

# 2024 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 \(VIT\)](#)
- 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 28 March 2025 at 01:43 PM by Lyn Read (Principal)

- As executive officer of the school council, I attest that this 2024 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 12 May 2025 at 07:18 PM by Lyn Read (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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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 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).

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').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

#### **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 42% of our students having a language background other than English. Sunshine PS has 24 equivalent full-time staff: 2 Principal class, 16 teachers and 8 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 work as a community of practice to 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 in student learning, health and wellbeing.

#### **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 10 classrooms running from Foundation to Year Six and the school offers Physical Education, Visual Arts, Music, STEM and Auslan as specialist programs. The school offers provision for students who need extra support in both learning and wellbeing. Small class sizes are a feature across the school, with numbers currently at an average of 21. 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 has recently undergone an extensive

building upgrade and extension. The 11.3 million dollar building modernisation project was completed in 2024. Our double storey, red brick building is set in extensive, well established grounds and contains spacious classrooms, STEM, Art, Music rooms, administration area, staff area, first aid room and new 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 learning celebrations, 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 with regard to teacher assessment against the Victorian Curriculum, the percentage of students working at or above the expected age level in English and Mathematics is below both similar schools and the state. Naplan – In Year 3 Reading, the percentage of students in the Strong or Exceeding proficiency levels was below the average in similar schools and the state. In Year 5 Reading, the percentage of students in the Strong or Exceeding proficiency levels was above similar schools average but slightly lower when compared to the state. The percentage of students in the Strong or Exceeding proficiency levels in Year 3 and Year 5 Numeracy was above similar schools but lower than the state average. We are committed to a continued focus on Literacy and Numeracy in our AIP particularly in understanding student outcome achievement data and planning for progression based on individual learning needs. 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 new Victorian Curriculum.
- Focusing on building teacher capacity to improve student learning outcomes.
- Embedding the mandated Early Reading program "Sounds Write" 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 actively involved in the Deer Park / Sunshine Principal Learning Network

Low class sizes (average 20) 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. 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 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 Lower than the average of both similar schools as well as the state. Student health and wellbeing continues to be a high priority at the school with the appointment of a Mental Health and Wellbeing teacher and the introduction of various student voice strategies eg. student data workshops and cohort assemblies. 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)
- Extensive Student Leadership program including Student Voice Representatives
- Learning Investigation Celebrations – whole school parental involvement
- Positive Reward Systems (individual, classroom and whole School)
- Breakfast Club
- Values Program
- Social Skills program
- Student Support Group Meetings (SSG's)
- Lunchtime Activities
- After School Sporting Activities
- Transition Programs (including 'Come and Try School Sessions')

## 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 higher than both similar schools and 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 school has an attendance policy and strategies to improve student attendance with automatic SMS alerts to parents to explain 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 receives most of its funding through the Student Resource Package as well as Government grants. The school community traditionally does not raise a lot of local funds meaning the school is constantly sourcing grants or applying for additional projects to compliment school programs for all students. 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.

**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 207 students were enrolled at this school in 2024, 93 female and 114 male.

43 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).

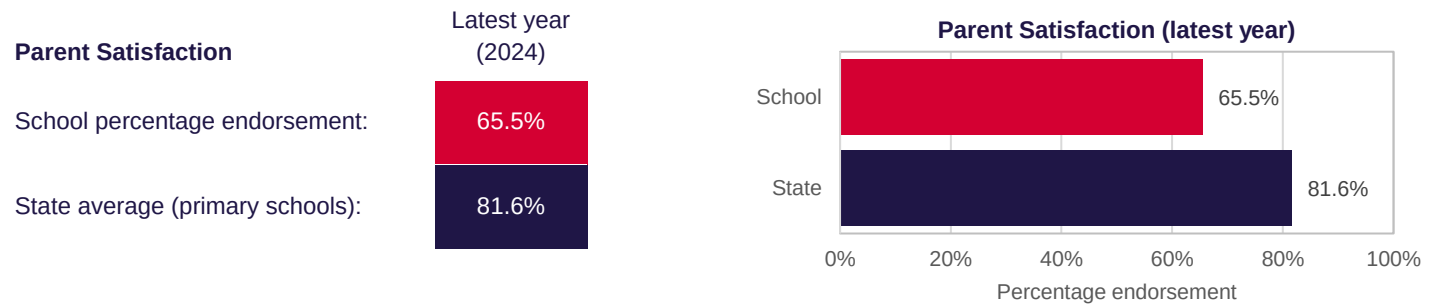
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The 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.

