# Primary School

# Individual Education Plan

Term ………. 201….…..

Strictly Confidential

## Student Details

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Surname |  | | | | Student Photo |
| Given name(s) |  | | | |
| Date of birth |  | | | |
| Aboriginal or Torres Strait Islander | Yes  No | | Male  Female | |  |
| Ethnic origin |  | | | |  |
| Languages spoken at home |  | | | |
| Placement type (legal status) | Kinship care | Foster care | | Residential care | Other - please specify: |
| Court orders given to school | Yes  No | | | | |
| Current placement address |  | | | | |

## School Information

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School Name |  | | | |
| VSN (Victorian Student number) |  | Date of admission | | Year Level |
| Program for students with a disability | Yes  No | | If yes, what category? | |
| Date of this plan |  | | Date of next plan |  |
| Authorised person to sign for student |  | | | |

## Professionals involved in supporting this plan

|  |  |  |  |
| --- | --- | --- | --- |
|  | Name | Contact | At meeting |
| Student |  |  |  |
| Carer |  |  |  |
| Class teacher |  |  |  |
| DHHS Child Protection officer |  |  |  |
| Agency case worker |  |  |  |
| Social worker |  |  |  |
| Designated teacher |  |  |  |
| Learning mentor |  |  |  |
| Koorie worker |  |  |  |
| Student Support Services Officer |  |  |  |
| LOOKOUT Learning advisor |  |  |  |
| Other |  |  |  |

## Other services involved

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Worker | Role | Organisation | Phone | Length of involvement |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Personal qualities of student

|  |  |
| --- | --- |
| Interest/hobbies |  |
| Strengths/abilities |  |
| Social skills & relationships |  |
| Trigger Points |  |
| Supports that work well |  |

## Factors affecting education progress

|  |  |
| --- | --- |
| History of attendance |  |
| Details of time without preschool/school placement |  |
| History of interventions (educational and social) |  |
| Other comments |  |

# Koorie/Identity Cultural Plan

## Areas of Consideration (if any)

|  |  |
| --- | --- |
| Cultural Identification |  |
| Physical Environment |  |
| Cognitive/Sensory |  |
| Social/Emotional |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Is the student linked in with the local **Aboriginal community**? | Yes  No | Is the student linked in with a local **Cultural community**? | Yes  No |

## Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal/Outcome | Student (I will) | At School (Teacher, SSO) | At Home (Parent/Carer) | Links to curriculum |
|  |  |  |  |  |

## Achievements in Literacy - Reading

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Entry skill | Learning improvement goal/desired outcome | Barriers to  achieving goal | Strengths related  to goal | Strategies to  achieve goal | Actions, resources  and timeline | Exit skill |
|  |  |  |  |  |  |  |
| **Data collection: For example:**  Student mapping tool  Victorian Curriculum Sequence Content Descriptions  Teacher observations  Formal assessments  Work samples | |  | | | | |
| **Additional home supports** | |  | | | | |

## Achievements in Literacy – Writing

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Entry skill | Learning improvement goal/desired outcome | Barriers to  achieving goal | Strengths related  to goal | Strategies to  achieve goal | Actions, resources  and timeline | Exit skill |
|  |  |  |  |  |  |  |
| **Data collection: For example:**  Student mapping tool  Victorian Curriculum Sequence Content Descriptions  Teacher observations  Formal assessments  Work samples | |  | | | | |
| **Additional home supports** | |  | | | | |

## Achievements in Literacy – Speaking and Listening

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Entry skill | Learning improvement goal/desired outcome | Barriers to  achieving goal | Strengths related  to goal | Strategies to  achieve goal | Actions, resources  and timeline | Exit skill |
|  |  |  |  |  |  |  |
| **Data collection: For example:**  Student mapping tool  Victorian Curriculum Sequence Content Descriptions  Teacher observations  Formal assessments  Work samples | |  | | | | |
| **Additional home supports** | |  | | | | |

## Achievements in Numeracy - Number

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Entry skill | Learning improvement goal/desired outcome | Barriers to  achieving goal | Strengths related  to goal | Strategies to  achieve goal | Actions, resources  and timeline | Exit skill |
|  |  |  |  |  |  |  |
| **Data collection: For example:**  Student mapping tool  Victorian Curriculum Sequence Content Descriptions  Teacher observations  Formal assessments  Work samples | |  | | | | |
| **Additional home supports** | |  | | | | |

## Achievements in Personal and Social Capabilities Learning

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Entry skill | Learning improvement goal/desired outcome | Barriers to  achieving goal | Strengths related  to goal | Strategies to  achieve goal | Actions, resources  and timeline | Exit skill |
|  |  |  |  |  |  |  |
| **Data collection**  For example:Student opinion survey  PAT Wellbeing survey  Attendance data | |  | | | | |
| **Additional home supports** | |  | | | | |

## Educational Resource Matrix (ERM)

Children and young people in out-of-home care should have access to resources to support their educational program, just as other students do. The ERM can be used at a student’s Student Support Group or Care Team meeting to anticipate expenses that may be incurred and to identify funding sources/responsibilities.

