

2024 Annual Report to the School Community

School Name: Sunbury College (8350)



- 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 04 April 2025 at 12:50 PM by Craig O'bree (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 04 April 2025 at 12:50 PM by Craig O'bree (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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

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 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

Sunbury College envisions our students as engaged learners and independent thinkers that are met at point of need as partners in their learning – where education matters, emotional, social, and physical wellbeing is nurtured, and pathways for all students are maximised. Our work together as a learning community is guided by the four key values: *Respect, Responsibility, Resilience and Endeavour*.

- We value ourselves, others, and our environment;
- are accountable for our actions;
- are strong, healthy, and successful;
- and constantly strive for excellence.

Sunbury College is one of three secondary schools within Sunbury and is located approximately 30 kilometres northwest of Melbourne. Enrolments have been steady over the last four years, resulting in the College having over 1000 students in 2024. The College continues to enjoy a strong connection with the local community. We pride ourselves on our commitment to '*knowing your child*' both academically and personally. The school's Pastoral Care program foster authentic relationships between staff and students and between students from Years 7-12. Further to this, *the LP7 Program* (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.

Staffing in 2024 consisted of four Principal class (three full-time substantive and one part-time substantive, making an Effective Full Time (EFT) fraction of 3.7), one hundred and five Teachers (EFT 79.5) and twenty-seven Education Support Staff (EFT 21.1). The high expectations we have of our students also apply to our staff who are committed to the Sunbury College values and are continually challenged to develop their knowledge and skills. Working collaboratively on improvement strategies related to our school's goals is highly valued by all college staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

The School Review process in 2022, including completion of the Pre-Review Self-Evaluation, has provided an evaluation of the school's performance against the core elements of FISO 2.0. The continued focus on Teaching and Learning and Leadership in the second full year of the Schools Strategic Plan (SSP) in 2024 has strengthened the capacity of teachers and leaders to facilitate higher learning growth of all students across the school. We have focused on strengthening the capability of teachers to differentiate their practice, and provide an environment that further

reflects the school values. This will be foundational for the success of strategies and actions in the future years of the SSP that will support the empowerment of students to be engaged partners in their learning.

A core goal of the SSP is to increase the rate of growth in student literacy and numeracy outcomes, especially from years 7 to 9. A focus of the school's Annual Improvement Plan (AIP) in 2024 was to strengthen teacher capacity to teach to point of need through whole school professional learning on inclusive teaching and learning practices. The school also implemented specific programs to increase learning growth, including the Independent Reading and Writing Programs at year 7 – 9 and the Tutor Learning Initiative.

Teacher judgement of student achievement against the Victorian Curriculum in English was slightly below similar schools (67.0% compared to 68.1%) in 2024. This literacy data was similar to NAPLAN Year 9 reading data where our school's percentage of students in the strong or exceeding proficiency levels was also slightly below similar school average (54.6 % compared to 56.5%). In 2024 we have developed a Literacy Action Plan and Literacy Professional Learning Development Plan to enhance staff capacity to increase student literacy learning growth in 2025 and beyond. Similarly, the school has developed and implemented a Mathematics / Numeracy Action Plan and invested significantly in staff professional learning in 2024 to grow teacher capacity to teach students at point of need using explicit teaching strategies.

Our VCE completion rates are a reason to celebrate and have increased from 98.5% in 2023 to 100.0% in 2024, well above both similar school and state averages. This maintains the high performance of the school from previous years, while having more students enrolled in Year 12.

Wellbeing

The school's wellbeing focus in the 2024 AIP was to strengthen the capacity of teaching and education support staff to provide in and out of class learning and wellbeing supports to enable students of diverse learning, wellbeing, and cultural backgrounds to grow and flourish and experience positive learning and wellbeing outcomes. This was undertaken through several actions, including:

- Continue to develop and implement strategies to grow cultural understanding across the school, including the facilitation of CUST training.
- Renewed focus on key elements of SWPBS, including whole school expectations, classroom management, positive reinforcement, renewal of out-of-classroom matrices, and the explicit teaching of positive behaviours using matrices.
- Enhanced development, monitoring and implementation of learning and wellbeing supports for tier 2 and 3 students.
- Provide enhanced pastoral care programs across the school, including reviewing and development of new pastoral care framework for implementation in 2025.

