

2025 Annual Report to the School Community

School Name: Sunbury Downs Secondary College (8723)



- 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 06 May 2026 at 07:23 AM by Klate McFarlane (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 06 May 2026 at 09:42 AM by Klate McFarlane (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)
 - Senior Secondary Completions and mean study score
- 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
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - 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

The Sunbury Downs College motto is 'Confidence to Achieve', and has developed an agreed "Vision Statement":

Sunbury Downs College is a progressive, medium sized, inclusive and caring coeducational school. The College has a holistic approach to student growth and development. We offer a comprehensive curriculum and a wide variety of extra curriculum programs promoting the attainment of successful student outcomes; including quality pathways and destinations. The College has four Values: Respect, Resilience, Ambition and Community.

Sunbury Downs College is situated in the regional town of Sunbury. Our confirmed student enrolment in 2025 was 789; 372 females and 417 males. This is an increase from 707 students in 2024. The College is organised via year levels and are grouped into three Sub Schools - Junior, Middle and Senior. The College continues to provide places for an International Students Program in 2024. Twenty two percent of students had English as an additional language, a slight increase from the previous year and small number of students were Aboriginal or Torres Strait Islander. The College employed 62.5 full-time equivalent teachers and 29.9 full time equivalent support staff, in 2025. The Student Family Occupation Education (SFOE) rating in 2025 was Medium (0.4229).

The College regards itself as a school where students achieve high academic outcomes within a wide range of programs. There is a strong emphasis on core subjects: English, Mathematics, Science, Humanities and Physical Education; complemented by programs in Arts/Technology, Performing Arts, Health and Languages (Italian). We offer a range of VCE subjects, including some VETiS studies and a structured Vocational Major program in Years 11 and 12. We have a reputation for helping students achieve outstanding VCE results, demonstrating that our students have the Confidence to Achieve. The College is the only secondary school in the area that offers an Accelerated Curriculum and Enrichment (ACE) program, extending students through a challenging curriculum including early commencement of VCE. The ACE program is a select entry course with enrolment from the feeder primary schools for students in Years 7-9.

The College also offers a Scholars program for students in Years 10 and 11 to provide students with a range of opportunities in the Middle and Senior Sub School. The College is an accredited International Student Program provider. In 2024 there were 12 International students enrolled at Sunbury Downs College. This program is continuing to attract further interest from local and overseas families as the College works with the local community to engage in cultural immersion and understanding. The Program has capped enrolments, the maximum number being 15.

Sunbury Downs College offers a wide range of inclusive activities and programs which cater to all students from Years 7-12. Some of these include Debating and Public Speaking, Maths Club, STEM Robotics, School production and Choir. The College has a House and Sports program along with whole school carnivals for Athletics and Swimming. There are Year Level and specialised camps and excursions. The College has a well-established Student Voice program with an enthusiastic Student Voice and Captaincy team. The College offers instrumental music tuition and presents a highly acclaimed Musical Production, enabling students to excel in the Performing Arts in an environment that fosters participation, responsibility and teamwork outside the classroom. Our College is proud to be in partnership with its local community organisations

and agencies providing support for our students. Some of these partnerships include our feeder schools, local businesses, community health organisations and TAFE / universities. We acknowledge that it is the links with the outside world that extend the offerings for our students and community.

Future challenges for the college:

- Maximising the achievements and learning growth of every student, particularly in literacy and numeracy.
- Continuing to prioritise the improvement of student cognitive engagement and personal wellbeing.
- Strengthening and further developing Student Voice and Learner Agency.
- Strategically addressing enrolment pressure in Year 7 & Year 8.

Progress towards strategic goals, student outcomes and student engagement

Learning

Sunbury Downs College (SDC) sets annual targets and assigns key improvement strategies based on targets and strategies identified in the School Strategic Plan.

