

2025 Annual Report to the School Community

School Name: Sunshine Harvester Primary School (5526)



- 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 19 February 2026 at 02:09 PM by Alison Farr (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 02 April 2026 at 08:46 AM by Pollyanna Hansen (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

Sunshine Harvester Primary School is a modern, purpose-built school located on the border of Sunshine and Braybrook, approximately 15 kilometres from Melbourne CBD. The school advocates for learning and well-being by providing every student with wide-ranging opportunities in an open-plan, team teaching environment, centred on strong relationships and connections. The three school values that underpin our culture of tolerance and inclusion, are Respect, Responsibility, and Learning.

Sunshine Harvester Primary School has a clear focus on literacy, numeracy, and wellbeing, and offers specialist subjects including Art, STEM, Health & PE, Music, and Auslan, although permission was granted from the Department of Education to pause the Auslan program in 2025 due to recruitment difficulties. Student progress is monitored against individual learning goals obtained through conferencing and is complemented by a range of formative and summative assessment tools.

The school comprises four main buildings, each accommodating multiple teaching and learning spaces. Building A houses our junior school cohorts of Foundation and Year 1, in two large open-plan learning spaces and also includes a contemporary STEM room.

Building B is the Administration hub. This building includes a reception, a small conference space, a staff room, and the offices of the Principal class team and the Business Manager. There is a purpose-built outdoor breakfast club/kitchen area and canteen that operate out of this building. Also, within this building, there is a multipurpose space that is primarily used for the Health, PE, and Music programs, as well as a designated Art Room. Building C is where our middle school cohorts are located, this includes Years 2, 3 & 4 across three different open-plan learning areas. This building adjoins a portable building comprising two classrooms and office space housing our Well-being and Health programs. Building D is referred to as the BER where our senior cohorts of Years 5 and 6 are located. The external school grounds include a large, covered basketball court, a regular-sized turfed oval, two covered playgrounds, an inclusive sensory garden and outdoor learning space, and a fitted stand-alone kitchen and workshop adjoining a fenced kitchen garden which is used for, amongst other purposes, our Out of School Hours Care program - Camp Australia.

Our facilities, grounds, and buildings feature the most up-to-date educational technologies. Every student has access to an assigned portable computer supplied by the school. Each learning space incorporates digital television screens for the incorporation of multimodal literacies and is equipped with the latest Sound Field amplification systems. Sunshine Harvester Primary School's enrolment was at 337 for the 2025 February census (not including the 12 non SRP funded students). at certain points during the academic year, with a fairly even split of genders. Numbers fluctuate during the school year due to high student mobility rates. This is part of the school's ever-changing operational context.

The revised SRP data in 2025 indicated that the Student Family Occupation (SFO) index was 0.7033 and the Student Family Occupation Equity (SFOE) index was 0.5586 taking into account parents' occupations. The school's overall socio-economic band is low. Approximately 77% of our students are enrolled as English as an Additional Language (EAL) students with a small number identifying as Indigenous Australians. Sunshine Harvester Primary School has International

Accreditation - Level 1, making us one of the only primary schools in the area that can take standard international enrolments. In 2025, we have 12 international students enrolled at the school. We have an ongoing partnership with Western English Language School.

The majority of our Foundation students arrive with below age-appropriate levels of language development in all three English dimensions and are often 18 months to two years behind the expected school-entry level when assessed on the English Online Interview.

Our student background profile provides significant challenges, which means our staffing profile includes welfare, intervention (both teaching and ES), and multicultural educational support staff. Our local community is a rich mix of diverse cultural, ethnic, and language backgrounds with many families having experienced past trauma as refugees, or due to vulnerable home environments. A large proportion of families receive government support payments. Building student success is about forging strong and trustworthy partnerships between home, school, and the community.

The school workforce plan includes 48 staff, with 17 working in a part-time capacity. The composition includes 3 Principal Class members, 1 Literacy Instructional Leader, 1 Curriculum Learning Specialist, 1 SWPBS Learning Specialist, 31 classroom teachers, and 12 Educational Support Staff. We have an IT Technician onsite on Fridays.

Sunshine Harvester Primary School is committed to developing an inclusive environment that empowers lifelong learners, emerging leaders, and respectful global citizens.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school is focussed on strengthening teacher and team capability to utilise data and evidence to teach a differentiated curriculum, particularly in Numeracy. We have engaged a numeracy consultant who is working with all teams. The emphasis has progressed from a Term 1 focus on the mini lesson and Number Talks, to targeted small group instruction, informed by ongoing data collection and analysis. This work has resulted in the development of rich assessment tasks and reflects the new whole school approach to numeracy data collection and moderation.

