

Supporting information P–12 curriculum, assessment and reporting framework

Individual curriculum plans

When is an individual curriculum plan required?

An individual curriculum plan is required when a student is provided a lower or higher year level of the Australian Curriculum than their age cohort and the student will be reported against the lower or higher achievement standard.

An individual curriculum plan is required for students on a highly individualised curriculum.

It may also include students:

- with learning difficulties
- identified with a disability in accordance with the Disability Discrimination Act 1992 (DDA)
- who are gifted and talented.

An individual curriculum plan can apply to a single learning area, or to the whole curriculum.

Individual curriculum plans are one of several student plans which can be documented in the OneSchool student plan. See **Attachment 1** for an overview of these plans.

The process for developing an individual curriculum plan, and the content to include, is described in [Whole school approach to support student learning](#).

When is an individual curriculum plan NOT required?

An individual curriculum plan is not required when evidence indicates that a student needs to revisit a particular strand, or particular concepts and skills from a different year level of the Australian Curriculum to address gaps in learning.

Revisiting an earlier year level to develop particular aspects of the learning area is done with focused or intensive teaching in collaboration with available support personnel.

Difficulties with reading (as evidenced through standardised assessments and/or a miscue analysis) are not the primary reason for providing curriculum at an earlier year level. Difficulty with reading tasks will be evident in all learning areas. Additional support to develop reading skills can be provided to the student through focused and intensive teaching. Other support staff may be involved in the provision of this support, and assistive technology options are available to support reading of class texts.

See scenarios in **Attachment 2** for detailed examples.

The documentation of plans relates to the particular curriculum and teaching provided to the student. To cater for the learning needs of all students, schools use a continuum of support which provides differentiated teaching for all students, focused teaching for identified students, and intensive teaching for a small number of students. (More detail is provided in the [Whole school approach to support student learning](#).)

Students	Curriculum provision / teaching	Curriculum plan
All students	Differentiated and explicit teaching	differentiation provisions recorded in unit plan/class plan
Students with learning difficulties	Focused teaching	optional — it is advisable to record the focused teaching strategies used
	Intensive teaching	optional — it is advisable to record the intensive teaching strategies used
	Different year level (focused	Individual curriculum plan

	/intensive teaching)	
Students with disability (A range of plans, other than curriculum plans, may be required for individual students)	Focused teaching	optional
	Intensive teaching	optional
	Different year level (focused /intensive teaching)	Individual curriculum plan
	Highly individualised curriculum	Individual curriculum plan
Students with English as a second language or dialect (EAL/D)	Focused teaching	optional
	Intensive teaching	optional
	Intensive Standard Australian English (SAE) program (first 12 months)	Teaching program – intensive Standard Australian English
Students identified for additional support through the Great Results Guarantee	Focused teaching	Individual or group plan
	Intensive teaching	Individual or group plan

What to include in an individual curriculum plan

An individual curriculum plan documents the intended curriculum, pedagogy and assessment provisions for the next reporting period. Decisions are based on a collaborative analysis of student achievement data and in consultation with the student's parent(s)/carers.

An individual curriculum plan documents:

- the differentiation and focused teaching already provided to the student
- the nominated year level of the Australian Curriculum to be taught during the next reporting period
- learning expectations: described briefly, drawn from the relevant unit of work, and linked to the achievement standard
- focused teaching strategies to be used during the next reporting period
- other support to be provided
- parental approval.

How to determine when it is appropriate to provide a different year level of the Australian Curriculum

When focused and/or intensive teaching has already been provided to the student and further support is required, a different year level can be considered.

The decision to teach a different year level of the Australian Curriculum is based on a range of evidence of the student's current achievement from monitoring and assessment. The decision is made on an individual basis; taking into account what is best for this student in the particular school context.

Schools explore all options available to best meet the needs of the student:

- Can the student's support needs be met through further differentiation and focused teaching by the classroom teacher and with additional support — rather than a different year level curriculum?
- Is the provision of a different year level curriculum the most appropriate option in the particular school context?