The school's data on Management of Bullying has improved from 40.6% (2022), to 44.6% (2023), to 49.6% (2024) which is above similar schools and the state average. The school is aiming to further improve this data in 2025 and align with other Student Attitudes to School Survey (AToSS) wellbeing factors, such as students Not Experiencing Bullying which is 85% positive responses and above similar schools (83%). The school's data of Sense of Connectedness has grown from 36.7% in 2023 to 43.4% in 2024 and is above similar schools (41.3%) and our school's four-year

average (41.2%). This area continues to be an important focus for the school in both the short and longer term with the schools SSP focusing on student voice and agency in coming years. The parent opinion survey parent satisfaction percentile has grown from 75.0% in 2023 to 78.0% in 2024 and continues to be well above the State average (71.6%).

Engagement

The school's VCE, VCE Vocational Major, and VET programs offer an extensive breadth of options for students in Years 10, 11, and 12 and provide engaging learning options that support students in preparing for future careers and pathways. The student exiting to further studies or full-time employment data while decreasing in the 2024 school year, continues to be a strength of the school with 4-year average of 90.9%, above similar schools (87.8%) and the State average (89.5%). We have a well-resourced careers and pathways team that includes a VET, Careers and Pathways Leading Teacher, Assistant VET, Careers and Pathways Coordinator, and a Careers Counsellor that provide targeted programs and advice to students of all year levels.

Our Student Retention rates (74.8%) continues to be above similar schools (72.5%) and the State average (71.5%) and reflects a higher percentage of Year 7 to 10 students staying at our school, rather than transferring to another school.

The Average Number of Student Absence Days decreased slightly on 2023 levels, decreasing from 33.6 days (2023) to 33.3 days (2024), and is below similar schools (34.8 days). Decreasing both approved and unapproved absences is a core focus of our school in this SSP, and we are looking at both immediate and longer-term strategies to decrease absenteeism. In 2025 we will establish School Improvement Team (SIT) on attendance to:

- Establish and regularly revise the school attendance policy.
- Document staff roles and responsibilities for recording and monitoring attendance, following up on student absences and escalation processes.
- Identify and monitor students with high absences through the Panorama Absence Dashboard, Staying in Education Dashboard and the Student View Dashboard.

These processes complement our whole school strategic focus on increasing engagement through student voice and agency.

Financial performance

In 2024 the College completed the year with a net operating surplus of \$1,687,807, which includes a carryover surplus from the 2023 school year of \$694,921. The surplus has been allocated to student learning, wellbeing, and engagement initiatives in line with the SSP. In 2024, the College received equity funding of \$545,141, and this was used in various ways to support student learning and wellbeing. This included:

- Staff professional learning on developmental rubrics in order to differentiate teaching practices across the school.
- Staff professional learning on student wellbeing and mental health to create a shared

understanding across the school.

- Provision of enhanced pastoral care across the school.
- Development and implementation of strategies to grow cultural understanding across the school.
- Renewed focus on key elements of SWPBS, including whole school expectations, classroom management, positive reinforcement, and explicit teaching of positive behaviours.
- Enhanced development, monitoring and implementation of learning and wellbeing supports for tier 2 and 3 students.

The school has implemented the *Tutor Learning Initiative* for a fourth year and this cost was funded by the Department of Education, who has committed to the program for the 2025 school year. 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. The school has been successful in securing additional building works to further improve accessibility across the school. A continued focus in 2025 will be on providing improved passive and active playground areas for students.

**For more detailed information regarding our school please visit our website at
<https://www.sunburysc.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 1,013 students were enrolled at this school in 2024, 550 female and 462 male.

3 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).