Whilst we adopted a clear and narrow focus on Numeracy this year, we also maintained consistent Literacy practice. This included extending explicit phonics teaching to Year 2 and timetabling daily practice in this focus area. We strengthened our use of Fountas & Pinnell data and anecdotal records to scaffold differentiated learning, including guided and reciprocal reading, as well as individual student goals. Of the 11 whole school Literacy PLCs, 10 had an explicit focus on collecting, analysing, or planning using Literacy data. These data sets also demonstrate a clear commitment to evidence-based practices, including phonics, to support student literacy development.

Our Year 3 Reading NAPLAN shows that 75% of our students have achieved "Strong or Exceeding", this demonstrates movement from previous years and is well above the percentages for Similar, Network and State schools.

Similarly, our Year 3 Numeracy results shows that, compared to 2024, the school has achieved significant movement of students from "Needing Additional Support" (from 15% in 2024 to 0% in 2025) to "Developing" (from 28% in 2024 to 47% in 2025). We attribute this to our investment in our consultant and our focus on the VTLM 2.0 instructional practices.

The growth identified in all NAPLAN strands demonstrates that student growth across all curriculum areas exceeded State, Similar and Network schools. The school was recognised for its outstanding growth performance by State and National media.

Wellbeing

Aligned with our AIP goal of building the Personal and Social Capabilities of every student, our SWPBS framework underpins the delivery of both our wellbeing and curriculum across the school. This contributes favourably to our positive climate and culture with both staff and students feeling supported. Student voice and agency are evident across all year levels and the impact can be seen in the creation of personal learning goals, and the development of our school and classroom expectations.

Behaviour data monitoring has continued to drive responses to Tier 2 and 3 student behaviours. This data determines supports, interventions and whole school actions. Our 2025 Tiered Fidelity data indicates that 90% of students respond to Tier 1 interventions, 8% require Tier 2 supports, and 2% require Tier 3 supports, in contrast to SWPBS benchmark data of 80%, 15% and 5%. After three consecutive years of receiving the Gold Award, in 2025 we have been awarded the "PLATINUM AWARD" for excellence in SWPBS implementation by the Department of Education.

We run an extremely effective Check-In-Check-Out program for identified Tier 2 students in addition to our daily whole school morning greetings and check-ins.

As reported by students in our Attitudes to School Survey, 97% of our Year 4 - 6 students report "not experiencing bullying" which positively reflects our focussed response to bullying and building a proactive "upstander" culture.

Our Mental Health in Primary Schools program provides social groups, play therapies and classroom supports for students identified as at risk, and our strong data collection through SAEBRS, SWPBS, Attitudes to School, Anecdotal notes and welfare files, ensures a consistent referral process for these programs.

We have collaborated with our Diverse Learning Education Improvement Leader to improve our Individual Education Plans, refining goals and supports, and to ensure accurate and meaningful recording of accommodations and supports in all work programs across the school.

We run a program of lunch clubs providing activities for students of all year levels and across a range of interests and have recently completed an upgrade of our Sensory Outdoor Learning space which is available to all students.

Engagement

At SHPS, we prioritise building relationships with our diverse community and a wide range of cultures and beliefs.

We have created an annual Family Calendar that highlights all major school events and provides information to support families with their school experience. In addition, information sessions are provided for families for transitions, camp and other key events (Eg: Sex education)

We publish two Newsletters each term, and regular Family Updates, with reminders and important notices to ensure families are kept up to date and connected.

SHPS has a strong tradition of Family Picnics which are held throughout the year. These provide a great opportunity for parents, carers and extended family to come together in an informal setting to build positive connections with the school.

In 2025, our First Nations' students were again invited to submit artwork for Indigenous Heritage celebrations and have had their work displayed across the network. Our newly formed junior school Song Club was invited to perform at the local shopping centre in a festive community celebration.

We have been building a partnership with the Sunshine RSL which has seen student groups, including student leaders and our Junior School Council, invited to participate in key ceremonies throughout the year, broadening their understanding and knowledge of local history and fostering positive relationships.

We provide interpreters for our families for all interactions and use Seesaw, with its built-in translation options, to broadcast all important information. We employ three multi-cultural education support aides, speaking Vietnamese, Burmese and Mandarin, who support us in providing services for our families across these three key languages.

