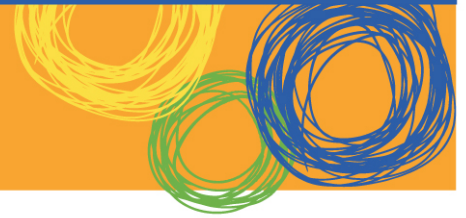


P–12 curriculum, assessment and reporting framework



Policy statement: *Curriculum provision to students with diverse learning needs*

1. Introduction

The requirements for curriculum provision are specified in the [P–12 curriculum, assessment and reporting framework](#) Section 1.3; with further detail provided below.

Every student has the ability to learn and should be able to demonstrate progress in their learning. The entitlement of all students is specified in Section 1.1 of the [P–12 curriculum, assessment and reporting framework](#).

A whole-school approach is required to cater for the learning needs of all students including those in need of learning support, those who have educational support needs arising from disability, those who are gifted and talented, and those learning English as second or an additional language or dialect (EAL/D), or a combination of these.

Cultural and linguistic background as well as socio-economic status contribute to the diversity and complexity of student learning needs.

2. Curriculum provision

2.1 Differentiation¹

Most students are taught the curriculum for their year level cohort. Teachers differentiate instruction in response to data and day-to-day monitoring that indicates the particular learning needs of students. Teachers purposefully plan a variety of ways to: engage students; assist them to achieve the expected learning; and to demonstrate what they know, understand and can do.

2.2 Focused teaching

Some students may require additional support to enable them to meet, or exceed, the expected achievement standard level.

Where students are not meeting year level expectations in a particular strand or mode or part of a learning area/subject teachers respond with focused teaching and more scaffolded learning. This could mean revisiting and explicitly teaching some elements of the curriculum from a lower year level so as to address gaps and progress the students' knowledge, understanding and skill to their curriculum year level. It could also mean presenting the key concepts and skills in multiple ways and in various contexts.

For gifted and talented students it means providing enrichment and extension to develop in-depth knowledge and understanding and it may also mean introducing some elements of the curriculum from a higher year level.

¹ Differentiation is an educational response that accommodates the needs of diverse learners. It is an approach to teaching and learning for students of differing readiness (Tomlinson, CA in Landrum, T J and McDuffie, K. A. *Learning Styles in the Age of Differentiated Instruction*, Exceptionality, 18:6-17 2010); and maximising student's learning through instruction that accommodates their individual needs. (Huebner T. A. *Differentiated Instruction*, Educational Leadership, February 2010).

Students who are learning English as a second or additional language or dialect (EAL/D) while at the same time acquiring Standard Australian English, need specific teaching approaches to build a language foundation for successful classroom learning. By identifying the English Language proficiency of the student using the Education Queensland [Bandscales for EAL/D Learners](#), teachers can target the language learning needs of the students within the context of the classroom.

2.3 Providing a different year level curriculum

Despite this differentiated support a small number of students may continue to perform substantially below year level expectations in the whole learning area/subject or across the whole curriculum. Some students may perform substantially above year level expectations. In both these cases, the school may provide a different year level curriculum in one or more learning areas. This is always done in consultation with parent(s) and requires an Individual Learning Plan.

2.4 Individual Learning Plans

When providing a different year level curriculum teachers must:

1. Develop an Individual Learning Plan for the next reporting period, working in collaboration with the relevant school officers (e.g. Principal, ST(LaN), Guidance Officer, HOC, HOD, HOSES or Deputy Principal) and with parents.
2. Identify which year level achievement standard the student can demonstrate. This will enable the selection of the appropriate year level curriculum to be taught.
3. Document the Individual Learning Plan (or 'acceleration plan' for gifted students) and identify:
 - the differentiation and focused teaching already provided to the student
 - the year level curriculum to be provided during the next reporting period
 - elements of the curriculum likely to require focused teaching and additional support
 - differentiated and focused teaching strategies
 - other support to be provided.
4. Gain written parental approval for this Individual Learning Plan.
5. Assess student achievement on the achievement standard for the year level curriculum taught — as identified in the Individual Learning Plan.
6. To enable students to demonstrate their knowledge, understanding and skills some students will require special provisions in the conditions of assessment — as described in the [Policy statement: Assessment](#).
7. Review the Individual Learning Plan each reporting period in collaboration with the student (where possible), parents and relevant school officers e.g. ST(LaN), Guidance Officer, HOC, HOD, HOSES or Deputy Principal. This involves examining work samples to determine the year level achievement standard that the student has demonstrated. This will again support the selection of the appropriate curriculum to be provided in the next reporting period.
8. For gifted students who have been accelerated, a review must take place 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 subject/learning area acceleration or full year level acceleration.
9. Report student achievement on the Achievement standard for the year level curriculum taught — as identified in the Individual Learning Plan.

Use the Variations to Reporting tab in the OneSchool SER module. Indicate in the comments section of the report the particular year level curriculum that the student has been provided for each subject during that reporting period. (This provision will have been previously negotiated with parents.)
10. Use the relevant year level reporting for gifted and talented students who have a signed-off Acceleration plan where they have been progressed to a higher year level.
11. Gain written parental approval for the reviewed plan for the next reporting period.