

CONCORD SCHOOL POLICY

CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact 9467 3972.

PURPOSE

The purpose of this framework is to outline Concord 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 area, year level and unit / lesson curriculum plans.

OVERVIEW

Concord 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.

Concord 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](#)

Concord School aims to provide students with the best possible foundation in life through a well-rounded education. Student achievement and student wellbeing are the fundamental pursuits of our school. Given sufficient support and challenge, all students will learn and succeed regardless of their disability or personal circumstances. There are high expectations of both staff and students who value and enact the school motto – 'to be the best I can be'.

It is the quality of the teaching that makes the most significant difference to student learning. All teachers have a moral, ethical and professional responsibility to lift the achievement levels of our

students. We maintain a relentless focus on improving the learning outcomes of ‘every student’ in ‘every classroom’ across the whole school.

Student achievement, engagement and wellbeing are the fundamental pursuits of our school. We aspire to engage our students, with the support of the greater community, to develop the requisite skills and strategies to be able to encounter the world with independence, confidence and a positive mindset.

IMPLEMENTATION

Concord School implements its curriculum by designing and delivering lessons with an explicit instructional approach for all core subject areas of English, Mathematics and Specialist subjects. At Concord School, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 6 x 50-minute sessions.

Further information on how our school implements the curriculum, including the learning areas provided at each year level, 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 Concord School follows the evidence based Victorian Teaching and Learning Model 2.0:

- Firstly, staff understand the Elements of Learning, having a holistic view of how students learn, in particular the individualised needs of students at Concord. This encapsulates how learning occurs in the brain and behaviour focusing on; 1) Attention, focus, and regulation 2) Knowledge and memory 3) Retention and recall 4) Mastery and application.
- Secondly, students will experience effective instructional practices from the Elements of Learning, that are deliberately delivered with teacher understanding of students’ individual learning processes. At Concord teaching strategies are evidence based and focus on how students process, retain and apply knowledge. They plan and deliver learning through the elements of; 1) Planning 2) Enabling Learning 3) Explicit Teaching 4) Supported Application.

Teaching at Concord School covers skills from the core curriculum areas including the capabilities of Personal and Social. Guaranteeing students are taught skills relating to social, emotional and academic learning throughout their schooling that are transferred into their post school pathways.

Assessment

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

Students at Concord 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 Concord 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).

- 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 in the Assessment Schedule for Primary and Secondary. The assessments may include, but are not limited to, tests, 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.
- Each Semester, Concord School develops Individual Education Plans (IEPs) in consultation with students and parents/carers, external agencies are encouraged to also contribute to this process.
- Teachers will assess the achievements of students in the context of the Victorian Curriculum and the Victorian Pathways Certificate.
- 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 and the Victorian Pathways Certificate.

Reporting

Concord School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy and the Department's Guidelines for Students with Disabilities.

In addition, Concord School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the semester, including through twice-annual formal reporting and termly Student Support Group (SSG) meetings.

At Concord School student reports 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.

- Concord School will report directly against the Victorian [Curriculum F-10 achievement standards](#), including Foundation Level A -D or the Victorian Pathways Certificate.
- Both student achievement and progress relating to student IEP goals will be included in the report for core curriculum areas of English, Mathematics and Personal and Social Capabilities.
- An five-point scale, where the quality of a student's achievement against their Individual Education Plan at the time of reporting will be provided.
- Students in year 9-12 will have IEP goals for specialist elective subjects.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders at SSGs once a term.

Student Support Group meetings are conducted four times a year, which 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. External therapists are invited to attend these meetings and to liaise with the Concord Allied Health team.

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 planning	Process and data used	Responsibility	Timeframe
Whole school	Incorporates a holistic view of learning for students incorporating Concord's Discovery Units, Specialist Subjects and identifying core curriculum areas. Stipulates the time allocations for all curriculum areas.	Assistant Principal & School Improvement Team	Yearly
Curriculum Areas	Guided by the Priority Areas of learning for students at Concord. Scope and Sequences developed for Mathematics and English. Data of post school pathways and the VPC guiding reflection, discussions and decisions.	Assistant Principal & School Improvement Team	Yearly
Year levels	Planned on Day 1 of a new school year being guided by the Curriculum Area Plans and Whole School Curriculum Plan. Achievement standard data used to see the levels functioning for all Victorian Curriculum subject areas.	Section based teams led by LT & LS	Yearly
Units	Planned at the end of each term being guided by other layers of the curriculum and the yearly plan. English and Mathematics data sets from Assessment Schedule analysed and skills incorporated into units from the scope and sequences.	Section based teams led by LT & LS	Termly
Lessons	Collaboratively planned each week through section teams. Individual teachers take the master plan to differentiate for their individual class needs. Suite of data sets from assessment schedule including moderated tasks.	Section based teams led by LT & LS	Weekly

Review of teaching practice

Concord 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 teaching practices for social, emotional and academic learning.
- 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.

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:
 - Concord's Guaranteed and Viable Curriculum
 - Whole School Curriculum Map

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2026
Approved by	Principal
Next scheduled review date	June 2030