

2021 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).
- 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 2021 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 07 April 2022 at 01:47 PM by David Cocks (Principal)

- This 2021 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 28 April 2022 at 04:23 PM by Sarah Weston (School Council President)

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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 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').

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 375 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, and a Lead Teacher Curriculum and Coaching (0.6).

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 4 program with a part time Educational Support Officer (Teacher Aide/Learning Support) funded through the Department of Education.

Framework for Improving Student Outcomes (FISO)

2021 was our year of review. We worked through finalising our progress towards our Goals which had been impacted in the latter part of the Strategic Plan by COVID lockdowns. The main areas impacted were our coaching program, implementation of aligned common assessment tasks with our GVC, and building an holistic wellbeing and intervention framework. This last area was impacted by a change of staffing as well as the impacts of COVID. Our appointment in 2021 of a Wellbeing Lead Teacher who has subsequently been driving this work has meant many of the aspects of improvement from the last strategic plan and feedback from the review could be embedded into our new strategic plan. The work we undertook in 2021 to create a Wellbeing Vision for the future has meant that the school is well aligned for the transition to FISO 2.0 with a core focused on Wellbeing, and Social and Emotional literacy.

The new strategic plan has three succinct goals:

To improve learning outcomes for every student in Literacy and Numeracy.

To empower every student as active partners in their learning.

To strengthen student identity, engagement and wellbeing.

Achievement

During the remote learning periods of 2021, teachers and students shifted to remote learning with around 30-40 students requiring supervision at school. Whilst some students responded to the self-organisation and motivation requirements of this learning, it must be acknowledged that this did not suit all students. Those particularly at risk of disengaging and falling behind with literacy and numeracy were students whose backgrounds were lower socioeconomic-economic, EAL or those who live across two homes. This has informed our tutor program for 2022 and will help to ensure that we target support for these students.

Teacher judgements for literacy and numeracy are not as aligned in 2021 as we would have hoped, due greatly to the fact that students were able to participate in NAPLAN, but teachers had a greatly reduced opportunity to assess students using Fountas and Pinnell assessments in term 2 for reporting. We brought Progressive Achievement Test (PAT) Assessments for Reading and Maths into the school in term 4 to support greater triangulation of data and gain more consistent judgements moving forwards.

Student achievement in NAPLAN had us at similar levels to similar schools in Reading at Grade 3, and just below similar schools in grade 5. This has provided the impetus for work in 2022 on reviewing and aligning the school GVC with the best and current research. NAPLAN Writing achievement had us above similar schools in grade 3 and significantly above similar schools, our network and the state at grade 5. NAPLAN Numeracy at grade 3 is above similar school and our network, but this did not sustain in grade 5 where students performed below similar schools. We have therefore implemented maths coaching across the school in 2022 to ensure expectations remain high across the middle and later years of schooling.

Students on the Portfolio of Students with Disabilities have been supported through provision of supervision during lockdowns in 2021, with our ES staff supporting both online daily group sessions and in person support at school. These students were tracked through Student Support Groups and our usual reporting processes to parents. Our PSD students often found the disruption to patterns of learning and routines particularly challenging during 2021, with the challenge to their social and emotional needs impacting achievement during these periods of remote learning. Two of our 2021 prep students are funded at level 4 and have significant needs, resulting in greater challenges for these students during and when returning from remote learning.

Engagement

Student Engagement during period of remote learning went through phases of disconnection relative to the length of the remote learning time periods and age of the students. Preps initially were highly connected and enjoyed some of the novelty of the remote learning experience, but due to lower reading levels and additional challenges for parents (for example, EAL backgrounds or parents working full time from home) often found that the engagement levels dropped off. The higher grades of students who had been through remote learning in previous terms, found that engagement levels remained relatively constant, though there were consistent students who had not engaged well with remote learning in 2020 and who also not engage during 2021. As such our leadership made frequent calls to parents to support connection on a case management basis.

Once back on site, we had a number of students whose parents were nervous about the return to face-to-face learning and who have been slowly making a return as time progressed. Staff teams in PLCs have identified students at risk of disengagement and these students are regularly discussed and actions taken at leadership and through team meetings.

