



# Sunbury College Curriculum Framework

## PURPOSE

The purpose of this framework is to outline Sunbury College's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor of student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

## OVERVIEW

Sunbury College provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education.

Sunbury College is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies relating to curriculum provision, including:
  - [Physical and Sport Education — Delivery Outcomes](#)
  - [Languages Education](#)
  - [Strengthened approach to Holocaust education](#).

Sunbury College is committed to providing a safe, supportive, and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our student. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking

and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

## IMPLEMENTATION

- Sunbury College implements curriculum at years 7 to 10 in accordance with DET policy and guidelines. The Curriculum Plan contains broad detail of the curriculum to be delivered from years 7-10, with all students:
  - *Undertaking year-long programs in English, Mathematics and Physical Education and Science*
  - *Undertaking all Humanities disciplines (history, geography, citizens and citizenship, economics, and business) in years 7 – 9 and at least one compulsory elective in at least one strand in year 10.*
  - *Undertaking at least one Arts discipline from years 7 - 10*
  - *Undertaking at least one Technology discipline from Years 7 – 10*
  - *Undertaking Japanese (language) in in Years 7 and 8 and an elective option in years 9 and 10.*

At Sunbury College class time is structured into a weekly timetable, with 6 hours of learning per day, broken into 6 x 50-minute sessions. A breakdown of time allocated to each learning area is documented below:

Domain	Minutes per week
English	250
Mathematics	250
Sciences	150
Humanities	200
Health and physical education	200
The Arts	150
Languages	150
Information and Communication technology, Design Technology	150
Total	<b>1500</b>

### Language provision

Sunbury College will deliver Japanese as a language, based on the school's history of teaching Japanese and the current sister school arrangements support this learning program. We also have teaching staff with the required knowledge and skills to teach Japanese.

### Pedagogy

Sunbury College has documented a Teaching and Learning Framework that includes an agreed Instructional Model, GENAR. Teachers know students by using data, they develop Individual Education Plans as required and through professional conversations they build an understanding of students learning needs. Using the GENAR (Goals, Engage, New Learning, Apply, Review) instructional model lessons are planned and developed to meet all student's needs.

### Assessment

Sunbury College assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Sunbury College will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

Teachers use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions, or student-teacher conferences.

- Feedback is an integral part of student assessment and used to support student to improve learning outcomes.
  - Multiple feedback strategies including (peer and self-assessment) are built into learning activities and assessments, data is collected from these activities to form the basis of ongoing feedback
  - Feedback specifically targets students' strengths and improvements students can make within a task or assessment based on where the student is in their learning
  - Feedback is timely: students are given time and opportunity to action improvements within the learning process. Feedback will be provided with one week of completing formative assessment tasks and are uploaded within two weeks for key assessment tasks.
  - Feedback is linked to learning goals both individual, whole class (Learning Intention and Success Criteria) and the through the rubric (using rubric template)
  - Students are explicitly taught how to use feedback tools
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make task that are accessible for all students, including those with additional learning needs.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Where possible, staff will participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.
- Sunbury College will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.

### **Reporting**

Sunbury College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Sunbury College ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting. At Sunbury College summative reports are prepared each semester and are published to students and parents/carers via the college LMS.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form on Compass.

- Sunbury College will report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL achievement standards](#).
- Both student achievement and progress will be included in the report.

- An age-related five-point scale, where the quality of a student’s achievement against what is ‘expected’ for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics, Science and other subjects (where applicable).
- Students’ key assessment tasks will be reported on using the Sunbury College Universal Grading System which is a four point grading scale from Exemplary to Beginning.

Sunbury College also prepares Work Habit Ratings which are published as a progress report approximately three times a semester. These Work Habit Ratings encompass learning behaviours associated with students reaching their potential in class.

Parent, student, and teacher conferences, conducted twice-yearly, enable the opportunity to discuss the students’ progress and how they can continue to be supported at home. Interpreting services will be made available for where required.

## CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Layer of review/planning	Process and data used	Responsibility	Timeframe
<b>Whole school Curriculum</b>	<b>Whole School Curriculum Plan</b> is mapped and reviewed in Curriculum Committee with recommendations given to Leadership team and Principal for following school year.	Assistant Principal	Bi-annually (term 1)
	<b>Curriculum Planning Timeline Document</b> New subjects/study design changes are planned for annually	Assistant Principal	Annually (term 1)
<b>Curriculum Areas</b>	<b>Year 7 to 10 Curriculum mapping</b> is reviewed by KLAs teams	KLA leaders	Annually
	<b>Course outlines</b> are developed and reviewed within KLA teams and communicated to families through Compass	KLA leaders	Bi-annually and prior to start of the next semesters classes
<b>Units plans and lessons</b>	<b>Unit plans</b> are developed and reviewed within KLA subject teams.  The documented curriculum and teaching and learning resources are housed in the KLA Google Drive.	KLA leaders and KLA subject teams	Bi-annually and prior to start of the next semesters classes

### Professional Learning Communities (PLC)

Sunbury College uses PLCs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

### Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Sunbury College in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every staff member, during which staff members have to demonstrate evidence of achievement in the focus areas.

## FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
  - [Curriculum Programs Foundation to 10](#)
  - [Framework for Improving Student Outcomes \(FISO\)](#)
  - [Assessment of Student Achievement and Progress Foundation to 10](#)
  - [Digital Learning in Schools](#)
  - [Students with Disability](#)
  - [Koorie Education](#)
  - [Languages Education](#)
  - [Physical and Sport Education — Delivery Requirements](#)
  - [Holocaust Education](#)
  - [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
  - [Sunbury College Teaching and Learning Framework](#)
  - [Sunbury College course guides](#)
  - [Sunbury College curriculum plan](#)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2022
Approved by	Principal
Next scheduled review date	August 2026