



## Help for non-English speakers

If you need help to understand this policy, please contact the General Office at the appropriate campus.

## PURPOSE

The purpose of this framework is to outline Essendon Keilor College's organisation, implementation and review of curriculum and within its teaching practices. This is to ensure that it is understood in its entirety, and all eight learning areas are 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,
- When and how we report to parents.

This curriculum framework should be read alongside our Key Learning Area team scope, and the sequences and individual unit planners.

## OVERVIEW

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

Essendon Keilor College is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#).

The key points in this framework 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:

- o [Physical and Sport Education — Delivery Outcomes](#)
- o [Sexuality and Consent Education](#)
- o [Holocaust Education – Delivery Requirements](#)

Essendon Keilor College is committed to promoting peak performance by delivering an outstanding education that is purposeful, personal, positive, practical, and principled.

We:

- Create a safe and stimulating learning environment where every student feels valued and supported.
- Personalise learning to cater to diverse interests, needs, and aspirations, ensuring every student can reach their full potential.
- Teach and model positivity, fostering a mindset and character strengths that build resilience and a love for lifelong learning.
- Instil the academic and personal skills required to thrive in our digital, global society.
- Foster a strong moral code and a commitment to service, encouraging students to contribute meaningfully to their communities.

Our curriculum is designed to engage and challenge students, providing them with the tools to succeed both in school and beyond. Through innovative teaching methods, access to a wide range of resources, and a focus on holistic development, we prepare our students for a future of excellence and impact.

## IMPLEMENTATION

Essendon Keilor College implements its curriculum following a fortnightly timetable that includes 6 periods of learning each day. In addition, the middle years campuses also include a 12 minute focus group session each morning, to support students to appropriately prepare for the coming day.

Further information on how our school implements the curriculum, including the learning areas provided at each year level of schooling, and the capabilities that are developed by students across these learning areas, and the approximate time allocations for each learning area, are provided in our Key Learning Area team scope and sequences, and individual unit planners.

### Language Provision

Learning a language as part of the Victorian Curriculum, fosters students' intercultural understanding, enhances cognitive and communication skills, and provides a foundation for future opportunities in education, career pathways, and global citizenship. At Essendon Keilor College, we offer Italian and Japanese at all year levels, along with other languages that can be organized through external services to cater to the diverse needs and interests of our students.

In addition, students are not required to study a language, if their literacy skills require additional support. This decision is based on the school's assessment of each student's individual literacy needs, ensuring that appropriate adjustments are made to support their overall learning and development. This process is completed in consultation with families to ensure the best outcomes for each student.

## Pedagogy

All three campuses at Essendon Keilor College offer an exceptional learning environment that is both inspiring and interconnected. Our commitment to individual growth and success, coupled with a strong emphasis on support and connection, encourages our students to embody our core expectations: “Be Respectful, Be Engaged, Be Aspirational, and Be a Learner.”

Essendon Keilor College is committed to fostering a positive and inclusive environment, by intentionally integrating the five core elements of FISO 2.0 as the foundation of our practices. These elements guide the development of strong relationships and effective teaching and learning strategies, creating the conditions for every student to thrive. Through this approach, we empower all students to become happy, healthy, and resilient individuals; successful lifelong learners; and active, informed members of just and sustainable communities.

In our secondary classrooms, teachers use an evidence-based instructional model—Goal, Access Prior Knowledge, New Knowledge, Apply New Knowledge, Goal Review—alongside the High Impact Teaching Strategies (HITS) to support and enhance student learning through:

- **Learning intentions and success criteria** – clearly communicated goals to focus students on key learning outcomes.
- **Explicit teaching** – breaking down complex concepts into clear, step-by-step instruction.
- **Structured questioning and feedback** – checking for understanding and extending thinking through purposeful questioning and timely, targeted feedback.
- **Differentiated teaching** – adapting content, process, and products to meet diverse student needs, interests, and abilities.
- **Collaborative learning** – encouraging peer interaction and teamwork to build communication, critical thinking, and problem-solving skills.
- **Formative assessment** – continuously monitoring student progress to inform and adjust teaching strategies.
- **Goal setting** – supporting students to take ownership of their learning through clear, achievable personal learning goals.
- **Responsive teaching** – adapting instruction in real time based on student needs, questions, and misconceptions, ensuring targeted support and challenge for all learners.