For the 2025 Annual Implementation Plan, learning targets which were met were:

1. Increase the percentage of Year 9 students in the exceeding and strong proficiency levels of achievement in NAPLAN in:

- Reading from 53% to 55%
- Writing from 58% to 59 %
- Numeracy from 54% to 57%.

2. Successful completion of VCE from 93% to 95%.

SDC prioritised work in relation to the key improvement strategy: Enhance collaborative practice to deepen the use of High Impact Teaching Strategies within the school's instructional model. Actions to implement this strategy were completed. The College consolidated use of High Impact Teaching Strategies (HITS) and the LEMAR Instructional Model. As part of teachers work within learning domains, documentation of HITS and LEMAR continue as updates are created to comply with the Victorian Curriculum 2.0.

During Semester 2, 2025, teachers participated in workshops on the Elements of Learning components of the Victorian Teaching and Learning Model 2.0 (VTLM 2.0). The elements of learning are based on recent developments in education and cognitive sciences. They provide teachers with a thorough understanding of how memory and learning function, supporting teachers to create and deliver highly effective teaching resources.

Wellbeing

School Strategic Plan Goal 2 is: Enhance student engagement and wellbeing.

For 2025, a key improvement strategy which was prioritised was to: Develop policies and processes to implement inclusive practices for identified students.

The Disability and Inclusion Leading Teacher position that was created in 2024 continued into 2025. In addition, in 2025 the school recruited a Disability and Inclusion Learning Specialist to support teachers with inclusive teaching practices.

SDC continued to acknowledge and celebrate days which promote inclusion for vulnerable students in our school community. Students also participated with programs to raise awareness and understanding of social issues, such as Mancave and Big Sister Experience. The Mathematics and English learning domains developed 'tiered assessments' which are targeted assessments designed to be more engaging for students and more aligned to their academic performance.

Engagement

School Strategic Plan Goal 2 is: Enhance student engagement and wellbeing.

For 2025, a Key Improvement Strategy which was prioritised was to: Embed a consistent whole-school approach to school wide positive behaviour support and trauma informed practice.

Creation of a position of responsibility for 'Positive Education' supported a number of actions to achieve our engagement goals. Teachers developed their understanding of trauma-informed practice, using the Berry Street Model. Workshops focused on particular areas of need, such as supporting students to self-regulate when they are emotionally heightened and not ready to learn. Start of lesson routines and a 'Ready to Learn' scale supported students in applying self-regulation strategies and contributing to a calm and orderly learning environment.

In 2025, the proportion of students with >95% attendances was 12%. This is significantly lower than similar school on 20%, and State average of 24%. In 2026, processes for monitoring and improving attendance will be investigated. Student Attitudes to School Survey shows that student responses to questions about attendance remain consistently near 66%, with similar schools being 72%.

Financial performance

The College maintained a sound financial position in 2025, recording a modest operating surplus of \$153,054 against a total revenue of \$12,279,830. The majority of the revenue was received through the Student Resource Package (\$10,533,001), supplemented by DE grants (\$1,145,372), locally raised funds (\$549,890), and equity funding totalling \$337,533. Equity funding was used

strategically utilised to provide additional staff and resources to support students experiencing disadvantage and those requiring additional learning support.

Locally raised funds include income generated through the hire of the College gymnasium to external agencies.

Expenditure was closely aligned with the College priorities, with the largest expenditure items being staffing, CRT's, and student programs including camps, excursions and classroom resources. The College continued to prioritise maintenance and improvement of facilities through the expenditure of \$348,255 on maintenance and minor works occurring throughout the year. In term 4 2025, an additional MOD10 classrooms and MOD bathroom facility was installed to support increasing student numbers. Expenditure of \$717,627 on CRT's and agency staff was higher than usual and reflects the College's management of staffing vacancies.

As at 31 December 2025, the College held \$255,317 in available funds, with financial commitments of \$672,675. All funds have been allocated in line with School Strategic Plan and School Council approved priorities to support ongoing educational outcomes for all students.

