



Sunshine College
Creating futures



SunLit



A Whole School Approach to Reading



Sunshine College

SunLit

Students are placed in one of these strands

Timetables

DECODING

For students at Prep to Grade 2 Reading Age

The order of the lessons does not have to follow the sequence; however, the scheme for each lesson must be followed.

Lesson 1	Time	Lesson 2	Time	Lesson 3	Time	Lesson 4	Time
Skills in Isolation Resource Reading Link-Decoding Books 1-4	20 min.	Skills in Isolation Resource Reading Link-Decoding Books 1-4	20 min	Skills in Isolation Resource Reading Link-Decoding Books 1-4	20 min	Skills in Isolation Resource Reading Link-Decoding Books 1-4	20 min
Oral Language. Program follows four different aspects of oral language development.	15 min	Group Reading Multiple copies of readers that match the skills program. Students read aloud with the teacher.	10 min	Oral language	15 min	Group Reading	10 min
Teacher read aloud. Teachers read aloud to students for enjoyment and to encourage interest in reading.	10 min	Independent Reading. Conferring Students read 'just right' books-fiction and non-fiction. Books chosen from the SunLit room according to the appropriate lexile level. Light Grey Light Green with some flexibility.	15 min	Independent Reading. Conferring Teachers talk with students independently about their reading to ascertain comprehension and strategies used.	10 min	Independent Reading. Conferring	15 min

Recommendation: For the first half of the year students read the group reading text for independent reading.

Comprehension Transition

For students at Grade 3 and 4 Reading Age

The order of the lessons does not have to follow the sequence; however, the scheme for each lesson must be followed.

Lesson 1	Time	Lesson 2	Time	Lesson 3	Time	Lesson 4	Time
Week 1 Reciprocal Teaching	25 min	Skills in Isolation-Resource Reading Link-Decoding Books	25 min	Engagement in Ideas	20 min	Skills in Isolation-Resource Reading Link-Decoding Books	25 min
Teacher read aloud Teachers reading to students for enjoyment. Students do not have a copy of the text.	10 Min	Group Reading Multiple copies of readers that match the skills program. Students read aloud with the teacher.	15 min	Oral Language Program follows four different aspects of oral language development	20 min	Group Reading	15 min
Independent Reading & Conferencing Students read 'just right' books-fiction and non-fiction. Books chosen from the SunLit room according to the appropriate lexile level. 3-Dark green 4-Red with some flexibility.	15 min	Independent Reading & Conferencing Teachers talk with students individually about their reading to ascertain understanding.	10 min	Independent Reading & Conferencing	10 min	Independent Reading & Conferencing	10 min

COMPREHENSION

for students at Grade 5 - 6 Reading Age

The order of the lessons does not have to follow this sequence; however, the scheme for each lesson must be followed.

Lesson 1	Time	Lesson 2	Time	Lesson 3	Time	Lesson 4	Time
Reciprocal teaching. Students taught to work in groups following the cycle: Predict. Clarify. Question generating/ Ask a difficult question. Summarise.	25-30 mins	Engagement in Ideas alternating with Mental Models	25-30 mins	Oral Language Program follows four different aspects of oral language development	25 mins	Comprehension activities	25 min
Independent Reading and Conferencing Students read 'just right' fiction and non-fiction books. Books chosen from the SunLit room according to the appropriate lexile level. Pink Purple with some flexibility.	20 mins	Independent Reading and Conferencing Teachers talk to students individually about their reading to ascertain understanding.	20 mins.	Independent Reading and Conferencing	25 mins	Read aloud/ Independent Reading and Conferencing Teachers read aloud to students for enjoyment and to encourage interest.	25 min

STRATEGIES

For students reading at Grade 7 to Grade 12

The order of the lessons does not have to follow the sequence; however, the scheme for each lesson must be followed.

Lesson 1	Time	Lesson 2	Time	Lesson 3	Time	Lesson 4	Time
Reciprocal Teaching Students taught to work in groups following the cycle: Predict Clarify Question generate/ Ask a difficult question Summarise	30 mins	Building Mental Models OR Engagement in ideas [alternate]	15-20 mins	Cognitive Strategies Learning and remembering information from text	25 mins	Critical Literacy	25 min
Independent Reading & conferencing Students read 'just right' books-fiction and non-fiction. Books chosen from the SunLit room according to the appropriate lexile level. 7-light blue 8-dark blue 9-brown 10-12 black	20 mins	Oral language	20-25 mins	Read aloud or Independent Reading & Conferencing Teachers read aloud to students for enjoyment and to encourage interest in a book/short story.	20 mins	Indep. Reading & Conferencing Teachers talk to students individually about their reading to ascertain understanding.	20 min

High Strategies students, that is students who are in groups 10, 11 & 12, will participate in a week of writing every four weeks.