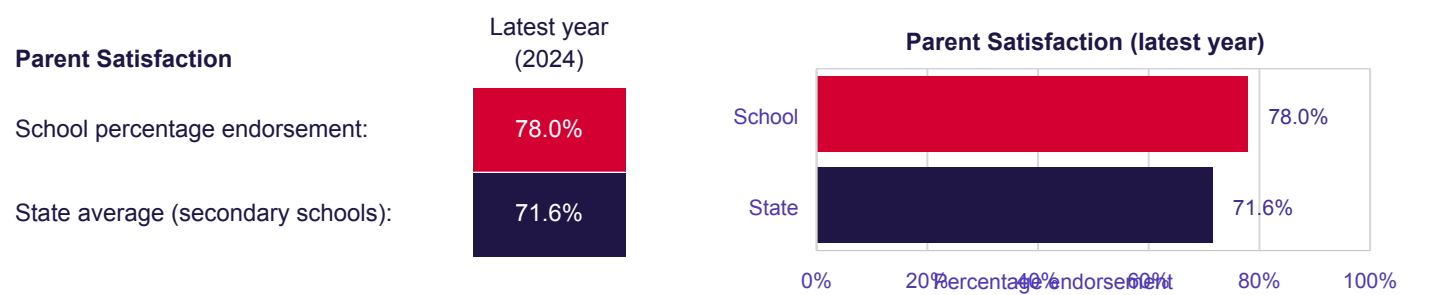
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **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.

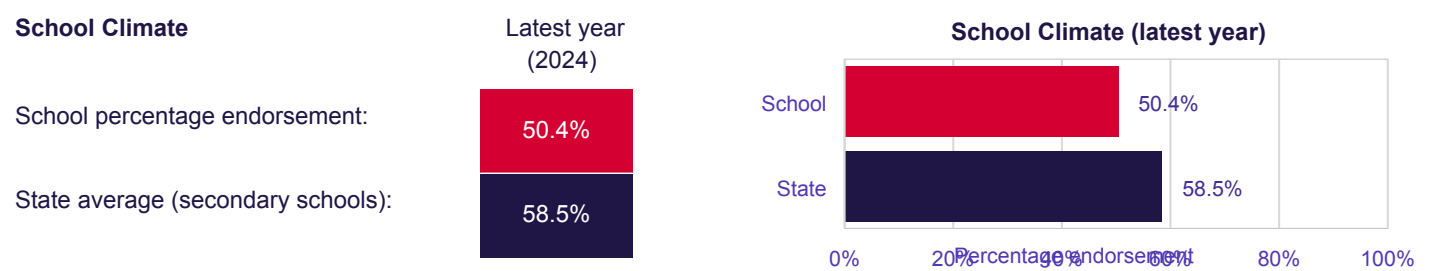


School Staff Survey

The 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.

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.

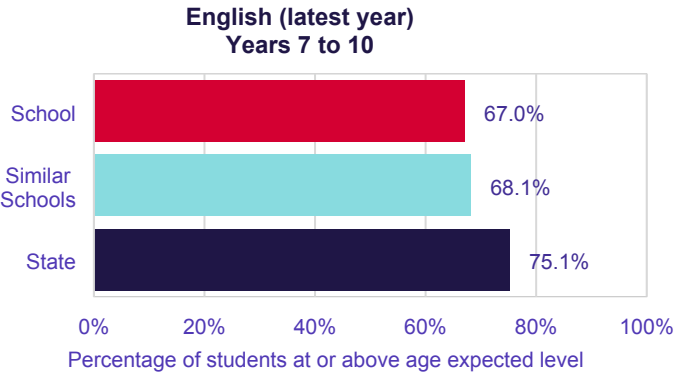
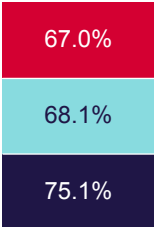
English
Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



