

2017 Annual Report to the School Community



School Name: Sunbury College

School Number: 8350



Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



Education
and Training



About Our School

School Context

Sunbury College is one of three secondary colleges within the town and is located approximately 30kms north west of Melbourne. Whilst there had been a decline in enrolments they are now steadily increasing, resulting in the college having around 1000 students. Sunbury is also currently experiencing significant residential development, in at least three areas of the township, which will in the long term further increase enrolments. An additional impact of this growth is the development of a more multi-cultural community.

The college continues to enjoy a strong connection with the local community. We have a reputation as a ‘school of choice’ as we offer an extensive selection of academic subjects coupled with a wide range of successful extra curricula activities. We pride ourselves on our commitment to ‘knowing your child’ both academically and personally. The implementation of the Connect program has further fostered authentic relationships between staff and students and between students from Year 7-12. Further to this the 7LP (Year 7 Learning Program) enables a smooth transition from primary to secondary school and ensures our youngest students feel confident and safe as they embark on their secondary education.

Current staffing consists of 3 principal class, 71.76 teachers and 19.66 education support staff. The high expectations we have of our students also apply to our staff who are committed to the college values and continually challenged to develop their knowledge and skills.

In 2016 the college received equity funding for the first time as a result of changes to the funding formula. This has enabled us to employ extra staff to support wellbeing and implement VCAL, the first senior cohort of which will graduate in 2018. In addition we also received \$8.4 million to upgrade our school and we look forward to significant changes to our facilities in 2018. Extensive refurbishment, including new classrooms and a science wing, will further enhance the learning opportunities we provide for our students.

Our work together as a learning community is guided by four key values, determined by staff, students and parents in 2017: Respect, Responsibility, Resilience, Endeavour.

Framework for Improving Student Outcomes (FISO)

The two FISO areas chosen for development in 2017 were *excellence in teaching and learning* with a focus on ‘building practice excellence’ and *positive climate for learning* with a focus on ‘empowering students and building school pride’.

In terms of ‘building practice excellence’ the college has placed significant emphasis on the development and implementation of a whole school literacy program. Providing staff with professional development in the areas of literacy data analysis and literacy strategies has enabled all students to benefit from the program and better enable staff to teach at an individual student’s point of learning. This has also been the main direction for our numeracy development program, a shared professional learning project with all schools in the Sunbury and Diggers Rest area. There has also been an emphasis on using Compass as a platform for communication of learning tasks and student progress to reinforce the partnership between school and home.

In the area of ‘empowering students and building school pride’ we have focussed on enhancing the wellbeing of all students through their connectedness to school. The college has continued to roll out the Connect program where staff (within their houses) take on responsibility as a learning coach to a group of students from their house from Years 7-12 to build relationships, enhance learning confidence, reflect on learning outcomes, develop learning and pathways plans, and improve attendance and retention. Additionally, the college has established a wellbeing team to coordinate support and promote positive and engaging activities for the students to develop healthy mindsets and build positive relationships.



Achievement

The college continues to match the performance of other schools with a similar student profile – with the exception of numeracy growth from years 7-9, where in 2017 our student growth was lower than in previous years and lower than expected. In response to this we have started the Maths Pathways Program at Years 7 and 8 (and we have maintained our commitment to the Sunbury Schools Numeracy Project). During 2015 and 2016 the focus was on consistency of curriculum delivery and assessment and this was continued in 2017 with a greater emphasis on the development of rubrics and matrices to build upon this consistency and to provide more comprehensive feedback to students on their progress and the “what next” improvement areas. All learning tasks are uploaded onto Compass for instant feedback to families about student outcomes. Staff development plans have continued to complement the focus of the Annual Implementation Plan.

All PSD students showed progress at a satisfactory level in line with the Individual Education Plans.

Our VCE results fall within the median for similar schools and we experienced a small growth in our mean study score. There has been considerable time and resources committed to improving our results and ensuring that students have the best opportunity to pursue their chosen pathways. 2017 saw a 97% successful VCE completion rate and our successful VET completion level continues to grow – a 90% completion rate is extremely high compared to the state mean. We are also extremely pleased with the success rate of our first VCAL class for many years.

Engagement

Attendance rates have continued to match rates in schools with a similar profile, although we are slightly above the state median for days absent and will be working in 2017 to redress this situation. An education support officer has been employed to follow up on undocumented absences, the Connect learning coaches will continue to follow up on attendance on a personal level and an attendance promotion program is being implemented across the school. While we have a small number of school refusers that have inflated the figures to some degree, we work closely with outside agencies and families to implement strategies to re-engage these young people. Our engagement of students and improving their connectedness is also a priority which should help improve attendance.

Our retention rates are very pleasing and continue to be above the state mean, but the continued development of the Connect program in 2018 should also contribute to increased retention and connectedness to school.

The exit destination data is lower than in the past and lower than in schools with similar profiles. It may be reflective of the lack of VCAL opportunities in Sunbury at the time. As we moved to implement VCAL in 2017 we had fewer students exit from Year 10 and 11 which could help enormously with successful student pathways.

Wellbeing

Our Attitudes to Schooling survey continues to show results that are in line with schools of similar profile, although 2017 saw a small decrease in some areas around “sense of connectedness” which, given that our four year average in this area is quite a bit higher than the average, may have been a reaction to some significant structural changes that were implemented around student management and the Connect program. Some further work will be done this year to access student thoughts about school connectedness. The student views on “management of bullying” are quite a bit better than the state average, suggesting that our students feel safe and secure. This strongly supports our philosophy of “knowing your child” and the engagement work undertaken by our wellbeing staff, especially our engagement workers with their lunchtime activities and other support programs.

