

2023 Annual Report to the School Community

School Name: Sunbury West Primary School (5006)



- 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 16 April 2024 at 01:27 PM by Inga Wilson (Principal)

- This 2023 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 April 2024 at 11:45 AM by Shane Mattox (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 and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Sunbury West Primary School is located approximately 42 km from Melbourne, situated among well established and developing residential areas. In 2021, the school celebrated its 50th Year Anniversary, providing quality education to the children of Sunbury since 1971. The school's vision states, 'In the safe, caring and stimulating environment of Sunbury West Primary School, each child is given the opportunity and encouragement to strive towards their maximum potential as a confident individual and responsible member of society. The school's motto is, 'Together We Learn. Together We Grow'. Sunbury West Primary School strives for social, emotional, and educational excellence in an environment where children of all ages mix cooperatively. The school encourages staff, students and parents to value diversity and promote the development of individual strengths and talents. Skilled, enthusiastic, and committed staff use a range of innovative and proven teaching practices that reflect current education state initiatives. This provides the best possible learning environment, whilst considering the individual needs and multiple entry points of all students.

In 2023 Sunbury West had an enrolment of 213 students from Foundation to Year 6. In 2023 staffing consisted of 2 Principal Class officers, 11.6 EFT teachers and 3.0 EFT ES Staff. The school operated 10 classrooms, with all classes being organised into composite groupings, with the exception of Foundation level.

In 2023, The capital works saw the completion of the refurbished BER building, a new Science and Arts wing, and administration area. There were also minor upgrades to the OSHC room. During the 2024 January school break, a new playground was installed and a maintenance program for the newly reinstated oval commenced.

Our teaching teams work closely together to plan for continuity of practice within teams and across the school. Teaching and learning programs are tailored to meet the distinct learning needs of all students with a strong emphasis on Literacy and Numeracy. We use an inquiry approach to our integrated curriculum, promoting voice and agency as students help to shape the curriculum and experiences relative to their stage of learning. Our skilled teaching teams are committed to lifelong learning and the school places great importance in ongoing professional learning at every stage of their careers.

Our core curriculum is further complemented by programs in the areas of Visual Arts, Physical Education, STEM and Japanese. The school also promotes 21st Century learning through its Digital Literacy Program in Years 3 /4 and 5/6, and access to laptops, iPads, and smart TVs in all areas of the school.

Our school has continued to offer many opportunities designed to assist children in developing connectedness with each other and build resilience and self-esteem. Examples of these are Junior School Council, House / Vice Captains, Pupil of the Week, Buddies and Peer Support programs, House Mates program, school performances, Arts displays and sporting opportunities. Extra-curricular activities such as camps, instrumental programs, incursions, and excursions complement our core curriculum. Each of these offer our children a chance to participate at a level of confidence and interest and provides them with a sense of accomplishment and achievement over time.

Parents as partners in education are also highly valued with many parents supporting school activities such as excursions, camps, School Council, canteen, and our local fundraising group, FOSW. In 2023, the Fathering Project was introduced, offering out of hours opportunities for dads and their children to form community connections via organised activities.

Student wellbeing is of paramount importance and the school adopts School Wide Positive Behaviours in its approach to Student Engagement, Wellbeing and Behaviour Management. In 2020 Sunbury West became a Resilience, Rights and Respectful Relationships partner school and a lead school in 2021. In 2023, the school commenced its partnership with The Resilience Project, focussing on gratitude, empathy, and mindfulness. Our practices are well documented to ensure understanding and clarity in relation to expectations. Our newly adopted school values are defined by our commitment 'To Strive. To Respect. To Belong' and underpin our daily interactions and practices at our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

A large focus in Literacy during 2023 was on phonics and phonological awareness. Staff also researched best teacher practice based on UFLI (University of Florida Literacy Institute). This encompassed a variety of literacy projects, including tutoring and instructional models for struggling readers, and teacher education and professional development.

Teachers actively explored and incorporated a range of new assessment tools. Among these initiatives, the school introduced the DIBELS 8th edition, to enhance staff understanding of early literacy skills.