Teachers consider a range of school and student achievement data about how the student is performing against the year level achievement standard of the age cohort in the learning area/s.

The school must be able to justify the decision regarding whether or not they provide a different year-level curriculum, taking into account the focused and/or intensive teaching previously provided, the evidence in the student's work and the student's particular circumstances.

See scenarios in [Attachment 2](#) for detailed examples.

Next steps after deciding to provide a different year level

- Identify which year level achievement standard of the Australian Curriculum the student can demonstrate in the selected learning area.
This is informed by a range of student achievement data including responses to classroom assessment tasks relating to the Australian Curriculum. Standardised tests, alone, will not address the entire Australian Curriculum achievement standard.
- Select the appropriate year level curriculum to be taught. Teachers make an informed decision about the most appropriate year level.
For example, if the data indicates that a Year 7 student has met the achievement standard for Year 3 Australian Curriculum: English, examine the Year 4 and Year 5 English curriculum to determine a starting point for this student. Use the evidence of student achievement data to decide whether the student is to be taught:
 - the Year 4 curriculum
 - the Year 5 curriculum with focused teaching of some Year 4 content descriptions to address 'gaps' in the student's knowledge or skills.
- Using the achievement standard for the nominated year level, identify the aspects of the curriculum the student will be taught in the next reporting period.
- The learning history and achievement data for some students with disability may indicate they are likely to take more than one year to meet the achievement standard of the identified year level. For these students, select the partial aspects of the achievement standard the student will be working towards for the next reporting period.
- Assessment and reporting must align to the achievement standard of the year level curriculum taught.
- Plan to teach the selected curriculum in an age-appropriate context.

The Australian Curriculum scope and sequence for each learning area gives a clear overview of content descriptions across year levels. These are useful when planning teaching and learning for students with diverse learning needs.

Do parents need to be consulted when deciding which year level curriculum will be provided to a student?

When a school is making decisions about the provision of a different year level of the Australian Curriculum for a student not meeting year level expectations, parents/carers are informed and provided the opportunity to be involved in decision making. The principal should endorse the individual curriculum plan noting parental approval.

Decisions about the provision of a different year level of the Australian Curriculum for a student with disability must meet the requirements of the Disability Discrimination Act and the [Disability Standards for Education 2005](#) (The Standards). These require that parents/carers be consulted when adjustments are made to the curriculum provided to the student. So, while the parents/carers do not have to be present during deliberations, they must be fully informed and endorse any decisions reached.

Assessment and reporting requirements for students taught a different year- level curriculum

All students are assessed and reported against the achievement standard for the year level Australian Curriculum they are taught. See Table 1 in [Reporting to parents](#) and see [Assessment](#).

Assessment

When a student is taught a different year level of the Australian Curriculum than their age cohort, the assessment and accompanying marking guides align to the achievement standard for the year level curriculum taught. For example a student in Year 7 who is taught the Year 5 English curriculum, is assessed against the achievement standard for Year 5 English.

Teachers plan assessment that allows the student to demonstrate the full extent of their knowledge, understanding and skill.

Reporting

For students accessing a different year level of the Australian Curriculum than their age cohort for one or more learning areas, the five-point scale used for reporting on achievement is the same as for their age cohort. See [Reporting to parents](#) for the five-point scales used for particular year levels. For example a student in Year 4 who is taught the Year 1 Australian Curriculum for mathematics is reporting on using the A to E five-point scale for Year 4 (and they have been assessed against the achievement standard for Year 1 mathematics).

