

# 2022 Annual Report to the School Community

School Name: Sunbury Primary School (1002)



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

Attested on 26 April 2023 at 12:35 PM by Amanda Busuttil (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 02 May 2023 at 10:59 AM by Mark Houston (School Council President)

## 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).

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)

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

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

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

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with 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

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## School context

At Sunbury Primary School, all students are empowered to learn and achieve, engaging in collaborative learning opportunities that foster curiosity, creativity and critical thinking. Students actively seek out challenges and view obstacles as opportunities to learn and grow in the pursuit of personal excellence. Our students experience a strong sense of connectedness with self, others and our communities, contributing to shaping the world around them.

School enrolment in 2022 is 366. The school is organised to provide low class sizes across the school in composite class arrangements. Specialist programs operate to support school priorities and to take advantage of the teaching capital available to the school. In 2022 the school was able to offer literacy intervention through the Tutor Learning Initiative to 84 students. To further support student learning the school is involved in various networks with a focus on teaching excellence. The School Family Occupation index of the school is 0.27.

Sunbury Primary School can trace its origins to 1869 as the first school in the local area. It was relocated in 1999 to Jacksons Hill on the southern boundary of the township of Sunbury, located approximately 35 kilometres northwest of Melbourne, within the city of Hume.

The school is housed in refurbished, heritage-listed bluestone and weatherboard buildings. Children enjoy school facilities which include modern classrooms, specialist art and music facilities, library and hall. Landscaped grounds feature historically significant trees and a horticulture centre, The Patch. The playground facilities include an oval, soccer field, basketball court, passive recreation areas and play equipment including an industrial playground matched to the different physical and social stages of development. Recently, the planned capital works project was completed with a new multipurpose and STEM building and a new library, resource centre and canteen building available to students. Maintenance to the existing buildings and landscape continue to enhance the physical environment and teaching and learning experiences for our children, with further planned maintenance in 2023.

Teachers work within Professional Learning Communities with a focus on improving student outcomes through collaborative practices, reflection and feedback. Within the Teaching and Learning Inquiry Cycle teams diagnose student learning needs to plan, implement and evaluate teaching responses to an identified problem of practice. PLCs at Sunbury Primary School are focused on continuous improvement by linking the learning needs of students with the professional learning and practices of teachers.

At Sunbury Primary School we believe that relationships are fundamental to the educational and social development of children and young people and that school improvement can be further supported and achieved with a genuine commitment to structure and support community conversations to develop our capacity. Partnerships with parents are highly valued with parental participation in school programs and through consultation, in order to create the best possible learning opportunities for our students. The school values are: Be curious; Be courageous; Be mindful; and Act with integrity.

Our staffing profile comprises one Principal and 1x Assistant Principal, 1x ES Inclusions Co-ordinator, 2x Learning Specialists (1.2 EFT), 23x teachers (17.7 EFT) 1x Tutor (0.8 EFT), 6x part-time Education Support staff, 3x office administration staff and 1x maintenance manager.

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

### Learning

#### Victorian Curriculum – Teacher Judgements:

In the area of Student Learning, Sunbury Primary School achieved at a level similar to other schools in the State. The school's English Victorian Curriculum results were similar to the average result in comparison to all State government primary schools, however reported a lower percentage of students working at or above expected standards than students from similar schools. The school's Mathematics Victorian Curriculum results were above the average result in comparison to similar schools and all State government primary schools.

### **2022 Year 3 NAPLAN:**

Year 3 students in the top three bands for Reading performed similar to the State, however performed lower than those from similar schools. In 2022, students in Yr. 3 performed lower than the 4-year average in Reading. In 2022, a slightly higher percentage of Year 3 students were reported to perform in the top three bands in Numeracy, however performed lower than similar schools. In 2022, students in Yr. 3 performed better than the 4-year average in Numeracy.