Wellbeing

Health and Wellbeing were prioritised for students, staff and families during 2021. Part of this work was implemented through relationships with Monash University and Victoria University with an Art Therapist student, Occupational Therapist students and Social Work students. Alongside this the employment of a Lead Teacher Wellbeing, Inclusion and Community has meant that targeted support has been provided to students and families, linking them to services and starting the process for additional department provided support plans. In term 4 student wellbeing concerns were flagged by staff and families as part of a 'blitz' on wellbeing, and each week our Wellbeing LT provided professional learning supports and advice to staff to give a suite of responses to address any issues proactively.

Finance performance and position

The school has continued to perform well with financial commitments and finished the year with a \$76 000 surplus. Part of the reason for this was a number of program based investments and resources were not spent due to the significant amount of time that students spent remote learning. Expenditure related to community events were held over, including our Spanish Fiesta and Twilight School. Impacts of increased CRT costs due to COVID exposures and the next to isolate due to any symptoms were offset in part by the ability of staff to continue to work remotely if they were ill, providing online tuition and support for students learning from home.

Significant expenditures include the purchase and installation of air conditioning in the gym, the purchase of a coffee machine to support student curriculum for PSD students in grade 5/6, and purchasing related to the implementation of the Sounds Write program in years P - 2.

External investments and funding include \$200 000 for the Inclusive Schools Play Space at the front of the school (to be built 2022), circa \$7000 from Junior Landcare for the Nugal-nanjin Specialist Garden, and \$20 000 from Brimbank Council for the Mental Health Festival (delivered March 2022).

Internal Fundraising by School Council totalled circa \$1 400 for the Bunnings BBQ to provide funds for the Nugal-nanjin garden.

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 393 students were enrolled at this school in 2021, 202 female and 191 male.

45 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).

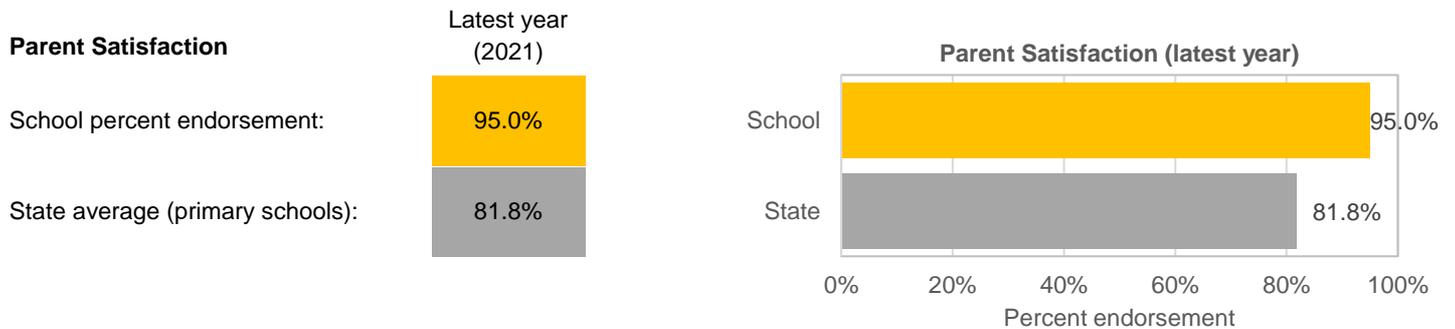
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

