

2025 Annual Report to the School Community

School Name: Sunbury Heights Primary School (5197)



- 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 17 April 2026 at 10:36 AM by Laban Toose (Principal)

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

Attested on 29 April 2026 at 07:34 AM by Laban Toose (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

About Our School

School context

Vision, Values and School Facilities

Sunbury Heights Primary School, located in Sunbury, is a government primary school committed to ensuring that all students thrive socially, emotionally, and intellectually. In 2025, the school catered for 484 students, supported by 61 equivalent full-time (EFT) staff, including teachers and education support staff. Our vision is to develop literate and numerate lifelong learners who are curious, resilient, and confident, enabling them to be proactive and positive contributors to their school, community, and society.

We believe that every student has the right to learn and feel safe. The school fosters a positive and inclusive learning environment that promotes respect, equality, and high expectations. Our core values of Kindness, Respect and Responsibility guide relationships, learning behaviours, and shared expectations. We celebrate diversity and are culturally informed and inclusive in our teaching practices. Differentiated learning experiences ensure all students are supported and challenged to reach their full potential, supported by strong partnerships with parents and the wider community.

The school's facilities support high-quality teaching, learning, and wellbeing programs. Sunbury Heights Primary School comprises 22 classrooms, including permanent and relocatable spaces, all equipped with interactive boards to support contemporary teaching and digital learning.

The school also hosts the Dulap Wilim Community Hub, which strengthens connections between the school, families, and local services. The hub provides access to early years programs, family support services, and community partnerships, enhancing student wellbeing and supporting inclusive engagement across the school community.

Specialist facilities include a Science Room, Art Room and Italian Room, two flexible learning spaces, and Junior and Senior Library areas supporting literacy and inquiry. Student wellbeing is further supported through a Wellbeing Hub, on-site canteen, General Purpose Room, Covered Music Garden, playgrounds, two synthetic basketball courts, and two Gaga pits, promoting physical activity, creativity, and social development.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 we delivered on our Strategic Plan Goal of maximising the learning growth of every student in literacy and numeracy through delivering on key actions :

1. Embedding PLC structures to support teacher collaboration and strengthen teaching practice.
2. Developing and implementing a process for Peer Observations.
3. Providing support for new PLC Leaders (e.g. peer observations of PLC meetings and collaboration through PLC Leaders meetings).
4. Exploring VTLM 2.0 elements and their alignment with our current pedagogical practices in English and Maths.
5. Developing and implementing a school-wide strategy for a systematic synthetic phonics approach in F- 2 reading.
6. Developing and implementing a professional learning plan to build teachers' knowledge of the Victorian Curriculum 2.0 (focus on English).

As a result of this sharp and narrow focus on maximising learning growth the following outcomes were achieved.

Students were able to:

1. be targeted at their point of need through differentiated lessons, including the implementation of small focus group work within English and Maths lessons.

Teachers were able to:

1. Participate in regular Peer Observations and reflections to improve teaching practice.
2. Meet in PLCs to engage in reflective practices, evaluate and plan curriculum, assessment, lessons and improvement cycles.
3. Teachers will be active participants in PLC meetings, allowing PLC Leaders to act as the facilitator.

Leaders were able to:

1. Implement the agreed process for Peer Observations and reflection within PLC teams.
2. Embed PLC structures which focus on teacher collaboration and strengthening teacher practice.
3. Lead the facilitation of PLC meetings and work together to maintain a shared focus on the school vision.

The success of our focus on learning growth can further be seen in the results achieved in 2025 NAPLAN testing where we achieved above-average student growth in **NAPLAN Reading relative growth (Years 3–5): 78% high or medium growth**, outperforming Similar schools: 70.4% and State: 74.7%.

Wellbeing

In 2025 we delivered on our Strategic Plan Goal of Improving student agency and voice in learning and wellbeing through delivering on key actions:

1. Implementing the Disability Inclusion Program

2. Developing staff capacity to facilitate a Disability Inclusion Profile (DIP) meeting.
3. Implementing School Wide Positive Behaviours Supports (SWPBS) Intensive Intervention/Tier 3 features
4. Supporting staff to Implement student "Ready to Learn" plans consistently across the school.