### **2022 Year 5 NAPLAN:**

Students in Year 5 have performed similar to the State mean in Reading, however similar schools reported a higher percentage of students in the top three bands. The school's four-year average of students achieving in the top 3 bands is lower than the State's average. In 2022, 42.9% of Year 5 students performed in the top three bands for Numeracy. This is a significantly lower than the 4-year average of 56.9%. Yr. 3 students performed lower than the State and similar schools.

### **Staff PL**

The introduction of numeracy as a staff professional learning focus in 2022 has provided a collaborative opportunity for teachers to build their understanding of curriculum and skills in number and algebra. Regular opportunity, through the meeting schedule, Professional Learning Communities and team planning enabled teachers the time and support to develop learning progressions through a structured methodology.

### **Curriculum Development - Learning Progressions**

Through the scaffolded process, staff engaged with professional reading about a specific area of numeracy to build their own understanding, before reflecting on this with their peers to create a shared understanding of the concept. Teachers then worked in teams to interrogate the Victorian Curriculum to identify and sequence the key skills students are required to develop the sequence of learning. Working in this way enabled collective efficacy to develop across the school, building trust in colleagues skills and supporting teachers confidence and engagement with numeracy.

### **PLC Inquiries - Number & Algebra**

Individual team Professional Learning Communities inquiry into number and algebra concepts enabled further exploration and expansion of the learning progressions to identify common misconceptions, best practice teacher strategies, quality resources and continuous assessment opportunities. Through their deepened understanding, teachers were able to collaboratively share and create worked examples and student goals aligned to the key skills.

## **Wellbeing**

In 2022, 72.1% of students reported positive responses to the management of bullying at the school. This result is lower than State and similar schools. In 2022, students in Years 4 to 6 reported lower positive endorsement than the 4-year average of 78.2%. It is important to note that the school's 4-year average is similar to the state average and the average of similar schools.

In 2022, 81.2% of students in Years 4 to 6 reported positive endorsement on Sense of Connectedness factor in the Attitudes to School Survey. This year's positive perceptions is consistent with the 4-year average (81.3%). The students at Sunbury PS reported a higher percentage of positive perceptions on the Sense of Connectedness factor than State and similar schools.

### **Response to Tiered Intervention**

In line with DET's catch-up and wellbeing priority goals, the school created a Response to Intervention Framework. This Framework has continued to evolve and now reflects the schools responsive strategies for both learning and wellbeing. Tier 1 represents high quality universal and preventative supports which benefit all students, for example the development of the school's social and emotional learning curriculum aligned with the school's values. Tier 2 represents more targeted and intensive supports required by fewer students, for example our PLC wellbeing inquiries and small-group support sessions facilitated by our Wellbeing Teacher. Tier 3 represents the intensive and frequent supports required by a small number of our most vulnerable students. Students accessing Tier 2 and Tier 3 supports are assisted by a student support group and work closely with our Inclusions coordinator, Mental Health And Wellbeing Leader (MHAWL), education support staff and our school psychologist. Most notably, our tiered response to intervention framework highlights the need for our school staff to work not only with students, but with the system that supports the students including the family and any external professionals and support agencies.

### **Community Presentations (community accessible)**

In 2022, Sunbury Primary School partnered with Dr Michael Carr-Gregg, one of Australia's leading child and adolescent psychologists to deliver a series of parent information sessions focussed on supporting positive mental health in children and young

people. These sessions were focussed on supporting our children in building resilience, managing change and developing their ability to bounce back when faced with obstacles and challenges. To an audience of over 150 parents/carers, Dr Carr-Gregg shared his incredible wealth of knowledge and experience offered some great strategies and different perspectives.

## Engagement

Attendance - In 2022, our students were absent from school an average of 22.1 days per year. This figure is higher than the school's absence data over the past 4 years (18.2 days average). This data is consistent with non-attendance reported in all State schools and similar schools. There is a 89% average attendance rate across the P-6 cohort, with the Year 4 and Year 6 cohorts recording the lowest attendance in 2022 (87%) and the Prep cohort recording the highest attendance at 91%.

