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|  | Personalising learning using the Australian CurriculumPlanning reasonable adjustments: At an adjusted year level (above or below) |

**Student name:** [Enter the name of the student you are planning for.]

**Unit of work:** [Enter the name of the unit of work.]

This template is for teachers to plan reasonable adjustments. It mirrors the language and expectations of the Australian Curriculum flow chart. It is designed to be filled in on a computer. Dropdown lists and instruction text step you through the process of planning adjustments in the areas of curriculum, instruction and environment.

1. Use the Australian Curriculum to meet the learning needs of all students

| Learning area/subject: [Choose your learning area/subject from the dropdown.] |
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| Year: [Choose an item from the dropdown.] | Draw from content and achievement standards at different levels along Prep–10: [Choose an item from the dropdown.]If agreed after consultation with parents/carers and school staff. |
| Content descriptions at this year level[Enter AC content descriptions at the student’s year level.] | Content descriptions at the adjusted year level[Enter AC content descriptions at the adjusted year level.] |
| Achievement standard at this year level[Enter AC achievement standard at the student’s year level. Highlight the aspects to be assessed for the unit of work.] | Achievement standard at the adjusted year level[Enter AC achievement standard at the adjusted year level. Highlight the aspects to be assessed for the unit of work.] |
| Cognitive verbs at this year level[Identify the cognitive verbs for the student’s year level or band of years.] | Cognitive verbs at the adjusted year level [Identify the cognitive verbs for the adjusted year level or band of years.] |

| Reasonable adjustments | Frequency and intensity of adjustment | Specialists involved  | Reasonable adjustments | Frequency and intensity of adjustment | Specialists involved  |
| --- | --- | --- | --- | --- | --- |
| Instructional After consultation, adjustments required occur:* occasionally or as a low-level action
* at specific times throughout the week
* at most times on most days
* at all times.
 | Occasionally  | Specific times  | Most times  | At all times | What specialist support is required? | Environmental After consultation, adjustments required occur:* occasionally or as a low-level action
* at specific times throughout the week
* at most times on most days
* at all times.
 | Occasionally  | Specific times  | Most times  | At all times | What specialist support is required? |
| [Enter instructional adjustments. Add a new row if required.] |  |  |  |  |  | [Enter environmental adjustments. Add a new row if required.] |  |  |  |  |  |
| [Enter instructional adjustments. Add a new row if required.] |  |  |  |  |  | [Enter environmental adjustments. Add a new row if required.] |  |  |  |  |  |

1. Personalise learning through adjustments to the teaching and learning program

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| Adjust learning focus with the general capabilities and/or cross-curriculum priorities | Align individual learning goals  |
| [Choose an item from the dropdown.] | [Enter relevant parts of AC general capabilities and/or cross-curriculum priorities at the appropriate levels.] | [Enter individual learning goal/s aligned with curriculum and the student’s strengths and interests.] |

1. Assess progress through Australian Curriculum achievement standards

Note: Some students’ progress will be assessed in relation to their individual learning goals.

| Year level assessment | Adjusted assessment | Assess individual learning goals, if applicable\* |
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| [Enter assessment task/s at the year level.] | [Personalise assessment task/s at the adjusted year level considering the range of techniques and conditions available. Approaches to assessment may differ across the sectors.] | \*For reporting purposes aligned to sector policies, record relevant information. |