Acceleration to a higher year level for all learning areas

Those students who are accelerated a full year level(s) of the Australian Curriculum are assessed and reported on as part of the cohort to which they have been accelerated. For example:

- If a student is accelerated from Year 2 to Year 3 for all learning areas, that student is enrolled as a member of a Year 3 class and is assessed and reported on as part of that Year 3 class. So the A–E scale is used.
- An exceptional 14 year old student successfully accelerated for the full curriculum, and enrolled as a Year 12 student, would be reported on using the Year 11 and 12 five-point scale and would complete the Queensland Core Skills tests and graduate as part of the Year 12 cohort.
- An exceptional Year 9 student who has been successfully accelerated to Year 11 for mathematics and science, only, would be reported on using the Year 11 and 12 five-point scale for mathematics and science, and using the A-E scale for all other learning areas.

Reviewing individual curriculum plans

Collaboratively analyse student achievement and review the individual curriculum plan at the end of each reporting period, usually each semester.

Examine reported grades, recent student responses to a variety of assessments and relevant work samples to determine the extent to which the year level achievement standard has been demonstrated — and the appropriate curriculum to be taught in the next reporting period.

Consider not only the appropriate year level of the Australian Curriculum but also the specific curriculum content that will be taught during the next reporting period.

This review process ensures curriculum provision recognises progress, meets the current and emerging needs of the student and works to include the student as part of the class.

For gifted students who have been accelerated, an initial review occurs after a minimum six-week trial as the accelerated placement may not match the needs, interests and abilities of the students. This applies to students provided either learning area acceleration or full year level acceleration.

Further information is provided in [Curriculum provision to gifted and talented students](#).

<http://education.qld.gov.au/curriculum/framework/p-12/docs/policy-gifted-talented.doc>

How to plan an individual curriculum for a student achieving below the Prep (F) level

Students who are achieving below Prep/Foundation level are provided a highly individualised curriculum. Schools use the extended learning continua for the [General capabilities](#) of Literacy and Numeracy which represent essential skills that all students need to become successful learners.

However the General capabilities are not an alternative curriculum to the learning areas, so:

- start by looking at the learning area Australian Curriculum content for the student's age cohort to provide a context for the learning
- consider the student's current levels of learning, strengths, needs and interests
- adjust the teaching and learning by:
 - drawing from the age-equivalent learning area content, as relevant to individual learning needs, to provide a context for the learning

- using the General capabilities to adjust the learning focus.

For example a student is to be taught targeted numeracy skills through the Year 6 Science investigation of electrical circuits. For this student an adjustment could be: 'following pictorial instructions to build a simple electrical circuit'. (Level 1B Extended General capability Numeracy: 'Using spatial reasoning, Interpreting maps and diagrams').

See [C2C differentiation planning samples](#) for more examples of how this is done. ACARA also provides [advice](#) on using the general capabilities to make adjustments.

Attachment 1: Student plans

The following table provides information about the range of plans that may be developed and recorded in OneSchool Student Support Plan when planning for students with diverse learning needs.

Plan	Which students	What is documented	Informed by	Recorded in OneSchool
1. Individual curriculum plan	Any student provided a different year level of the Australian Curriculum for a whole learning area, or whole curriculum	The intended curriculum, pedagogy and assessment provisions for the next reporting period	– a range of student achievement data	Student Plan – individual curriculum plan
2. Evidence based plan – Great Results Guarantee	Students whose achievement data indicates that they are likely to achieve below National Minimum Standards Schools are required to demonstrate how the extra funding is helping to maximise learning outcomes for all students.	Individual or small group plan detailing evidence-based strategies designed to improve student outcomes in reading, writing and numeracy for identified students.	– a range of student achievement data including NAPLAN – ongoing monitoring and assessment data including diagnostic / standardised assessments which can be viewed in the Student Profile	Class dashboard – create a specific cohort Class dashboard – class groupings Class dashboard – Student notes
3. Students with Disability Additional plans such as for communication health or transition needs.	Students with disability	Education adjustments that are in place to address the specific educational needs of students in addition to the curriculum. Curriculum provision to students with disability (pp. 3–4) provides additional information about individual plans for students with disability.	– individual student profile	Student Plan – Individual, relevant sections <i>Currently use either a Support Provision or upload a word document into Reports</i>
4. Education Support Plan –ESP	Every child or young person in out-of-home care that is eligible under the Education Support Funding Program criteria.	The educational goals of the child or young person in out-of-home care, identified strategies and resources needed to achieve these goals and the required and available resources	– a range of student achievement data	ESP – Students in Out-of-Home Care created in Support Provisions