Absence is a lead indicator for achievement and engagement outcomes. Research demonstrates that there is a strong correlation between student attendance and learning outcomes and that even small amounts of absences are associated with substantial falls in outcomes. Missing more than 20 days of school each year (equivalent to four weeks out of the school year) is certainly an indicator of chronic absence issues in the primary years. In 2022, the following strategies were implemented to respond to student absences:

- SMS messages sent to parents and carers requesting notification for any absences
- phone calls and emails made after extended periods of absences
- Attendance plans developed with targeted goals and strategies to support increased attendance

## Facilitation of Student Voice forums

Students from multiple year levels were provided with a guided and supported opportunity to provide feedback and suggestion across multiple areas, including teaching and learning practices. This feedback was shared with staff and adjustments were made to address these areas in order to both make improvements and strengthen focus areas.

## Immersion Days

In 2022, the school continued to facilitate Immersion Days, where the future term's Inquiry learning was frontloaded, providing the students with opportunities to explore concepts and begin considering and designing 'deep dive questions' to focus on in sparking curiosity and questioning in Inquiry. Inquiry planning has included a Taking Action component where students executed their voice in celebrating and showcasing their learning. This involved enacting change and solving problems related to the learning undertaken.

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## Financial performance

The School managed its staff and resources within the limitations of the Student Resource Package. The school remains in a satisfactory financial position. Careful workforce planning has enabled the school to expend more money into curriculum budgets in order to support improved outcomes and achieve the goals of the Annual Implementation Plan. The school also received additional funding through the PLC Links School initiative to employ a 0.6 PLC Link School Assistant Principal (\$80,000 credit) and a budget of \$20,000 (cash) towards materials/resources/expenses to support this initiative.

In 2023, the school has committed to strengthening our Wellbeing practices. The majority of equity funds has been allocated to the employment of a 0.4 EFT student wellbeing officer (registered psychologist). The school has also received additional funding for a 0.6 Mental Health and Wellbeing Leader who was appointed in Term 1, 2023.

**For more detailed information regarding our school please visit our website at**  
<https://www.sunburyps.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 365 students were enrolled at this school in 2022, 186 female and 179 male.

3 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).

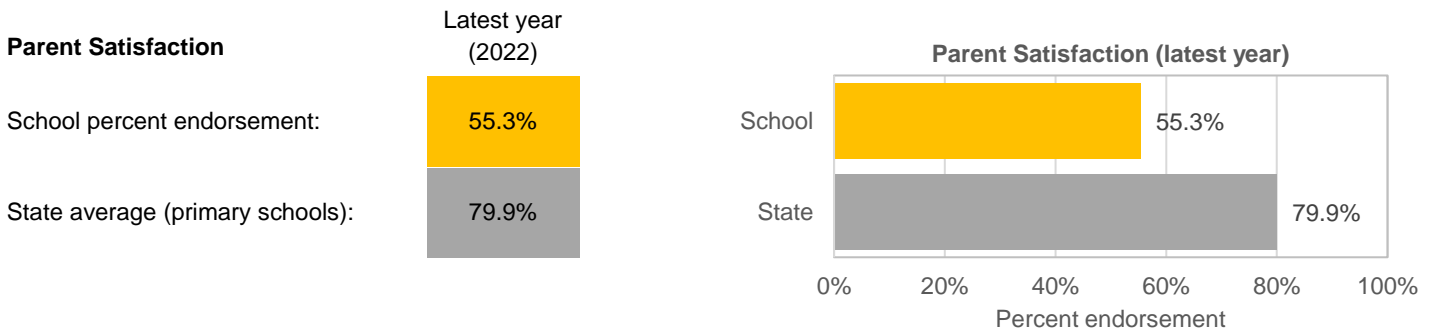
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