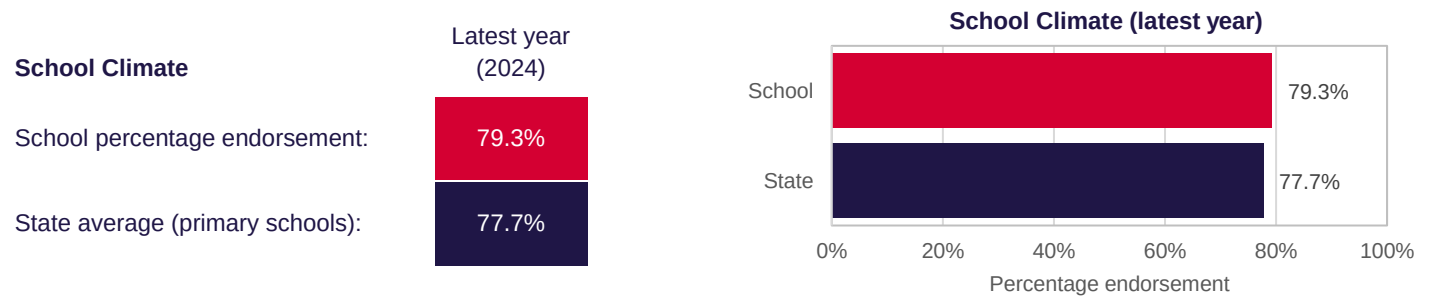


### School Staff Survey

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 against the Victorian Curriculum

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

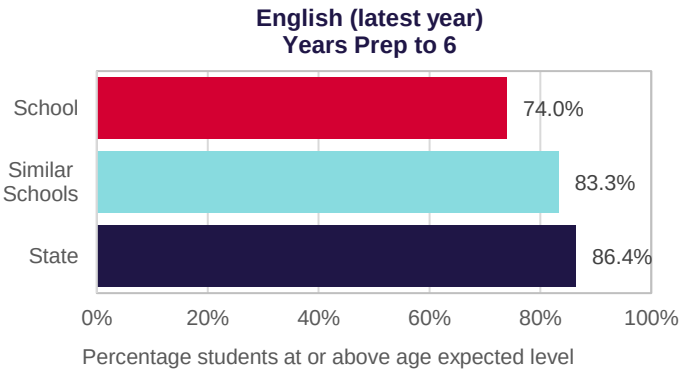
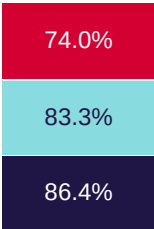
English  
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year  
(2024)



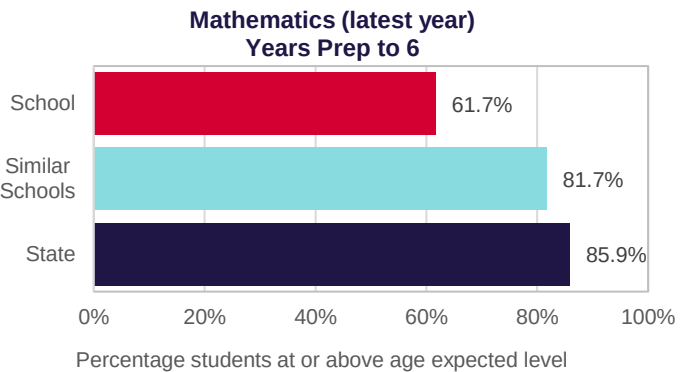
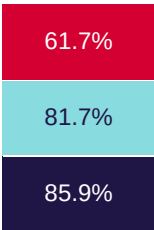
Mathematics  
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year  
(2024)