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SunLit Reading Program

'SunLit' is the Sunshine College whole school reading program. It is based on evidence from extensive research, by Queensland academic, Dr. Carol Christensen (retired).

The SunLit program commenced in 2007. A distinguishing feature of the program is that it caters for readers of *all* abilities. Every student has the opportunity to develop their reading skills-from the lowest skilled readers to highly skilled readers.

Any student who enrolls at Sunshine College can expect to receive targeted reading lessons designed to match and enhance their reading competence.

Teachers from every learning area in the college teach in the SunLit program. We know that every teacher must be responsible for developing their students' literacy skills and this program is a practical example. Our students receive constant reinforcement on the value and pleasure of reading throughout their daily school lives.

Students from years 7-11 participate in the SunLit program four times a week.

A student's reading age is determined by their result from the 'On-Demand' reading test that is conducted twice a year.

SunLit students are then placed in one of four strands. They will progress to other strands according to both mid-year and end of year 'On-Demand' test results. In addition, students who believe they are in the wrong strand can be moved during the year after consultation with the Campus SunLit Coordinator and SunLit teacher.

The 4 Strands:

Decoding Strand

Comprehension Transition Strand

Comprehension Strand

Strategies Strand



Each strand has a tailor-made timetable of reading activities developed by Dr. Christensen in conjunction with Sunshine College.





Decoding Strand

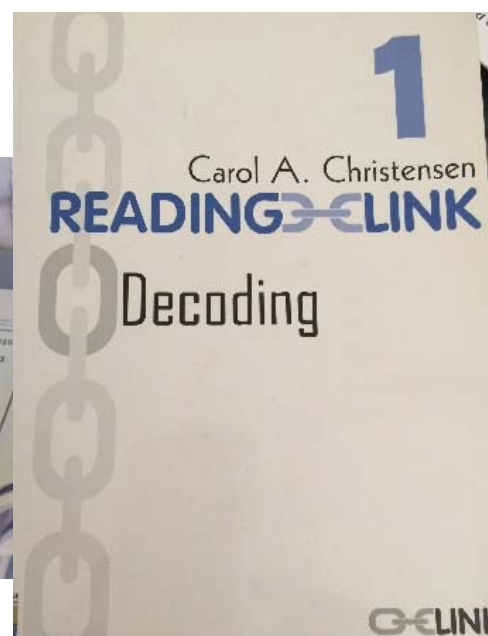
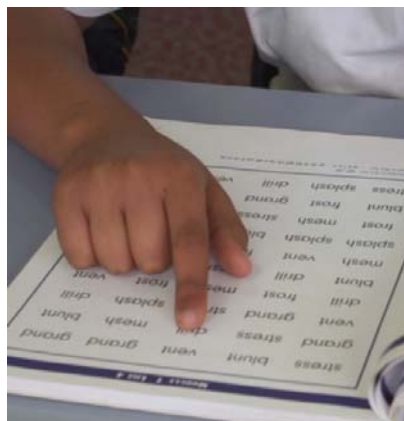
(Max. class size 6 – 8 students)



Skills in Isolation- Using a five step lesson process, students receive training in breaking down words into small parts, matching and identifying the letter sounds and practise using the words. Students progress through a set of selected word lists until they can decode them automatically. This requires constant practice. In every SunLit lesson, students in Decoding Strand participate in this basic but vital activity.



Oral Language- Twice a week students will participate in a variety of speaking tasks. These are designed to foster the cognitive growth required in the reading process.



