# individual education plan

Please refer to the Individual Education Planning Summary Guide for further information. Items marked with an asterisk (\*) are explained in the IEP Template Key Terms.

## student information

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| Student’s name: Tyson | | Date of plan: |
| School: School | Year/Grade level: 7 | Date for review: Dec 2021 |
| Date of birth: 05/03/2008 | Victorian Student Number (VSN): | Student Online Case System (SOCS) referral: ~~Yes /~~ No |

\* Student Support Group (SSG) members Lead contact: HAPL

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| Name: | Name: | Name: |
| Contact details: HAPL | Contact details: Classroom teacher | Contact details: SRC Mentor |
| Role: HAPL | Role: Classroom teacher | Role: SRC Mentor |

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| \* Please check all boxes relevant to the student and provide additional information as required. | | | | |
|  | **\*Disability and additional needs** | | • Does this student have a diagnosed disability? |  |
| • Is this student supported under the Program for Students with Disabilities (PSD)? |  |
| • Is this student counted in the Nationally Consistent Collection of Data on School Students with Disability? |  |
| • What are the \*functional needs of this student? |  |
| • Is there equipment, tools or technology in place to support the student? |  |
| • Has the therapy team or case conference group been consulted? (applies to specialist schools) |  |
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|  | **\*Out-of-home care (OOHC)** | | • What is the student’s placement type? e.g., kinship care, foster care, residential care or other. |  |
| • Who makes up the team of professionals supporting this student? e.g., LOOKOUT Learning Advisor, Navigator team member, agency case worker, learning mentor, social worker, Department of Health and Human Services (DHHS) child protection officer, etc. |  |
| • Has an Education Needs Analysis (ENA) been completed? |  |
| • If a Koorie student, confirm that school has received relevant information from the student’s Cultural Support Plan (from DHHS and their care team) which can be used to inform the IEP goals. Note contact person. |  |
|  | **\*Koorie** | | • Record if a Koorie Engagement Support Officer (KESO) has been consulted as part of the development of this IEP. |  |
| • Record specific learning outcomes with links to the curriculum if student is absent from school due to cultural educational activities (CASES21 absence code 600). |  |
| • Record involvement in Koorie Programs e.g., the Koorie Academy of Excellence, Clontarf, LOOKOUT program, etc |  |
|  | **Involvement with Youth Justice** | | • If the student has a Youth Justice Case Manager or Diversion Support worker, provide name and contact details. |  |
|  |  | | • If the student has attended Parkville College (while in youth detention) and has a transition plan, attach to this document. |  |
|  |  | | • Record any additional support services currently working with the student e.g., Youth Support Services, Anglicare Youth Services, Youth Justice Community Support Services, Headspace. |  |
|  |  | | • If the student is on a community-based youth justice order, when does this finish? Are there any educational requirements specified in in the order? e.g., school to provide attendance data, school to provide engagement letter, school to provide support letter for student – all of which would be addressed to the Presiding Magistrate. |  |
|  | | **High-ability** | • Has the student been identified by a Psychologist as having high-ability (intellectual)? | The student has a psychologist report dated 16 March 2019 that indicates a FSIQ (Full Scale IQ) in the *superior* range. |
| • Has the student been identified through analysis of data as having high-ability (intellectual)? | Analysis of student data indicates this student is achieving 12-24 months above the expected level across the English and Mathematics curriculum. |
| • Has the student has been identified through other measures as having high-ability (intellectual)? |  |
| • Has the student been identified as having high-ability in a non-intellectual domain (creative, social, physical)? | The student has been identified as having leadership potential (high social-ability) |

**\* Is a related plan required for this student?** Refer to the Individual Education Planning Summary Guide for a list of related plans to record here e.g., Behaviour Support Plan.