## 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.

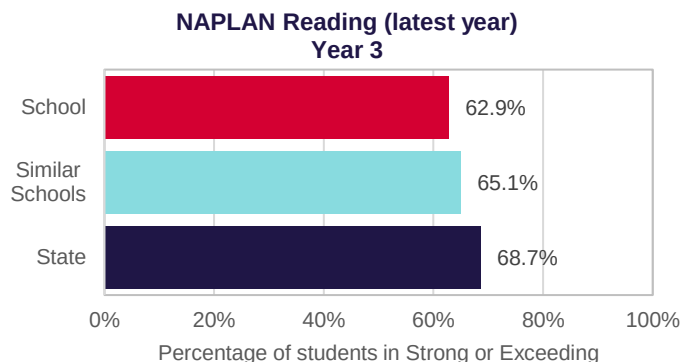
### NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

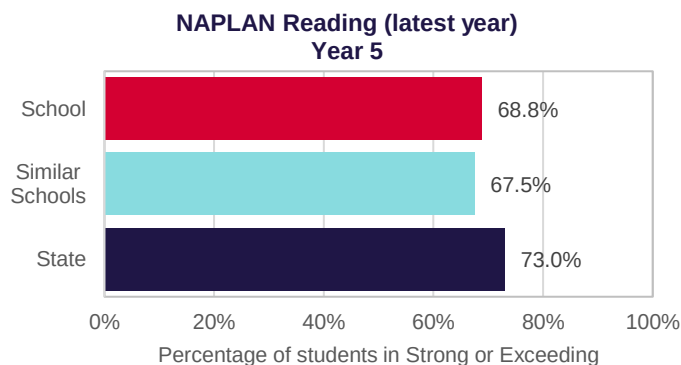
#### Reading Year 3

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 62.9%                 | 64.2%             |
| Similar Schools average:                              | 65.1%                 | 65.2%             |
| State average:                                        | 68.7%                 | 69.2%             |



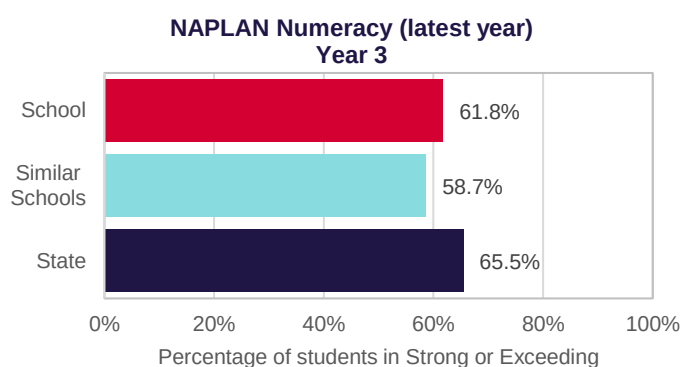
#### Reading Year 5

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 68.8%                 | 70.5%             |
| Similar Schools average:                              | 67.5%                 | 71.0%             |
| State average:                                        | 73.0%                 | 75.0%             |