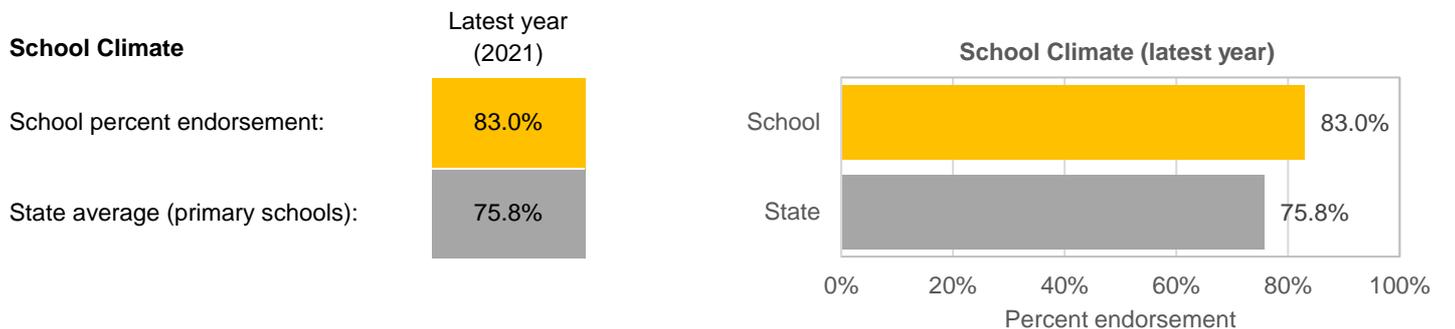


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

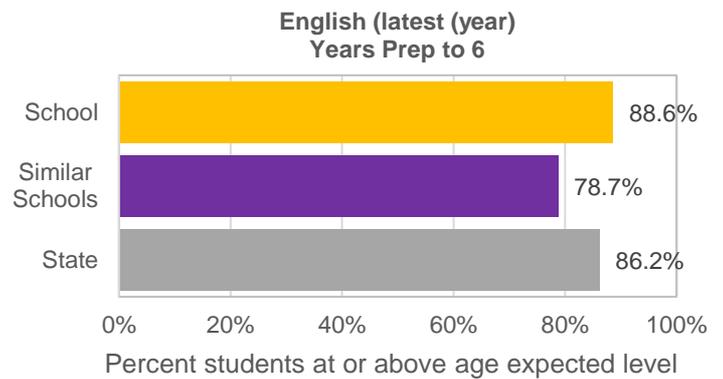
88.6%

Similar Schools average:

78.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

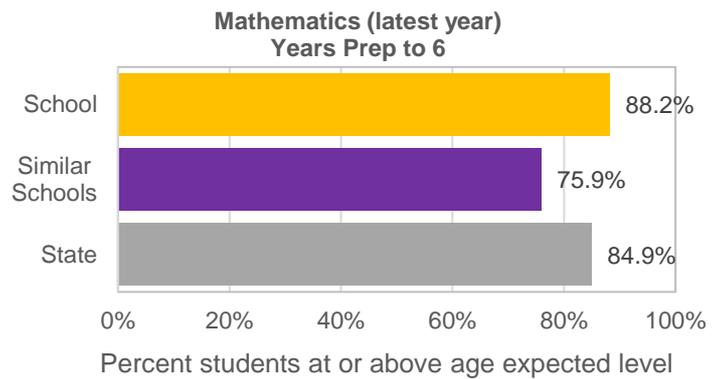
88.2%

Similar Schools average:

75.9%

State average:

84.9%



ACHIEVEMENT (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.

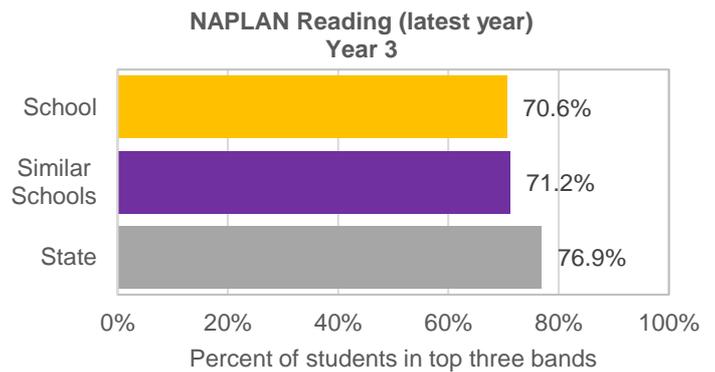
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

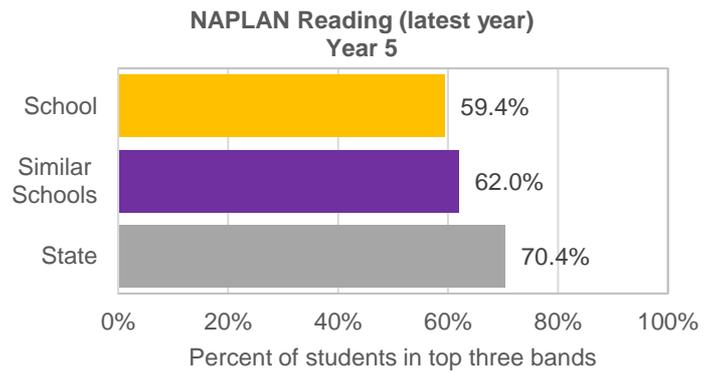
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.6%	69.8%
Similar Schools average:	71.2%	69.5%
State average:	76.9%	76.5%



