



EUROA SECONDARY COLLEGE

Teaching and Learning Policy

PURPOSE

The Teaching and Learning policy supports students to achieve personal excellence and apply their knowledge to create capable, creative, curious and connected students who embrace their futures as life-long learners. Students will be actively engaged through a range of positive and challenging learning experiences that allow for and encourage development. Enrichment and extension opportunities will be provided to students to support their achievement of personal learning goals and personal excellence.

In line with our college vision we are committed to engaging the community in their respective roles to further enhance the learning experience of students and provide additional real world experience that may not be possible in the classroom.

The school supports and encourages continued professional development of staff.

AIMS

The school aims to provide a range of teaching and learning experiences that will:

- Ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future students.
- To promote, facilitate and enable the inclusion of students with disabilities and individual educational needs.
- To provide a broad and balanced curriculum which provides opportunity for all students to acquire content through variation and differentiation.
- To develop curious and enquiring minds through encouraging students to question and discuss issues, in order to make informed decisions.
- To promote positive attitudes, good behaviour, school values and a growth mindset. To nurture self-esteem so students are motivated to learn and to develop an ability to co-operate and work with others.

TEACHING

Student learning is greatly affected by the quality of teaching that they experience. Teachers therefore must ensure that their teaching skills, knowledge and commitment are of the highest standard. All teachers operate under the AITSL teacher standards in classroom practice.

- Staff have a solid subject knowledge and understanding – when support is needed teachers can seek advice from Leadership Team or Domain Leaders.
- Staff plan appropriately for all groups of students, differentiate and access high quality resources.
- Every lesson has a clear Learning Intentions and Success Criteria which are explained to the class and which remains on display throughout the lesson.
- All lessons demonstrate key elements of good formative assessment for learning.
- Activities are varied and differentiated to ensure that students explore, develop and practice new skills and concepts.

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CHALLENGE EMPOWERMENT RESILIENCE RESPECT



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- Staff provide appropriate resources, which support learning outcomes and provide challenge for all.
- Staff have high expectations of all work.
- Education Support Staff are fully involved and active in lessons.
- Staff are familiar with the ESC Assessment Timeline and use it to guide practice.

LEARNING

- Students are challenged to have high levels of engagement, commitment and cooperation.
- Students respond readily to the challenge of set tasks.
- Students are empowered to show growth in all areas of their learning.
- Students are confident and encouraged to question and to show resilience when faced with challenging concepts.
- Students are provided with the skills to evaluate their own work.

IMPLEMENTATION

- Develop the curriculum using the resources provided by the Victorian Curriculum and Assessment Authority.
- Plan and collaborate together in order to provide a consistent, sequential curriculum which is differentiated to meet the needs of individual students.
- Work in teams to moderate for consistency.
- Ensure that teaching practices reflect the belief that an innovative and differentiated curriculum is essential to cater for the individual needs of the students.
- Provide learning opportunities which are engaging, open-ended, cater for the diverse needs and develop thinking skills.
- Ensure students utilise Information Communication Technologies as a tool for organisation, communication, research, and problem solving, providing greater scope in learning opportunities.
- Provide a Learning Management System (Compass) to link staff, students, and families to the college.
- Provide a learning environment that is dynamic, safe, equitable and invites a sharing of ideas.
- Provide a learning environment with academic rigour and high expectations for all learners which is supportive, challenging and productive and encourages risk taking.
- Create a learning environment where students feel comfortable to investigate, inquire and express themselves.
- Through the Respectful Relationships and Pastoral Care programs provide a learning environment that promotes independence, interdependence, and self-motivation.
- Encourage students to use their natural curiosity to direct their learning.
- Ensure students' needs, backgrounds, perspectives and interests are reflected in the learning program.
- Through the Respectful Relationships and School Wide Positive Behaviour Support programs, build positive relationships with each student and build positive relationships with them.
- Provide student agency and voice by involving students in the decision-making process within the classroom in relation to what and how they learn and encouraging them to take responsibility for their own learning.
- Foster intrinsic motivation and a passion for learning which relates to real life experiences.
- Through the Respectful Relationships and School Wide Positive Behaviour Support programs, explicitly teach social competencies, including self-esteem, resilience, team building and life skills so

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that students learn to collaborate, negotiate and contribute to group work and experience the sharing of roles, responsibilities and ownership.

- Undertake a range of ongoing assessment strategies and rich assessment tasks to inform, monitor and respond to students' different learning needs, social needs and cultural perspective.
- Provide explicit feedback to support students' further learning and encourage them to monitor their own learning.
- Develop Individual Learning Plans (ILPs) and Behaviour Support Plans (BSPs) through Student Support Group (SSG) meetings as required with students identifying targets and achievement goals that reflect the curriculum and the individual student's need.
- Inform families of student progress and encourage families to be active participants in their learning.

