

CURRICULUM FRAMEWORK

PURPOSE

The purpose of this framework is to outline Lakes Entrance 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/carers.

This curriculum framework should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

OVERVIEW

Lakes Entrance 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.

Lakes Entrance 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](#)

At Lakes Entrance Secondary College, our learning culture is built upon a foundation of inclusivity, aspiration, and mutual respect. Guided by our vision to empower students to embrace diversity and strive for excellence, we foster a progressive and challenging environment where every learner is encouraged to grow, achieve, and succeed.

We are committed to delivering a well-rounded education that equips students with the skills, knowledge, and confidence to thrive in life beyond school. Our mission is to provide the best possible foundation for each student, nurturing their academic, social, and emotional development through a supportive and dynamic learning community.

Our core values—**Respect, Trust, and Try**—are embedded in every aspect of school life. These principles shape our interactions, inform our teaching practices, and inspire students to take

ownership of their learning journey. We celebrate effort as much as achievement, and we believe that every student has the capacity to succeed when given the right opportunities and encouragement.

Curriculum Program

Lakes Entrance Secondary College offers a comprehensive curriculum that caters to the diverse interests and pathways of our students. From Years 7 to 12, our programs include core subjects such as English, Mathematics, Science, Humanities, the Arts, Technology and Health and Physical Education. Senior students have access to VCE, VET, and VM programs, allowing for academic, vocational, and applied learning options tailored to individual goals.

We integrate digital technologies and collaborative learning to enhance engagement and prepare students for the demands of a rapidly evolving world. Our curriculum is designed to be flexible, inclusive, and responsive to the needs of our student cohort.

Student Cohort and Special Arrangements

Our student body reflects the vibrant and diverse community of Lakes Entrance and surrounding areas. We proudly support students from a range of cultural, socioeconomic, and educational backgrounds, including Aboriginal and Torres Strait Islander learners and students with additional needs.

To ensure equitable access to education, we offer a range of special arrangements including:

- Individual Education Plans and targeted support for students with disabilities or learning difficulties
- Wellbeing programs and counselling services to promote mental health and resilience
- Flexible learning options and alternative education pathways
- Strong partnerships with families, local organisations, and community services

At Lakes Entrance Secondary College, we believe that every student deserves to be seen, heard, and supported. Together, we acknowledge achievement and celebrate the success of each student because every journey matters.

IMPLEMENTATION

Lakes Entrance Secondary College implements its curriculum with a variety of programs address the specific needs of students in relation to gender, special learning needs, disabilities and impairments and giftedness.

Our college is committed to providing culturally appropriate and inclusive programs to Koorie students through supporting the development of high expectations and creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum.

At Lakes Entrance Secondary College, class time is structured into a weekly timetable, with five hours of learning per day, broken into 60-minute sessions.

Lakes Entrance Secondary College adopts a Pathways program for one per week to provide students with opportunities to increase their connectedness with teachers and peers.

Year 7-10 Structure

Semesters 1 and 2	
Subject	Lessons per week
English	4
Maths	4
Science	4
Humanities	4
Art/Technology	4
Health and PE	4
Pathways	1
Total	25