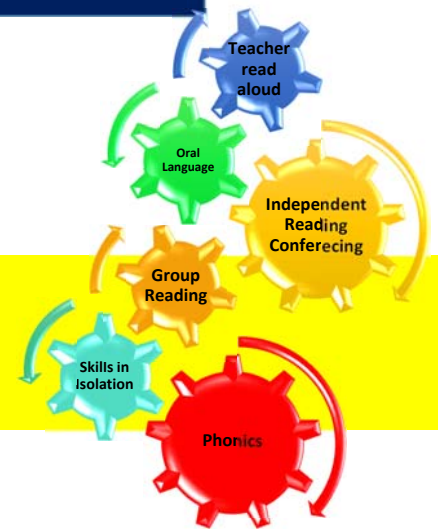


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Overview of Module 3

Lesson	Words	Letters introduced		Letters used	
		Initial	Final	Vowels	Consonants
Lesson 1	bat, bad, bag, ban, bar, bat, bat	b	a	a, i, u	t, l, d, g, p, n
Lesson 2	cap, cat, can, car, cap, cat, can, car	c	a	a, i, u	v, h, b, p, g
Lesson 3	cup, cut, can, car, cup, cut, can, car	c	u	a, i, u	v, j, b, g, m, n, d
Lesson 4	map, mad, man, mar, map, mad, man, mar	m	a	a, i, u	n, p, r, t, l, r
Lesson 5	nap, nat, nan, nar, nap, nat, nan, nar	n	a	a, i, u	n, p, r, t, l, r



Group Reading- Twice a week. Using texts that match the skills component, students read aloud with the teacher. This enhances reading fluency and confidence.



Teacher Read Aloud- Once a week. This allows the teacher to demonstrate effective reading habits and fosters an enjoyment of reading in the students.



Independent Reading- Using selected 'just right' books, students read silently three times a week. Teachers will conference with them and talk about strategies for making meaning from the texts.

DECODING
For students at Prep to Grade 2 Reading Age
The order of the lessons does not have to follow the sequence, however, the scheme for each lesson must be followed.

Lesson 1	Time	Lesson 2	Time	Lesson 3	Time	Lesson 4	Time
Skills in Isolation Resource: Reading Link- Decoding Books 1-4	20 min	Skills in Isolation Resource: Reading Link- Decoding Books 1-4	20 min	Skills in Isolation Resource: Reading Link- Decoding Books 1-4	20 min	Skills in Isolation Resource: Reading Link- Decoding Books 1-4	20 min
Oral Language Program follows four different aspects of oral language development.	15 min	Group Reading Multiple copies of readers' book, match the skills program. Students read aloud with the teacher.	10 min	Oral language	15 min	Group Reading	10 min
Teacher read aloud. Teachers read aloud to students for enjoyment and to encourage interest in reading.	10 min	Independent Reading Students read 'just right' books fiction and non-fiction. Books chosen from the SunLit menu according to the appropriate level (weak, light, easy, light green, and some fluency).	15 min	Independent Reading Conferencing- teachers talk with students independently about their reading to develop comprehension and strategies used.	10 min	Independent Reading Conferencing	15 min

Recommendation: For the first half of the year students read the group reading text for independent reading.



Comprehension Transition

(Max. class size 15 students)



Skills in Isolation- Twice a week using a five step lesson process, students receive training in breaking down words into small parts, matching and identifying the letter sounds and practise using the words. Students progress through a set of selected word lists until they can decode them automatically. This requires constant practice. At this level of reading, students are considered to be in transition to comprehension; their decoding skills have still not achieved automaticity. The word lists used are more complex than those in the Decoding Strand.



Reciprocal Teaching- Once a week, students read a text using the 'Reciprocal Teaching' strategy. This strategy is a metacognitive four step process that all good readers use. International studies have rated 'Reciprocal Teaching' in the top ten strategies designed to enhance reading comprehension.



Engagement in Ideas- Once a week, students participate in word based activities including games, riddles and puzzles, logic, lateral thinking, jokes and 'whodunit texts' designed to foster inquiry in students. The tasks promote resilience and concentration and assist with the reader's engagement with concepts in a text.





Group Reading- Twice a week. Using readers that match the skills component, students read aloud with the teacher. This enhances reading fluency and confidence.



Teacher Read Aloud- Once a week. This allows the teacher to demonstrate correct reading habits and fosters an enjoyment of reading in the students.



Independent Reading- Using selected 'just right' books, students read silently four times a week. Teachers will conference them and talk about strategies for making meaning from the texts.



Oral Language- Twice a week students will participate in a variety of speaking tasks. These are designed to foster the cognitive growth required in the reading process.





Comprehension

(Max. class size 18 students)



Reciprocal Teaching- Once a week, students read a text using the 'Reciprocal Teaching' strategy. This strategy is a metacognitive four step process that all good readers use. International studies have rated 'Reciprocal Teaching' in the top ten strategies designed to enhance reading comprehension.



Engagement in Ideas- Once a fortnight, students participate in word based activities including: games, riddles and puzzles, logic, lateral thinking, jokes and 'whodunit texts' designed to foster inquiry in students. The tasks promote resilience and concentration as well as assist with the reader's engagement with concepts in a text.



