

2016 Annual Report to the School Community



School Name: Sunshine College

School Number: 8790



Name of School Principal:	Tim Blunt
Name of School Council President:	Robert Ward
Date of Endorsement:	May 17 th 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education
and Training

About Our School

School Context

Sunshine College is a five-site multi campus operating three campuses catering for students in years 7-10, a year 11&12 campus for senior students and the Harvester Technical College catering for a year 10-12 cohort.

Toward the end of 2015, the College was recognised with the award for 'Outstanding School Advancement' at the Victorian Education Excellence Awards for its work in Mathematics and Numeracy. Sunshine College then went on to win the very prestigious 2015 Lindsay Thompson Award for Excellence in Education, a huge honour for the school and a deserving tribute to the hard work of our teaching staff.

In February 2014, the Grattan Institute published a report, "Turning Around Schools: it can be done", where Sunshine College was highlighted as one of five schools nationally that had achieved exceptional value added outcomes for students in VCE, Mathematics and Literacy.

In 2015 Sunshine College was again mentioned as a case study in a Grattan Institute's Report, titled "Targeted Teaching: How better use of data can improve student learning". Sunshine College was one of three Australian schools showcased nationally.

The College presently operates with a Leadership Team including 6 principal class personnel, 112 teaching staff and 48 non-teaching staff.

Sunshine College runs extensive programs to support "at risk students" including the operation of a Deaf facility.

The Harvester Technical College campus of Sunshine College, which has won world and state building design awards, provides our local community with a curriculum to enhance pathways for students wanting to be excellent trades-persons.

The Harvester Technical College campus opened the H.V. McKay Trade Training Centre in mid-2014, providing teaching and learning opportunities on industry standard equipment. Sunshine College has recently successfully completed its VRQA audit as a Registered Training Organisation.

Sunshine College is ranked in the top ten percent of Victorian Secondary Schools in regard to student connectedness to school, their peers and teachers and a complementary document showing us as an exemplar school in this area was tabled in the Victorian parliament.

Each year our students achieve high ATAR scores and we have produced Premier Award winners and a Victorian VCE Achiever of the Year, placing them amongst the top elite students in Victoria. We have exhibited student work in the VCE Top Design Awards and have received a number of Regional Industry and Education awards. Duxes of the College in the last five years are presently undertaking courses in Engineering, Dentistry, Commerce and Law. Maths staff are regular presenters at the Mathematics Association of Victoria Annual Conference where a number of schools have seen and adopted our "reciprocal teaching" approach to solving mathematics problems. Both The Age's On-Line video section and the Channel 7 Today Tonight program have showcased the work we are doing in Numeracy. Our work in our SunLit program in building student capacity in literacy has been documented by the department so our approach can be shared with other schools in Victoria

We at Sunshine College take pride in 'Creating Futures' for all students; we are a strongly multicultural community and offer programs accordingly. We endeavour to accelerate the learning and development of all students.

Framework for Improving Student Outcomes (FISO)

During 2016 and into 2017 the College has been concentrating effort on the following FISO Key Improvement Strategies.

- Improving the capacity of staff to effectively use the Sunshine College Instructional Model.
- Developing capacity of staff to differentiate delivery of curriculum across all domains.
- Developing and embedding a whole school approach to support improvement in student writing, focussing on, developing expression, vocab and thinking skills.
- Continuing to develop and review the College's curriculum accreditation system and education programs.
- Refining the reporting of growth to parents in Numeracy and Literacy.
- Developing the capacity of staff to utilise and analyse data to identify student understanding, measure growth and use this to inform teaching practice.

Achievement

In the area of Student Outcomes, Sunshine College is achieving at a HIGHER level, on most measures, to Victorian schools after accounting for factors known to impact on student learning with VCE achievement on average HIGHER than Victorian schools.

Recent NAPLAN data showed that on average students starting at Sunshine College in Year 7, 2014 and taking the Year 9 NAPLAN test in 2016 had a growth rate better than the state average in Reading, Writing and Numeracy. Our year 9 NAPLAN results in Reading and Numeracy being considered as HIGHER than the average school in Victoria.

Our Growth/Gain results for the matched cohort (year 7, 2014 to year 9, 2016) are impressive when compared to the 6 local schools (government and non-government). See table below.

Non Government School A			Non Government School B			Data Set	Government School C			Government School D			Government School E			Data Set	Sunshine College			Government School F		
Y7	Y9	Gain	Y7	Y9	Gain		Y7	Y9	Gain	Y7	Y9	Gain	Y7	Y9	Gain		Y7	Y9	Gain	Y7	Y9	Gain
549	571	22	540	578	38	Reading	564	586	22	533	566	33	521	557	36	Reading	504	539	35	512	539	27
525	565	40	533	576	43	P/Writing	518	540	22	507	542	35	492	551	59	P/Writing	473	516	43	499	533	34
565	599	34	555	593	38	Spelling	554	582	28	548	589	41	533	569	36	Spelling	513	549	36	538	550	12
548	569	21	535	567	32	G&P ⁿ	555	585	30	532	564	32	521	547	26	G&P ⁿ	482	519	37	501	531	30
550	584	34	530	573	43	Numeracy	559	596	37	553	600	47	539	591	52	Numeracy	499	559	60	504	550	46

Our 'SunLit' literacy program dedicates 4 periods of literacy support across the College in years 7 to 11 and was recognized and shortlisted in the Herald Sun Teaching Awards. 'SunLit' supports all students in improving reading comprehension skill and provides strategies to cope with VCE English for those working in the highest stream.