VCE or VCE VM structure

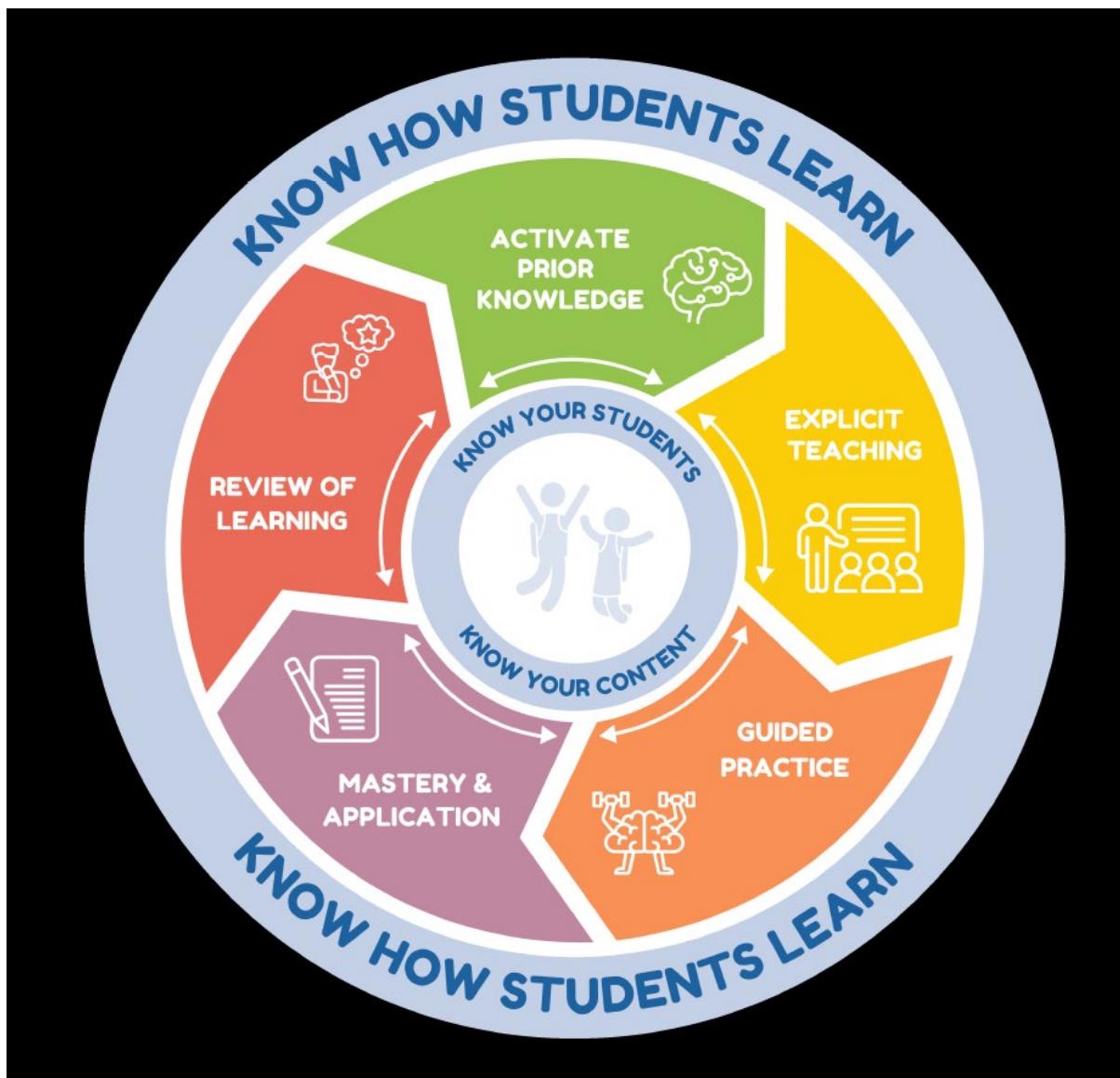
Students may choose to study a sequence of Units over 3 years through an early entry offering or atypical VCE. Students undertaking the Vocational Major certificate are required to complete a minimum of 2 Units of any Mathematics offered at the school, 2 Units of Work Related Skills, Personal Development Skills and a VET Certificate. They must complete a study from the English stream (Literacy is only accessible to VCE VM students). Refer to the VCE and VCE VM Policy for Units of satisfactory completion for the studies listed.

Year 11 - Units 1 and 2		Year 12 - Units 3 and 4	
Subject	Lessons per week	Subject	Lessons per week
English/English Language/Literature or Literacy (VM Only)	4	English/English Language/Literature or Literacy (VM Only)	4
Subject 2	4	Subject 2	4
Subject 3	4	Subject 3	4
Subject 4	4	Subject 4	4
Subject 5	4	Subject 5	4
Subject 6	4		
Pathways	1	Pathways	1
Total	24	Total	20

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 area, year level and unit / lesson curriculum plans.

Pedagogy

The pedagogical approach at Lakes Entrance Secondary College embodies common pedagogical philosophy of effective teaching and learning, which values using evidence to plan dynamic, well documented and viable curriculum that is responsive to our changing demographic. Staff at Lakes Entrance Secondary College work collaboratively to develop shared, viable and documented curriculum and assessment tasks. All curriculum is documented using scope and sequence, unit plan and lesson plan resources which are shared among the team and refined regularly in collaborative teams. These plans are mapped out using the school's instructional model, which draws on elements of effective teaching instruction and the Victorian Teaching and Learning Model. Units of work and lessons are accessible using the school's Microsoft SharePoint Site.



Assessment

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

Students at Lakes Entrance 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.

Teachers at Lakes Entrance 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/carers 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.*
- *Lakes Entrance Secondary College will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion (DI) program, Koorie students and students in 'Out of Home' care, in consultation with students, parents/carers 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

Lakes Entrance Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Lakes Entrance 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.

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Lakes Entrance Secondary College will report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL achievement standards](#).
- Both student achievement and progress will be included in the report.
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

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.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving 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 VASS, NAPLAN, PAT data to review whole school VCE, VCE VM and 7 – 10 curriculum.	Curriculum Team, including Domain Leaders, VCE and VCE-VM coordinators, Leading Teacher and Assistant Principal	Termly
Curriculum Areas	Domain Leaders receive ongoing professional development on the curriculum refinement process to support this process in their Domain Teams	Domain Leaders Team	3 weekly
Year levels	Domain Leaders appointed at the beginning of the year. They facilitate meetings during Domain time to review units of work including lesson plans.	Domain Leaders	Fortnightly
Units and lessons	Teachers continue to build and refine curriculum during Domain meeting and during scheduled time when not in classes.	Teachers	Fortnightly

Review of teaching practice

Lakes Entrance Secondary College reviews teaching practice via:

- Teaching Sprints, 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/Statement of Expectations, 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:
 - teaching and learning program for each learning area and capability
 - teaching and learning program for each year level
 - unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	15/10/2025
Approved by	Principal
Next scheduled review date	15/10/2028