



Teaching and Learning Policy

Purpose

This policy outlines the principles, expectations, and practices that guide high-quality teaching and learning across Whittlesea Secondary College. It ensures a consistent approach that supports student engagement, achievement, and wellbeing, and aligns with Department of Education requirements and the College's strategic goals.

Scope

This policy applies to:

- All teaching staff (ongoing, contract, and CRTs),
- Educational support staff involved in instructional programs,
- Students and parents/carers as part of the College learning community.

Policy

Our College is committed to providing a safe, inclusive, and stimulating learning environment where every student can achieve their personal best. Teaching practices will be evidence-based, aligned with the Victorian Curriculum, and focused on growth for all learners.

Principles of Effective Teaching and Learning

1.1 High Expectations

- Teachers establish and communicate clear learning goals and success criteria.
- Students are challenged appropriately and supported to meet high standards.

1.2 Evidence-Based Practice

Teaching must incorporate approaches proven to improve learning, such as:

- Explicit instruction
- Formative assessment
- Differentiation
- Feedback for learning



1.3 Safe, Inclusive, and Positive Learning Environments

- Classrooms promote respectful behaviour, collaboration, and student voice.
- Classrooms maintain physical and psychological safety.
- Cultural safety is maintained for all students, including Aboriginal and Torres Strait Islander learners, LGBTIQ+ students, students with disabilities, and students from culturally diverse backgrounds.
- Any Child Safe concerns/issues are reported and dealt with immediately.
- Ensuring curriculum choices are inclusive.
- Liaise with the DI Team around any classroom adjustments and any expectations around IEPs/PLPs

1.4 Assessment and Reporting

- Teachers use a range of assessment tools to monitor progress and inform instruction.
- Students receive timely, constructive feedback.
- Reporting to parents/carers complies with DET guidelines and College timelines.

1.5 Professional Collaboration

- Teachers work in PLCs to analyse data, moderate assessment, and plan curriculum collaboratively.
- Ongoing professional learning is expected to maintain high-quality practice.

Instructional Model

All teachers consistently use the Colleges approved instructional model FISO and the VTLM 2.0. Lesson plans must include:

1. Learning intention
2. Success criteria
3. Activating prior knowledge
4. Explicit teaching
5. Guided practice
6. Independent practice
7. Feedback and reflection



Framework for Improving Student Outcomes (FISO 2.0)

The FISO 2.0 improvement cycle depicts the improvement process that Victorian government schools use to implement strategies and actions to improve students' learning and wellbeing outcomes. The cycle embodies global best-practice research on school improvement and teacher professional learning.

The stages of the improvement cycle are:

- Evaluate and diagnose education challenges and areas for improvement based on the learning and wellbeing needs of every student.
- Prioritise and set goals for improvement strategies and initiatives that have the greatest impact on student learning and wellbeing.
- Develop and plan improvement strategies and initiatives to ensure successful implementation.
- Implement and monitor selected improvement strategies and initiatives, including the impact these have on student learning and wellbeing, to adapt and respond accordingly.

The improvement cycle supports school review and school strategic planning, annual implementation planning, and regular cycles of inquiry. It can be used at different levels, from the whole-of-school to the classroom, and over different time periods, from 4-week cycles to annual cycles.

IMPROVEMENT CYCLE





Whittlesea Secondary College use FISO 2.0 to inform the development of their School Strategic Plans and Annual Implementation Plans. The FISO 2.0 Student outcomes of learning and wellbeing are supported by 5 evidence-based core elements:



1. Leadership.
2. Teaching and Learning
3. Assessment
4. Engagement
5. Support and Resources

1. Curriculum Documentation

- Curriculum fully documented in line with Victorian Curriculum requirements.
- Curriculum is aligned to PLC agreements.
- Adjustments documented for students with additional needs

2. Assessment

- Common assessment tasks (CATs) used across year levels/subjects.
- Formative assessment embedded in every lesson.
- Data discussed in PLCs every cycle (e.g., 3–5 weeks)

3. Implementation Responsibilities

Principal & Leadership Team

- Provide time for PLCs and coaching.
- Monitor implementation through walkthroughs and learning observations.
- Ensure professional learning supports College priorities.
- Lead data-driven improvement strategies.



Leading Teachers / Learning Specialists

- Support teachers with modelling, coaching, and feedback.
- Lead PLC processes and ensure curriculum alignment.
- Monitor fidelity of instructional model use.

Teachers

- Implement instructional model in every lesson.
- Maintain assessment data and use it to inform planning.
- Provide differentiated instruction.
- Collaborate with PLT members every cycle.
- Engage in ongoing professional learning.

Casual Relief Teachers (CRTs)

- Follow lesson plans aligned with the VTLM 2.0.
- Maintain a safe, orderly learning environment.
- Provide feedback on student progress/behaviour to the regular classroom teacher.

Education Support Staff

- Support inclusive practice as directed by teaching staff.
- Participate in relevant training.

4. Monitoring, Review & Quality Assurance

Walkthroughs

- Termly learning walks using agreed criteria (learning intentions, success criteria, student engagement, differentiation, feedback).

PLC Data Reviews

- Analysis of student learning growth.
- Moderation of assessments.



- Adjustments to planning based on evidence.

Student Voice

- Student feedback surveys used to refine practice.

Annual Review

- Policy and implementation reviewed annually as part of AIP cycle.

5. Indicators of High-Quality Practice

- Learning intentions are visible and reference by students
- Organised and orderly classrooms
- Engaged students actively contributing to the classroom
- Learning tasks regularly being met

2. Responsibilities

School Leadership

- Provide structures and time for PLTs, coaching, and professional learning.
- Ensure consistent use of whole-school instructional models.
- Monitor teaching and learning through walkthroughs, data reviews, and student feedback.

Teachers

- Plan and deliver lessons aligned with curriculum requirements and school frameworks.
- Maintain accurate assessment records.
- Engage in reflective practice and continuous improvement.
- Create inclusive learning environments and make reasonable adjustments as required.

Students

- Engage actively in learning, complete tasks to the best of their ability, and seek feedback.
- Uphold school values and contribute to a positive classroom environment.

Parents/Carers

- Support student learning at home.
- Communicate with teachers regarding student progress or concerns.



3. Monitoring and Review

- Teaching and learning practices will be reviewed through data analysis, staff feedback, student surveys, and classroom observations.
- This policy will be reviewed yearly if necessary to reflect DET updates or College needs.

Resources:

- [Child Safe Standards](#)
- [Whittlesea Secondary College Assessment and Reporting Policy:](#)
- [Whittlesea Secondary College Student Engagement and Wellbeing Policy](#)
- [DET Teaching and Learning Resources](#)
- [Victorian Teaching and Learning Model \(VTLM\)](#)

Appendix 1

- See attached Teaching and Learning Flowchart

Policy Review:

Policy last reviewed:	December 2025
Consultation Group:	Principal Executive
Approved by:	Principal
Next scheduled review date:	December 2026



Appendix 1