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## \*STAGE 1: ASSESS: GET TO KNOW THE STUDENT AND HOW THEY LEARN

**What are the strengths and interests of the student and how can we promote them? Recognise and build on the student’s strengths to foster student engagement in the learning process.**

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| Strengths   * Literacy and numeracy (Tyson is achieving at up to 24 months ahead of grade expected levels in English and 12 months ahead in Mathematics) * Critical and creative thinking   Interests   * Tyson has a passion for creative writing * Tyson has a passion for social justice issues * Tyson enjoys leadership |

**Provide information about the student to support their education needs, including results of any formal/informal assessments in literacy, numeracy or social-emotional assessments, recommendations or advice from regional and area staff and/or allied health professionals, data or classroom observations.**

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| Cognitive assessment (WISC V) by private psychologist reported an FSIQ in the *superior* range.  Progressive achievement test in reading scale 8 Stanine 9 (ACER progressive achievement test)  Progressive achievement test in Mathematics 8 Stanine 7 (ACER progressive achievement test)  Year 5 NAPLAN  Reading: Above Band 8  Writing: Above Band 8  Language conventions: Above Band 8  Numeracy: Band 8 |

**Current challenges and barriers to learning and engagement.**

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| Tyson finds the pace of lessons slow, and this impacts his engagement. He describes feeling bored when the teacher is providing multiple exposures for content he has already mastered. Tyson finds there are often occasions in lessons where he is not learning anything new, and this impacts his interest in lessons. |

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| Ask the student what helps them to learn and record the answers below. For example, engage the student in the following questions:  The IEP is strengths based and informed by student agency. Where appropriate, the student should play an active role in the development of their IEP. See Student Voice Practice Guide (Amplify): [www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx) | |
| • What do I love to do?  • How do I learn best?  • What helps my learning?  • What helps me to attend school regularly?  • What have I achieved? (NB: This is an ongoing learning and reflective activity.)  • Something I feel proud of in the month/term?  • Why are the goals in my IEP (below) important to me? (NB: This is a reflective activity as the IEP is developed.) | I love to learn new things. I love working with others to solve problems in the community, or global issue type things, and I love to write stories.  I learn best when I am allowed to go at my own pace.  It helps my learning when I am not slowed down.  I like to be able to learn new things in lessons.  At the moment I think I am achieving really well. My reports usually show that I am working at the top of my year level curriculum. I would like to know where I am working at the curriculum year levels above me though. What I am really proud of though, is the awareness raising we did in our English class about a local environmental issue.  I am proud of my writing progress. My teachers are helping me look at what is next in my writing and how I can keep improving.  The goals are important to me so that I don’t get bored at school. I love learning, and I get a bit frustrated when it feels like people are pressing on the brakes when I just want to keep going. I also get a bit frustrated when teachers think that because I’m ahead of everyone else I should just be able to teach myself or teach others in the class – though I don’t mind helping out my friends sometimes. |

## \* STAGE 2: PLAN: USE COLLABORATIVE AND STUDENT-CENTRED PLANNING – WHAT do WE PLAN TO ACHIEVE?

**\* Long-term goals. Provide a clear, summarised statement of 1-2 sentences that guides the development of the short-term goals below.**

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| In all subject areas, Tyson will link classroom learning with a real-world social justice issue, using a solution generated during class to take action to improve or solve a problem within the school environment, by December 2021. |

**Short-term SMART goals (Specific, Measurable, Agreed, Relevant, Time-bound).**

**Identify the sub-skills required to achieve the long-term goal/s above. Number and include all SMART goals below.**

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| Current entry level skills:  Tyson is working up to 24 months ahead of expected year level curriculum in English and 12 months ahead of expected year level curriculum in Mathematics.  Tyson has some problem-solving skills but is not yet able to articulate his problem-solving processes. He enjoys solving problems collaboratively, but sometimes relies on others to make problem solving decisions.  Tyson has demonstrated leadership ability when working on issues of social justice. | | | | |
| **GOAL #** | **Action e.g., what will the student do?** | **Under what conditions e.g., where, with whom, with what?** | **Success criteria e.g., what does success look like?** | **By when?** |
| 1. | Tyson will generate one or more solutions to open-ended problems, which link his curriculum-area learning with a social justice issue | during class time | on four out of five opportunities | by July 2021. |
| 2. | Tyson will identify a sequence of actions he could take to lead his peers in addressing a social justice issue within the school environment | through the Student Representative Council (SRC) framework or another out-of-class forum such as a lunch time group | using a written medium which he shares with his SRC teacher mentor | by September 2021. |
| 3. | Tyson will develop and use an impact measure that demonstrates whether his action has improved the situation in relation to the social justice-issue | in the school context | and present this information verbally or in audio-visual format in a forum such as Student Representative Council meeting, assembly or Student Support Group meeting | by December 2021. |