5. Discipline Improvement Plans	Individual students	Optional disciplinary strategies which may be applied for individual students. Developed by schools with students and their parents to set out expectations for behaviour	<ul style="list-style-type: none"> – individual student profile – Student dashboard – behaviour 	<p>Student Plan – Individual, relevant sections</p> <p><i>Currently use either a Support Provision or upload a word document into Reports</i></p>
6. EAL/D plan - Intensive SAE language	EAL/D students – those within their first 12 months of Australian schooling who are in significant need of SAE language support.	Intensive SAE language teaching and support provided to enable students to access age appropriate curriculum	<ul style="list-style-type: none"> – individual student profile – Bandscales 	<p>Class dashboard – Student Notes, Class groupings</p> <p>Support Provisions for EAL/D– first 12 months</p>
7. Negotiated Education Plan (NEP)	Students with a mental health difficulty	Education adjustments that are in place to address the specific educational needs of the student	<ul style="list-style-type: none"> – individual student profile 	
8. Optional plans documenting additional support (recommended)	<p>Students with additional support needs</p> <p>Gifted, Learning difficulties, EAL/D, Indigenous</p>	Any differentiation, focused or intensive teaching that is provided to students, in the short or long term	<ul style="list-style-type: none"> – a range of student achievement data – Bandscales 	<p>Class dashboard - Student Notes, Class groupings</p> <p>Support Provisions for EAL/D</p> <p>Support Provisions for other detailed plans</p>
9. Plan for Aboriginal or Torres Strait Islander students	<p>Aboriginal or Torres Strait Islander students identified as requiring additional support strategies to improve achievement and/or attendance</p> <p>Schools are required to monitor the progress of Aboriginal and Torres Strait Islander students and proactively case manage students needing additional support (<i>Solid partners Solid futures</i>)</p>	<p>Strategies focusing on high attendance</p> <p>Strategies focusing on improving achievement – as per Plans 1 to 8 above</p>	<ul style="list-style-type: none"> – a range of student achievement data – individual student profile – Bandscales – Student dashboard – behaviour 	<p>Class dashboard – Student Notes, Class groupings</p> <p>Support Provisions</p>

Attachment 2

Scenarios illustrating decisions to provide a different year level curriculum

1. When provision of a different year level of the Australian Curriculum is appropriate

George is currently in Year 6. In mathematics, evidence from all monitoring and assessment tasks indicates George is having difficulty understanding many basic mathematics concepts. In Semester 1 George received an E for mathematics overall.

George has previously received additional support in mathematics including focused teaching of some aspects of mathematics from earlier year levels. In semester 1 George was part of a small intensive teaching group focusing on basic number concepts, in particular place value, as well as strategies for recall of number facts. Additional information from support staff shows that although some progress has been made, George has not consolidated his knowledge and understanding of place value and fractions. This affects his achievement in the strands of Measurement and geometry and Statistics and probability as well as Number and algebra.

In planning for Semester 2, when class teachers, support staff and the Head of Curriculum are considering support options for a number of students they consider providing George a different year level curriculum in mathematics. To establish which year level curriculum is appropriate, teachers consult support staff and decide to do some assessments from lower year levels.

Taking into account available evidence, the teachers decide that George appears to be working towards the achievement standard expected of students in Year 3. To provide supporting data they administer the Semester 1 Year 3 mathematics assessments normally used to inform reporting to parents; and also the standardised assessment for mathematics used at this school in Year 3.