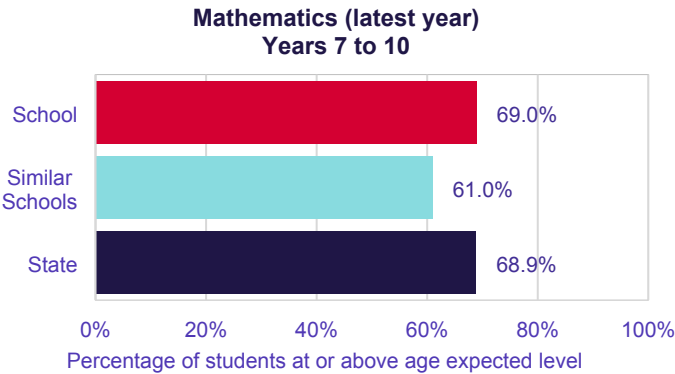
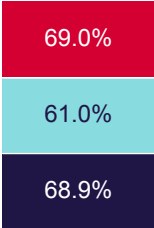
Mathematics
Years 7 to 10

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.

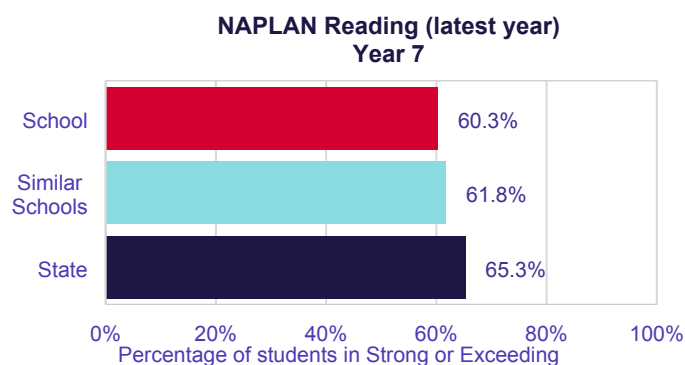
NAPLAN

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.

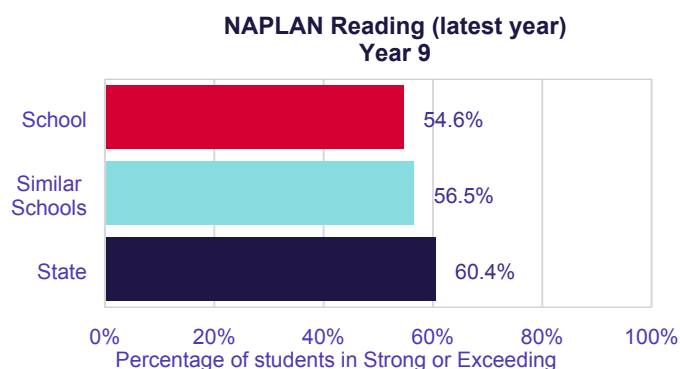
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.3%	56.2%
Similar Schools average:	61.8%	62.9%
State average:	65.3%	65.7%



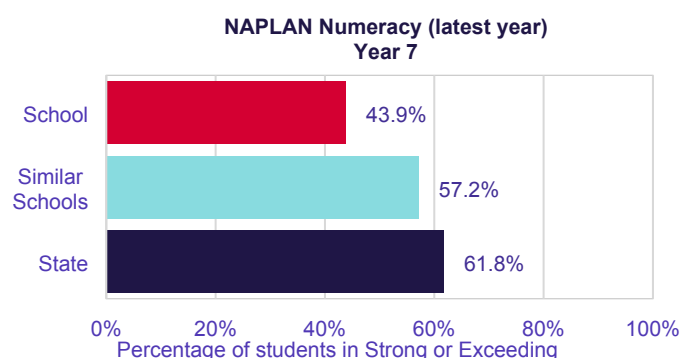
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.6%	54.3%
Similar Schools average:	56.5%	56.2%
State average:	60.4%	60.2%



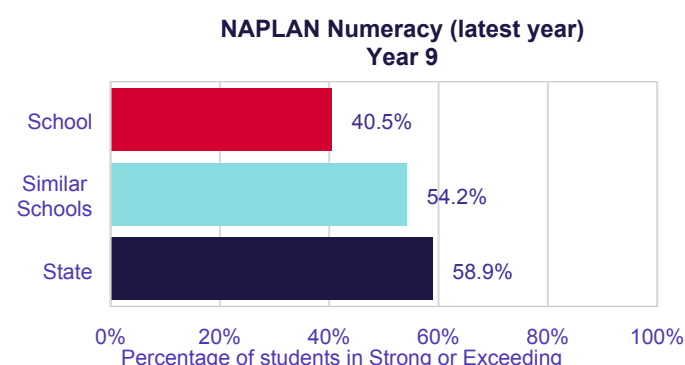
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.9%	48.0%
Similar Schools average:	57.2%	58.3%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.5%	44.4%
Similar Schools average:	54.2%	54.5%
State average:	58.9%	59.4%