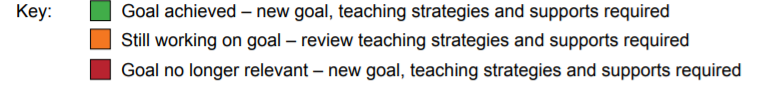
## \* STAGE 3: TEACHING STRATEGIES, ADJUSTMENTS AND SUPPORTS

**\* Detail the teaching strategies, adjustments and supports specifically tailored to address the student’s learning needs and support the student to achieve their short-term SMART goals. Consider students strengths and preferred learning supports.**

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| GOAL # | Teaching strategies, adjustments and supports | Person/s responsible |
| 1 | In every subject, Tyson will be provided open-ended problems during class time, which relate his current learning in that subject to a social justice issue. Through these activities, provision of scaffolds, prompts and discussions, teachers will extend Tyson’s ability to apply, and transfer learned skills, and support him to engage with daily classroom learning while his peers undertake consolidation activities. | Coaching team  Teachers |
| 2 | Teachers will assist Tyson to link social justice issues relevant to his learning to the school context. Teachers will challenge and support Tyson to consider actions he could take within the school environment. The SRC teacher mentor will meet with Tyson fortnightly to plan and discuss his progress with choosing a social justice action to pursue. | Teachers  SRC teacher mentor |
| 3 | Tyson will engage in school-based Student Representative Council leadership training. | SRC teacher mentor |
| 3 | During fortnightly meetings with the SRC teacher mentor, Tyson will be supported to consider and choose impact measures (such as litres of water wasted at the drink taps or student surveys regarding access to sporting equipment at break times) to determine the impact of his social justice action. | SRC teacher mentor |

\* STAGE 4: MONITOR AND EVALUATE: ASSESS THE EFFECTIVENESS OF THE APPROACH

**\*Review goals and strategies at least once per term. Collate and analyse data to determine whether the goals have been achieved. Report and feedback on achievement of goals based on the effectiveness of the teaching strategies, adjustments and supports provided in Stage 3.**

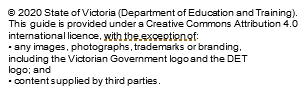


**\* Short-term SMART goals. Provide evidence through formative or summative assessments or qualitative information.**

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| GOAL # \_\_\_1\_\_\_\_\_ | DATE Term 1 |  |  |  |
| Student progress/comments:  Tyson is completing at least one problem-solving task per week in each Subject area, and sometimes more. Tyson reports that he enjoys these activities. | |  | X |  |
| **GOAL # \_\_\_2\_\_\_\_\_** | **DATE Term 1** |  |  |  |
| Student progress/comments:  Tyson is meeting with the SRC teacher mentor regularly and has developed some descriptions of actions he might take. Discussion is continuing as to which action Tyson will choose to pursue. | |  | X |  |
| **GOAL # \_\_\_3\_\_\_\_\_** | **DATE Term 1** |  |  |  |
| Student progress/comments:  Tyson is registered to undertake SRC leadership training in Term 2. Tyson and the SRC teacher mentor have discussed different kinds of impact measures but working towards this part of his goal will wait until Tyson chooses an action area. | |  | X |  |

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| Additional comments: e.g., What is working well or not working well? Should goals be modified? Should the strategies be continued, revised or replaced?  Tyson is happy to continue pursuing his goals. He reports that his engagement with lessons has increased. |

**SIGNED BY**



Signature: Principal (or delegate): HAPL Date: 29 March 2021

\*Student consulted  \*Parent/Carer/Guardian consulted

\*Date of next meeting: 18 June 2021

\*Please refer to the Individual Education Planning Summary Guide for further information.