

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

## STUDENT INFORMATION

Student's name:		Date of plan:
School:	Year/Grade level:	Date for review:
Date of birth:	Victorian Student Number (VSN):	Student Online Case System (SOCS) referral: Yes    No

### \* Student Support Group (SSG) members

Lead contact: \_\_\_\_\_

Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:
Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:

### \* Provide additional information required for this student

Please tick all boxes relevant to the student and provide additional information as required:

<b>*Disability and additional needs</b>	<ul style="list-style-type: none"> <li>Does this student have a diagnosed disability?</li> <li>Is this student supported under the Program for Students with Disabilities (PSD)?</li> <li>Is this student counted in the Nationally Consistent Collection of Data on School Students with Disability (NCCD)?</li> <li>What are the *functional needs of this student?</li> <li>Is there equipment, tools or technology in place to support the student?</li> <li>Has the therapy team or case conference group been consulted? (applies to specialist schools)</li> </ul>
<b>*Out-of-home care (OOHC)</b>	<ul style="list-style-type: none"> <li>What is the student's placement type? e.g. kinship care, foster care, residential care or any other type of placement.</li> <li>Who makes up the team of professionals supporting this student? e.g. LOOKOUT Learning Advisor, agency case worker, learning mentor, social worker, Department of Health and Human Services (DHHS) child protection officer etc.</li> <li>Has an Education Needs Analysis (ENA) been completed?</li> <li>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.</li> </ul>
<b>*Koorie</b>	<ul style="list-style-type: none"> <li>Record if a Koorie Engagement Support Officer (KESO) been consulted as part of the development of this IEP.</li> <li>Record specific learning outcomes with links to the curriculum if student is absent from school due to cultural educational activities (CASES21 absence code 600).</li> <li>Record involvement in Koorie Programs e.g. the Koorie Academy of Excellence, Clontarf, LOOKOUT program, etc.</li> </ul>

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

## \* **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.

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 from allied health professionals, data or classroom observations. What are the student's current entry level skills?

Current challenges and barriers to learning:

Ask the student what helps them to learn. For example, engage the student in the following questions:

- 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? 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? This is a reflective activity as the IEP is developed.

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)

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

\* Long-term SMART goals/desired outcomes. What aspect of education will this plan focus on?

\* Short term SMART goals (include all SMART goals below).

Student: \_\_\_\_\_

Action e.g. what and how	Conditions e.g. where, with who, with what	Success criteria e.g. what does success look like?	By when

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

\* Teaching strategies, adjustments or supports implemented to support the student to achieve their short-term SMART goals.

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

\*Review goals and strategies. Report and feedback on achievement of goals based on the teaching strategies, adjustments and supports provided in Stage 3.

- Key:
- Goal achieved – new goal, teaching strategies and supports required
  - Still working on goal – review teaching strategies and supports required
  - Goal no longer relevant – new goal, teaching strategies and supports required

### \* Short-term SMART goals.

<b>Goal and strategies 1:</b> Student progress/comments:	Date:	<div style="display: flex; flex-direction: column; gap: 5px;"> <span style="color: green;">■</span> <span style="color: orange;">■</span> <span style="color: red;">■</span> </div>
<b>Goal and strategies 2:</b> Student progress/comments:	Date:	<div style="display: flex; flex-direction: column; gap: 5px;"> <span style="color: green;">■</span> <span style="color: orange;">■</span> <span style="color: red;">■</span> </div>

Add additional goals as required

Additional comments:

## SIGNED BY

Signature: Principal (or delegate)	Date:
<input type="checkbox"/> *Student consulted	<input type="checkbox"/> *Parent/Carer/Guardian consulted

\*Date of next meeting:

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