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## 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

IEPs for students supported under individualised disability funding programs and those in Out of Home Care require (at least) termly reviews. It is best practice for all students with an IEP to have regular reviews (e.g., termly)

<b>Student's name: Minh</b>		<b>Date of plan: 15/07/20</b>
<b>School:</b> Mount Haven Primary School	<b>Year/Grade level:</b> 4	<b>Date for review:</b> 14/09/20
<b>Date of birth:</b> 21/12/2011	<b>Victorian Student Number (VSN):</b>	<b>Student Online Case System (SOCS) referral:</b> Yes

\* Student Support Group (SSG) members

Lead contact: Mary Conrany

<b>Name:</b>	<b>Name:</b>	<b>Name:</b>
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:
<b>Name:</b>	<b>Name:</b>	<b>Name:</b>
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:

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**\* Provide additional information required for this student.** Please check all boxes relevant to the student and provide additional information as required:

<input checked="" type="checkbox"/> <b>*Disability and additional needs</b>	• Does this student have a diagnosed disability?	Yes – Pragmatic Language Disorder
	• Is this student supported under an individualised disability funding program?	No
	• Is this student counted in the Nationally Consistent Collection of Data on School Students with Disability?	Yes
	• What are the *functional needs of this student?	Minh requires adult support during group work and at times 1:1 guidance to regulate her emotions.
	• Is there equipment, tools or technology in place to support the student?	No
	• Has the therapy team or case conference group been consulted? (applies to specialist schools)	No
<input checked="" type="checkbox"/> <b>*Out-of-home care (OOHC)</b>	• What is the student's placement type? e.g., kinship care, foster care, residential care or other.	Foster care
	• 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 Families, Fairness and Housing (DFFH) child protection officer etc.	Foster family, wellbeing coordinator, teacher, learning support teacher, principal, LOOKOUT learning advisor, agency case worker, social worker, Department of Families, Fairness and Housing (DFFH) child protection officer.
	• Has an Education Needs Analysis (ENA) been completed?	Yes
	• 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.	N/A
<input type="checkbox"/> <b>*Koorie</b>	• Record if a Koorie Engagement Support Officer (KESO) has been consulted as part of the development of this IEP.	

Sections not applicable to the student can be removed.

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<input type="checkbox"/>	<ul style="list-style-type: none"> <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> </ul>	
<input type="checkbox"/> <b>Involvement with Youth Justice</b>	<ul style="list-style-type: none"> <li>If the student has a Youth Justice Case Manager or Diversion Support worker, provide name and contact details.</li> </ul>	<div style="background-color: #0070C0; color: white; padding: 5px;">Sections not applicable to the student can be removed.</div>
	<ul style="list-style-type: none"> <li>If the student has attended Parkville College (while in youth detention) and has a transition plan, attach to this document.</li> </ul>	
	<ul style="list-style-type: none"> <li>Record any additional support services currently working with the student e.g., Youth Support Services, Anglicare Youth Services, Youth Justice Community Support Services, Headspace.</li> </ul>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	

**\* 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.

Minh has an Education Needs Analysis (Feb 2020).

Examples provided below have been assessed with the IEP Quality Checklist Rubric. The Rubric details seven quality indicators measured on a 0-3 scale. A high-quality IEP has all quality indicators at level 3. Annotations in the blue boxes show how the examples meet level 3 on the seven quality indicators. The Rubric can be found at: <https://www2.education.vic.gov.au/pai/individual-education-plans>.

## \*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.**

Minh has strengths in maths and art and a keen interest in drawing.

Minh's strength in maths can be fostered by encouraging her to continue participating in the annual school maths competition.

Minh's strength in art and interest in drawing can be used as positive reinforcement to increase engagement in non-preferred tasks (i.e., reading, group work).

**Quality Indicator 3 - Strengths-based approach:** the IEP details the student's strengths, and these are reflected in the goals, teaching strategies, adjustments and supports.

**Quality Indicator 2 - Student assessment:** the student's entry skills, knowledge and/or abilities are outlined, providing enough detail to enable the creation of specific and measurable short-term goals.

**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.**

**Previous school reports:** Minh's reports from the past year indicate that she has reached the Level 1 achievement standard for English, Level 3 achievement standard for Maths and Foundation achievement standard for Personal and Social Capability.

**Classroom-based assessment:** assessment of Minh's phonics skills by her teacher indicates Minh has difficulty decoding words containing vowel digraphs and common long vowels. Additionally, informal observation by Minh's teacher suggests Minh has difficulty participating in structured and unstructured group activities with peers and maintaining conversations with peers. It has also been observed that at times, Minh has difficulty regulating her emotions.