CURRICULUM

Our curriculum is broad and balanced, focusing on depth of learning and acquisition of skills.

We use a range of resources to support our curriculum including:

- The Victorian Curriculum and Assessment Authority for VCE, VET, VCAL and F-10 curriculum
- Maths Pathways
- Education Perfect – Science
- Edrolo

Our **Whole School Curriculum Plan** maps the content covered from year seven to year ten for each individual year group, semester and each curriculum area. It includes assessment and feedback timelines for families and enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities.

ASSESSMENT

Assessment is not a singular activity. It is both about the measurement of performance at a given point in time and ongoing learning growth. Students are assessed against Victorian Curriculum standards to ascertain whether students are working at the expected level.

Within each domain we have a range of continuous assessments that obtain a wide range of evidence. This allows staff to draw upon and develop a comprehensive picture of student achievement. We use Compass to track student performance and record student data. This also assists us to identify those students at risk of underachievement.

We use Compass to provide families with a progress report (approximately every 6 weeks) and an end of semester report for each class undertaken. The progress reports give an indication of student work habits. The semester reports provide families with information about the current level of student progress. It reports on student achievement in learning tasks and against the Victorian Curriculum standards.

REVIEW CYCLE

This policy was last updated in March 2022 and is scheduled for review in 2025.

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Appendix 1

PRINCIPLES OF TEACHING AND LEARNING (POLT, DET)

<http://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/principlespolt.aspx>

The Principles of Learning and Teaching P-12 (PoLT) and related components state that students learn best when:

1. The learning environment is supportive and productive
2. The learning environment promotes independence, interdependence and self-motivation
3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program
4. Students are challenged and supported to develop deep levels of thinking and application
5. Assessment practices are an integral part of teaching and learning
6. Learning connects strongly with communities and practice beyond the classroom.

Appendix 2

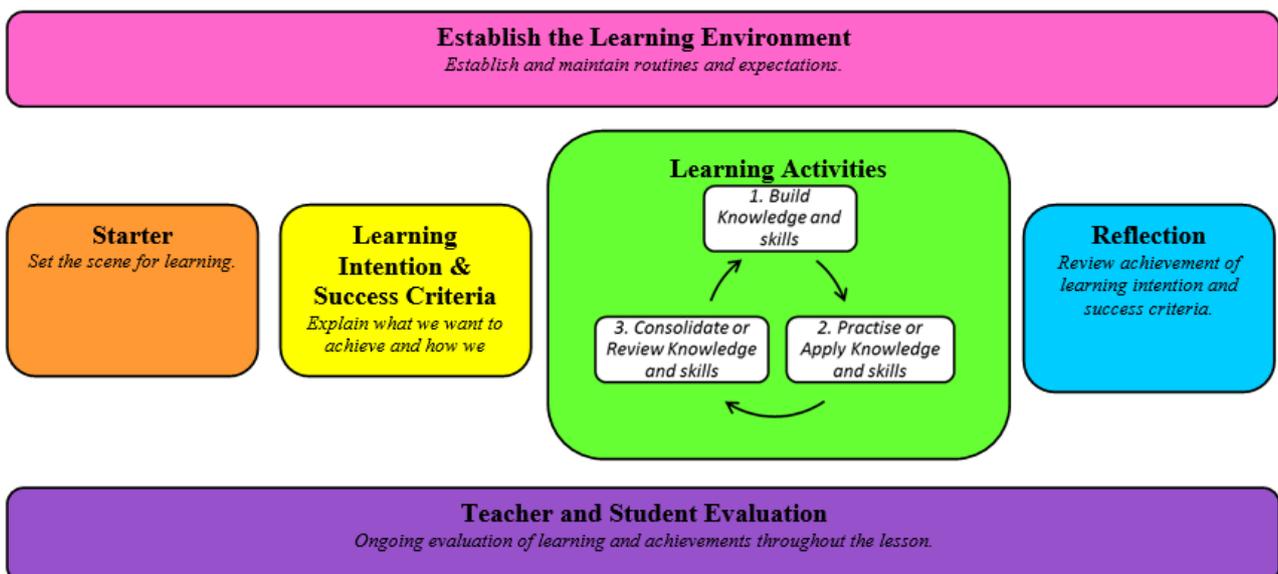


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Challenge Empowerment Resilience Respect

Instructional Model



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