**For more detailed information regarding our school please visit our website at
www.sunburydowns.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 798 students were enrolled at this school in 2025, 373 female and 419 male. 12% had English as an additional language and 3% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	60.0%	
	Similar schools	68.4%	
	State	74.1%	

School Staff Survey

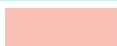
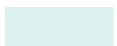
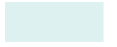
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	45.6%	
	Similar schools	55.5%	
	State	59.3%	

LEARNING

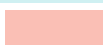
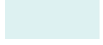
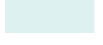
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Year 7 - 10 % of students at or above age expected standards	School	73.2%	
	Similar schools	70.7%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	60.9%	
	Similar schools	64.8%	
	State	70.5%	

NAPLAN

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

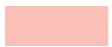
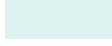
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	65.7%		60.6%
	Similar schools	64.0%		63.7%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	52.9%		57.2%
	Similar schools	61.1%		59.5%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	61.7%		55.4%
	Similar schools	62.7%		60.0%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	48.2%		52.8%
	Similar schools	58.7%		56.4%
	State	61.9%		60.2%

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 7 to 9 % of students High or Medium relative growth	School	67.7%	
	Similar schools	71.0%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	67.9%	
	Similar schools	71.3%	
	State	73.5%	

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

2025				3-year average
VCE/VCE VM completion rate	School	93.5%		94.4%
	Similar schools	96.7%		96.2%
	State	97.2%		96.9%
Mean VCE study score	School	27.4		NDA
Total VCE VM students	School	20		NDA

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 7 to 12 % positive endorsement	School	33.9%		36.3%
	Similar schools	46.8%		43.1%
	State	49.8%		47.7%

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 7 to 12 % positive endorsement	School	39.8%		41.9%
	Similar schools	49.6%		45.1%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	66.7%		71.3%
	Similar schools	76.8%		78.2%
	State	81.5%		81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	86.9%		78.5%
	Similar schools	73.2%		72.3%
	State	68.8%		68.7%

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
Year 7 - 12	School	39.2		37.6
	Similar schools	32.5		31.5
	State	30.2		29.4

Attendance rate

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

		2025	
Year 7	School	83.7%	
Year 8	School	78.3%	
Year 9	School	74.4%	
Year 10	School	82.5%	
Year 11	School	81.8%	
Year 12	School	82.2%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$10,533,001
Government Provided DET Grants	\$1,145,372
Government Grants Commonwealth	\$7,365
Government Grants State	\$6,450
Revenue Other	\$37,752
Locally Raised Funds	\$549,890
Capital Grants	\$0
Total Operating Revenue	\$12,279,830

Equity	Actual
Equity (Social Disadvantage)	\$230,079
Equity (Catch Up)	\$107,454
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$337,533

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

Expenditure	Actual
Student Resource Package ¹	\$10,170,848
Adjustments	\$0
Books & Publications	\$8,046
Camps/Excursions/Activities	\$215,364
Communication Costs	\$21,597
Consumables	\$109,008
Miscellaneous Expenses ²	\$65,873
Agency Staff	\$399,404
Professional Development	\$50,040
Equipment/Maintenance/Hire	\$215,708
Property Services	\$132,547
Salaries & Allowances ³	\$338,223
Support Services	\$287,041

Expenditure	Actual
Trading & Fundraising	\$18,696
Motor Vehicle Expenses	\$264
Travel & Subsistence	\$27
Utilities	\$94,088
Total Operating Expenditure	\$12,126,776
Net Operating Surplus/-Deficit	\$153,054
Asset Acquisitions	\$30,869

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	\$210,338
Official Account	\$44,980
Other Accounts	\$0
Total Funds Available	\$255,317

Financial Commitments	Actual
Operating Reserve	\$325,988
Other Recurrent Expenditure	\$9,004
Provision Accounts	\$0
Funds Received in Advance	\$86,183
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$1,500
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$250,000
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	\$672,675

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.