

2025 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 22 March 2026 at 02:44 PM by Craig O'bree (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 26 March 2026 at 06:56 AM 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
 - Senior Secondary Completions and mean study score
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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

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

About Our School

School context

Sunbury College envisions our students as engaged learners and independent thinkers, supported at their point of need and empowered as active partners in their learning. We are committed to ensuring that education is valued, and that students' emotional, social and physical wellbeing is nurtured, while maximising pathways and opportunities for all. Our work as a learning community is guided by our core values of Respect, Responsibility, Resilience and Endeavour.

Sunbury College is one of three secondary schools within Sunbury, located approximately 30 kilometres north-west of Melbourne. In 2025, overall enrolment remained stable at 980 students, continuing a consistent trend over recent years. Notably, Year 7 enrolments have increased from 150 to 165 students over the past year, reflecting growing confidence in the College from our local community.

The College continues to benefit from strong community connections and a deep commitment to "knowing every student" both academically and personally. Our Pastoral Care program fosters authentic and supportive relationships between staff and students across years 7 to 12, strengthening engagement and belonging. The Year 7 Learning Program (LP7) remains a key feature of our transition approach, supporting students to successfully navigate the move from primary to secondary school and ensuring they feel safe, confident and connected from the outset.

In 2025, staffing comprised four Principal Class members (3.7 EFT), 101 teaching staff (78.6 EFT), and 27 Education Support staff (18.6 EFT). Our staff maintain high expectations of themselves and our students, demonstrating a strong commitment to the College's values and ongoing professional growth. Collaborative practice remains central to our work, with staff actively engaging in school improvement strategies aligned to our goals and priorities.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Sunbury College progressed the goals of the School Strategic Plan (SSP) through a continued focus on improving student learning outcomes and building teacher capability. A key action was the development and implementation of a guaranteed and viable curriculum that is responsive to student needs, aligned with the key improvement strategy to strengthen the capability of teachers to differentiate their practice to enable all students to achieve their learning growth and wellbeing capabilities.

Professional learning remained central to this work, with a whole-school focus on inclusive and explicit teaching practices. Teachers were supported to use assessment data to plan differentiated learning, ensuring students were consistently supported and extended from their point of need.

A key highlight in 2025 was growth in Year 9 Numeracy outcomes, with the percentage of students in the strong or exceeding proficiency levels increasing from 40.5% in 2024 to 42.2% in 2025. This reflects the impact of the Mathematics/Numeracy Action Plan and the increased focus on explicit teaching and consistent instructional practices across the school.

The continued implementation of the Literacy Action Plan, including the Independent Reading and Writing Programs in years 7 to 9, supported improved student engagement and skill development. Teacher judgement data for years 7 to 10 indicates that student achievement in English and Mathematics is just below similar schools, highlighting both the progress made and the opportunity for further growth.

The Tutor Learning Initiative remained an important support, providing targeted literacy intervention for year 7 students requiring additional assistance, contributing to increased confidence and learning growth.

A further strength of the school is its VCE completion rate, which remained high in 2025 at 100% in both VCE and VCE-VM, continuing to exceed state and similar school averages.

Improving literacy and numeracy growth from years 7 to 9 will remain a core focus in the next SSP and the 2026 Annual Implementation Plan (AIP), with an ongoing emphasis on strengthening teaching and learning practices to maximise growth for all students.

Wellbeing

Sunbury College prioritised the development of a safe, inclusive and supportive school environment to enhance student wellbeing and engagement. Through the ongoing implementation of the SSP, the school strengthened systems and practices that enable all students to feel connected, supported and ready to learn.

A key focus in 2025 was the implementation of the AIP key action: The Sunbury College SWPBS implementation supports and enhances positive learning and student agency, aligned with Key Improvement Strategy- To deepen the capacity of leaders and teachers to provide an environment that reflects the school values and enables effective learning and wellbeing. This included reinforcing whole-school expectations, strengthening positive classroom management strategies, and explicitly teaching positive behaviours through updated behavioural matrices, contributing to a consistent and supportive learning environment.

The school also strengthened its tiered wellbeing supports, enhancing processes for identifying, monitoring and supporting students benefiting from tier 2 and tier 3 supports. The introduction of a new pastoral care framework in 2025 has further improved the coordination of supports and strengthened student engagement and connectedness across the school.

Student wellbeing data demonstrates positive growth. The Attitudes to School Survey (AToSS) measure for Sense of Connectedness increased to 45.8% in 2025, up from 43.4% in 2024 and slightly above similar schools (45.3%). Similarly, Managing Bullying improved to 52.3% in 2025, an increase from 49.6% in 2024, and above both similar schools (47.9%) and the state average (50.8%). These results reflect the impact of the school's consistent and targeted approach to wellbeing.

Parent/Caregiver/Guardian Opinion Survey results continue to be a strength, with parent satisfaction at 75.6% in 2025, above similar schools (69.1%) and the state (74.1%), reflecting strong community confidence in the school's approach to student wellbeing and support.

Engagement

Sunbury College continues to strengthen student engagement through a broad range of targeted supports and strategies that promote student voice, agency and connectedness. Engagement remains a key enabler of both student learning and wellbeing, and a central focus of the SSP.

Student retention rates are a clear strength, with the real retention rate increasing to 79.8% in 2025, up from 74.8% in 2024, and above similar schools (74.0%) and the state average (68.8%). This reflects a high proportion of students choosing to remain at Sunbury College and complete their secondary education.