\* [State Schools Relief (SSR)](https://www.ssr.net.au/) - Any student who is attending a Victorian Government School is eligible for State Schools' Relief support. Schools can send an application to State Schools' Relief when they believe that there is need to support a student whose family is facing difficulty in providing the appropriate uniform and footwear for school.

\*\* [Camps, Sports & Excursions Fund (CSEF)](http://www.education.vic.gov.au/about/programs/health/Pages/csef.aspx) – Students in out-of-home care (including kinship care) covered by the Partnering Agreement are eligible for the CSEF. Applications are processed as ‘Special Consideration’ category applications. Applications are made through the school.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Is this a barrier?** | **Who has the primary  responsibility to provide this?** | | | **What other financial supports can be sought?** | | | **Who will follow this up?** |
| **Item** | **Y / N** | **School** | **DHHS Care Package** | **Carer**  **(home-based care)** | **State Schools Relief\*** | **Camps, Sports & Excursions Fund\*\*** | **Other** | **Responsibility** |
| Uniform and shoes, including school sports uniform etc. |  |  |  |  | ✓ |  |  |  |
| Excursions, camps and extracurricular activities organised through the school |  |  |  |  |  | ✓ |  |  |
| Textbooks, stationary, specialist art materials, Design & Technology materials etc. |  |  |  |  |  |  |  |  |
| Computer/Laptop |  |  |  |  |  |  |  |  |
| Software including access to some educational websites |  |  |  |  |  |  |  |  |
| Internet access outside of school hours (supervised/unsupervised?) |  |  |  |  |  |  | Use of public library? |  |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |

## Education Needs Assessment (ENA)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Assessment** | **Name of Assessment** | **Date of Assessment** | **Assessor’s name** | **Report/notes location** |
| Paediatric |  |  |  |  |
| Cognitive assessment |  |  |  |  |
| Academic/achievement assessment |  |  |  |  |
| Language assessment |  |  |  |  |
| Pragmatics assessment |  |  |  |  |
| Phonological awareness assessment |  |  |  |  |
| Behaviour assessment |  |  |  |  |
| Observation |  |  |  |  |
| Counselling |  |  |  |  |
| Case management |  |  |  |  |
| Social work |  |  |  |  |
| Occupational Therapist |  |  |  |  |
| Vocational (if appropriate) |  |  |  |  |
| Hearing checked |  |  |  |  |
| Vision checked |  |  |  |  |

## Supporting transitions

|  |
| --- |
| Does the student require a Transition Plan? Yes  No |

|  |
| --- |
| Previous school/s |
| Previous School Reports |
| Previous School Behaviour Support Plan |
| Previous school Student Support Services Officer contacted |
| Previous school Students Welfare Coordinator contacted |
| What supports are in place? |
| Transition plan  (Consider extra pre-transition visits, half or full days, visit with wellbeing staff, who will meet the student on the first day, what extra supports are needed etc.?)  **Designated teachers from both schools should attend the Transition Student Support Group Meeting** |

## Action Plan

|  |  |
| --- | --- |
| What the school can do: |  |
| What the carers can do: |  |
| What DHHS/agency can do: |  |
| Long term goals: |  |
| Attendance goals: |  |
| Plan Review and Revision: |  |
| Summary of student’s  achievements: |  |
| Classroom teacher’s comments: |  |
| Carer’s comments: |  |
| Student’s comments: |  |

## 

|  |  |  |  |
| --- | --- | --- | --- |
| Carer/Guardian signature |  | Date |  |
| Principal/nominee signature |  | Date |  |
| Date of next review and actions required: |  | Date |  |

## Attachment 1 - Student’s view

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| How do you feel about school? | | | | | | | Student’s comments |
| C:\Users\09332393\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\A1IM5GO9\SMILEY_SAD[1].jpg | 1 | 2 | 3 | 4 | 5 | C:\Users\09332393\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZM095P3A\original_smiley_face[1].png |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| How do you feel about reading? | | | | | | | Student’s comments |
| C:\Users\09332393\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\A1IM5GO9\SMILEY_SAD[1].jpg | 1 | 2 | 3 | 4 | 5 | C:\Users\09332393\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZM095P3A\original_smiley_face[1].png |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| How do you feel about writing? | | | | | | | Student’s comments |
| C:\Users\09332393\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\A1IM5GO9\SMILEY_SAD[1].jpg | 1 | 2 | 3 | 4 | 5 | C:\Users\09332393\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZM095P3A\original_smiley_face[1].png |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| How do you feel about numeracy? | | | | | | | Student’s comments |
| C:\Users\09332393\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\A1IM5GO9\SMILEY_SAD[1].jpg | 1 | 2 | 3 | 4 | 5 | C:\Users\09332393\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZM095P3A\original_smiley_face[1].png |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| How do feel about friendships? | | | | | | | Student’s comments |
| C:\Users\09332393\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\A1IM5GO9\SMILEY_SAD[1].jpg | 1 | 2 | 3 | 4 | 5 | C:\Users\09332393\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZM095P3A\original_smiley_face[1].png |  |

## Attachment 1 - Student’s view (continued)

|  |
| --- |
| What do you like most about school? |
| What are your aspirations for your future career (what job you would like to do)? |
| Is there anything that worries you about school? |
| What do you think your goals should be? |