The DET has documented our SunLit program to share with other schools.

Toward the end of 2015, the College was awarded the 'Outstanding School Advancement' at the Victorian Education Excellence Awards for its work in Mathematics and Numeracy; going on to win the very prestigious 2015 Lindsay Thompson Award for Excellence in Education.

Our approach to Scaffolding Numeracy has led to many visitors by both primary and secondary teachers and our strategies have been shared at the Mathematics Association of Victoria annual conference and at an international level and been featured on national television.

We have recently spent considerable time redesigning our curriculum and associated learning tasks. Working with curriculum consultants, we assisted staff to improve their teaching and learning focus and the delivery of a quality curriculum for all students.

Curriculum Framework implemented in 2016

☐ Victorian Early Years Learning and Development Framework
 ☒ AusVELS
 ☐ Victorian Curriculum
 ☐ A Combination of these

Engagement

Considerable time and work was devoted to producing and enforcing a robust 'Attendance Policy'. These efforts have been rewarded with very good attendance rates.

The Senior campus has a 'no free period' time table and coordinated study skill and homework sessions that supports improved student attendance, pastoral care outcomes and increased teacher contact, all aimed at improving positive outcomes in student engagement and learning.

With the support of the Beacon & Ardoch Foundations we have placed considerable emphasis on developing young leaders, who play a major role in coordinating both school and community activities.

Our annual performing arts evening "SHINE" gives all students regardless of age the ability to perform in front of large audiences and many students have developed their talents, self esteem and confidence through this College wide event supported by the Australian Children's Music Foundation.

The College has worked very hard to provide its students with opportunities; with in excess of 90% of students in each of the last three years receiving tertiary offers.

VET subjects being blocked with year 10 electives continues to be an important and successful initiative in allowing many junior campus students to participate in VET and VCE subjects. This process allows us to fast track pathways to some careers.

Mentoring plays a significant part in developing student confidence and leadership skills.

The College was shortlisted in the Herald Sun Teacher of the Year Awards for the work done by our MIPS and Pathways teams.

In 2016, a number of high performing math students in year 7 – year 9 were identified to undertake year 11 Math Methods in 2017. Some have already obtained As in early SACs for 2017.

Wellbeing

The College continues to score highly for many of the data sets in the Victorian Attitudes to School Survey. This achievement can be attributed to a strong emphasis on pastoral care.

Sunshine College has been commended in an Auditors' General report tabled in parliament on our Pastoral Care Program and relationship building strategies.

The College is proactive in making students feel happy and safe via numerous strategies and programs, recently becoming an eSmart school, teaching students about cyber safety.

The 'Pathways' core subject at 7-10 complements our pastoral care system and is based on the Federal Government's Mind Matters initiative.

This subject has generated the time to work with students on pastoral care activities and to provide career and vocational guidance.

With a strong pastoral care focus and emphasis on student wellbeing mixed with aspiration for success we have raised the school's mean VCE study score in recent years to be above the regional average.

The College nurse works within a team that identifies wellbeing issues and places an emphasis on pro-active measures to improve the understanding of students in the identified area.

This wellbeing team in conjunction with the EAL team also focuses on the wellbeing of newly arrived students, including students of refugee families or those seeking asylum.

With improved literacy and numeracy levels, we expect students to continue to improve their engagement with the school and their studies, which will lead to improved attendance and learning & wellbeing outcomes for all students.




For more detailed information regarding our school please visit our website at www.sunshine.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

School Profile

Enrolment Profile

A total of 924 students were enrolled at this school in 2016, 361 female and 563 male.
There were 41% of EAL (English as an Additional Language) students and 2% 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

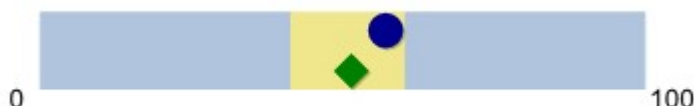
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






School Staff Survey


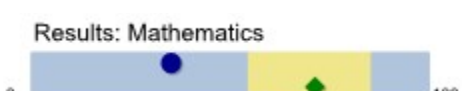


Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.