LEARNING (continued)

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

NAPLAN (continued)

Reading Year 7

(2022)

School percentage of students in the top three bands:

44.4%

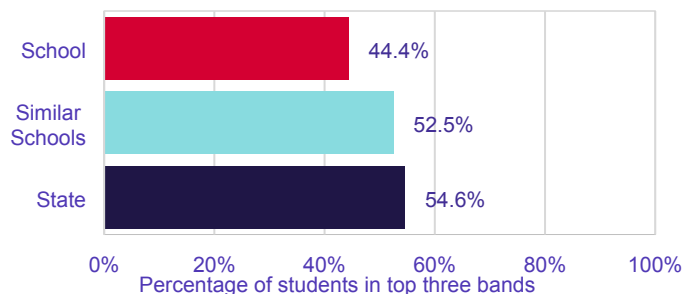
Similar Schools average:

52.5%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

40.6%

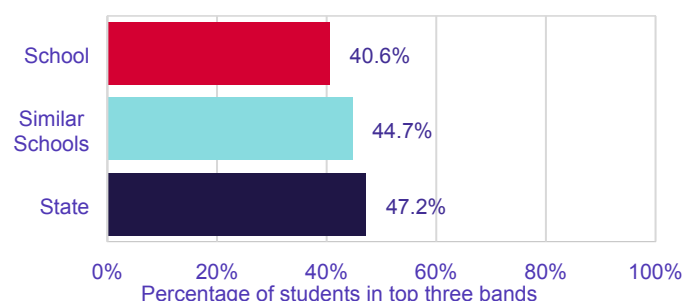
Similar Schools average:

44.7%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

39.9%

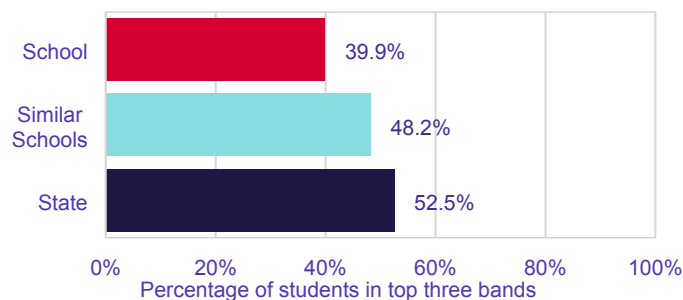
Similar Schools average:

48.2%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

31.4%

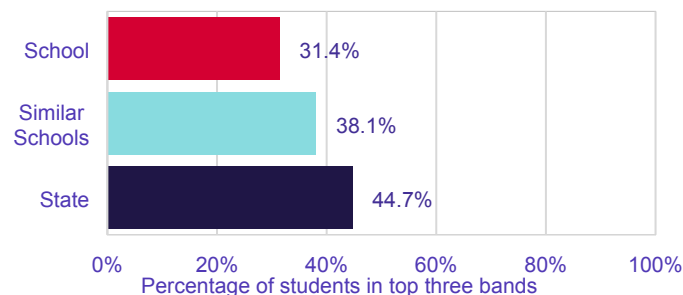
Similar Schools average:

38.1%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

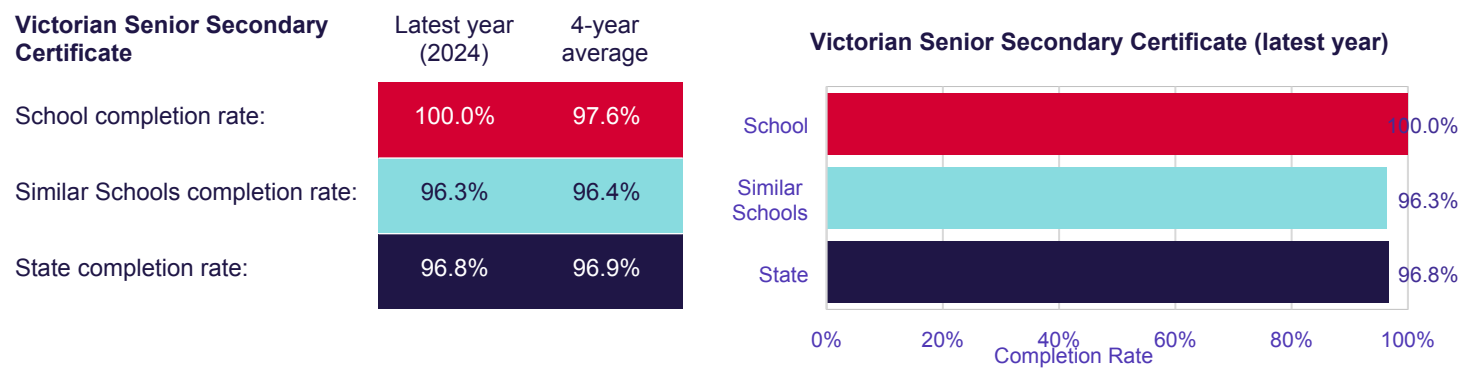


LEARNING (continued)

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.

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 VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	26.8
Number of students awarded the VCE Vocational Major	47
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	32%
Percentage VET units of competence satisfactorily completed in 2024:	83%

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.

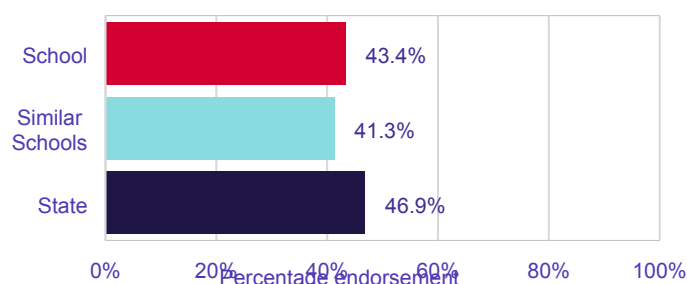
Student Attitudes to School – Sense of Connectedness

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).

Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	43.4%	41.2%
Similar Schools average:	41.3%	42.4%
State average:	46.9%	48.0%

Sense of Connectedness (latest year) Years 7 to 12



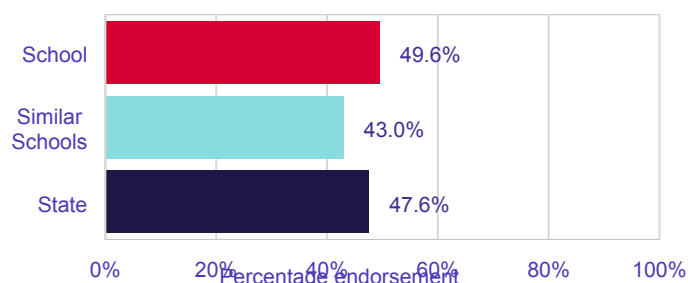
Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	49.6%	46.7%
Similar Schools average:	43.0%	44.4%
State average:	47.6%	49.1%

Management of Bullying (latest year) Years 7 to 12



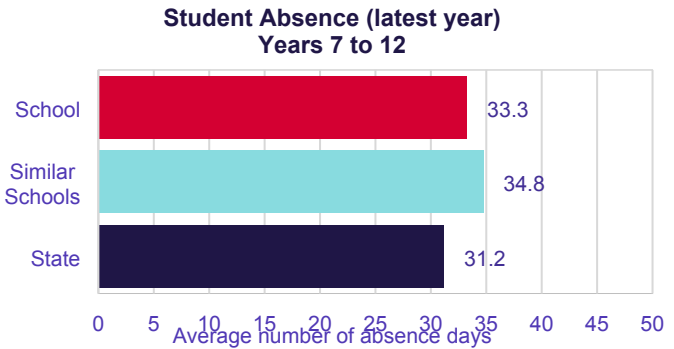
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2024)	4-year average
School average number of absence days:	33.3	29.6
Similar Schools average:	34.8	30.0
State average:	31.2	27.2



