

# 2020 Annual Report to The School Community



School Name: **Sunshine Heights Primary School (4744)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 29 April 2021 at 09:43 AM by David Cocks (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 10:53 AM by Sarah Weston (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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

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

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

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

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Our School would like to begin by recognising the traditional owners of the land on which we work, learn and play, the First Nations Peoples of the Kulin Nation; we pay our respects to elders past, present and emerging, and to both our Koorie students, their families and other Aboriginal and Torres Strait Islander peoples who may read this report. Sunshine Heights Primary School is based in Sunshine West near the banks of the Kororoit Creek. This is a journey place; the First Nations People of the area used the creek as path from Altona Beach to the volcanic plains of Western Victoria. We view Sunshine Heights as a journey place for each of our students, families and staff, and seek to empower all who walk alongside us with the knowledge, skills and passion to create our future together.

Our School Values continue to frame the learning and living we undertake at Sunshine Heights Primary School: Commitment, Courage, Connection and Collaboration. These are further framed in our school aspiration that connects to creativity and courage, whilst preparing our students to discover and refine their personal identities at Sunshine Heights:

Sail into a universe of possibility,  
Delve into the unlimited energy of the human imagination,  
Inspire and grow hearts and minds,  
Nurture creativity and curiosity  
Through courage, connection, commitment and collaboration,  
Discover the wonder and uniqueness in you;  
Welcome to Sunshine Heights Primary School.

We are a deeply passionate community of 391 students, around 270 families, 28 teaching staff and 13 support staff. Our FTE staffing is 23.6 FTE Teachers, with two principal class members. Our leadership team also has a Lead Teacher Wellbeing, Inclusion and Community, a Lead Teacher Curriculum and Coaching (0.6) and a Learning Specialist.

Our community is deeply connected and has great diversity, whilst also being representative of our geographical location; the urban sprawl from Melbourne is ever increasing our SFOE and gradually changing the area demographic. Our student enrolment demographics show 37% of students recognised as having social disadvantage and receiving equity funding. 32% of the school are eligible for English as an Additional Background (EAL) funding, though this does not recognise the 43 language groups represented in our community and our cultural diversity of which we are exceptionally proud. 3% of the student population is funded through the Program for Students with Disabilities.

We have one student currently enrolled from overseas and they are integrated into our grade 3 program with a part time Educational Support Officer (Teacher Aide/Learning Support) funded through the Department of Education.

### Framework for Improving Student Outcomes (FISO)

Sunshine Heights Primary School had a number of KIS that were paused due to the impacts of the COVID pandemic. The monitoring of these KIS and goals were also impacted due to NAPLAN's removal as a measure and alternative reporting during Semester 1.

The main areas of focus from KIS 1 included the development and refinement of the Guaranteed and Viable Curriculum (GVC) within Reading, to include the Know, Understand and Do criteria across Prep to Grade 6. This work has been completed and is utilised during planning and assessment days for teaching staff, supported by the Data Snapshot Walls that showcase student progress on the Fountas and Pinnell Benchmark Assessment.

One of the outcomes that was sidelined by the impact of COVID was the work around developing a cohesive PLC cycle by drawing on the skills of the Learning Specialists. Much of the time that would have been spent developing the PLC cycle and using these to reflect on practice went to planning, assessment and professional learning within teams

on a shorter, micro-cycle to ensure the impacts of remote learning were minimised and teacher efficacy was maintained. This work to develop and drive the work of PLCs has subsequently formed the main focus of professional learning in 2021.

Student reflections were explored during the year as a section of the Gradual Release of Responsibility Model which has in turn had positive impacts across literacy, numeracy and arts programs. Our next steps with this KIS are to create and display a firm Instructional Model in Reading that is accessible for all students to help support the flow of skill attainment across learning arcs.

KIS focused on wellbeing included the development of curriculum programs aligned to Respectful Relationships. This work was also paused during much of 2020 due to the training opportunities pausing and a change of leadership at the departmental level. This work has also recommenced in 2021 and allowed for greater reflection about the need for embedded resilience, positive relationships and cyber safety curriculum foci.