## Assessment

Essendon Keilor College assesses student progress in line with the Department’s [Assessment of Student Achievement and Progress Foundation to 10 policy](#). Assessment at Essendon Keilor College is used to guide future learning, inform teaching practices, and communicate student progress to students, parents, and stakeholders. It is designed to be ongoing and integral to the learning process. A combination of formative assessment for learning and summative assessment of learning is used to support student achievement. Students are encouraged to engage in self-assessment and reflection, while teachers utilise assessment data to inform future instruction. Various assessment strategies ensure a comprehensive understanding of student progress.

- Teachers use a variety of assessment strategies to gather evidence about student learning, such as discussions and student-teacher conferences. To support student learning, assessment tasks will provide clear instructions to ensure students understand expectations and requirements. Relevant supporting documents, such as scaffolds and planning templates, will be included to assist students in structuring their responses and developing their ideas. These resources support a range of learning needs and promote student success. Sufficient time for completion will be allocated, allowing students to engage meaningfully with tasks without unnecessary pressure. Assessment tasks will be modified where necessary to accommodate students with additional learning needs. Adjustments will be made to ensure equitable access to assessment opportunities, supporting all students in demonstrating their knowledge and skills.

- Essendon Keilor College will develop Individual Education Plans (IEPs) for students who require additional learning support. For example:
  - Students with a Disability (PSD) will have tailored educational plans that address their specific needs and learning goals.
  - Koorie students will receive Individual Education Plans that incorporate culturally responsive teaching strategies and support their educational engagement and success.
  - Students in 'Out of Home' care will have IEPs developed to address their unique circumstances, ensuring they receive appropriate academic and emotional support. These plans will be created in consultation with students, parents, and relevant external agencies where appropriate.
- Teachers will assess students with disabilities and impairments using the Victorian Curriculum and/or the Abilities Based Learning and Education Support ([ABLES](#)) where applicable. This ensures that assessments are appropriate and aligned with each student's learning level and capabilities.
- The English language proficiency of English as an Additional Language (EAL) students will be assessed using the Victorian Curriculum F-10 EAL. This assessment approach ensures that students' language development is measured accurately, and appropriate support is provided to enhance their learning experience.
- To ensure fairness and consistency, Essendon Keilor College will implement cross-marking (moderation), where multiple teachers review student work to maintain reliable grading. Assessment rubrics and work samples will support objective and transparent evaluation by providing clear criteria. Staff collaboration, including shared discussions and professional development, will help align judgments with Victorian Curriculum Standards across the school.

## REPORTING

Essendon Keilor College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10 policy](#).

- Assessment outcomes will be communicated to students and parents through regular progress reports, which provide ongoing feedback on student engagement, preparedness and areas for improvement.
- Parent-teacher meetings will be held to discuss student progress, address concerns, and set learning goals once in term 1 and once in term 3. These meetings offer a valuable opportunity for collaboration between teachers and families.
- Formal reports will be issued in alignment with [Victorian Curriculum Standards](#), summarizing student achievements and providing insights into their academic development. If reporting on students for whom English is an additional language, the [Victorian Curriculum F-10 EAL achievement standards](#) will be used.

## CURRICULUM AND TEACHING PRACTICE REVIEW

### Curriculum Documentation Review

Essendon Keilor College consistently reviews and updates its curriculum resources to ensure they align with the latest educational standards and best practices set by the Department of Education. Through regular internal checks, the college evaluates teaching materials, assessment strategies, and learning outcomes to maintain high-quality education that meets student needs. This ongoing process allows the school to incorporate new teaching methodologies, updated content, and innovative resources that enhance student engagement and achievement. By adhering to the Department

of Education's recommendations, Essendon Keilor College remains committed to providing a dynamic and effective learning environment.

### Teacher Practice Review

Essendon Keilor College reviews teaching practice through Professional Learning Communities, where teachers collaboratively evaluate high-impact strategies, and the Statement of Expectation, which provides feedback to support continuous improvement in teaching and student learning.

In addition, Essendon Keilor College has a whole school focus on teacher growth through peer observation. Peer observation in education fosters a collaborative learning environment where teachers can share best practices, gain new insights, and refine their teaching strategies. It promotes professional growth, enhances instructional quality, and strengthens teamwork among educators.

## 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 the following policies/guides;
  - EKC Homework Policy
  - EKC Assessment and Reporting Guide
  - EKC Satisfactory Completion Policy

## POLICY REVIEW AND APPROVAL

|                                       |                                |
|---------------------------------------|--------------------------------|
| Policy last reviewed                  | May 2025                       |
| Approved by                           | College Principal- Adam Potter |
| Ratified at School Council Meeting on | 8 <sup>th</sup> May 2025       |
| Next scheduled review date            | May 2028                       |