



EUROA SECONDARY COLLEGE

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Euroa Secondary 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 student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school curriculum and assessment schedule, domain assessment schedules, and unit curriculum plans.

OVERVIEW

Euroa Secondary 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.

Euroa Secondary 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](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)

Euroa Secondary College aspires to be “a united community where everybody has responsibility in preparing youth for their future”.

This vision is more than just a statement—it is the foundation that guides everything we do. It reflects our deep commitment to working together as staff, students, families, and the wider community to ensure every young person is supported, challenged, and inspired. We believe that preparing students for their future means equipping them with the academic, social, and emotional skills they need to thrive—not just in school, but in life. By sharing this responsibility, we create a school culture where students feel valued, empowered, and confident in their potential.

Core Values

Our core values are the principles we live by every day. They shape our behaviour, our relationships, and our expectations of one another.

- **Challenge:** Striving to do the very best individually and collectively. We set high expectations and support each other to achieve them, knowing that growth comes from effort and perseverance.
- **Empowerment:** Developing the knowledge and skills to make responsible and sound decisions as an individual or as a team member and having the discipline and courage to take the necessary action. We encourage students to be active participants in their learning and to take ownership of their choices.
- **Resilience:** Persisting with the task, re-evaluating strategies and making progress. We support our students to face challenges with determination, to bounce back from setbacks, and to develop the confidence to keep moving forward.
- **Respect:** Respecting the rights and contribution of every individual and acknowledging responsibilities to support one another. We promote a safe, inclusive, and caring environment where diversity is valued, and every voice is heard.

Together, our vision and values form the heart of Euroa Secondary College and guide us as we prepare our students for a successful, meaningful future.

Euroa Secondary College is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. 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. At Euroa Secondary College our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. 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

Euroa Secondary College implements the Victorian Curriculum for Year 7 – 10 students, delivering the knowledge and skills as defined by learning areas and their relevant capabilities. At Year 11 and 12, Euroa Secondary College offers the Victorian Certificate of Education (VCE) which is completed over two years, meeting Units 1 to 4 of the relevant study design. This includes a vocational and applied learning pathway with the VCE Vocational Major. Euroa Secondary College offers both core and elective subjects from Years 7 – 10 in English, Mathematics, Science, Humanities, Health & Physical Education, Arts, Technology, and Languages. From Year 9 onwards, students are provided with more individualised choice in their subject selection and pathways.

The Senior School Program at Euroa Secondary College has been designed to extend students and introduce them to a range of pathways as they enter their senior years. All students are required to undertake 'core' units and then choose from a wide range of 'elective' units to complete their learning

program. The elective units have been designed to introduce and lead students to the subjects available at VCE level.

Subjects at Years 10, 11 and 12 have been arranged so that students may choose to undertake units in specialised subject areas. Students taking up the option of VCE studies in year 10 are carefully counselled and monitored during this process. In addition to undertaking their chosen subjects, a new world of more vocationally orientated study also becomes available as a realistic alternative for their senior years. Options in VET (Vocational Education and Training) and SBAT (School-based Apprenticeship and Traineeships) programs may also be selected.

At Euroa Secondary College, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into six 49-minute sessions and one 6-minute homegroup session.

Euroa Secondary College adopts a daily home group structure to provide students with opportunities for increased connectedness to their teachers and peers. Home group classes are held for 6 minutes every morning. The College has also implemented The Resilience Program to build resilience and promote emotional literacy and positive emotion. The Resilience Program takes place one day per week during a 24-minute extended homegroup session.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school curriculum and assessment schedule, domain assessment schedules, and unit curriculum plans.

Language provision

Euroa Secondary College delivers Japanese as a Language Other Than English from Years 7-12. The decision to deliver Japanese was based on the continued learning of the language from some of our feeder primary schools. This may involve combined classes in Senior School and/or enrolment of senior students in the Victorian School of Languages to ensure that students are able to complete Language Study in VCE. We have several students who are studying other languages in Junior School through the Victorian School of Languages. This is because they have a connection to another language through family or through previous substantial learning.

Pedagogy

The pedagogical approach at Euroa Secondary College is guided by the principles of the *Framework for Improving Student Outcomes (FISO 2.0)*, with a strong focus on high-impact teaching strategies (HITS), differentiated instruction, and empowering student voice and agency. Staff are committed to using evidence-based practices that promote deep learning, critical and creative thinking, and meaningful student engagement. Teaching at Euroa Secondary College is informed by formative assessment to ensure learning is targeted, responsive, and personalised. There is a consistent focus on improving literacy and numeracy outcomes across all subject areas, while also ensuring learning is inclusive and responsive to the diverse cultural, linguistic, and educational needs of all students. Collaboration, reflective practice, and a shared culture of continuous improvement underpin the college's commitment to supporting every student to achieve their personal best.

Assessment

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

Students at Euroa Secondary 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.

At Euroa Secondary College, our assessment and reporting process is designed to support student growth and provide regular, meaningful feedback to students and families. Every six weeks, we publish Student Progress Reports via Compass, offering an overview of each student's work habits across their subjects. These reports use a clear matrix to indicate how students are using class time, their effort and attitude, behaviour, organisation, and progress in VCE or VET outcomes where relevant. At the end of each semester, Academic Reports are produced for all subjects, detailing curriculum achievement, work habits, learning tasks, and overall progress. We also hold Family, Student, and Teacher meetings twice a year to discuss goals and next steps. Throughout the year, students receive continuous feedback via Compass, ensuring timely support and recognition of their learning journey.

Teachers at Euroa Secondary College use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.

