

PURPOSE

The purpose of this framework is to outline Lockington Consolidated School'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 documents.

OVERVIEW

Lockington Consolidated School 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.

Lockington Consolidated School 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](#)

Lockington Consolidated School aims to Lockington Consolidated School aims to create a passionate and safe learning community that inspires, challenges and supports all students to achieve their personal best, become critical, creative thinkers and make positive contributions to the community and world in which we live.

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

Lockington Consolidated School implements its curriculum based upon the 8 key learning areas within the Victorian Curriculum with the core areas of English, LOTE (Indonesian), Mathematics, The Arts (Visual Arts, Music and Drama), Health and Physical Education, the Humanities, Science, Technologies as well as the addition of the Capabilities of Critical and Creative Thinking, Ethical, Intercultural, Personal and Social Capabilities. Science, Humanities, Technology are implemented via an Inquiry Cycle that runs on a three-year rotation for P-2 and a two-year rotation for Years 3-6. At Lockington Consolidated School, class time is structured into a weekly timetable, with 5 hours and 10 minutes of instruction per day, broken into five x 60 minute sessions.

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.

Language provision

Lockington Consolidated School will deliver Indonesian as a Language, based on the availability of qualified LOTE Indonesian teacher on staff and the local secondary school having Indonesian as their Language Other Than English.

Pedagogy

The pedagogical approach at Lockington Consolidated School is based upon the Workshop Model for Literacy and Numeracy. The High Impact Teaching Strategies are referred to and reflected upon for all aspects of teaching and learning.

Assessment

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

Students at Lockington Consolidated School 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 Lockington Consolidated School 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 on Xuno (Literacy) , Staff Google Drive and Essential Assessments (Numeracy). The assessments may include, but are not limited to, tests and assignments, projects, teacher observations, 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.
- Teachers set individualised Learning Goals for Reading, Writing and Numeracy, based upon formative data collection. These goals are monitored, reviewed and revised via ongoing teacher assessments.
- Lockington Consolidated School 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.
- Teachers will assess the achievements of EAL students in the context of the Victorian Curriculum and the Victorian [Curriculum F-10 EAL achievement standards](#) where applicable.
- Staff will participate in moderation of writing so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school. Reading assessment data is collated and referenced using a whole-school data wall approach.

Reporting

Lockington Consolidated School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Lockington Consolidated School 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 Lockington Consolidated School our written reports will be written in a family friendly format with no teacher jargon and will be accessible in digital form with the option to translate text from English to another language, upon request.

Lockington Consolidated School 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.
- A five-point scale is applied, where 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 all relevant learning domains.
- Lockington Consolidated School will also report against the Social Competencies.
- 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 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 [Outline how this level of planning works in the school and what data or tools are used to inform the review]	Responsibility [Who is responsible?]	Timeframe
Whole school	Reviewed as the curriculum changes and as deemed necessary by Leadership	Principal Leading Teacher	Yearly and/or as required
Curriculum Areas	Yearly overview used to inform Term Planning by each PLC team.	Principal Leading Teacher PLC Teams	Termly
Year levels	Term Planners used to drive the weekly planning sessions within each of the PLC teams	Principal Leading Teacher PLC Teams	Weekly
Units and lessons	Term Planners used to drive the weekly planning sessions within each of the PLC teams	Principal Leading Teacher PLC Teams	Weekly

Review of teaching practice

Lockington Consolidated School 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.
- Regular Learning Observations that focus on a specific element that aligns with our AIP.

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 \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2025
Approved by	Lisa Duffy
Next scheduled review date	March 2028