The combined results provide evidence for an informed judgement; and the teachers conclude that George is achieving at a C standard in Year 3 Semester 1 mathematics.

Parents are consulted and the decision is made that George will be taught, assessed and reported against Year 3 mathematics for Semester 2. Additional support options are explored, and an individual curriculum plan is developed.

2. When provision of a different year level of the Australian Curriculum is not appropriate

Jack, now in Year 6, had received an overall D on his Year 5 report card for English in Semester 2. In planning Semester 1 for the Year 6 cohort, class teachers, support staff and the Head of Curriculum consider support options for a number of students including Jack.

Teachers report that all monitoring and assessment tasks indicated Jack has difficulty in expressing and developing ideas in written texts. Analysis of written responses in his Year 5 assessment tasks indicate a limited understanding of aspects of grammar at the sentence and clause level, as well as at the word level – in particular how adverb groups/phrases work within texts and the use of complex sentence structures to expand ideas.

Teachers also note that Jack has difficulty reading and is achieving below age-appropriate levels on school reading assessment tasks. A miscue analysis of reading samples shows he does not use context cues effectively to identify unknown words and has most difficulty with texts using more complex sentence structures and vocabulary.

They decide to address these difficulties in the first instance through focused teaching that revisits specific aspects of Year 4 English (Expressing and developing ideas sub strand) and with additional support through the explicit teaching of reading strategies and vocabulary that can be used across learning areas.

In general, difficulties with reading (as evidenced through standardised assessments and /or a miscue analysis) are not the primary reason to provide curriculum at an earlier year level. Difficulty with reading tasks will be evident in all learning areas and can be addressed through support to develop reading skills. This may involve support staff and assistive technology options.

3. When provision of a highly individualised curriculum is appropriate

Diana is a student in Year 9 with severe intellectual disability. Evidence from observation, monitoring and assessment tasks indicate that Diana is operating within Level 1a of the literacy General capability.

When planning Semester 1 teaching of targeted literacy skills through learning area content, Diana's parents, class teachers, HOSES, and specialist support staff collaborate. They consider the teaching and learning experiences that can be provided to extend Diana's range of communication skills and support her progress to Level 1b Literacy General capability.

The targeted literacy skills that have been identified for Diana include her use of informal behaviours that show consistent anticipation of events in regular routines to:

- attend consistently to familiar texts
- demonstrate anticipation of predictable events.

Teachers consider how to teach these literacy skills across the day and in the context of learning areas/subjects.

For mathematics, a learning expectation is developed that relates to the targeted literacy skills.

They consider the Australian Curriculum Mathematics, Foundation (Prep), the Number and Algebra strand, Number and place value content description:

Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.

Learning expectation:

Diana uses communication behaviours (smiling, stilling,) to attend, and begin to respond to, interactions that include the language of counting in every day familiar interactions and experiences (such as counting up to a familiar and motivating event) e.g. use of hand cream /moisturiser, playing of music.

For Geography they consider the C2C Year 9 Unit 2 – Geographies of interconnections (Inquiry question: *What are the causes and consequences of change in places and environments and how can this change be managed?*).

For this unit they develop the following learning expectation for Diana that relates to the targeted literacy skills and take into account her needs and interests.

Learning expectation:

Diana reacts with predictable communication behaviours (changes in body posture, head turning towards environmental sounds, vocalisation) to respond to regular environments and to routine changes in places and environments throughout the day.

Considerations

Not all students with a disability will require an individual curriculum plan. Not all students requiring an individual curriculum plan will have a disability.

Many students with disability are able to meet or exceed their age cohort achievement standard in some or all learning areas/subjects of the Australian Curriculum.

While all students enrolled in a Special School have a highly individualised program, they may not necessarily be provided a highly individualised curriculum as they are working between Prep to Year 10 of the Australian Curriculum.

Students who are working on the extended levels of the General capabilities require a highly individualised curriculum as they are not working between Prep to Year 10 of the Australian Curriculum.