Attendance Rate (latest year)

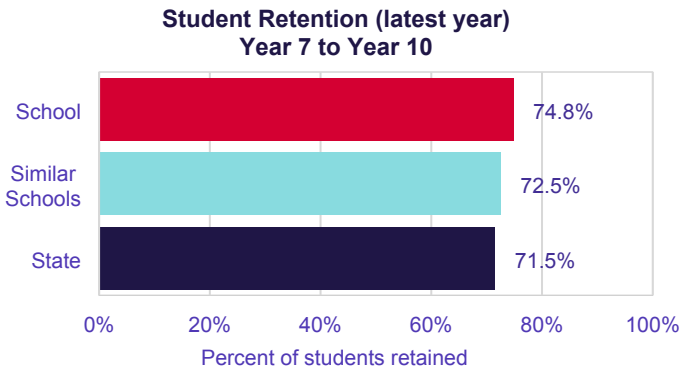
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	84%	80%	80%	81%	89%	86%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2024)	4-year average
School percent of students retained:	74.8%	78.2%
Similar Schools average:	72.5%	75.2%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

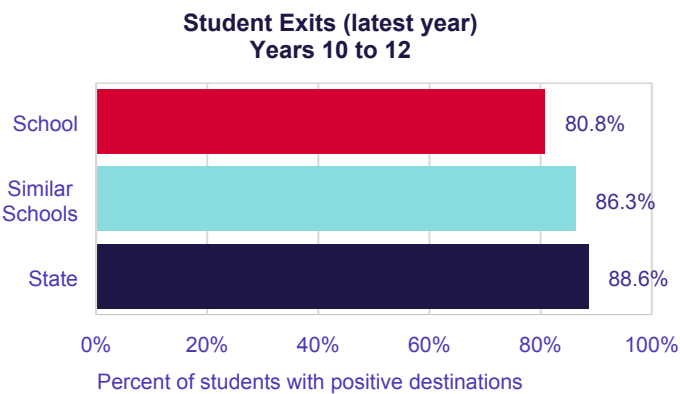
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	80.8%	90.9%
Similar Schools average:	86.3%	87.8%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$12,511,545
Government Provided DET Grants	\$2,275,392
Government Grants Commonwealth	\$37,708
Government Grants State	\$0
Revenue Other	\$130,552
Locally Raised Funds	\$615,419
Capital Grants	\$0
Total Operating Revenue	\$15,570,615

Equity ¹	Actual
Equity (Social Disadvantage)	\$455,704
Equity (Catch Up)	\$89,437
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$545,141

Expenditure	Actual
Student Resource Package ²	\$11,748,702
Adjustments	\$0
Books & Publications	\$2,532
Camps/Excursions/Activities	\$405,300
Communication Costs	\$16,275
Consumables	\$286,621
Miscellaneous Expense ³	\$187,260
Professional Development	\$97,565
Equipment/Maintenance/Hire	\$130,876
Property Services	\$277,413
Salaries & Allowances ⁴	\$252,884
Support Services	\$337,134
Trading & Fundraising	\$36,481
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,525
Utilities	\$98,240
Total Operating Expenditure	\$13,882,808
Net Operating Surplus/-Deficit	\$1,687,807
Asset Acquisitions	\$120,864

- (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 22 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

Funds available	Actual
High Yield Investment Account	\$2,499,597
Official Account	\$144,756
Other Accounts	\$11,789
Total Funds Available	\$2,656,143

Financial Commitments	Actual
Operating Reserve	\$356,291
Other Recurrent Expenditure	\$9,222
Provision Accounts	\$0
Funds Received in Advance	\$628,728
School Based Programs	\$651,960
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,966
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$185,800
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$649,382
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,483,349

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.