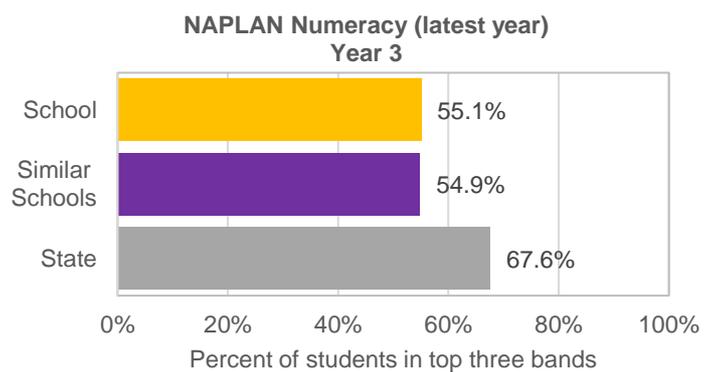
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.4%	59.9%
Similar Schools average:	62.0%	57.3%
State average:	70.4%	67.7%



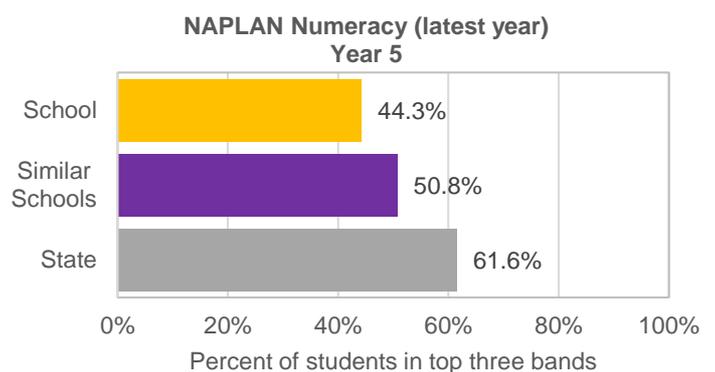
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.1%	58.7%
Similar Schools average:	54.9%	57.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.3%	50.9%
Similar Schools average:	50.8%	49.1%
State average:	61.6%	60.0%



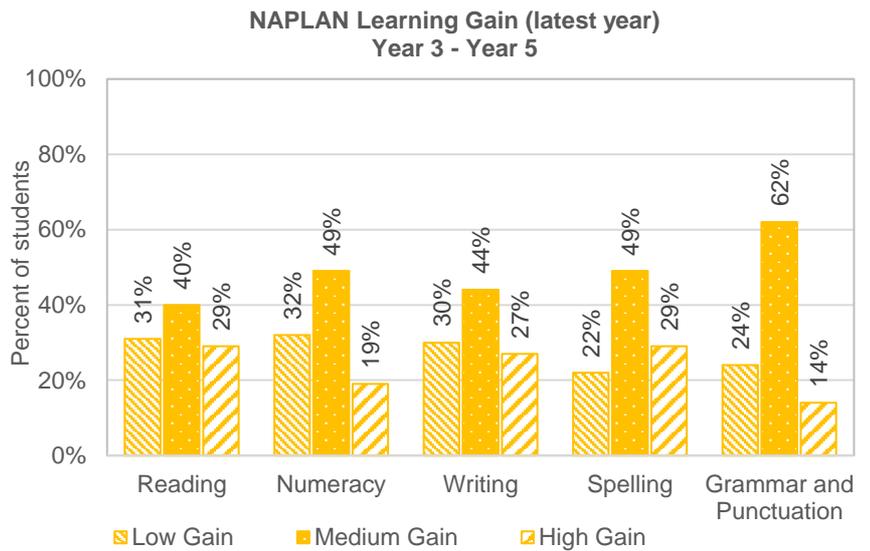
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	40%	29%	21%
Numeracy:	32%	49%	19%	24%
Writing:	30%	44%	27%	22%
Spelling:	22%	49%	29%	27%
Grammar and Punctuation:	24%	62%	14%	25%