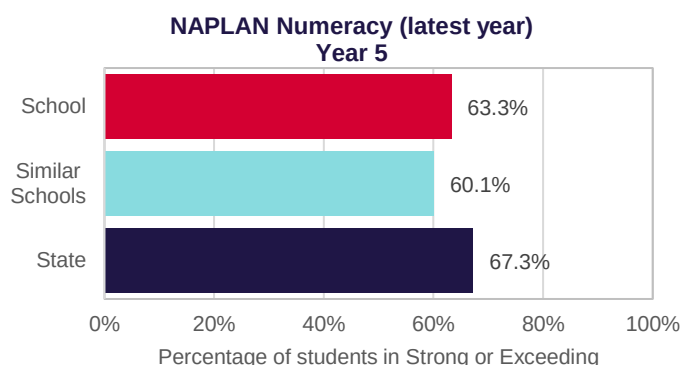
#### Numeracy Year 3

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 61.8%                 | 55.9%             |
| Similar Schools average:                              | 58.7%                 | 59.0%             |
| State average:                                        | 65.5%                 | 66.4%             |



#### Numeracy Year 5

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 63.3%                 | 55.9%             |
| Similar Schools average:                              | 60.1%                 | 62.0%             |
| State average:                                        | 67.3%                 | 67.6%             |



## 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.

### NAPLAN 2022

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

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

80.6%

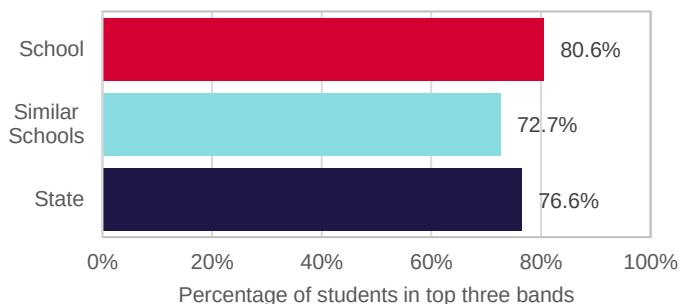
Similar Schools average:

72.7%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

73.3%

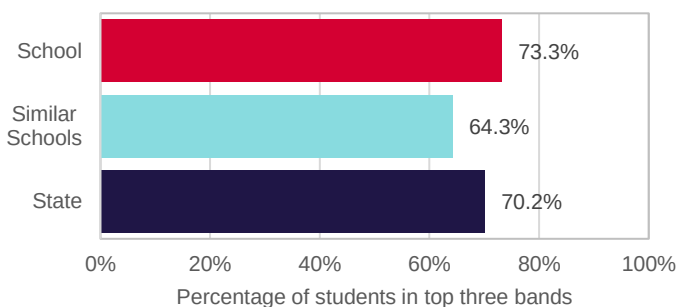
Similar Schools average:

64.3%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

66.7%

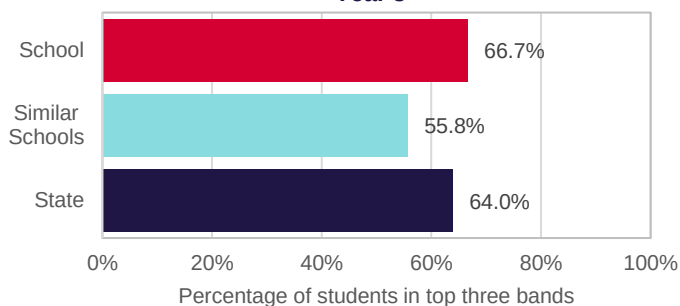
Similar Schools average:

55.8%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

66.7%

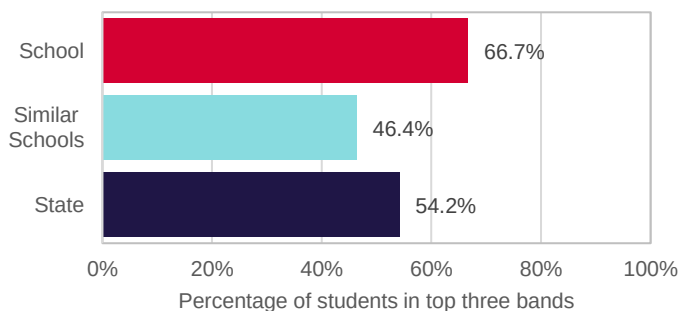
Similar Schools average:

46.4%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

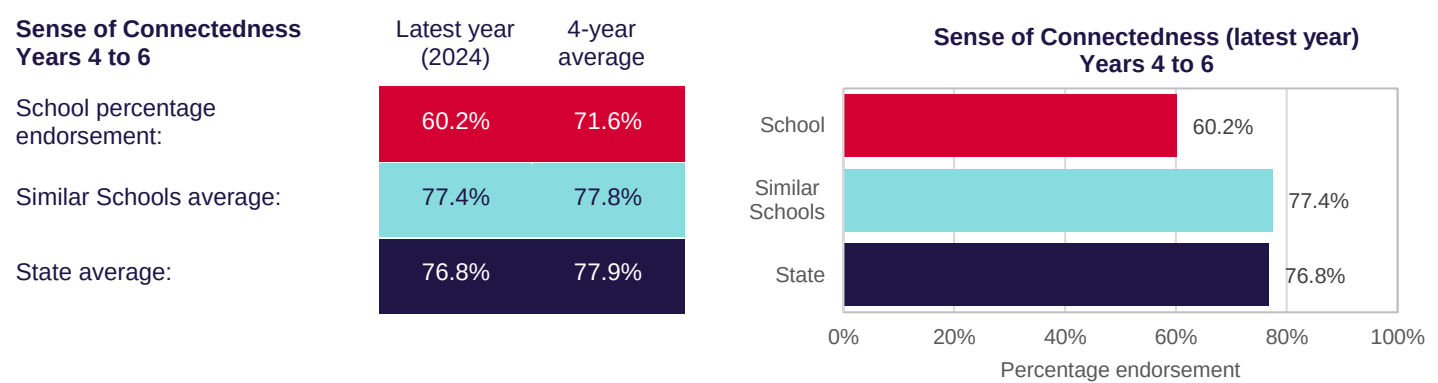


WELLBEING

**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.

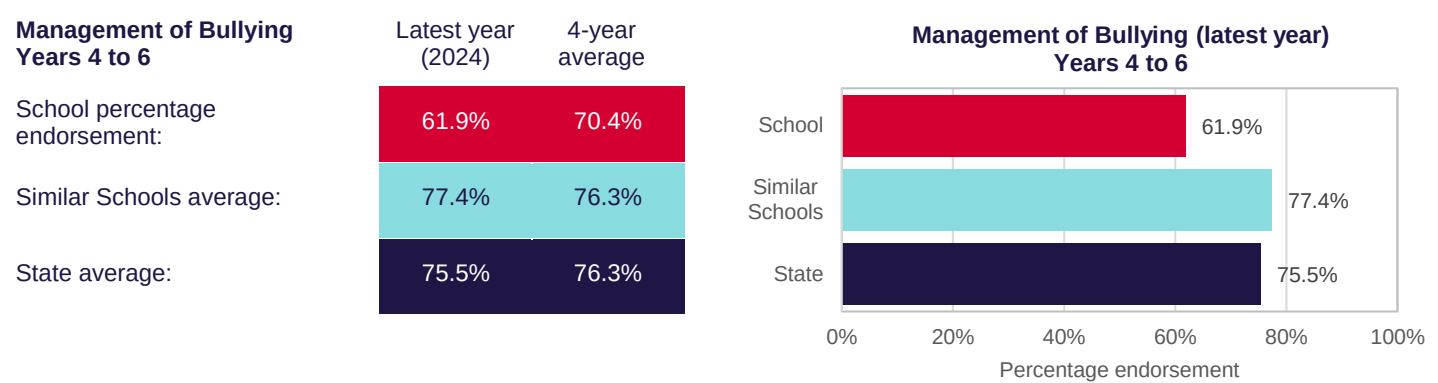
Student Attitudes to School – Sense of Connectedness

The 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).



Student Attitudes to School – Management of 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).