Our 2025 attendance data shows that 37% of students are attending at a rate of 95% or above which is higher than the Similar, Network and State school data. The continued work with Individual Attendance Plans has supported students at risk of chronic absenteeism and has improved the attendance of all students identified for inclusion in this program.

Financial performance

Equity funding was used for coaching, including one-on-one coaching for team leaders and small group coaching of emerging leaders via a numeracy consultant and a well-renowned external wellbeing and growth consultant. The reserve was used to maintain staffing to improve access to the school under our school-inclusive program, including additional Education Support Staff in every learning area and dedicated intervention staff.

Equity funding was also spent on teaching resources, including take-home readers, and was used to maintain digital subscriptions that could support student learning both at home and at school. Surplus funds were allocated to refurbishing and maintaining several areas of the building and grounds and increasing the school's contribution towards the Sensory Garden construction costs.

This year, after long negotiations, we engaged with a third-party entity for the provision of our school uniforms. This has reduced costs to the school and freed up education support staff to focus on their key responsibilities.

As of 31st December 2025, there was a deficit of \$35,721 in our Student Resource Package. This reflects operating decisions that were made to support and benefit our student cohort and community. We were over entitled in regard to the employment of both Education Support and Teaching staff; however, this decision was made in order to ensure that there was an Education Support staff member in all year levels. This also enabled us to reduce class sizes across a number of year levels and provide the most appropriate learning environment for our students. We are fortunate to have significant funds within our High Yield Investment account which has enabled us to direct funding to where we believe it has the greatest impact.

**For more detailed information regarding our school please visit our website at
<https://www.sunshineharvesterps.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 344 students were enrolled at this school in 2025, 184 female and 160 male. 77% had English as an additional language and 2% 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	89.7%	
	Similar schools	90.5%	
	State	82.0%	

School Staff Survey

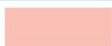





The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	79.8%	
	Similar schools	76.4%	
	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	71.3%	
	Similar schools	77.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	81.8%	
	Similar schools	72.8%	
	State	84.2%	

NAPLAN

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


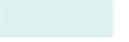


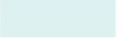

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	75.0%	56.2%
	Similar schools	55.7%	55.2%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	58.0%	66.5%
	Similar schools	60.6%	61.1%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	53.1%	52.2%
	Similar schools	48.3%	48.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	52.0%	60.7%
	Similar schools	52.9%	53.3%
	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	85.4%	
	Similar schools	74.8%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	85.0%	
	Similar schools	75.6%	
	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	80.3%		80.5%
	Similar schools	80.7%		80.4%
	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	87.0%		81.7%
	Similar schools	80.9%		78.7%
	State	76.4%		75.8%

ENGAGEMENT


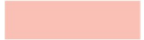





Average absence days per student

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	19.5	20.2
	Similar schools	22.1	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	89.7%	
Year 1	School	89.5%	
Year 2	School	89.2%	
Year 3	School	86.2%	
Year 4	School	92.0%	
Year 5	School	91.4%	
Year 6	School	91.5%	

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	\$4,674,858
Government Provided DET Grants	\$649,553
Government Grants Commonwealth	\$18,883
Government Grants State	\$0
Revenue Other	\$83,498
Locally Raised Funds	\$153,405
Capital Grants	\$0
Total Operating Revenue	\$5,580,196

Equity	Actual
Equity (Social Disadvantage)	\$792,685
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$792,685

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

Expenditure	Actual
Student Resource Package ¹	\$4,733,117
Adjustments	\$0
Books & Publications	\$4,087
Camps/Excursions/Activities	\$136,907
Communication Costs	\$3,767
Consumables	\$138,975
Miscellaneous Expenses ²	\$73,009
Agency Staff	\$9,981
Professional Development	\$17,959
Equipment/Maintenance/Hire	\$51,462
Property Services	\$113,599
Salaries & Allowances ³	\$58,059
Support Services	\$522,309

Expenditure	Actual
Trading & Fundraising	\$16,481
Motor Vehicle Expenses	\$852
Travel & Subsistence	\$0
Utilities	\$49,820
Total Operating Expenditure	\$5,930,383
Net Operating Surplus/-Deficit	(\$350,186)
Asset Acquisitions	\$53,997

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	\$1,614,425
Official Account	\$111,225
Other Accounts	\$0
Total Funds Available	\$1,725,650

Financial Commitments	Actual
Operating Reserve	\$199,544
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$42,500
School Based Programs	\$1,466,877
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,729
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	\$1,725,650

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.