



## Individual curriculum plan

The requirements for providing the *Australian Curriculum*, for all students, are specified in the *P-12 curriculum, assessment and reporting framework*<sup>1</sup> and the *Providing the Australian Curriculum in Prep to Year 10 in Queensland state schools from 2017* and in *Whole school approach to differentiated teaching and learning*. Additional advice about providing an Individual Curriculum Plan for students in Prep to Year 10 is provided below.

Provide an Individual Curriculum Plan (ICP) for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas and/or subjects for the reporting period.

### Providing the curriculum

All students are entitled to all eight learning areas of the Australian Curriculum<sup>2</sup> in Prep to Year 10 without exception<sup>3</sup>. Students are taught, assessed and reported against the relevant learning area and/or subject achievement standards of the *Australian Curriculum*.

Schools plan how best to meet the learning needs of all students through the three levels of planning.<sup>4</sup>

**The majority of students in Prep to Year 10 are able to access the curriculum and achievement standards for their year level/age cohort.**

For the small percentage of students who are not yet meeting or who are exceeding the achievement standard for their year level, an ICP may be required. This will enable them to access either a higher or lower year level curriculum than their age cohort so they can continue to progress in their learning.

Schools must consider the long term implications of providing students with an ICP.

Ongoing alterations to curriculum may affect students' future pathways, as they progress towards either a *Queensland Certificate of Education* or a *Queensland Certificate of Individual Achievement*.

### Providing an ICP

Schools must determine, for individual students, which learning areas and/or subjects are required for the ICP. For students who are provided with an ICP in only one or two learning areas and/or subjects e.g. in English and/or Mathematics, schools must ensure that these students are able to access, participate and achieve in all other learning areas and/or subjects.

An ICP may include one or more learning areas/subjects and must cover all of the achievement standards for the learning areas or subjects selected. This means that an ICP cannot be developed for a strand/sub-strand in a learning area/subject.

Schools identify which year level achievement standard the student can demonstrate: this will enable the selection of the appropriate year level curriculum to be provided through the ICP.

An ICP is developed for the semester reporting period. Schools make decisions about an ICP in consultation<sup>5</sup> with parents/carers and only after analysis of:

- student responses to assessment of the relevant achievement standards;
- student responses to the **focused and/or intensive** teaching that has already been provided; and
- all other student *assessment and reporting data*.

<sup>1</sup>The **bold statements** (in blue) throughout this document are the requirements from the *P-12 curriculum, assessment and reporting framework*.

<sup>2</sup> Provision of the eight learning areas of the Australian Curriculum is requirement of the *P-12 curriculum, assessment and reporting framework*.

<sup>3</sup> Australian Curriculum: *Student Diversity (Personalised learning)* advice provides information regarding using the Australian Curriculum to meet the learning needs of all students *across all educational settings and contexts, without exception*.

<sup>4</sup> Additional information about three levels of planning, quality summative assessment aligned to the Australian Curriculum achievement standards, and whole school moderation processes is available in the *P-12 curriculum, assessment and reporting framework*, the supporting document *Assessment and moderation in Prep to Year 10* and the *Assessment and Moderation Hub*.

<sup>5</sup> Nationally Consistent Collection of Data on School Students with Disability Portal - Disability Standards for Education: A Practical Guide for Individuals, Families and Communities – *Consulting on Adjustments*.

An ICP requires endorsement. Endorsement indicates parent/carer approval and is required for academic reporting. The principal is responsible for endorsing ICP's, however the endorsement status may be recorded by staff with Level 1, 2 or 3 OneSchool roles.

An ICP is reviewed at the end of the semester and takes into consideration all informing evidence.

Students who have difficulties with the literacy and numeracy aspects of learning areas/subjects may require additional focused and/or intensive teaching to enable them to access age appropriate curriculum, rather than the provision of an ICP.