**Allied health reports:** a report from SSS speech pathologist (dated this term) indicates Minh has some difficulties with social communication. Key difficulties highlighted in the report include turn-taking, initiating conversation with peers and staying on topic during conversations. Reports provided by Minh's carers from an audiologist and optometrist (dated earlier this year) conclude Minh does not have hearing or vision difficulties.

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

Reluctance to engage in reading tasks.

Minh's social skills and difficulty regulating her emotions are impacting her desire and ability to engage in group work.

**Quality Indicator 4 - Identifying and addressing barriers and challenges:** the student's challenges and barriers to learning and engagement are identified.

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**Quality Indicator 1 - SSG collaborative approach:** the IEP reflects views from others in the SSG including the student (where appropriate).

**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.)

**Minh reported the following:**

- *I like drawing*
- *It's easier to work when it's quiet*
- *I like having pictures on my table that show me what I will be doing and what time*
- *I like when my teacher gives five minutes notice before we change to doing something different, especially if it's reading*
- *I am proud that I came second in my class in the times table competition*
- *I want to be able to read aloud in class without feeling embarrassed*
- *I always feel left out of group work*

**Quality Indicator 3 - Strengths-based approach:** The student provides input about their preferred learning supports (where appropriate).

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**Quality Indicator 5 - Goal design:** the IEP sets goals that are clearly linked to the Victorian Curriculum or a learning continuum.

## \* 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.**

1. By the end of the school year, Minh will accurately read and spell words with vowel digraphs and common long vowels.
2. By the end of the school year, Minh will demonstrate skills for effective participation in structured and unstructured group work and activities.

Goal 1 aligns with the Level 2 achievement standard for English, Phonics & Word Knowledge (VCELA218)

Goal 2 aligns with the Level 1 and 2 achievement standard for Personal and Social Capability, Collaboration (VCPCSO014)

**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.**

**Current entry level skills:**

1. Minh decodes words with oa, ow, o, o-e, oe vowels to 50% accuracy.
2. Minh has basic skills for working with others in groups, she usually turn-takes twice before opting out of an activity.

**Quality Indicator 5 - Goal design:** Long-term goals guide the development of the short-term goals, strategies, and actions.

GOAL #	Action e.g., what will the student do?	Under what conditions e.g., where, with whom, with what?	Success measure e.g., what does success look like?	By when
1	Minh will decode /oa/ words containing the long vowels oa, ow, o, o-e, oe from the provided word list	during small group practise with the class teacher, using a visual prompt	to 90% accuracy on at least 3 separate occasions	by the end of Term 3.
2	Minh will turn-take at least 5 times with a peer	playing structured games in class with a verbal prompt from an adult	on 4 out of 5 occasions	by the end of Term 3.

Add additional goals as required

All names, information and schools portrayed should be inferred.

**Quality Indicator 6 - Teaching strategies, adjustments and supports:** the IEP details teaching strategies, adjustments and supports that are specifically tailored to support the student to achieve their short-term goals.

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## \* 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.

GOAL #	Teaching strategies, adjustments and supports	Person/s responsible
1	<p><b>How to teach Minh the skill:</b></p> <p>A systematic synthetic phonics (SSP) small group intervention program:</p> <ul style="list-style-type: none"> <li>One-hour lessons delivered at least four times a week.</li> <li>Primary focus on phonics supported by connected text reading - using decodable books to ensure skills are generalised to authentic reading experiences.</li> <li>Sequence lessons according to the SSP program to ensure fidelity.</li> </ul>	Learning support teacher
	<p><b>How to provide opportunities for practise:</b></p> <ul style="list-style-type: none"> <li>Provide Minh opportunities to practise her skills by reading one-on-one with an adult every day for 20 minutes</li> <li>Multi and varied opportunities to practise decoding skills, such as the use of games.</li> </ul>	Learning support teacher
	<p><b>How to reinforce Minh when the skill is demonstrated:</b></p> <ul style="list-style-type: none"> <li>Explicit praise to be given to Minh immediately after demonstrating the skill – “<i>Well done, Minh. That was..</i>”</li> <li>Implement a <i>first-then</i> visual to engage and motivate Minh to attend and participate in the SSP small group intervention program – e.g., <i>first</i> reading, <i>then</i> art/drawing.</li> <li>An individual visual schedule with tick boxes on Minh’s table, to prepare her for undesired activities and positively reinforce completion of them.</li> </ul>	
<p><b>How to incorporate the SSG:</b></p> <ul style="list-style-type: none"> <li>Discuss the goal with the SSG and ensure the goal is agreed on by all members of the SSG</li> </ul>	Learning support teacher	

**Quality Indicator 4 - Identifying and addressing barriers and challenges:** the student’s challenges and barriers to learning and engagement are addressed. The SSG has decided to detail:

- how to teach the skill
- how to provide multi and varied opportunities to practise the skill
- how to reinforce the skill
- how to include or engage others to target the skill.