- 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.
- Teachers will 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.
- 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 modifications to the task to cater for students with additional learning needs.
- Euroa Secondary 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.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- 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.

Reporting

Euroa Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Euroa Secondary 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 Euroa Secondary College we believe that assessment and reporting should be an ongoing process, which is individual and focused on the progress of each child. Assessment and reporting practices at Euroa Secondary College provide the opportunity to reflect on the student's progress and plan for further learning.

Every 6 weeks - Student Progress Reports: Progress reports are designed to give an indication of the student's work habits in each of their classes and to formally alert families to any concerns about student progress. These are published on a six-week cycle through Compass. Progress is shown using a graph with dot points to indicate how well students are working in class.

Each Semester – Academic Reports: Semester reports are produced for each subject at the end of Term 2 (Semester 1) for all year levels and at the end of Term 4 (Semester 2) for Years 7 to 11. Each subject report contains a description, attendance data, Victorian Curriculum Achievement Standards (Years 7 to 10), VCE/VET Outcomes and Competencies (Years 11 and 12), work habits, learning tasks with a letter grade and awards. Homegroup reports provide information about the student's involvement in school programs and activities.

Twice per Year – Family, Student, Teacher Meetings: Each semester we hold Parent/Student/Teacher interviews. These are booked online and provide a great way for students and families to connect with their teachers to discuss progress, goals, feedback and ways to further assist students in their learning.

Throughout the year - Continuous Feedback: Student work and progress is continuously assessed throughout the year with grades, teacher comments and feedback published on Compass as the tasks are submitted.

Parent-teacher interviews, 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 where required.



ALL ABOUT ASSESSMENT & REPORTING AT EUROA SECONDARY COLLEGE

AT EUROA SECONDARY COLLEGE WE BELIEVE THAT ASSESSMENT AND REPORTING SHOULD BE AN ONGOING PROCESS, WHICH IS INDIVIDUAL AND FOCUSED ON THE PROGRESS OF EACH CHILD. ASSESSMENT AND REPORTING PRACTICES AT EUROA SECONDARY COLLEGE PROVIDE THE OPPORTUNITY TO REFLECT ON THE STUDENT'S PROGRESS AND PLAN FOR FURTHER LEARNING.

EVERY 6 WEEKS

STUDENT PROGRESS REPORTS

PROGRESS REPORTS ARE DESIGNED TO GIVE AN INDICATION OF THE STUDENT'S WORK HABITS IN EACH OF THEIR CLASSES AND TO FORMALLY ALERT FAMILIES TO ANY CONCERNS ABOUT STUDENT PROGRESS. THESE ARE PUBLISHED ON A SIX-WEEK CYCLE THROUGH COMPASS. PROGRESS IS SHOWN USING A GRAPH WITH DOT POINTS TO INDICATE HOW WELL STUDENTS ARE WORKING IN CLASS.

END OF EACH SEMESTER

ACADEMIC REPORTS

SEMESTER REPORTS ARE PRODUCED FOR EACH SUBJECT AT THE END OF TERM 2 (SEMESTER 1) FOR ALL YEAR LEVELS AND AT THE END OF TERM 4 (SEMESTER 2) FOR YEARS 7 TO 11. EACH SUBJECT REPORT CONTAINS A DESCRIPTION, ATTENDANCE DATA, VICTORIAN CURRICULUM ACHIEVEMENT STANDARDS (YEARS 7 TO 10), VCE/VET OUTCOMES AND COMPETENCIES (YEARS 11 AND 12), WORK HABITS, LEARNING TASKS WITH A LETTER GRADE AND AWARDS. HOMEGROUP REPORTS PROVIDE INFORMATION ABOUT THE STUDENT'S INVOLVEMENT IN SCHOOL PROGRAMS AND ACTIVITIES.

TWICE PER YEAR

FAMILY, STUDENT, TEACHER MEETINGS

EACH SEMESTER WE HOLD PARENT/STUDENT/TEACHER INTERVIEWS. THESE ARE BOOKED ONLINE AND PROVIDE A GREAT WAY FOR STUDENTS AND FAMILIES TO CONNECT WITH THEIR TEACHERS TO DISCUSS PROGRESS, GOALS, FEEDBACK AND WAYS TO FURTHER ASSIST STUDENTS IN THEIR LEARNING.

THROUGHOUT THE YEAR

CONTINUOUS FEEDBACK

STUDENT WORK AND PROGRESS IS CONTINUOUSLY ASSESSED THROUGHOUT THE YEAR WITH GRADES, TEACHER COMMENTS AND FEEDBACK PUBLISHED ON COMPASS AS THE TASKS ARE SUBMITTED.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Review of whole school data from VCE, NAPLAN, PAT, AToSS. The Leadership Team will document through its Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.	College Leadership Team and Teaching and Learning Team	Every year
Curriculum Areas	Provision of subject offerings for Years 9-12 are determined for the following year based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices. Input will be sought from relevant Learning Domain Leaders when determining programs for the following school year.	College Leadership Team and Teaching and Learning Team	Semester 2 each year
Units and lessons	Domain Leaders and their teams review and refine units of work in an ongoing capacity. Significant changes or refinements are made at the end of each year for the following year. In doing this work, teams will take into consideration data on the outcomes of the current curriculum and pedagogy implemented.	Teaching and Learning and Domain Teams	Ongoing throughout the year

Review of teaching practice

Euroa Secondary College reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - [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](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - whole school curriculum and assessment schedule
 - domain assessment schedules
 - unit curriculum plans.

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2025
Approved by	Anna Eddy
Next scheduled review date	June 2029