### **Achievement**

During 2020 the assessment and recording of literacy and numeracy outcomes undertook a radical change. Where it was not possible to undertake Fountas and Pinnell benchmark assessments within reading comprehension during Semester 1, teachers made predictions based on available information to ensure that data snapshot tracking information was not lost during remote learning. Teachers also made predictions during Semester 1 with Victorian Curriculum progress scores and the reporting of growth and achievement was adjusted to take in available information. The use of SeeSaw to capture the learning tasks, assessment items and student reflections created digital portfolios that parents and students were able to access. Differentiation for students, particularly for those on the PSD program ensured they were catered for, and high needs students including our PSD and LEP students also had daily online sessions with their nominated education support staff. The Individual Learning Plans for these students and final SSG for 2020 ensured that growth and achievement was captured, and progression towards their goals communicated at the end of year to parents. Students who showed lower growth during 2020 were those for whom compound issues impacted them during remote learning i.e. EAL, parents unable to support during remote learning, caring for younger siblings, lower socio-economic status or limited access to technology.

Years Prep and Year 1 were the most impacted by remote learning due to their point in the learning process with literacy capabilities. Additional time was provided by our educational support staff to support these groups with reading and targeted small group and individual intervention put in place once students returned in term 4. Predominantly these students also make up our 2021 Tutor Program - Reach for the Stars.

### **Engagement**

During 2020 engagement varied greatly due to the obvious impacts of the pandemic. Teachers and Leaders at the school increased the range of strategies for improvement and attendance in the online environment drastically, particularly to support the connection between learning and social and emotional wellbeing. Teachers undertook daily roll calls and used SeeSaw as the platform to collate and celebrate learning in order to promote engagement. Teachers made calls frequently to support engagement during terms 2 and 3 in remote learning, not only for those who were absent from the online forum, but also those who were present but emotionally truant. Our Wellbeing Teacher (0.4) made welfare check phone calls to students at risk of disengagement to keep this cohort as engaged as possible. Access to ICT during remote learning was another blocker for engagement, particularly for larger families who had only one or two devices between larger groups of children. This was supported during the second lockdown by prioritising device availability and providing support where students were acting as carers for multiple younger siblings. The introduction of Xuno last year also meant that daily messages were sent to absent students, ensuring notification and an increase in attendance data for the school overall.

### **Wellbeing**

The work on Wellbeing in 2020 was paused due to staffing constraints; a change in leadership due to the pandemic and extended leave meant that the student Wellbeing position was reduced from a FT Assistant Principal position to a 0.4 Classroom Teacher. This, combined with a pause in professional learning for teachers and support staff, pushed back the work on creating an aligned and cohesive vision for Wellbeing to 2021.

The major impact of last year on students was around their ability to make and form deep and equitable connections to their peers and teachers, and for overall connectedness to families. Yard incidents were substantially higher after the return to school in term 4 and teaching staff were required to put in a much broader range of measures to support social cohesion at recess and lunchtime. Several families who had major impacts ranging from being stuck overseas to job loss required flexible and adaptive support for the affected students.

### **Financial performance and position**

The final annual result was a small surplus due to the return of some funds from extended leave taken by staff due to the impacts of COVID-19/carer's leave. Funds were reallocated to the support for digital learning in term 2 and 3, with additional support being provided by the department. Fundraising at the school level was severely impacted during the pandemic and with increased restrictions, meaning the Fundraising Subcommittee of School Council was unable to progress the aspirational agenda. The largest expenditure during the year related to the completion of the decking area to the front of the school, finally completing what has been a multi-year program of community consultation, development and implementation.

School council entered into contractual agreements with Sunshine Heights Social to provide a limited canteen service to the school, which was in turn impacted due to COVID and which has recently been reagreed with a reduced menu and service days. School council also entered into contractual agreements with Big Childcare for a three year contract aimed at providing clarity of service at the school for parents, and an additional payment to the school for \$10 000 per annum for use of the space. School council renewed our contract with RH Sports to produce and deliver the school uniform and harmony day shirts for the next three years.

**For more detailed information regarding our school please visit our website at**  
<https://www.sunshineheightsps.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.

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 386 students were enrolled at this school in 2020, 190 female and 196 male.