For more detailed information regarding our school please visit our website at
www.sunburysc.vic.edu.au.



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools:

School Profile

Enrolment Profile

A total of 975 students were enrolled at this school in 2017, 496 female and 479 male.

2 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> • English • Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:

Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
NAPLAN Year 9 <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	Similar Similar Lower Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:

Results for this school: Median of all Victorian Government Secondary Schools:

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<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). 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'.</p>	<p>Reading</p> <table border="1"> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> <tr> <td>27 %</td> <td>56 %</td> <td>17 %</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> <tr> <td>34 %</td> <td>51 %</td> <td>15 %</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> <tr> <td>49 %</td> <td>44 %</td> <td>7 %</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> <tr> <td>36 %</td> <td>47 %</td> <td>16 %</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> <tr> <td>38 %</td> <td>49 %</td> <td>13 %</td> </tr> </table>	Low	Medium	High	27 %	56 %	17 %	Low	Medium	High	34 %	51 %	15 %	Low	Medium	High	49 %	44 %	7 %	Low	Medium	High	36 %	47 %	16 %	Low	Medium	High	38 %	49 %	13 %	NAPLAN Learning Gain does not require a School Comparison.
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <table border="1"> <tr> <td>0</td> <td>50</td> </tr> </table> <p>Results: 2014 - 2017 (4-year average)</p> <table border="1"> <tr> <td>0</td> <td>50</td> </tr> </table>	0	50	0	50	Similar Similar																										
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<p>Students in 2017 who satisfactorily completed their VCE: 97%</p> <p>Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 33%</p> <p>VET units of competence satisfactorily completed in 2017: 90%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 88%</p>																																

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison</p> <p>A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1"> <thead> <tr> <th>Yr7</th><th>Yr8</th><th>Yr9</th><th>Yr10</th><th>Yr11</th><th>Yr12</th></tr> </thead> <tbody> <tr> <td>90 %</td><td>90 %</td><td>87 %</td><td>87 %</td><td>89 %</td><td>92 %</td></tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	90 %	87 %	87 %	89 %	92 %	Similar
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	90 %	87 %	87 %	89 %	92 %									
		Similar												
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	Similar												
		Similar												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	Lower												
		Similar												

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar



How to read the Annual Report

What does the *About Our School* section refer to?

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

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

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

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

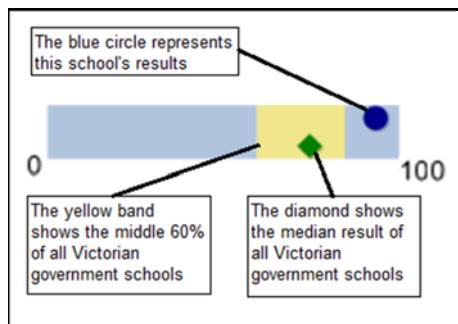
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

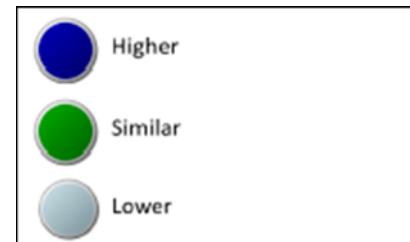


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

In 2017 the college completed the year with a surplus. This was mainly due to an increase in enrolments and a higher retention level from Year 10 to 11 and 11 to 12 than in previous years. A number of retirements and resignations also occurred which enabled the college to reduce staffing costs. In 2017 the college received equity funding. This was used in a variety of ways to support student outcomes. Additional teaching staff were either hired or released from teaching to pursue a range of support processes and additional resources were purchased for classroom use by students. We are in the middle of a building program so expenditure has been restricted over 2017 – for the coming year funds have been allocated to projects that will occur after the building is completed. The cash component of the SRP has been used to support student outcomes through the provision of a wide variety of resources across all teaching and non-teaching areas.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,797,461	High Yield Investment Account	\$122,128
Government Provided DET Grants	\$1,445,332	Official Account	\$151,209
Government Grants Commonwealth	\$9,393	Other Accounts	\$544,877
Government Grants State	\$27,190	Total Funds Available	\$818,214
Revenue Other	\$81,673		
Locally Raised Funds	\$705,646		
Total Operating Revenue	\$11,066,696		
Equity¹			
Equity (Social Disadvantage)	\$688,682		
Equity (Catch Up)	\$83,472		
Equity Total	\$772,153		
Expenditure		Financial Commitments	
Student Resource Package ²	\$8,591,570	Operating Reserve	\$314,917
Books & Publications	\$5,852	Asset/Equipment Replacement < 12 months	\$120,000
Communication Costs	\$21,232	Maintenance - Buildings/Grounds incl SMS<12 months	\$100,000
Consumables	\$264,432	Revenue Received in Advance	\$30,278
Miscellaneous Expense ³	\$433,855	School Based Programs	\$203,019
Professional Development	\$60,699	Maintenance -Buildings/Grounds incl SMS>12 months	\$50,000
Property and Equipment Services	\$668,563	Total Financial Commitments	\$818,214
Salaries & Allowances ⁴	\$279,086		
Trading & Fundraising	\$186,151		
Utilities	\$125,966		
Total Operating Expenditure	\$10,637,405		
Net Operating Surplus/-Deficit	\$429,291		
Asset Acquisitions	\$16,388		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.