ENGAGEMENT

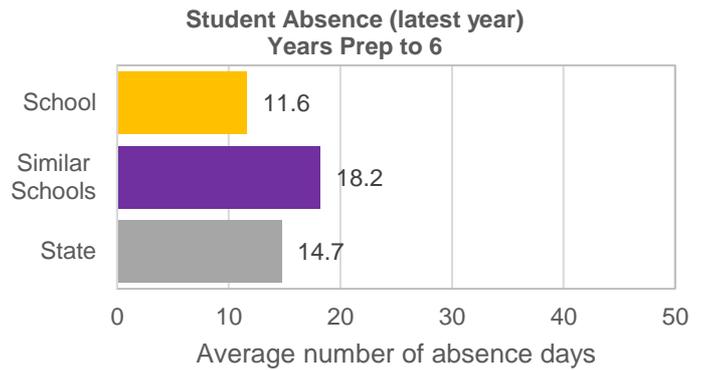
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	11.6	14.1
Similar Schools average:	18.2	18.1
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	91%	95%	95%	94%	96%	93%

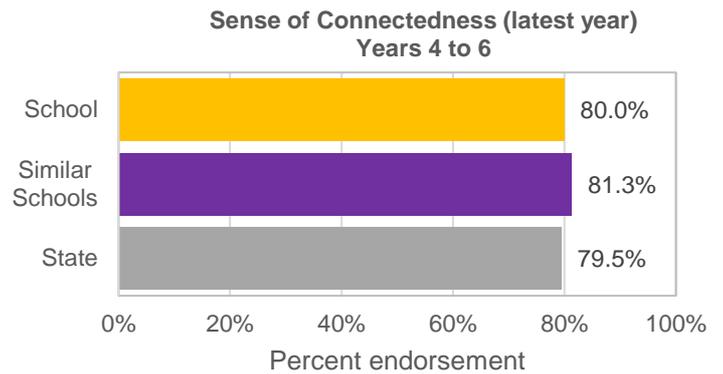
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.0%	88.3%
Similar Schools average:	81.3%	82.2%
State average:	79.5%	80.4%

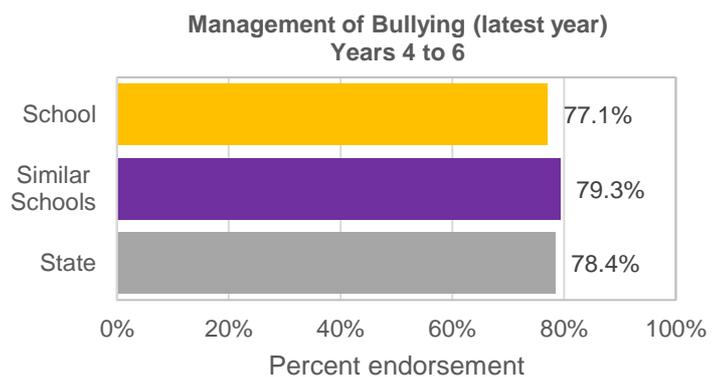


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.1%	86.1%
Similar Schools average:	79.3%	80.6%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,879,257
Government Provided DET Grants	\$639,081
Government Grants Commonwealth	\$3,400
Government Grants State	\$0
Revenue Other	\$11,487
Locally Raised Funds	\$156,764
Capital Grants	\$0
Total Operating Revenue	\$4,689,989

Equity ¹	Actual
Equity (Social Disadvantage)	\$333,227
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$333,227

Expenditure	Actual
Student Resource Package ²	\$3,883,358
Adjustments	\$0
Books & Publications	\$4,891
Camps/Excursions/Activities	\$49,156
Communication Costs	\$8,385
Consumables	\$99,629
Miscellaneous Expense ³	\$7,833
Professional Development	\$9,905
Equipment/Maintenance/Hire	\$121,457
Property Services	\$137,096
Salaries & Allowances ⁴	\$0
Support Services	\$252,550
Trading & Fundraising	\$222
Motor Vehicle Expenses	\$0
Travel & Subsistence	(\$80)
Utilities	\$38,787
Total Operating Expenditure	\$4,613,189
Net Operating Surplus/-Deficit	\$76,801
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$420,404
Official Account	\$50,602
Other Accounts	\$0
Total Funds Available	\$471,006

Financial Commitments	Actual
Operating Reserve	\$99,264
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$99,264

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.