Mental Models- Once a fortnight, students participate in an activity designed to assist the reader in making an accurate mental picture of a text. The ability to visualize text requires training that takes the student through a series of increasingly complex sketching exercises.



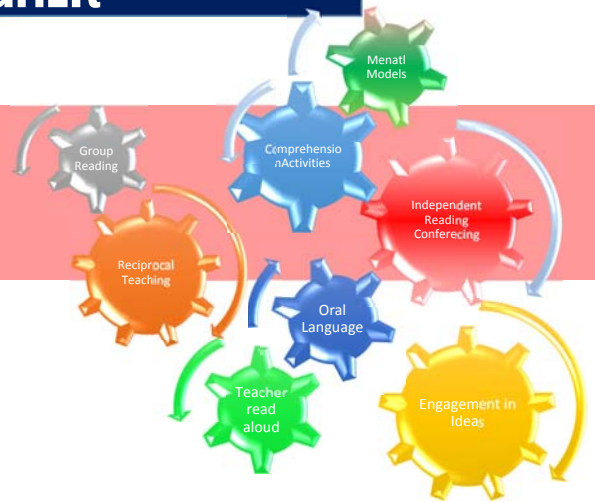
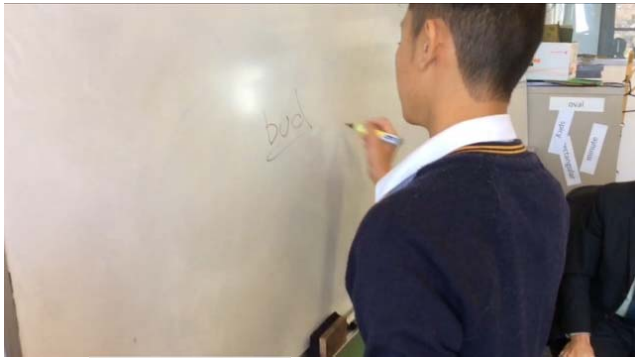
Oral Language- Once a week students will participate in a variety of speaking tasks. These are designed to foster the cognitive growth required in the reading process.





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SunLit



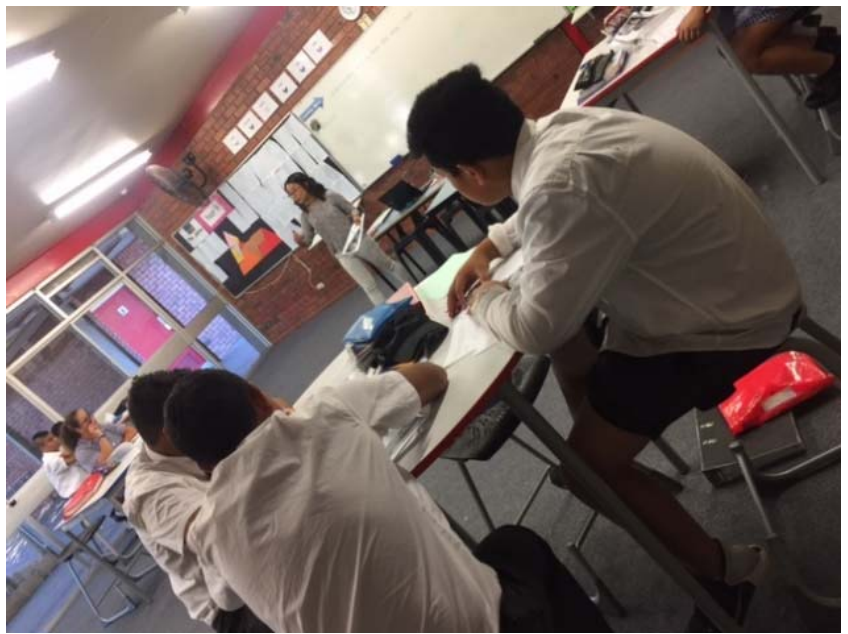
Comprehension Activity- Once a week students will experience in-depth study on *how* to comprehend through the discovery and use of effective strategies.



Independent Reading- Using selected 'just right' books, students read silently four times a week. Teachers conference the students and talk about strategies for making meaning from the texts.



Teacher Read Aloud- Once a week. This allows the teacher to demonstrate correct reading habits. It also fosters an enjoyment of reading by introducing a variety of engaging and interesting texts.