46 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

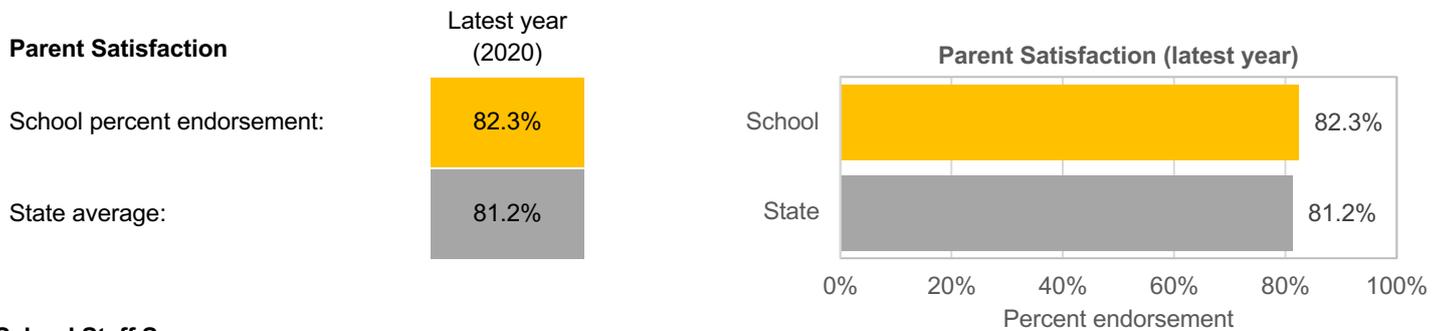
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

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

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

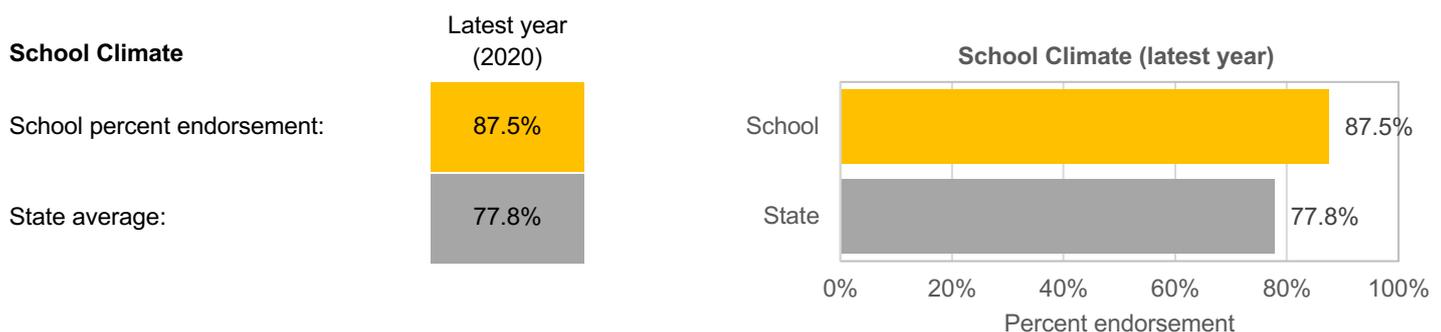


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

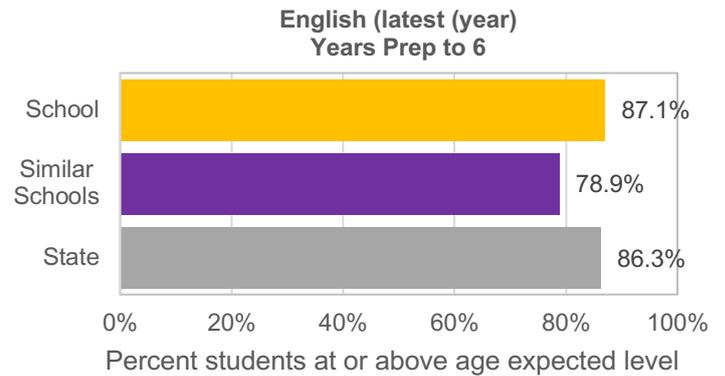
87.1%

Similar Schools average:

78.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

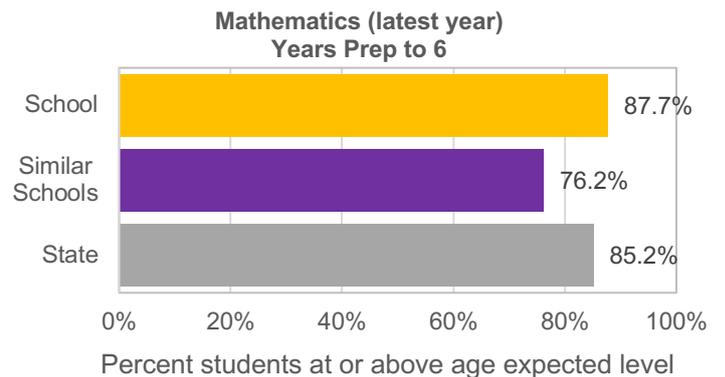
87.7%

Similar Schools average:

76.2%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

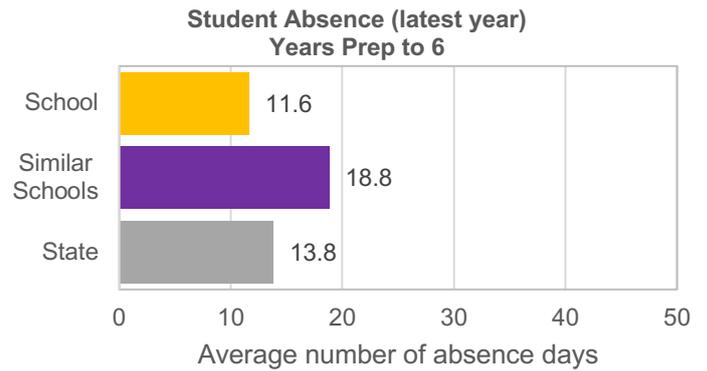
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.6	15.1
Similar Schools average:	18.8	18.0
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	94%	94%	94%	95%	95%	93%

## WELLBEING

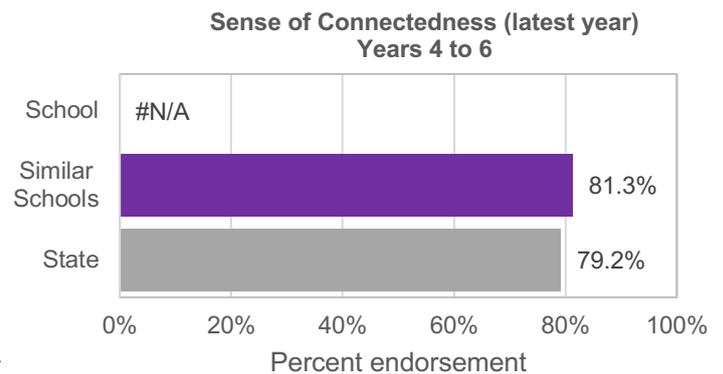
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	92.5%
Similar Schools average:	81.3%	82.6%
State average:	79.2%	81.0%



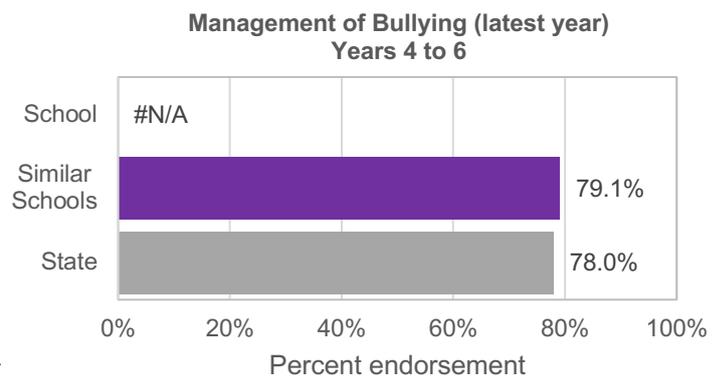
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	91.1%
Similar Schools average:	79.1%	80.9%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,627,605
Government Provided DET Grants	\$850,240
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$11,750
Locally Raised Funds	\$72,640
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,562,235</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$423,227
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$423,227</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,543,071
Adjustments	NDA
Books & Publications	\$4,621
Camps/Excursions/Activities	\$3,931
Communication Costs	\$6,727
Consumables	\$77,853
Miscellaneous Expense <sup>3</sup>	\$7,999
Professional Development	\$7,718
Equipment/Maintenance/Hire	\$86,473
Property Services	\$319,776
Salaries & Allowances <sup>4</sup>	NDA
Support Services	\$204,145
Trading & Fundraising	NDA
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$47,028
<b>Total Operating Expenditure</b>	<b>\$4,309,342</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$252,893</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$338,918
Official Account	\$54,396
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$393,315</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$74,991
Other Recurrent Expenditure	\$333
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$75,324</b>

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