



## CURRICULUM, ASSESSMENT AND REPORTING GUIDELINES

### INTRODUCTION

Curriculum refers to everything a school does to support student learning. It includes policies and practices about content and programs offered, classroom pedagogy, learning progression, assessment and accountability. We consider student diversity, inclusivity, organisational arrangements, assessment processes and reporting practices. We encourage all school leaders and teachers to adopt a backward design approach, making the learning aims and objectives explicit so students understand what they are working towards.

Our vertical curriculum structure, often referred to as “My Salesian Passport”, provides flexibility and allows students to progress at their own pace and engage in cross-year level experiences. Students can select subjects based on their readiness rather than being limited by traditional year levels, thus reflecting a “stage not age” philosophy.

### AIMS

- Through our curriculum, assessment and reporting procedures, Salesian College Sunbury aims to challenge students to achieve their personal best
- Foster flexibility in learning progression through a vertical curriculum model based on “stage not age.”
- Provide individualised pathways that engage and inspire students with their learning.
- provide a balanced and inclusive curriculum
- maximise opportunities for all students to succeed
- develop transferable skills
- provide for the personal growth of each student through clear and explicit expectations and standards

By providing these features, the curriculum remains broad, balanced, coherent, continuous, and inclusive. It provides all students with opportunities to follow appropriate pathways to become engaged and responsible learners.

### CURRICULUM

The curriculum at Salesian College is guided by the Victorian Curriculum for Years 7 to 10 and by the Victorian Certificate of Education (VCE), VCE - Vocational Major (VM), and Vocational Education and Training (VET) options for Years 11 and 12. We also integrate a range of extra-curricular programs that enhance the learning experience, including BOOST Literacy, Learning Enhancement, Year 9 Retreat, Positive Education, the Oratory Program, and the School-Based RE program. These offerings help ensure a holistic and engaging educational journey for all students.

#### 1. Standards and Accountability

Staff at Salesian College Sunbury develop their Curriculum in accordance with the Victorian Curriculum reflecting the Salesian charism in the spirit of St Don Bosco. Senior secondary programs (VCE, VM, and VET) must align with Victorian Curriculum and Assessment Authority (VCAA) requirements. All teaching and assessments respect the Salesian ethos, prioritising student wellbeing and holistic development.

#### 2. Curriculum Offerings

At Years 7–10, the College bases its curriculum on the Victorian Curriculum and, in most subjects, adopts a project-based learning (PBL) model. In Years 11 and 12, the College delivers VCE, VM, and a range of

VET options, following VCAA guidelines and preparing students for a variety of post-school pathways.

#### Years 7-10

- Based on the Victorian Curriculum with a Project-Based Learning (PBL) model in all subjects except Mathematics.
- Projects align with the Victorian Curriculum and feature benchmarks for formative feedback and reflection, documented via project planners.

#### Years 11-12

- VCE, VCE-VM, and VET pathways.
- Follow VCAA requirements for assessment and reporting.

#### Enrichment and Extra Programs

- BOOST Literacy, Learning Enhancement, Year 9 Retreat, Positive Education, Oratory Program, School-Based RE and RUAH program.

In addition, we offer flexible learning within our vertical curriculum, known as “My Salesian Passport,” where students select courses from different year levels according to their readiness.

### **3. Project-based Learning in Years 7-10**

In Years 7-10, all learning areas except Mathematics employ a project-based learning approach that immerses students in authentic, real-world tasks. Each project is documented in a project planner that specifies the Victorian Curriculum standards covered, the central question or challenge, and the key formative and summative assessments. By including formative checkpoints known as benchmarks, teachers and students can share feedback, reflect on progress, and refine their work before final submission. This approach encourages deeper engagement and the development of critical thinking, collaboration, and communication skills.

### **4. Development and Responsibilities**

All teaching staff are responsible for providing a comprehensive curriculum that complies with the Victorian Curriculum, VCAA, and VRQA requirements. Curriculum Leaders support teachers in developing and documenting curriculum on the College shared drive and within Schoolbox. While the content and standards at each level are consistent, teachers may adapt delivery methods to suit different learning styles. Each learning area also maintains a scope and sequence, showing how knowledge, skills, and understanding progress from one level to the next.

### **5. Storage & Accessibility**

All curriculum documentation is stored on the College shared drive and on Schoolbox. Teachers use Schoolbox to share lesson materials, homework, and assessments with students and parents, ensuring everyone has timely access to the required information and resources.

### **VERTICAL CURRICULUM: MY SALESIAN PASSPORT**

The College’s vertical curriculum, referred to as “My Salesian Passport”, allows students to enrol in subjects based on readiness and interest rather than their nominal year level. This reflects our commitment to a “stage not age” model, where students experience an appropriately challenging curriculum that supports their individual growth.

In designing the vertical curriculum, Salesian College Sunbury ensures that all students substantially cover the learning areas specified by the Victorian Curriculum. Student progress is reported for each of Mathematics, Science, English, and Religion at every year level from Years 7 to 10. Other curriculum areas are reported on at least once within both the Years 7-8 and Years 9-10 bands of the Victorian Curriculum. To achieve this, the College maintains a curriculum map that shows where each learning area is addressed, and students are required to select a mix of subjects that meets the VRQA requirements. By tracking these allocations, the College can guarantee that every student’s learning program remains broad and comprehensive.