Strategies Strand

(Max. class size 25 students)



Reciprocal Teaching- Once a week, students read complex texts using the 'Reciprocal Teaching' strategy. This strategy is a metacognitive four step process that all good readers use. International studies have rated 'Reciprocal Teaching' in the top ten strategies designed to enhance reading comprehension.



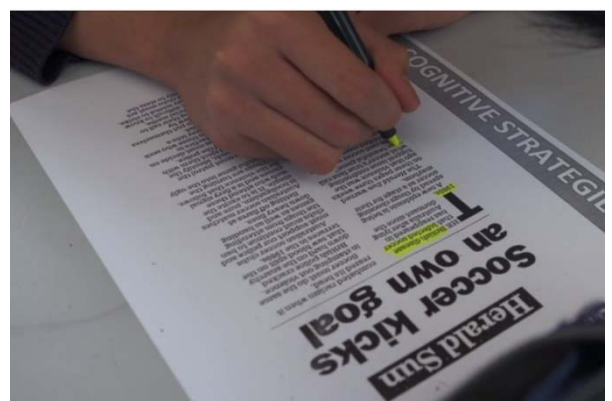
Engagement in Ideas- Once a fortnight, students participate in word based activities including: games, riddles and puzzles, logic, lateral thinking, jokes and 'whodunit texts' designed to foster inquiry in students. The tasks promote resilience and concentration as well as assist with the reader's engagement with concepts in a text.



Cognitive Strategies- Once a week, students work on developing sophisticated strategies for learning and retaining information in texts.



Critical Literacy- Once a week. The reader should be able to critically analyse a text, form an opinion and cogently argue the case using evidence from the text.





Mental Models- Once a fortnight, students participate in an activity designed to assist the reader in making an accurate mental picture of a text. The ability to visualize text requires training that takes the student through a series of increasingly complex sketching exercises.



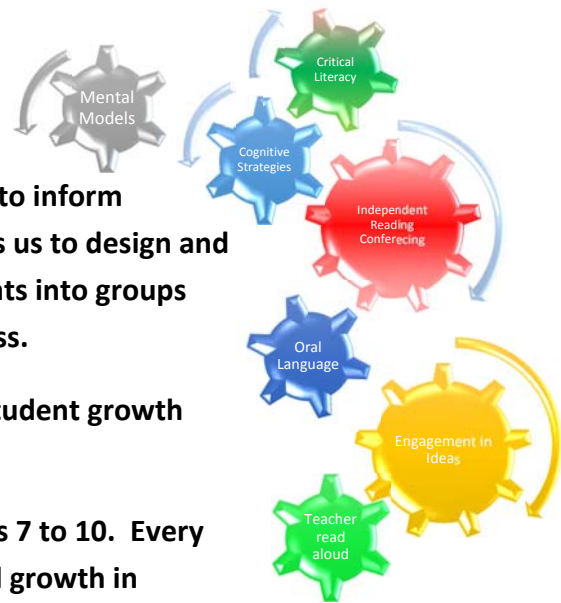
Oral Language- Once a week students will participate in a variety of speaking tasks. These are designed to foster the cognitive growth required in the reading process.



Writing- SunLit students who score in the highest range according to the On-Demand test are placed in groups where they participate in a writing program. This program occurs once every four weeks during SunLit. The best student writing is compiled into an anthology.



Data and Growth

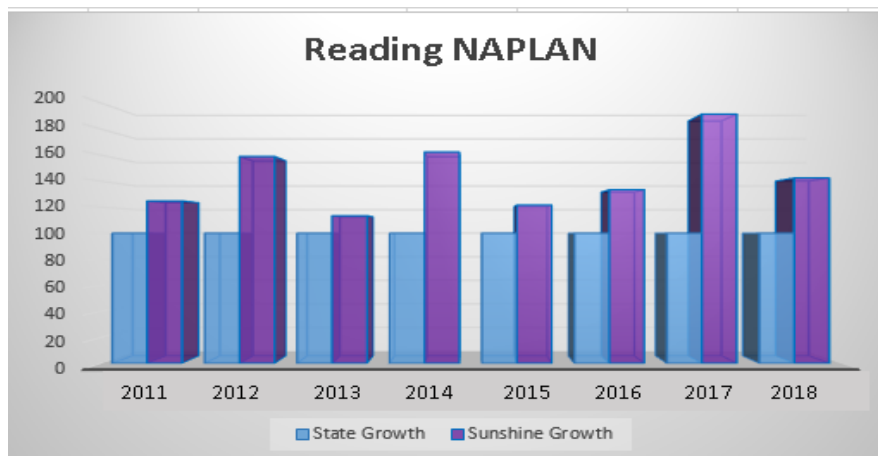


The primary focus when analysing 'On-Demand' test data, is to inform teachers of a student's preparedness for learning. This allows us to design and target SunLit lessons accurately. We are able to place students into groups where texts, tasks and reflection best fit the needs of the class.