### Documenting ICP decisions

The decision to provide an ICP is documented in *OneSchool* in the *Student Plan* module under the *Individual Curriculum Plan* component. It includes:

- the learning area(s) and/or subject(s) nominated and the 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 aligned to the achievement standard
- focused and/or intensive teaching strategies to be used during the next reporting period
- parent/carer approval.

### Categories of ICP

A **different year level** (DYL) of the Australian Curriculum is provided for most students requiring an ICP for one or more learning areas and/or subjects.

The DYL enables teachers to teach, assess and report progress towards the identified achievement standard across two semesters (or more for curriculum in bands of years).

DYL is selected in *OneSchool* under *Individual Curriculum Plan*.

A **different year level partial** (DYL-P) ICP is available for some students with **intellectual disability**<sup>6</sup>, where the functional impact of the disability and the learning history of the student is such that the student is likely to take more than two semesters (or more for curriculum in bands of years) to complete the identified achievement standard.

The DYL-P enables teachers to teach, assess and report progress towards the identified achievement standard and for students and parents/carers to see this progress across more than one year or band of years.

DYL-P is selected in *OneSchool* under *Individual Curriculum Plan*.

A **Highly individualised curriculum** (HIC) is provided to some **students with disability** who require intensive teaching that is highly individualised, comprehensive and ongoing (potentially for their entire schooling).

These students are not yet able to demonstrate their learning against the Prep achievement standards. They access the learning areas and/or subjects of the Australian Curriculum through the extended levels of the General capabilities Literacy 1a-1d, and/or Numeracy 1a<sup>7</sup>.

The HIC enables teachers to teach, assess and report against the learning expectations described in the HIC.

HIC is selected in *OneSchool* under *Individual Curriculum Plan*.

### Academic reporting for students who have an ICP

When an ICP is **endorsed** *OneSchool* reporting will be against the identified achievement standard<sup>8</sup> for the year level of the curriculum provided: this ensures accurate reporting.

Endorsement triggers the appropriate comments for the individual student on their report card. The report card clearly indicates the year level of the curriculum taught and assessed in a learning area/subject for the reporting period and adjusts the information provided in comparative reporting for that year level. Refer to [Reporting to parents](#) for advice on the levels of achievement to be used when reporting on students who have an ICP.

If an ICP is **not endorsed** the student is to be taught, assessed and reported against the achievement standard of their age cohort with appropriate support.

For reporting purposes, endorsement ensures that school and system data accurately reflects and represents the achievement of students with an ICP. Class data reports in the **OneSchool Class Dashboard** clearly identify the achievement of students with an ICP and the year level they have been taught and assessed.

The number and type of ICPs provided each semester will surface on the [school data profile](#) so that schools can track and monitor students provided with an ICP as they progress towards senior secondary.

### Reviewing the provision of an ICP

An ICP is developed and endorsed for a semester reporting period **only**, in consultation with parents/carers with a review occurring at the end of the reporting period. This ensures that the ICP is appropriate to the student's learning needs and is accurately reflected in the students' academic report.

At the end of each semester, the school reviews each ICP using the latest [assessment and reporting data](#) to determine the student's learning needs for the next reporting period.

### Years 11 and 12

For students enrolled in Years 11 and 12, an ICP is not required. They undertake a program of learning to attain a Senior Education Profile which includes either a [Queensland Certificate of Education](#) or a [Queensland Certificate of Individual Achievement](#).

For students enrolled in Years 11 and 12 who have been working on a HIC, the [Queensland Certificate of Individual Achievement](#) records their learning achievements.

<sup>6</sup> The student must have a verification in the [Education Adjustment Program](#) (EAP) category of intellectual disability or there is other documented evidence of significant limitations in intellectual functioning and significant limitations in adaptive behaviour.

<sup>7</sup> [Australian Curriculum: General capabilities](#)

<sup>8</sup> The [Australian Curriculum](#) has achievement standards for each learning area and/or subject in each year or band of years.