Within this flexible structure, acceleration in a subject more than one year above a student’s age-based level must be approved by a Year Level Leader. Further details on monitoring and reviewing accelerated study are outlined in the College’s Flexible Learning and Acceleration Policy. Even though students may

be operating at different levels, all members of a given class are held to the same assessment timelines and standards, with any necessary modifications documented in line with diagnosed learning needs.

## **ASSESSMENT**

Assessment at Salesian College Sunbury is an ongoing process of gathering, analysing, and reflecting on evidence to improve teaching and learning. By providing regular information about each student's progress, assessments strengthen communication among students, parents, and teachers. The College recognises three complementary purposes of assessment:

- **Assessment for Learning** - Teachers use insights to shape ongoing instruction.
- **Assessment as Learning** - Students reflect on and monitor their progress to inform future learning goals
- **Assessment of Learning** - Teachers measure achievement against standards to make judgements on performance.

### **1. Aims of Assessment**

These procedures have been developed to:

- Maximise authentic, relevant learning opportunities.
- Enable students to strive for excellence and take responsibility for their learning.
- Promote valid, accurate, and informative data gathering.
- Ensure assessment is aligned with Victorian Curriculum, VCE, VET, and VM guidelines.
- Ensure timely submission and authentication of tasks.
- Ensure that assessment results and feedback are communicated to students and families in a timely and appropriate manner.

### **2. Guiding Principles**

Assessment at Salesian College is:

- **Criteria-based:** Linked to clearly articulated skill progressions.
- **Transparent:** Criteria and expectations shared upfront with students and parents.
- **Effective:** Highlights strengths, identify improvements, and prompt reflection.
- **Designed collaboratively:** Teachers co-design and moderate assessment tasks within Learning Area Teams, ensuring consistency across classes.
- **Diverse:** Includes a range of strategies such as project-based benchmarks, peer/self-assessment, portfolios, tests, and observations to provide a comprehensive view of each student's skills and knowledge.
- **Data-driven:** Teachers use assessment data to inform future teaching and learning.

### **3. Managing Student Assessment Issues**

The College values accountability in meeting deadlines, balanced with a supportive, growth-oriented environment. To achieve this, the following guiding principles and procedures are followed. They apply to significant pieces of assessment, referred to as "reportable assessment tasks", for which task sheets are supplied, and class and homework times are allocated for completion:

- **High Expectations:** Students develop organisational and time-management skills by meeting deadlines.
- **Fair Consequences:** Clear, consistent steps address late or missing submissions while still supporting learning.
- **Growth Mindset:** Where possible, teachers offer re-teaching or additional support so students can learn from setbacks.

## Procedures for Managing Submission of Work

1. Setting Due Dates
  - Teachers publish due dates on Schoolbox with clear task criteria or rubrics.
2. Extensions
  - Students requiring an extension must seek approval before the due date.
  - If students cannot meet a due date, they must seek an extension beforehand and provide a valid reason, such as serious illness or family matters.
3. Late Submission
  - If a task is not handed in on time (with no extension), parents and the Oratory Leader are notified via Schoolbox.
  - Students have up to three additional school days to submit, during which academic detentions may be allocated for supported study.
4. Repeated Late or Missing Work
  - Escalates to academic intervention (Year Level Leader of Learning or Campus Director).
  - Interventions may include re-teaching, check-ins, or supervised study.

### Unsatisfactory Standard (Resubmission)

All assessments must be completed to a standard that shows a genuine attempt (in consultation with the teacher) to address the criteria for the task. However, students may, at times, submit work on the required date that is not reflective of a student's academic ability:

- If work is submitted below the minimum standard, teachers mark the submission but ask for resubmission within a set timeframe (usually five days).
- Parents are notified.
- Further consequences (e.g. academic detention) apply if resubmission remains incomplete or below standard.

### Non-Submission and Zero Grade

- If no work is submitted by the final extended deadline, a 0% may be awarded.
- Students are still required to complete the work for learning purposes.

### Absenteeism

Students are responsible for all work missed on days they are absent. Students should schedule a time to meet with the teacher within 24 hours of the absence. Once the student is advised that he or she has missed the task, the student is responsible for checking Schoolbox and completing the work within the time period allowed. Teachers are not responsible for reminding students they have missing work or missing tasks.

- All missed class work or tests from absences must be made up immediately upon returning to school and providing that class time is not taken from other students. If the next class is not suitable for the task the teacher will arrange another time for the student to do the task. This may occur at lunchtime or after school if arrangements are made with parents. The Learning Commons is open after school for students to sit for tests. A teacher must supervise this test.
- Where there is an extended absence, the teacher and Year Level Leader of Learning will liaise to prepare a program of learning so that the missed work can be made up after a reasonable amount of time.

Throughout all of the processes above, teachers are encouraged to discuss potential barriers with students and direct them to suitable academic and wellbeing support.