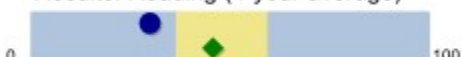



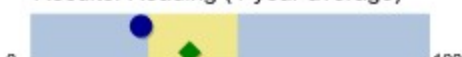
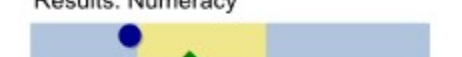





Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
 Result for this school:  Median of all Victorian government secondary year levels: 


Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Lower</p>



Performance Summary

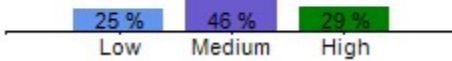
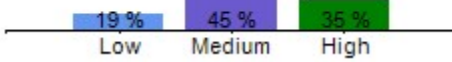
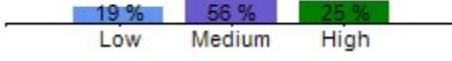
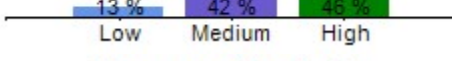
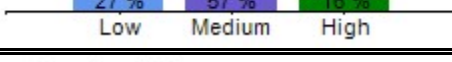




Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <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>
<p>NAPLAN Year 9</p> <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> 	<p> Similar</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>




Performance Summary

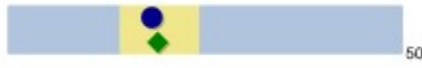
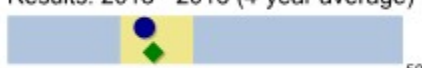










Key: Range of results for the middle 60 % of Victorian government secondary year levels: 

Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p>Students in 2016 who satisfactorily completed their VCE: 97%</p> <p>Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 53%</p> <p>VET units of competence satisfactorily completed in 2016: 91%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 92%</p>		

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table><tr><td>Yr7</td><td>Yr8</td><td>Yr9</td><td>Yr10</td><td>Yr11</td><td>Yr12</td></tr><tr><td>92 %</td><td>87 %</td><td>88 %</td><td>89 %</td><td>93 %</td><td>93 %</td></tr></table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	87 %	88 %	89 %	93 %	93 %	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	87 %	88 %	89 %	93 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

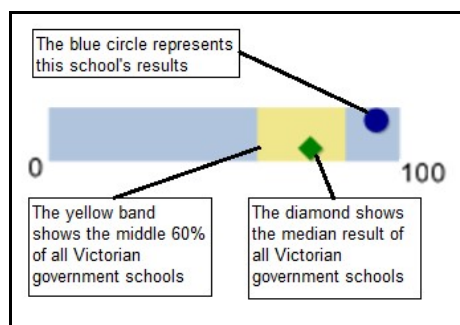
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

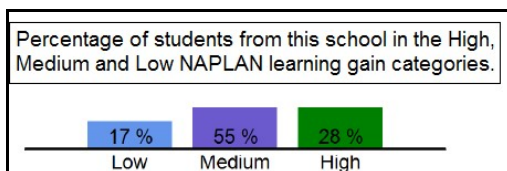
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

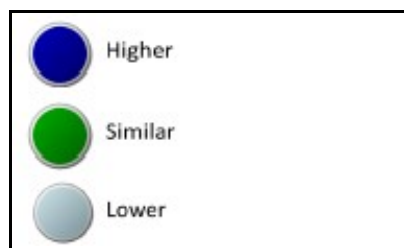
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performance.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$12,143,905
Government Provided DET Grants	\$1,721,370
Revenue Other	\$152,873
Locally Raised Funds	\$1,027,524
Total Operating Revenue	\$15,045,672

Expenditure	
Student Resource Package	\$13,184,793
Books & Publications	\$6,587
Communication Costs	\$61,013
Consumables	\$277,695
Miscellaneous Expense	\$967,343
Professional Development	\$81,299
Property and Equipment Services	\$965,540
Salaries & Allowances	\$205,087
Trading & Fundraising	\$102,021
Travel & Subsistence	\$149,261
Utilities	\$251,803

Total Operating Expenditure **\$16,252,443**

Net Operating Surplus/-Deficit **(\$1,206,770)**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$1,709,429
Official Account	\$44,318
Total Funds Available	\$1,753,747

Financial Commitments	
Operating Reserve	\$50,000
Asset/Equipment Replacement < 12 months	\$85,942
Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Revenue Receipted in Advance	\$87,621
School Based Programs	\$20,000
Provision Accounts	\$420,000
Repayable to DET	\$1,040,184
Total Financial Commitments	\$1,753,747

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges. Salaries and Allowances refers to school-level payroll.

The school net operating deficit is a result of a number of factors. These factors include College funds being spent on additional teaching staff to support programs. An aging (more expensive) workforce and a SRP formula around 'average salary costs in against real cost out'. The school is likely to remain in a deficit that will need to be self-managed. Some of the deficit will be offset from International Student fund recovery and reviews of faculty budgets. Future Equity funding or its equivalent ('Gonski' funding) will be critical to decreasing the deficit if staffing ratios and programs remain the same. Low SES School Community funding supported a wide range of essential programs that have led to improved student learning and wellbeing outcomes within a highly disadvantaged community that has difficulty in contributing financially to the operations of the College. Programs aimed at improving outcomes in numeracy and literacy and relate to increased staffing and resourcing costs can be attributed to better than state growth in Reading, Writing and Numeracy within NAPLAN.

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.