As a result of this sharp and narrow focus on student agency and voice in learning & wellbeing the following outcomes were achieved.

Students were able to:

1. Feel supported, engaged and receive targeted support in a timely manner.
2. Identify when they were dysregulated and how they could self-regulate to be ready to learn.
3. Have their own "Ready to Learn" plan, linked to the 5 point "Ready to Learn" scale, that could be accessed by students and teachers at any time.

Teachers were able to:

1. Understand the school is shifting to a SWPBS data-driven 3 Tier system that ensures outcomes for all students are maximised.
2. Know the key features of a "Ready to Learn" plan and implement a 5 point "Ready to Learn" scale in their classrooms.
3. Have established a daily "Welcome Circle" routine in their classroom.

Leadership were able to:

1. Lead a deliberate SWPBS Tier 3 redesign, establishing a clear timeline for SWPBS Tier 3 follow-up and communication.
2. Improve the quality of and implementation of Behaviour Support Plan's.
3. Improve family engagement and partnerships.

The success of our focus on student agency, voice and wellbeing can further be seen in the 2025 Student Attitudes to School Survey results where we achieved strong outcomes in Sense of Connectedness (77.5%) and Managing Bullying (78.5%) which are above similar schools and at state averages.

We also achieved Gold accreditation status in School Wide Positive Behaviour Supports.

Engagement

In 2025 our school continued its ongoing commitment to improve student attendance. Our tiered approach to improving attendance through information, attendance awards, our attendance proactive process, attendance SMS system and Individual attendance plans for students at risk remains foundational to improving attendance rates. In 2025 **Average absence days (25.6)** exceeded both similar schools (22.3) and the state (21.5). Attendance rates decline noticeably in **Years 3–6**, with Year 6 at **84.7%**.

In 2026 our commitment to improving attendance rates for students will be expanded to include the use of a Regional Attendance data coach to assist the school to better understand a finer grained and detailed view of attendance data and potential responses. A renewed whole-school attendance strategy and targeted family engagement framework will also be our ongoing focus.

Parents and Community continue to make great use of enhanced access to digital technology and our online learning platform Classroom Dojo. By the end of 2025 we managed to have all families connected to and engaged in the use of Dojo.

In 2025, the School Wellbeing Team continued to be critically important to ensuring our students, staff and families were supported. Membership of this team has been expanded to include an Assistant Principal, Mental Health and Wellbeing Leader, Occupational Therapist, Psychologist and School Chaplain. This team worked together to support students and families with daily check in's and other associated actions.

Children in years 1-5 also participated in our annual 4 session "step up" transition program. These sessions were used to observe and record the interaction between the students to make the best possible decision about future groupings. These sessions were also used to facilitate the development of the culture of the Learning Community with the production of a matrix that outlined the behaviours required to develop a positive culture.

Other highlights from the school year

During 2025, Sunbury Heights Primary School provided a range of opportunities that supported student engagement, wellbeing and achievement.

Students participated in the Grade 4 DOXA Malmsbury Camp and Somers Camp, strengthening independence, resilience, teamwork and leadership through authentic learning experiences beyond the classroom.

Students demonstrated strong engagement in STEM learning through participation in the First Lego League competition, developing problem-solving, collaboration and innovation skills.

Literacy engagement was further supported through the Premiers' Reading Challenge, with many students successfully completing the challenge and developing positive reading habits.

The annual Art Show celebrated student creativity and achievement across all year levels and provided opportunities for families to engage with visual arts learning. Participation in the State Schools' Spectacular provided students with the opportunity to perform at a state level and build confidence, creativity and teamwork.

The Dulap Wilim Community Hub continued to strengthen partnerships with families and local services through early years programs and family support.

The Colour Run successfully promoted wellbeing and community connection while raising funds for school programs.