As well, data from the On-Demand test is used for tracking student growth and maintaining an improvement focus in our program.

We report to parents on the growth of their students in Years 7 to 10. Every student now uses digital spreadsheets to track their personal growth in reading during their years at Sunshine College.

NAPLAN data indicates it is usual for 70-80% of our students to achieve medium or high relative growth in reading from Year 7 to 9. Our mean scores in NAPLAN also show that students improve at a faster rate than the average student in Victoria. This has been consistent for a number of years, as shown in the table below.



The NAPLAN graph below shows the Sunshine College Yr. 9 students who achieved 'high relative growth' for the years 2016-2018. These are the students who sat both NAPLAN reading tests as Yr. 7s and Yr. 9s at Sunshine College. Our students outperformed 29 similar schools in the state of Victoria by a considerable margin.

Between 2016 and 2018:
Percentage of students with high relative gain

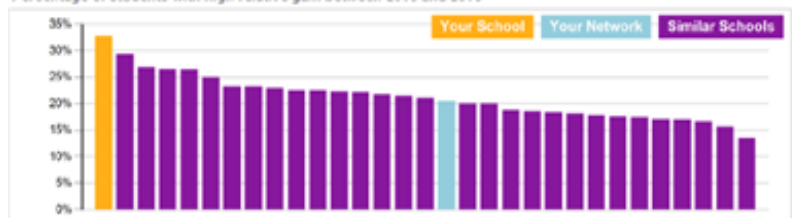
Your school Similar schools

33%

22%

Relative to the similar schools group, your school's result is well above the results for secondary schools with similar characteristics.

Percentage of students with high relative gain between 2016 and 2018





Sunshine College

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GRATTAN
Institute

MEDIA RELEASE

22 February 2014

Turning around troubled schools: it can be done

Some of Australia's most troubled schools are turning around their performance to achieve remarkable results and serve as a model for low-performing schools across the country, a new Grattan Institute report has found.

Turning around schools: it can be done examines two secondary and two primary schools to show that

They are: still learning from school culture

"People think it doesn't."

"Many of the overseas is it

"Turning around schools: it can be done" examines two secondary and two primary schools to show that all of them have succeeded..."

Dr Jensen stressed that governments had a key role in supporting schools to make behavioural and cultural change, but they had to do more than simply focus on the five steps.

"Governments need to find a way to commit all parties – government, the education sector and schools – to lasting change" Dr Jensen said.

Governments and schools must develop the skills for change in the five steps for school turnaround, and then reinforce them with comprehensive evaluation and accountability mechanisms.

But Dr Jensen said these mechanisms had to focus on achieving change in the five steps, not just on test scores.

'The four schools examined in the report are... and Sunshine College in Melbourne ...'

For further enquiries: Dr Ben Jensen, School Education Program Director
T: +61 (0) 8344 3637 E: info@grattan.edu.au

THE
AUSTRALIAN

Against the odds, schools provide lessons in excellence

JUSTINE FERRARI, PIA AKEDMAN AND MATT DENNISON
The Australian February 22, 2014 12:08AM



Sunshine Secondary's Tim Blunt with, from left, Lucia Tran, Selena Wang and Ryan Meyers. Source: News Corp Australia

TEACHERS will tell you every school is different, every child is different and there's no one-size-fits-all solution to improve schools. Strategies and techniques need to be adapted to the individual.

Yet there are lessons to be learned from experience, as set out by the Grattan Institute in its report on turning around schools.

The report sets out a five-step plan to improve the schools lagging at the bottom, and tell schools, universities and governments how to make it happen.

That's the story for an report author Ben Jensen, director of the school education program at Grattan, says, turning around schools is hard. Relatively few schools find performance in a sustained and significant "because it's one thing to know what to do, it's a very different thing to make it happen."

The difficult thing is to trigger the change.

Blunt says:

"This is very tough and where government comes in is to try and get the government in any area to change what people do on a day-to-day basis but that is not a turnaround period, most schools."

The four schools highlighted in the report serve different communities and face varying challenges that their way of thinking that they all demonstrate change is possible.