## 4. Authentication Protocols

Plagiarism occurs when a student uses material written, devised or constructed by another without acknowledging the source. To deter plagiarism and to assist students to produce fluent writing, teachers should explicitly teach referencing, paraphrasing, and academic integrity from an early stage.

If work is submitted containing plagiarised material, the grade for that item may be withheld and

resubmission required. In addition, teachers may require that students submit earlier drafts of assignments to ensure that the work submitted is the student's own work.

Authentication, modification, and VCE/VM-specific rules govern the assessment experience for all students, ensuring fairness and compliance with external regulations.

#### Authentication (Years 7-10)

- If plagiarism is suspected, the teacher investigates discreetly, speaks with the student, and may allow resubmission with correct referencing if this is a minor, first incident for the student.
- If the staff member believes that there has been an authentication issue that needs further redress, they should arrange to speak to the relevant Year Level Leader of Learning shortly thereafter.
- If the Year Level Leader of Learning thinks there is a case to be answered, the Year Level Leader of Learning and the teacher will interview and investigate the issue with the student/s about the issue.
- If the plagiarism has been found to have occurred the parents will be called by the Subject Teacher and a record made in Schoolbox.
- The student will receive a grade based on the work that can be authenticated. If there is no work that can be authenticated, then the score will be 0%.
- The student will receive an academic detention and students are to complete the work at this time. The subject teacher, if necessary, may make a separate task available during this time for the student to complete.
- Repeated or serious breaches can incur further penalties.

#### VCE and VM (VCAA Requirements):

VCE and VM assessments follow VCAA guidelines. The College's Bosco VCE Handbook provides comprehensive rules around authentication, deadlines, and plagiarism in accordance with VCAA standards. Strict deadlines and formal authentication processes may apply, and teachers and students are expected to familiarise themselves with these guidelines.

#### **Modification**

When a student's diagnosed learning needs require adaptation to a particular assessment, teachers may modify tasks in consultation with the Learning Diversity Department and parents. In cases where personal circumstances limit task completion, teachers may negotiate alternative or extended dates, taking care to ensure fairness for all students.

#### **Storage and Accessibility**

All assessment tasks, schedules, and feedback are shared via Schoolbox, enabling students and parents to monitor progress in real-time.

### **REPORTING AND CONTINUOUS FEEDBACK**

At Salesian College Sunbury, reporting is an ongoing, collaborative process designed to ensure transparent communication and foster student-centred growth. By combining regular feedback through Schoolbox, deliberate moderation, and formal summative reports, the College provides students, parents, and staff with clear insights into each learner's progress.

#### **1. Ongoing Schoolbox Reporting**

Parents and students can monitor performance on Schoolbox, where at least one reportable assessment task per term is posted for Years 7-10 (with a grade, feedback, and a rubric for non-Mathematics subjects). VCE and VM tasks are similarly reported in line with each subject's assessment schedule, reflecting VCAA requirements.

#### Years 7-10

- At least one reportable assessment task per term, each with a grade, written feedback, and rubric (some exceptions apply, such as Mathematics tests).
- Rubrics illustrate skill progression across Years 7-10 in alignment with the Victorian Curriculum.

## VCE/VM

- All formal assessment tasks (SACs, SATs, VM assessments) are reported on Schoolbox in line with the subject's assessment schedule and VCAA requirements.

### 2. Formal Summative Reports

At the end of each semester, the College produces summative reports for all students. These reports include progression points for Years 7-10 subjects or the achievement of VCE/VM unit outcomes. The information in these reports complements the ongoing updates available on Schoolbox, providing a well-rounded perspective on students' academic progress and performance.

Students receive Oratory Reports at the end of Term 1 and Term 3, which outline their engagement with College expectations and the Oratory program. Parent-teacher interviews occur throughout the year, including early Term 1 (linked to initial continuous reporting) and mid-year (after Semester One reports), offering opportunities to discuss progress, set goals, and celebrate successes.

### 3. Rubric Templates and Consistency

Each Learning Area uses a common rubric template for Years 7-10 to ensure a developmental model of skill progression is consistently maintained. Although Mathematics employs test-based formats, rubrics remain central to assessment in most other subjects, giving students and parents a clear sense of where they are on the continuum from foundational to more advanced stages:

- All Learning Areas use a common rubric template for Years 7-10, reflecting a developmental model of skill progression.
- Mathematics may use a test-based format.
- Rubrics clarify criteria, performance levels, and progression pathways.

### 4. Moderation and Data Use

Learning Area Teams frequently meet to review samples of student work and moderate tasks, which promotes consistency in marking and a shared understanding of the criteria. Teachers also analyse this data to identify learning gaps, adjust curriculum planning, and differentiate instruction to meet diverse student needs. Collaborative reviews of data guide future teaching and reinforce the College's commitment to continuous improvement.

## RELATED DOCUMENTS

- Learning and Teaching Policy
- Flexible Learning and Acceleration Policy
- Bosco VCE Handbook
- Learning Diversity Guidelines
- [Guidelines to the minimum standards and requirements for school registration](#)
- [Victorian Curriculum](#)

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