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	<ul style="list-style-type: none"> <li>▪ SSG to provide Minh’s family with resources to allow opportunities for reading one-on-one with an adult every day for 20 minutes.</li> </ul>	
2	<p><b>How to teach Minh the skill:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Social Stories</i> to teach Minh the skill of turn-taking and why it is an important skill.</li> <li>▪ Include Minh in the writing and illustration of the <i>Social Story</i> to incorporate Minh’s strengths and interests.</li> <li>▪ Relate to <i>Resilience, Rights and Respectful Relationships</i>- students identify the types of events and situations that are associated with positive and negative or comfortable and uncomfortable emotions.</li> </ul> <p><b>How to provide opportunities for practice:</b></p> <ul style="list-style-type: none"> <li>▪ Provide structured opportunities for Minh to practise the skill of turn-taking with peers. Initially during Maths lessons, gradually increasing these opportunities to other curricular activities in the classroom.</li> <li>▪ Ensure there is a suitable <i>level of prompting</i> to support Minh to demonstrate the skill. This could include a verbal prompt (direct or indirect) from an adult.</li> </ul> <p><b>How to reinforce Minh when the skill is demonstrated:</b></p> <ul style="list-style-type: none"> <li>▪ Explicit praise to be given to Minh immediately after demonstrating the skill – “<i>Well done, Minh. That was good waiting for your turn.</i>”</li> <li>▪ Develop an individualised acknowledgment system that appeals to Minh’s interests and motivators (e.g., Minh enjoys winning). Incentive related to peer approval.</li> </ul> <p><b>How to incorporate the SSG:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss the goal with the SSG and ensure the goal is agreed on by all members of the SSG</li> <li>▪ A copy of the <i>Social Story</i> developed with Minh is provided to her parents to reinforce at home.</li> <li>▪ Minh’s speech pathologist to support the teacher with the development of the <i>Social Story</i>.</li> </ul>	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Wellbeing Coordinator</p>

**Quality Indicator 3 - Strengths-based approach:** the IEP details the student’s strengths, and these are reflected in the teaching strategies, adjustments and supports.

Add additional rows as required

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## \* 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.

- 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

**Quality Indicator 7 - Monitoring and evaluating:** the IEP tracks the student's progress by providing evidence through formative or summative assessments or qualitative information.

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

<b>GOAL # 1: Minh will decode /oa/ words containing the long vowels oa, ow, o, o-e, oe from the provided list during small group practise with the class teacher, using a visual prompt to 90% accuracy on at least 3 separate occasions by the end of Term 3.</b>	<b>DATE</b>			
<p><b>Student progress/comments:</b></p> <p>Minh's teacher completed a pre and post assessment of Minh's phonics skills. Minh's teacher reported that Minh can successfully decode words containing long vowels oa, ow, o, o-e, oe during small group practise using visual prompts to 65% accuracy. Minh's goal was not fully achieved.</p>			X	
<b>GOAL # 2: Minh will turn-take at least 5 times with a peer, playing structured games in class with a verbal prompt from an adult on 4 out of 5 occasions by the end of Term 3.</b>	<b>DATE</b>			
<p><b>Student progress/comments:</b></p> <p>Minh's goal was achieved. Minh's teacher and carers reported observing that Minh's ability to turn-take during structured games has improved over the term.</p>		X		

Add additional rows as required

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**Additional comments: e.g. What is working well or not? Should goals be modified? Should the strategies be continued, revised or replaced?**

Minh commenced the systematic synthetic phonics intervention program at the beginning of term. Minh's ability to decode words with long vowels (oa, ow, o, o-e, oe) has improved from 50% to 65%. She did not fully achieve the goal as several literacy sessions were missed. Minh was reported to have attended approximately two sessions per week instead of the recommended four sessions per week throughout the term. Possible reasons for Minh's missed sessions were discussed by the SSG. It was found that Minh often did not attend the literacy sessions scheduled at 9:00am as she was transitioning into the classroom at that time. Minh's teacher will review the current literacy intervention group timetable and reschedule sessions so Minh can attend after recess.

Minh's ability to turn-take during structured games has improved greatly during term. Minh's teacher has reported that Minh responded well to the use of verbal prompting and the use of a social script. The SSG will create a new goal targeting Minh's ability to turn-take with peers during structured play with adult support (with *visual* prompts) by the end of Term 4.

**SIGNED BY**

Signature: Principal (or delegate):  Date: 15/07/20

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

\*Date of next meeting: 14/09/20

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

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