Curriculum development predominantly focussed on Numeracy. Middle leaders engaged in professional learning as part of the Principal Class Communities of Practice work at the network level with the work involving the development of sequences of learning

in Place Value. At the school level, middle leaders facilitated ongoing and sustained professional learning for staff to collectively document a curriculum map based on the six aspects of place value. Staff worked within and across teams to identify and match sequential and developmental content descriptors to these aspects and have subsequently commenced the process of creating and matching high quality, sequential lessons.

Additionally, the implementation of the PVAT place value assessment underscored staff commitment to advancing mathematical proficiency and ensuring a solid foundation in numerical concepts. The Digital Assessment Library tools were incorporated into assessment practices to streamline the assessment process and align contemporary educational methodologies. Recognising the unique needs of students and curriculum, teachers created bespoke pre- and post-assessments. Teachers used the data from these assessments to help understand what students know and misconceptions they might have in new learning, the data also helped formulate unit structures and lesson flow to enhance the learning sequence.

Teacher judgements for 2023 for students in Years P – 6 showed that the school was on par with similar schools, and marginally lower than the state in Reading. The school was slightly higher than both similar schools and the state in Mathematics.

NAPLAN results were as follows:

Reading:

Year 3 – slightly lower than similar schools and the state

Year 5 – slightly higher than similar schools and on par with the state

Numeracy:

Year 3 – lower than similar schools and the state

Year 5 – Significantly higher than similar schools and marginally lower than the state.

A highlight however has been high growth for students assessed in NAPLAN in the area of Numeracy, putting the school in the 'influence' category according to the School Performance Report.

Wellbeing

The wellbeing team worked diligently in 2023 to establish a comprehensive, whole-school approach to mental health, implementation of School Wide Positive Behaviours, Resilience, Rights and Respectful Relationships and The Resilience Project.

A whole-school approach to mental health included staff understanding of risk and protective factors of mental health concerns. A streamlined referral process was introduced to ensure that appropriate supports and interventions could be identified and accessed. Recognising the interconnectedness of academic success and emotional wellbeing, the school took a holistic approach to create an environment that nurtures both aspects of our students' lives. This involved collaboration with families/caregivers and teaching staff, fostering a sense of unity and shared responsibility for the mental health of our students.

A key initiative was the introduction of The Resilience Project. This program was designed to equip students with essential tools and skills to navigate challenges, promote mental health and foster resilience in the face of adversity and strongly focussed on developing gratitude, empathy and practicing mindfulness. This was further supported by professional development for staff, centred around mental health in schools. The sessions offered valuable insights into recognising signs of distress and equipped our educators with strategies to create a supportive and empathetic learning environment.

As a result of collective efforts, the school has seen a positive shift in the overall wellbeing of our students. The positive shift was shown through enhanced outcomes in the AToSS with students positively endorsing stimulated learning (93.5%), student safety (76%) and advocacy (90%). There has also been an improvement in relation to the reporting of wellbeing/welfare concerns on Compass to monitor student wellbeing status, and to identify students in need of targeted support.

Engagement

The school's data in relation to attendance is similar to the previous year ranging between 88% and 91% across the cohorts, and remains on par with state and similar schools. The school average for the number of absence days is 20.8. The four year trend is 20.4. Staff and leadership have continued to monitor attendance, with protocols and communication strategies in place to track engagement and attendance. Whilst school attendance across the cohorts is generally satisfactory, there are a small number of families where chronic absenteeism has been an issue. The school has continued with strategies to support student engagement in the classroom and work closely with families to promote home / school communication and the monitoring of student attendance.

Other highlights from the school year

The school saw the completion of a \$10.5 million capital works program. This included newly refurbished buildings and classrooms, with additional STEM and Art learning spaces. A new playground has been installed and the oval is currently under a long-term maintenance program. As an extra-curricular activity, students had the opportunity to participate in the Wakakirri Performing Arts Program. This involved the development of a themed story dance, choreographed at the school level, and then performed at the Clock Tower Arts Centre, alongside many other schools across Melbourne. The students enjoyed the experience and were successful in obtaining awards for their performance. Approximately 30 students participated in this program.

In lieu of Performing Arts, we also offered a 7-week Kinect2Dance program. Children across all year levels learnt multiple dances which culminated in a performance at our Sunbury West On Show community event.

In relation to school community engagement, the school initiated its involvement in The Fathering Project, with opportunities for dads and their children to meet and participate in organised activities outside of school hours. Growing in popularity, the school now has approximately 26 families involved. The 2023 membership was sponsored by a community organisation.