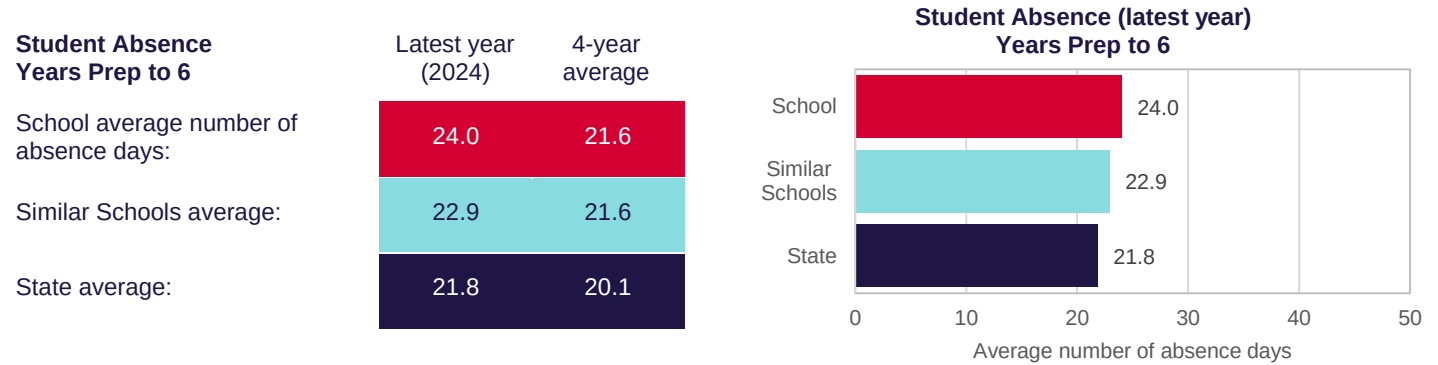


ENGAGEMENT

**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.



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<br>(2024): | 89%  | 87%    | 86%    | 87%    | 90%    | 87%    | 88%    |



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$2,412,177        |
| Government Provided DET Grants | \$317,190          |
| Government Grants Commonwealth | \$4,200            |
| Government Grants State        | \$0                |
| Revenue Other                  | \$22,498           |
| Locally Raised Funds           | \$106,828          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$2,862,893</b> |

| Equity <sup>1</sup>                                 | Actual          |
|-----------------------------------------------------|-----------------|
| Equity (Social Disadvantage)                        | \$98,522        |
| Equity (Catch Up)                                   | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$98,522</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$2,404,043        |
| Adjustments                           | (\$157)            |
| Books & Publications                  | \$956              |
| Camps/Excursions/Activities           | \$46,598           |
| Communication Costs                   | \$6,322            |
| Consumables                           | \$48,395           |
| Miscellaneous Expense <sup>3</sup>    | \$11,714           |
| Professional Development              | \$8,111            |
| Equipment/Maintenance/Hire            | \$110,109          |
| Property Services                     | \$86,456           |
| Salaries & Allowances <sup>4</sup>    | \$18,875           |
| Support Services                      | \$241,882          |
| Trading & Fundraising                 | \$17,912           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$48,165           |
| <b>Total Operating Expenditure</b>    | <b>\$3,049,382</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$186,489)</b> |
| <b>Asset Acquisitions</b>             | <b>\$37,171</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 16 Feb 2025 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 2024

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$333,054        |
| Official Account              | \$56,126         |
| Other Accounts                | \$4,777          |
| <b>Total Funds Available</b>  | <b>\$393,956</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---------------------------------------------|------------------|
| Operating Reserve                           | \$107,880        |
| Other Recurrent Expenditure                 | \$5,733          |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$0              |
| School Based Programs                       | \$108,007        |
| 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     | \$0              |
| Maintenance - Buildings/Grounds < 12 months | \$27,195         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$248,815</b> |

*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.*