Financial performance

In 2025, Sunbury Heights Primary School maintained a sound and sustainable financial position, enabling the continued delivery of high-quality educational programs and support services. The school generated total operating revenue of \$7.62 million, primarily through the Student Resource Package and government grants, supplemented by locally raised funds. Total operating expenditure for the year was \$7.17 million, resulting in a net operating surplus of \$453,036, which strengthens the school's capacity to meet future priorities.

As at 31 December 2025, the school held \$593,240 in available funds, with \$282,609 committed to operational reserves, provisions, and short-term maintenance and capital requirements. This leaves the school in a stable position to manage ongoing costs while planning for future improvements.

All funds were expended or committed in accordance with Department of Education policies and School Council approvals, ensuring resources were effectively aligned to support student learning, wellbeing and school operations.

**For more detailed information regarding our school please visit our website at
<https://www.sunburyheightsps.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 498 students were enrolled at this school in 2025, 245 female and 253 male. 8% had English as an additional language and 4% 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 **High**.




Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	74.0%	
	Similar schools	78.1%	
	State	82.0%	

School Staff Survey

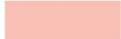





The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.6%	
	Similar schools	74.6%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	75.5%	
	Similar schools	80.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	65.9%	
	Similar schools	79.2%	
	State	84.2%	

NAPLAN

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


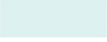




		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	57.0%	59.7%
	Similar schools	61.5%	62.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	73.9%	77.8%
	Similar schools	67.7%	68.8%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	49.4%	54.0%
	Similar schools	57.9%	59.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	58.2%	58.6%
	Similar schools	60.9%	58.3%
	State	69.1%	68.1%

NAPLAN relative growth

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

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




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

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	78.0%	
	Similar schools	70.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	68.4%	
	Similar schools	66.9%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	77.5%		77.0%
	Similar schools	73.1%		73.2%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	78.5%		75.9%
	Similar schools	74.1%		72.6%
	State	76.4%		75.8%

ENGAGEMENT


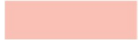





Average absence days per student

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

		2025	4-year average
Prep - 6	School	25.6	24.6
	Similar schools	22.3	22.6
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	90.9%	
Year 1	School	86.9%	
Year 2	School	87.8%	
Year 3	School	85.7%	
Year 4	School	85.8%	
Year 5	School	88.2%	
Year 6	School	84.7%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,903,941
Government Provided DET Grants	\$1,137,972
Government Grants Commonwealth	\$5,400
Government Grants State	\$16,180
Revenue Other	\$76,131
Locally Raised Funds	\$484,197
Capital Grants	\$0
Total Operating Revenue	\$7,623,820

Equity	Actual
Equity (Social Disadvantage)	\$371,129
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$371,129

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

Expenditure	Actual
Student Resource Package ¹	\$5,690,525
Adjustments	\$0
Books & Publications	\$7,350
Camps/Excursions/Activities	\$81,762
Communication Costs	\$12,246
Consumables	\$196,392
Miscellaneous Expenses ²	\$53,137
Agency Staff	\$2,234
Professional Development	\$39,130
Equipment/Maintenance/Hire	\$286,774
Property Services	\$148,705
Salaries & Allowances ³	\$253,285
Support Services	\$267,916

Expenditure	Actual
Trading & Fundraising	\$50,874
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$840
Utilities	\$79,613
Total Operating Expenditure	\$7,170,784
Net Operating Surplus/-Deficit	\$453,036
Asset Acquisitions	\$49,870

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$547,525
Official Account	\$45,715
Other Accounts	\$0
Total Funds Available	\$593,240

Financial Commitments	Actual
Operating Reserve	\$246,710
Other Recurrent Expenditure	\$83
Provision Accounts	\$7,780
Funds Received in Advance	\$0
School Based Programs	\$1,800
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	\$11,577
Maintenance - Buildings/Grounds < 12 months	\$14,660
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$282,609

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.