Student attendance data also indicates positive improvement. The average number of absence days decreased from 33.3 days in 2024 to 32.9 days in 2025, and is below similar schools (33.3 days). This improvement is reflected in increased attendance rates in key year levels, including Year 10 (rising from 81% in 2024 to 85.5% in 2025) and Year 12 (from 86% to 89.8%). While this demonstrates positive progress, reducing student absences remains an ongoing focus for the school.

The establishment of a School Improvement Team (SIT) focused on attendance will strengthen the processes for monitoring, follow-up and intervention. This includes refining attendance processes, clarifying staff responsibilities, and using attendance data to identify and support students with high absence rates.

Strengthening attendance and student engagement will remain a key priority in the next SSP and the 2026 AIP.

Financial performance

In 2025 the College completed the year with a net operating surplus of \$1,437,606, which includes a carryover surplus from the 2024 school year of \$779,762. The surplus has been allocated to student learning, wellbeing, and engagement initiatives in line with the SSP. In 2025, the College received equity funding of \$499,199, and this was used in various ways to support student learning and wellbeing. This included:

- Implementing the Literacy Action Plan with a focus on developing teacher capacity to deliver the Independent Reading and Writing program
- Provision of professional learning to enhance staff collaboration, consistency of implementation, and explicit teaching of positive classroom management strategies
- Developing and implementing the new Pastoral Care framework to enhance student learning, wellbeing and engagement outcomes

- Implementing and monitoring of learning, engagement, and wellbeing supports for students benefiting from tier 2 and 3 intervention strategies.

The school has implemented the *Tutor Learning Initiative* for a fifth and final year and this cost was funded by the Department of Education. 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. A continued focus in 2026 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 980 students were enrolled at this school in 2025, 532 female and 446 male. 4% had English as an additional language and 3% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	75.6%	
	Similar schools	69.1%	
	State	74.1%	

School Staff Survey

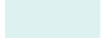
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	55.6%	
	Similar schools	55.3%	
	State	59.3%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Year 7 - 10 % of students at or above age expected standards	School	66.3%	
	Similar schools	68.9%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	61.5%	
	Similar schools	62.6%	
	State	70.5%	

NAPLAN

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

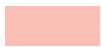
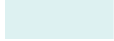
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	51.9%		54.7%
	Similar schools	63.5%		63.1%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	47.4%		52.2%
	Similar schools	59.5%		57.3%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	55.3%		50.6%
	Similar schools	62.4%		59.7%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	42.2%		43.8%
	Similar schools	57.8%		55.6%
	State	61.9%		60.2%

NAPLAN relative growth

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

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

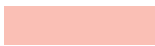
A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

			2025
Reading Year 7 to 9 % of students High or Medium relative growth	School	62.6%	
	Similar schools	70.8%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	57.3%	
	Similar schools	70.3%	
	State	73.5%	

Victorian Senior Secondary Certificate

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

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

			2025	3-year average
VCE/VCE VM completion rate	School	100.0%		99.5%
	Similar schools	96.8%		96.3%
	State	97.2%		96.9%
Mean VCE study score	School	26.4		NDA
Total VCE VM students	School	47		NDA

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 7 to 12 % positive endorsement	School	45.8%		40.8%
	Similar schools	45.3%		42.2%
	State	49.8%		47.7%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 7 to 12 % positive endorsement	School	52.3%		46.8%
	Similar schools	47.9%		44.2%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

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

		2024		4-year average
% of students exiting to further studies or full-time employment	School	77.8%		85.0%
	Similar schools	78.6%		80.0%
	State	81.5%		81.2%

Student retention

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

		2025		4-year average
Real retention rate	School	79.8%		78.0%
	Similar schools	74.0%		73.9%
	State	68.8%		68.7%

Average absence days per student

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

		2025		4-year average
Year 7 - 12	School	32.9		31.4
	Similar schools	33.3		32.3
	State	30.2		29.4

Attendance rate

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

		2025	
Year 7	School	83.3%	
Year 8	School	79.9%	
Year 9	School	74.0%	
Year 10	School	85.5%	
Year 11	School	89.4%	
Year 12	School	89.8%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$13,077,737
Government Provided DET Grants	\$2,448,473
Government Grants Commonwealth	\$13,767
Government Grants State	\$0
Revenue Other	\$139,520
Locally Raised Funds	\$464,173
Capital Grants	\$0
Total Operating Revenue	\$16,143,670

Equity	Actual
Equity (Social Disadvantage)	\$376,999
Equity (Catch Up)	\$122,200
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$499,199

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

Expenditure	Actual
Student Resource Package ¹	\$12,614,680
Adjustments	\$0
Books & Publications	\$1,744
Camps/Excursions/Activities	\$330,621
Communication Costs	\$16,624
Consumables	\$276,788
Miscellaneous Expenses ²	\$138,338
Agency Staff	\$51,131
Professional Development	\$123,217
Equipment/Maintenance/Hire	\$150,203
Property Services	\$356,795
Salaries & Allowances ³	\$225,244
Support Services	\$274,275

Expenditure	Actual
Trading & Fundraising	\$33,681
Motor Vehicle Expenses	\$846
Travel & Subsistence	\$664
Utilities	\$111,214
Total Operating Expenditure	\$14,706,064
Net Operating Surplus/-Deficit	\$1,437,606
Asset Acquisitions	\$56,245

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$3,192,094
Official Account	\$114,275
Other Accounts	\$17,924
Total Funds Available	\$3,324,293

Financial Commitments	Actual
Operating Reserve	\$348,564
Other Recurrent Expenditure	\$14,634
Provision Accounts	\$0
Funds Received in Advance	\$193,004
School Based Programs	\$1,229,963
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,284
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$226,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,251,980
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,265,429

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.