	State	73.5%	

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

2025			3-year average
VCE/VCE VM completion rate	School	96.7%	 97.4%
	Similar schools	97.0%	 96.0%
	State	97.2%	 96.9%
Mean VCE study score	School	25.2	NDA
Total VCE VM students	School	18	NDA
Total VPC students	School	NDP	NDP

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
Years 7 to 12 % positive endorsement	School	43.2%		42.5%
	Similar schools	50.4%		48.2%
	State	49.8%		47.7%

Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
Years 7 to 12 % positive endorsement	School	47.5%		45.6%
	Similar schools	52.0%		49.4%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	86.0%		77.7%
	Similar schools	76.9%		80.5%
	State	81.5%		81.2%

Student retention

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

		2025		4-year average
Real retention rate	School	66.9%		68.4%
	Similar schools	72.1%		73.5%
	State	68.8%		68.7%

Average absence days per student

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

		2025		4-year average
Year 7 - 12	School	27.9		29.9
	Similar schools	31.0		29.8
	State	30.2		29.4

Attendance rate

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

		2025	
Year 7	School	88.2%	
Year 8	School	83.8%	
Year 9	School	82.1%	
Year 10	School	86.6%	
Year 11	School	87.2%	
Year 12	School	87.6%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$18,307,220
Government Provided DET Grants	\$3,409,266
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$315,736
Locally Raised Funds	\$550,381
Capital Grants	\$0
Total Operating Revenue	\$22,582,602

Equity	Actual
Equity (Social Disadvantage)	\$1,761,516
Equity (Catch Up)	\$207,415
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$1,968,931

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$19,764,531
Adjustments	\$0
Books & Publications	\$3,787
Camps/Excursions/Activities	\$244,290
Communication Costs	\$30,694
Consumables	\$431,769
Miscellaneous Expenses ²	\$162,306
Agency Staff	\$421,755
Professional Development	\$65,888
Equipment/Maintenance/Hire	\$327,205
Property Services	\$372,285
Salaries & Allowances ³	\$210,947
Support Services	\$418,084

Expenditure	Actual
Trading & Fundraising	\$30,717
Motor Vehicle Expenses	\$73,532
Travel & Subsistence	\$6,786
Utilities	\$186,577
Total Operating Expenditure	\$22,751,154
Net Operating Surplus/-Deficit	(\$168,552)
Asset Acquisitions	\$2,727,273

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$5,225,045
Official Account	\$51,250
Other Accounts	\$0
Total Funds Available	\$5,276,295

Financial Commitments	Actual
Operating Reserve	\$497,770
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,277,313
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$734,580
Asset/Equipment Replacement < 12 months	\$225,181
Capital - Buildings/Grounds < 12 months	\$1,150,000
Maintenance - Buildings/Grounds < 12 months	\$488,000
Asset/Equipment Replacement > 12 months	\$65,000
Capital - Buildings/Grounds > 12 months	\$1,336,221
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$5,774,065

All funds received from the Department of Education, 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.