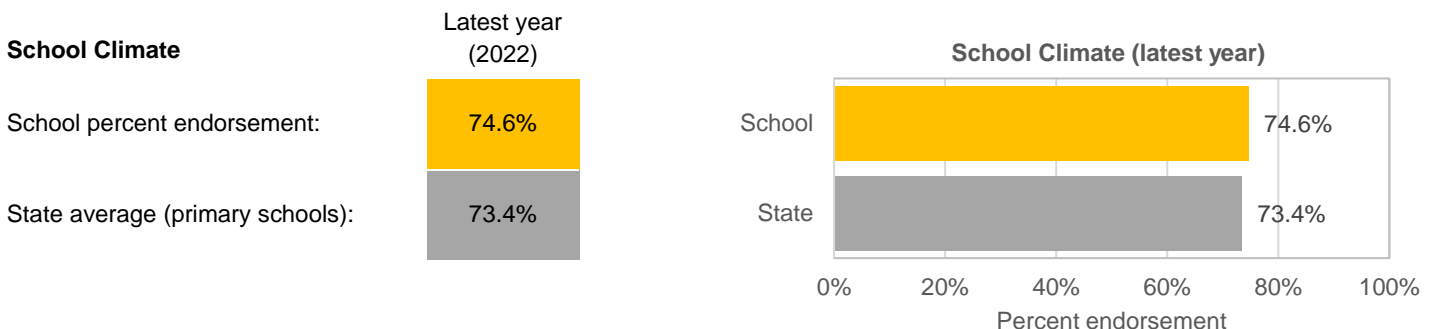


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

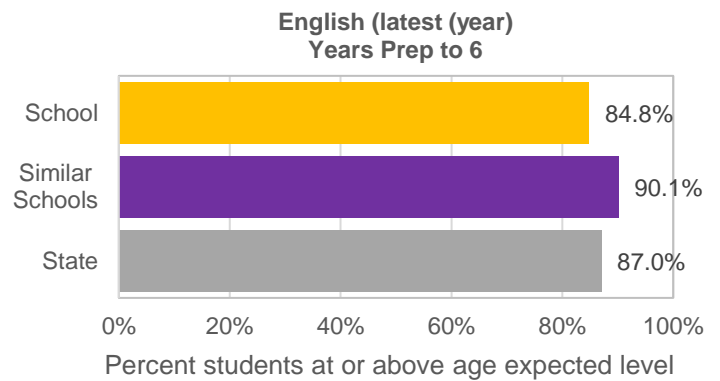
84.8%

Similar Schools average:

90.1%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

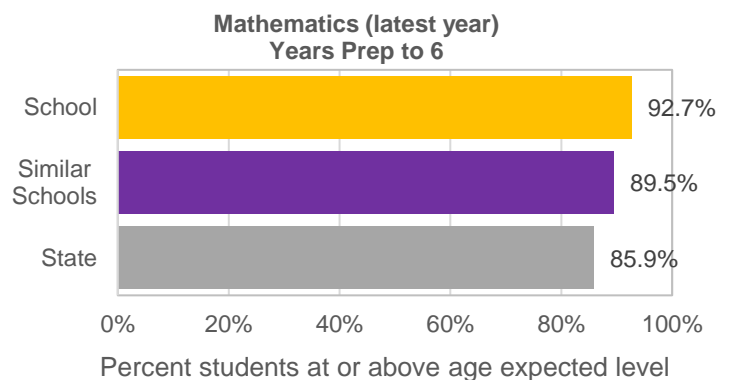
92.7%

Similar Schools average:

89.5%

State average:

85.9%





## LEARNING (continued)

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

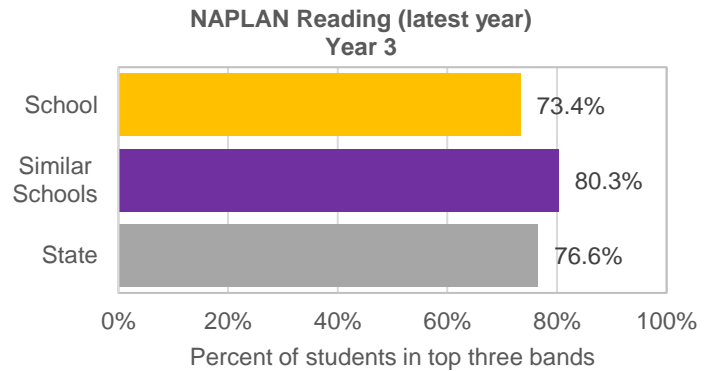
### NAPLAN

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

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

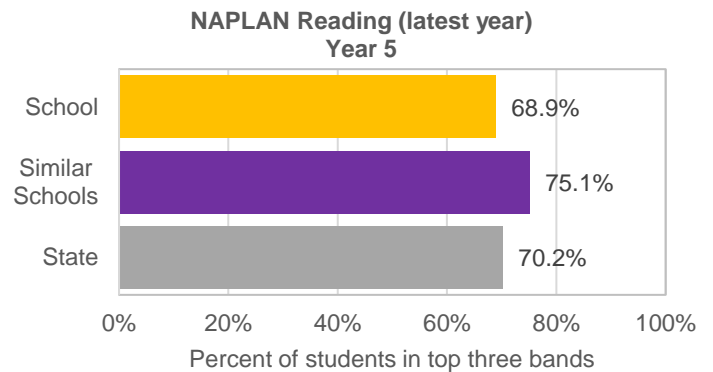
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.4%	74.8%
Similar Schools average:	80.3%	81.3%
State average:	76.6%	76.6%



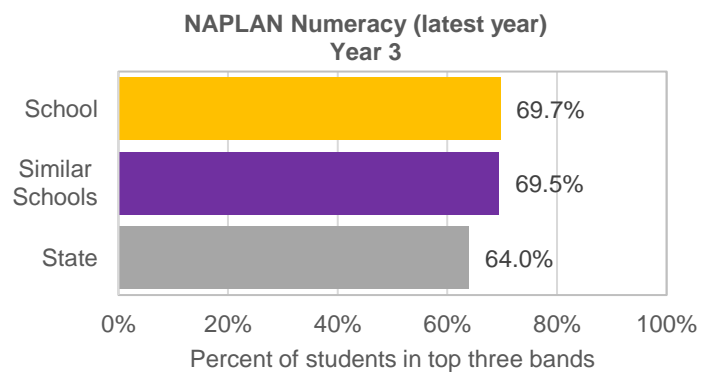
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.9%	65.5%
Similar Schools average:	75.1%	74.2%
State average:	70.2%	69.5%



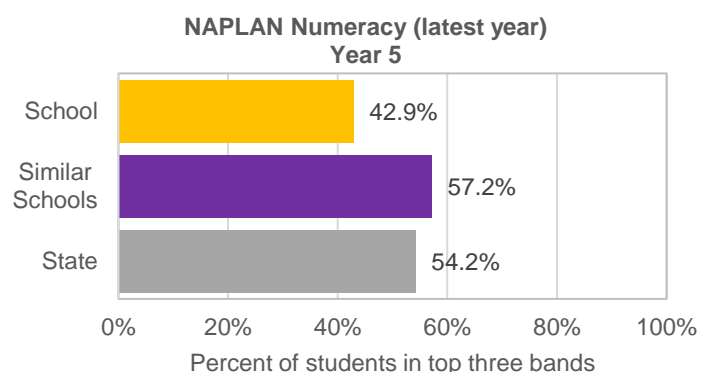
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.7%	68.5%
Similar Schools average:	69.5%	72.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	56.9%
Similar Schools average:	57.2%	61.2%
State average:	54.2%	58.8%