A belief in the possibility of change is the necessary first element coupled with an understanding to accept low performance.

All schools in varying degrees have followed the same five steps:

Strong leadership that raises expectations, considered the vital ingredients that leads to a change in behaviour among students and teachers.

Efficient teaching, using methods to significantly improve learning with teachers working together in teams or by learning from each other.

Measurement of student progress using test results to identify the gaps in knowledge when teaching should be directed, and to chart improvement to build on success.

A positive school culture providing an orderly and disciplined environment with new norms of behaviour for students.

Engaging parents and the community to reinforce behavioural norms and help with student aspirations.

The good news is the number of schools where students are lagging more than two years behind the average for their grade is relatively small, about 8 per cent of the nation's total. It's a small enough number that a concerted effort from government and within the schools

'It began with a new intensive approach to literacy, known as the Sunlit program...'

SUNSHINE SECONDARY COLLEGE PRINCIPAL Tim Blunt admits it was a brutal battle to turn around the school in Years 7 to 11 at his school named at primary levels for its low test scores.

"I used to be pushed in my face, we didn't realise how big the problem was, and that's where we said we have to do something," he says.

Those pushing events as Blunt took the helm in 2008 included a multi-faceted whole-school approach to literacy and numeracy.

Today, the school boasts VCE results well above similar schools, with every half the graduates going on to university and many others to TAFE or vocational study.

It began with a new intensive approach to literacy, known as the Sunlit program, that saw teachers from all disciplines pulled in to develop extra lessons for literacy for all students, who were divided into four different streams.

"Four days a week, period 2, everybody is in literacy in Year 7 to 11," Blunt says. "It wasn't

one fair bit of money to resource and get the staffing that we need into that program to get the students we're getting."

The results have been strong, with numeracy scores to receive a special focus as teachers devote extra hours to designing their own program rather than relying on textbooks.

For students in Years 7, 8 and 9, homework is voluntary in the belief that it is better for kids who are struggling to be helped by the teachers at school instead of parents who may struggle themselves with certain skills.

About one-third of students voluntarily take

like new lessons has helped change the attitudes of students, teachers and parents.

"One of the first things I wanted to do when I got to the school was look at ways to build the self-esteem not only of kids but of the staff," Blunt says.

"As a school, I think we made a mistake a number of years ago because we thought that because our community was poor, we wouldn't have the resources for them that we should have. That was applied to the students we had."

Chosen by the Grattan Institute as one of five examples of how a school can turn around its academic performance, Sunshine Secondary College has been visited by educationists from Victoria and other states looking to replicate its success.

Blunt says dedication, enthusiasm and leadership among the staff was crucial, as well as the resources to make the switch.

"It's hard because you have got to have the resources to do it and that's why it's got a bit daunting," he says. "You really can't do these sorts of things effectively without the extra funds."

THE WEEKEND AUSTRALIAN

Revealed: blueprint to boost our schools



JUSTINE FERRARI
LUCY AKEDMAN
MATT DENNISON

STUDENTS in 10 high schools – about 5 per cent of the nation's total – are lagging at least two years behind their peers in literacy and numeracy skills, and have seen their scores fall for the first time in a report by the Grattan Institute.

The report was one of the schools lagging to teach their students, which is a key to the school's turnaround.

The report was one of the schools lagging to teach their students, which is a key to the school's turnaround.

probability 10 years to be top of the world but we can make huge change in three to five years in the classroom and school level," Dr Jensen said.

These schools are in one of the most disadvantaged parts of the country, but they are not the only ones. The report also found that schools across the country are lagging in literacy and numeracy skills, and have seen their scores fall for the first time in a report by the Grattan Institute.

The report was one of the schools lagging to teach their students, which is a key to the school's turnaround.

The largest number of low-performing schools is in the bottom 10 per cent of the country, where there is a high concentration of disadvantaged students, says Dr Jensen.

That is, the government school system in the bottom 10 per cent of the country, where there is a high concentration of disadvantaged students, says Dr Jensen.

The report also found that schools across the country are lagging in literacy and numeracy skills, and have seen their scores fall for the first time in a report by the Grattan Institute.

Dr Jensen said that the five elements highlighted in the report – strong leadership, efficient teaching, measurement of student progress, use of test results to identify gaps in knowledge, and a focus on literacy and numeracy – are the key to turning around schools.

Dr Jensen said that the five elements highlighted in the report – strong leadership, efficient teaching, measurement of student progress, use of test results to identify gaps in knowledge, and a focus on literacy and numeracy – are the key to turning around schools.