The school enjoyed its regular bi-annual camping program with students in Year 3 /4 attending the Lady Northcote camp in Bacchus Marsh, and the 5 /6s going to the YMCA camp in Anglesea. The year culminated in the Year 6 graduation. The students hosted the evening, celebrating their successes and achievements, and reflecting on the highlights of their first 7 years of schooling. This is a long-standing tradition and wonderful community event for families.

Financial performance

Careful planning and budgeting procedures for the school are reviewed annually. The school aims to expend or commit all funds received from the Department or raised by the school 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.

The annual result shows the school is in a sound financial position with a surplus of \$121,305 with the 2023 SRP Reconciliation showing a surplus of \$30,611. The funds will be used to increase the time fraction of our Mental Health in Schools Leader to 0.6 in 2024 and the school will continue to employ designated Specialist teachers for specialist programs in the areas of Art, Japanese, STEM & PE. In addition, any surplus funds will go towards purchases of additional furniture, and landscaping to compliment the capital works.

For more detailed information regarding our school please visit our website at
www.sunburywestps.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 211 students were enrolled at this school in 2023, 104 female and 107 male.

6 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

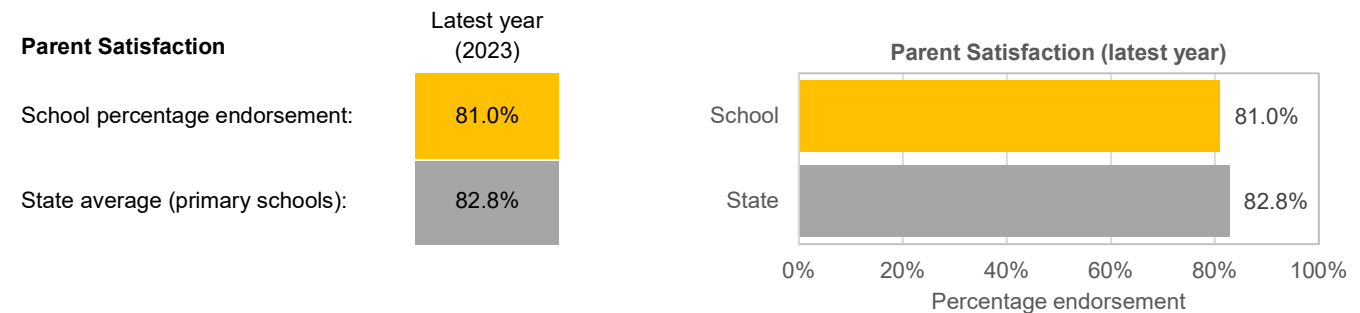
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

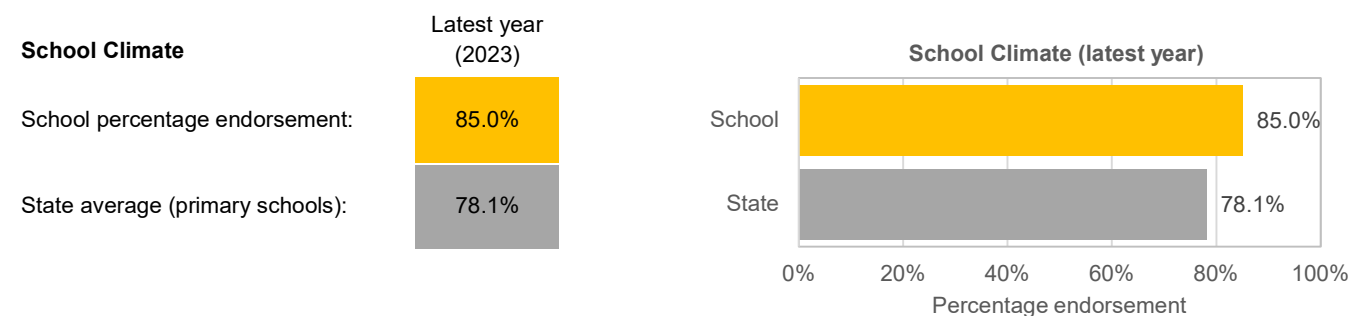


School Staff Survey

The 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.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