## WELLBEING

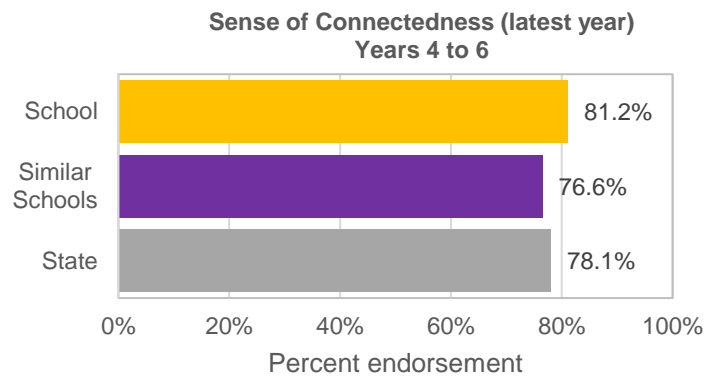
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	81.2%	81.3%
Similar Schools average:	76.6%	79.0%
State average:	78.1%	79.5%

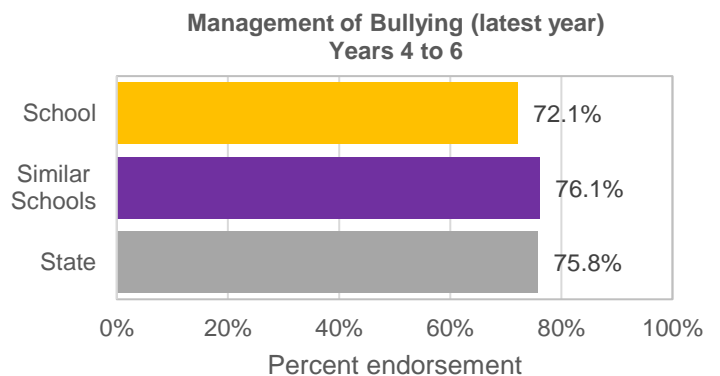


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.1%	78.2%
Similar Schools average:	76.1%	79.0%
State average:	75.8%	78.3%



## ENGAGEMENT

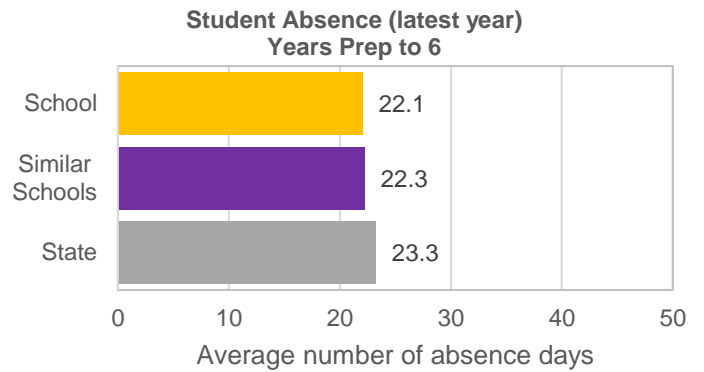
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.1	18.2
Similar Schools average:	22.3	15.9
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	89%	90%	90%	87%	88%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,259,194
Government Provided DET Grants	\$336,540
Government Grants Commonwealth	\$10,896
Government Grants State	\$0
Revenue Other	\$8,026
Locally Raised Funds	\$265,782
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$3,900,438</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$26,089
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$26,089</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,249,650
Adjustments	\$0
Books & Publications	\$3,027
Camps/Excursions/Activities	\$123,773
Communication Costs	\$6,762
Consumables	\$96,360
Miscellaneous Expense <sup>3</sup>	\$20,273
Professional Development	\$29,144
Equipment/Maintenance/Hire	\$53,631
Property Services	\$68,666
Salaries & Allowances <sup>4</sup>	\$78,664
Support Services	\$101,919
Trading & Fundraising	\$32,282
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$749
Utilities	\$54,827
<b>Total Operating Expenditure</b>	<b>\$3,919,727</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$39,290)</b>
<b>Asset Acquisitions</b>	<b>\$42,090</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$147,974
Official Account	\$6,057
Other Accounts	\$7,080
<b>Total Funds Available</b>	<b>\$161,111</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$103,302
Other Recurrent Expenditure	\$28,822
Provision Accounts	\$0
Funds Received in Advance	\$17,394
School Based Programs	\$113,741
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	\$27,983
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$291,242</b>

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