'These schools have greatly improved their students' results over the last five years.'

THE SATURDAY AGE

Sunshine a model in school turnaround



Uniform approach: Principal Tim Blunt with students from left, Lucia Tran, Michael Douglas, Gavan Humphrey and Katherine Hulse. Photo: Pat Scala

Date February 22, 2014
BY KONRAD MARSHALL
EDUCATION REPORTER

There is no one-size-fits-all approach for changing the face of poorly performing schools, but new research suggests there are key traits that educators can strive towards.

Take the socio-economically disadvantaged Sunshine Secondary College, which had a "really dark time" in the early 2000s, as a case study in a Grattan Institute report released on Friday.

When principal Tim Blunt took over at Sunshine in 2008, about two-thirds of the students in years 7 to 11 were barely achieving primary school levels of literacy. The school was in crisis.

"We knew we had a problem," Mr Blunt said. "But it wasn't until we looked at the data that we realised the depth of the problem – that it was an epidemic."

Confronting the issue began in 2007 with a "whole-school approach" that started with the simple element of extra class periods for literacy, even at the expense of other subjects.

"Team teaching" methods were also established, so that educators could judge and learn from one another, particularly in numeracy.

There was a raft of non-academic changes and even discipline breaks, such as new school uniforms, which had a "real impact" on the school's culture.

"There was a time when kids said, 'We don't go to school anymore,'" Mr Blunt said. "It made them feel about themselves – really dark time."

The school is still a long way from the national average on most measures, but compared with a few similar schools, Sunshine has gone from the bottom 10 per cent to the top 10 per cent.

In 2011, the school was equal to or better than the handful of nearly independent schools, with a mean VCE study score of 26, just shy of the state average.

"When those results came out, I had teachers in tears," Mr Blunt said. "It was fantastic."

Director of the school education program at the Grattan Institute Ben Jensen said Sunshine was a perfect example of how a school can turn around its academic performance through a series of key steps.

Strong leadership that raises expectations, considered the vital ingredients that leads to a change in behaviour among students and teachers.

Efficient teaching, using methods to significantly improve learning with teachers working together in teams or by learning from each other.

Measurement of student progress using test results to identify the gaps in knowledge when teaching should be directed, and to chart improvement to build on success.

Dr Jensen, too, noted that governments can play a productive role in triggering the school's turnaround.

'...when compared with schools facing similar disadvantage, Sunshine has gone from the bottom 10 per cent to the top 10 per cent.'

the challenges – and then come together as a group – staff, community and kids. Those things really can change."

Read more: <http://www.theage.com.au/national/sunshine-school-turnaround-2014-02-22>
<http://www.theage.com.au/national/sunshine-school-turnaround-2014-02-22>

GRATTAN Institute-
'Turning around
schools: it can be done'





Sunshine College

SunLit



Influential

Reading at Sunshine College recognised.

In 2007, SunLit started with 54 classes, across year levels from 7-11, students placed into 4 reading strands, across 4 campuses, 4 times per week, with 9 different activities and taught by teachers from every subject area. This was an amazing achievement in organizational terms and testament to the foresight of Principal Tim Blunt and founding SunLit Coordinators Janis Copping and Chris Wheat.

In 2018, an external review of Sunshine College conducted for the D.E.T. by a panel of ex-principals, ranked reading at Sunshine College as 'influential'. This is the highest possible rating that can be achieved. In fact, the panel's assessment means that Sunshine College's approach to improving reading outcomes is recommended for other schools to investigate.

SunLit continues as a significant part of the daily life of the college, delivering reading lessons to over 50 classes. Ultimately it is the students who decide on the success of any program. In the case of SunLit, the commitment and dedication of the students in class is their vote of confidence. For this we thank the teachers and coordinators for their hard work and professionalism in delivering SunLit.



SunLit College Coordinator
Glenn Hartney and
SunLit Manager Tania Falzon



Dr. Carol Christensen presenting at a
Professional Learning Day in 2019.



Sunshine College
Principal- Tim Blunt

SUNSHINE COLLEGE

SUNLIT VIDEO - A Whole School Literacy Program.

Video Produced by D.E.T. for FUSE website





Sunshine College

Creating futures



Contacts:

Telephone: (03) 8311 5200
Facsimile: (03) 8311 5209

sunshine.co@edumail.vic.gov.au

Snail Mail:

PO BOX 165
SUNSHINE, VIC 3020

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