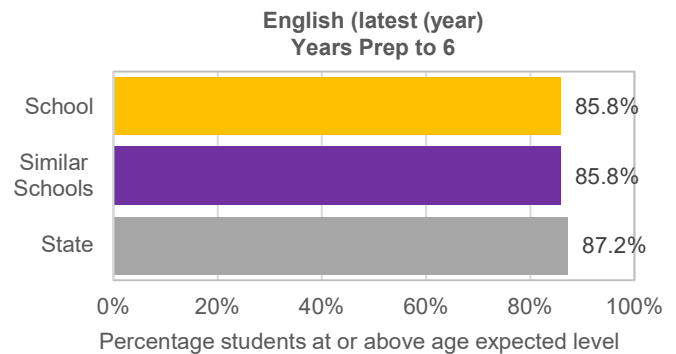
85.8%

Similar Schools average:

85.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

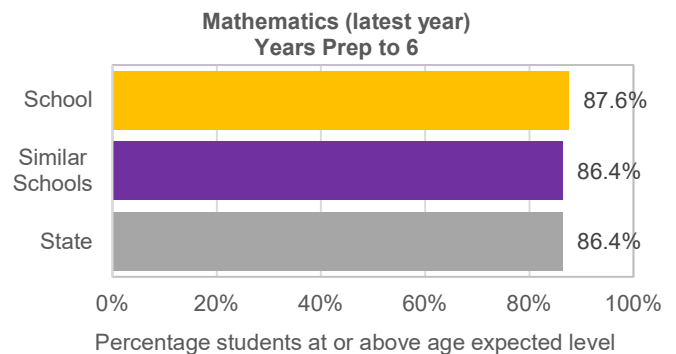
87.6%

Similar Schools average:

86.4%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

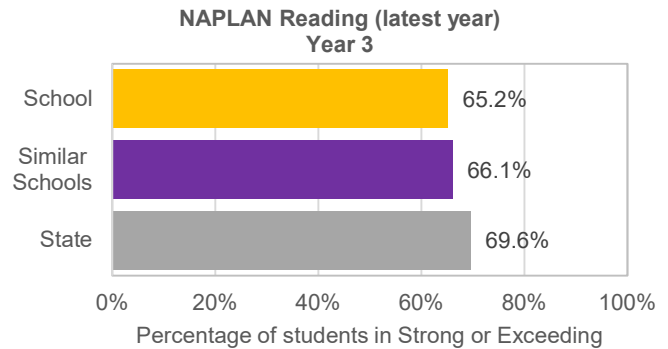
65.2%

Similar Schools average:

66.1%

State average:

69.6%



Reading Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

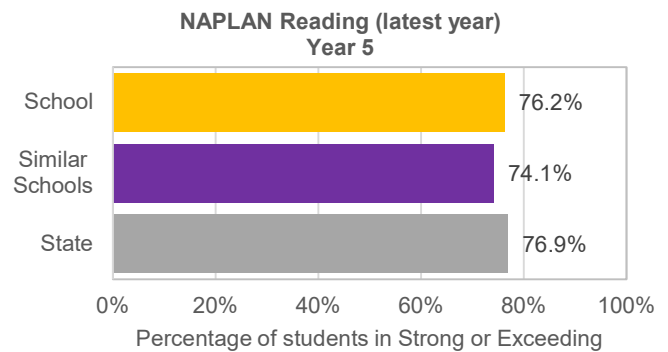
76.2%

Similar Schools average:

74.1%

State average:

76.9%



Numeracy Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

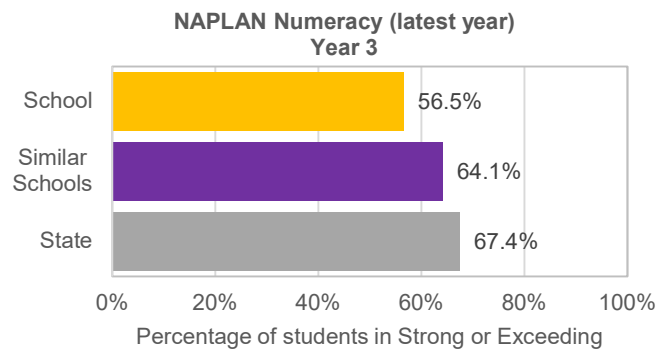
56.5%

Similar Schools average:

64.1%

State average:

67.4%



Numeracy Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

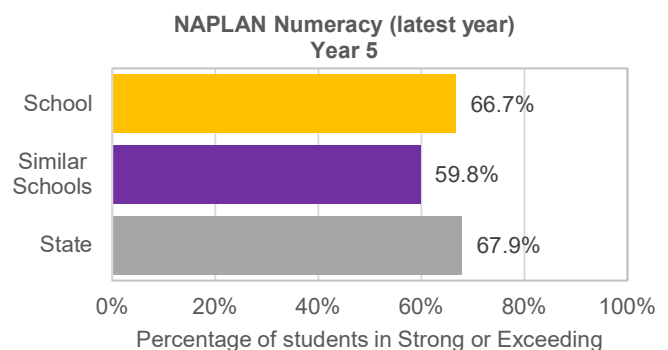
66.7%

Similar Schools average:

59.8%

State average:

67.9%



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

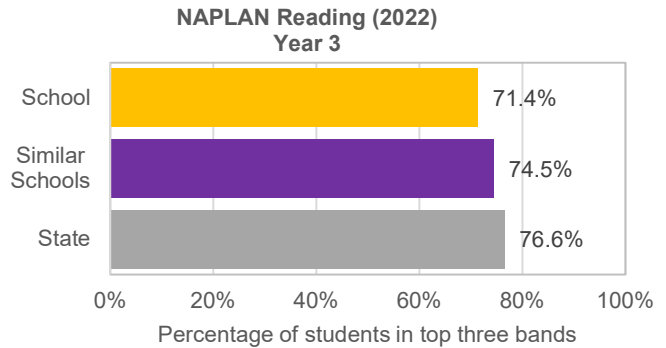
71.4%

Similar Schools average:

74.5%

State average:

76.6%



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

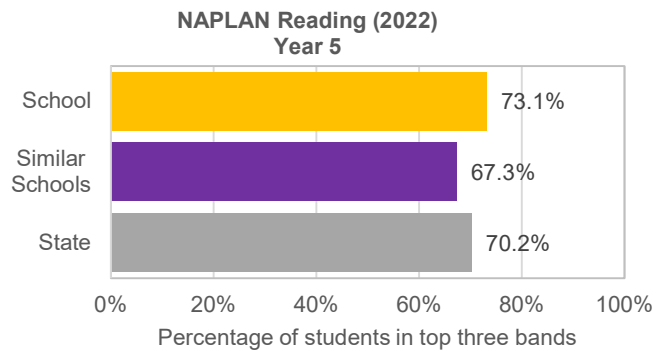
73.1%

Similar Schools average:

67.3%

State average:

70.2%



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

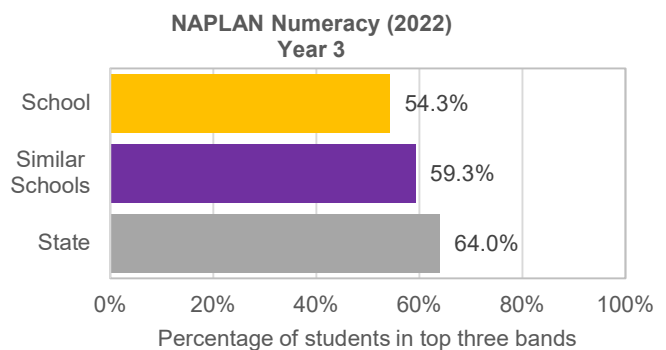
54.3%

Similar Schools average:

59.3%

State average:

64.0%



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

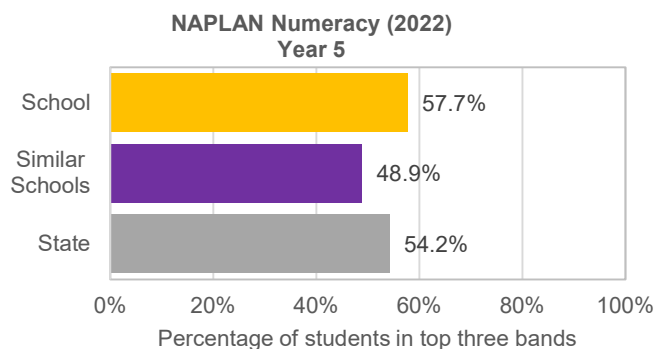
57.7%

Similar Schools average:

48.9%

State average:

54.2%



WELLBEING

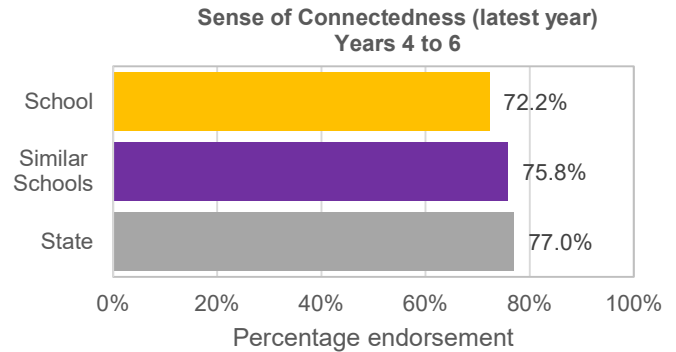
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	72.2%	71.9%
Similar Schools average:	75.8%	77.2%
State average:	77.0%	78.5%

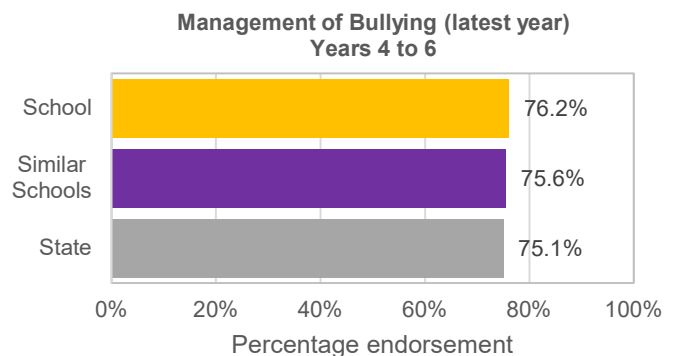


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.2%	72.2%
Similar Schools average:	75.6%	76.6%
State average:	75.1%	76.9%



ENGAGEMENT

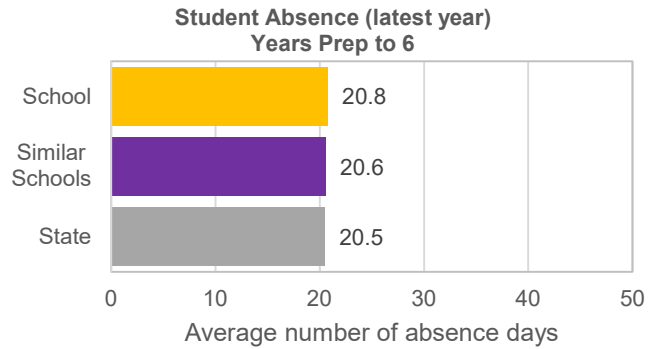
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	20.8	20.4
Similar Schools average:	20.6	19.2
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	89%	89%	91%	89%	88%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,055,454
Government Provided DET Grants	\$209,880
Government Grants Commonwealth	\$9,564
Government Grants State	\$133,135
Revenue Other	\$26,403
Locally Raised Funds	\$138,616
Capital Grants	\$0
Total Operating Revenue	\$2,573,052

Equity ¹	Actual
Equity (Social Disadvantage)	\$60,680
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$60,680

Expenditure	Actual
Student Resource Package ²	\$2,017,258
Adjustments	\$0
Books & Publications	\$639
Camps/Excursions/Activities	\$56,062
Communication Costs	\$6,902
Consumables	\$34,000
Miscellaneous Expense ³	\$7,869
Professional Development	\$7,524
Equipment/Maintenance/Hire	\$267,487
Property Services	\$26,788
Salaries & Allowances ⁴	\$169,211
Support Services	\$53,196
Trading & Fundraising	\$22,417
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,004
Total Operating Expenditure	\$2,694,356
Net Operating Surplus/-Deficit	(\$121,305)
Asset Acquisitions	\$33,923

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$399,723
Official Account	\$1,641
Other Accounts	\$9,678
Total Funds Available	\$411,042

Financial Commitments	Actual
Operating Reserve	\$110,068
Other Recurrent Expenditure	(\$1,343)
Provision Accounts	\$0
Funds Received in Advance	\$9,274
School Based Programs	\$30,502
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,000
Repayable to the Department	\$100,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$18,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$271,501

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.