

Personalised Learning Plans

Background

On Thursday 6 August 2015, the CECV ICON Working Group endorsed the development of CECV business rules for six of the most common functions which are integrated with a school's administration system: **Calendar, First Aid / Sick Bay, Managing the Learning Process, Personalised Learning Plans, Student Behaviour, Timetable.**

These six were identified because they met at least one of the following four criteria:

- A. **Compliance with legislation / regulation** (Australian and Victorian); our obligations under CECV-Australian government and CECV-Victorian government funding agreements; minimum requirements set by jurisdictional authorities (e.g. VRQA, VCAA); minimum requirements set by sectoral authorities (e.g. CECV, CEOs)
- B. **Effective risk management**, especially where there is a very high duty of care and/or that are more frequently the subject of legal proceedings (e.g. disability, behaviour support, first aid)
- C. **Stream interdependencies** within the ICON Program (e.g. ePlan requires data in a particular format)
- D. The **ICON vision** to enhance/optimize student learning

CECV business rules **articulate minimum requirements only** and are application-neutral.

They are designed to **directly inform the development of ICON standards** for integrating non-ICON applications to the ICON Platform in these six areas.

Some CECV business rules will include a **more expansive list of optional functionality** that are perceived as 'best-practice' in support of the ICON vision to enhance student learning.

Key Legislation and Regulation

Australian

- Australian Privacy Act 1988
- Australian Privacy Amendment (Enhancing Privacy Protection) Act 2012
- Australian Privacy Regulation 2013
- Australian Privacy Principles 2014
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Disability Standards for Education Guidance Notes 2005
- Australian Education Act 2013
- Australian Education Regulation 2013

Victorian

- Health Records Act 2001
- Education and Training Reform Act 2006
- Education and Training Reform Regulations 2007
- Equal Opportunity Act 2010

Scope

What is in scope?

CECV business rules for Personalised Learning Plans **articulate minimum requirements only**. They have been developed in relation to Criteria A,B and D, above.

CECV business rules for Personalised Learning Plans are **only** concerned with supporting schools in their management of **school central records**, which are the records schools make for internal purposes that document how personalised learning and support is being provided to students.

Personalised Learning Plans are:

- **strongly recommended** for:
 - students requiring adjustments¹
 - Students with a Disability (SWD)²
 - Gifted and Talented students³
- **should be considered** for any student who is making less than expected progress in their learning.

CECV business rules for Personalised Learning Plans are designed to deliver high-quality school central records that can:

- Help ensure that parents/carers are kept informed about the progress, achievement and wellbeing of their child(ren)
- Support the school to identify trends and possible areas for improvement
- Be used for reference in future needs assessments
- Be helpful for insurance and investigative purposes

¹ Students provided with an adjustment to address a disability. Disability means they meet the definition of disability provided in the Disability Discrimination Act (1992). This definition includes physical, cognitive, sensory and social and emotional disability. See the Nationally Consistent Collection of Data (School Students with Disability) website (http://www.schooldisabilitydatapl.edu.au/#legislation_2) for further information about Australian schools' obligations towards students with disability and the levels of reasonable adjustment required for these students.

² Students with a Disability (SWD) meet the definition of disability in the Disability Discrimination Act (1992) and also meet the criteria for CECV Disability Funding.

³ Gifted students are students who have extraordinary potential in some domain of ability, such as intellectual, social, psychomotor, or creativity. For further information on gifted and talented students, see the CECV's [Gifted and Talents Students: A Resource Guide for Teachers in Victorian Catholic Schools](#).

What is out of scope?

CECV business rules for Personalised Learning Plans are **not concerned** with supporting schools to address all of their obligations under the [Disability Discrimination Act 1992](#) and [Disability Standards for Education 2005](#), including in areas like **enrolment, participation, harassment and victimisation**. Practical guidance to schools in these matters – including key principles, structures and processes for ensuring that the needs of all learners are met – can be found in the [CECV Intervention Framework](#). The Australian government's [Planning for Personalised Learning and Support: A National Resource](#) is another valuable resource.

Minimum Functionality

Four high-level functions have been identified around which minimum functionality must be available in any Personalised Learning Plan applications wishing to integrate to the ICON Platform:

Privacy and confidentiality

1. Applications must effectively manage **sensitive and personal information**, including health and wellbeing information; this includes the collection, handling, storage and security of this information.

Student profile information

2. Applications must provide access to, or support any authorised staff member to record information about, **known learning, health and/or wellbeing information** where this is necessary for the effective development and implementation of a Personalised Learning Plan, including:

For Students with a Disability

- a) SWD primary category and additional categories (if applicable)
- b) Nationally Consistent Collection of Data (NCCD) level of adjustment
- c) Enrolment FTE
- d) Any additional management plans, e.g. behaviour, medical
- e) Past and/or current student wellbeing information, including attendance
- f) Outline of current impact of disability on learning and participation
- g) Past and/or current student progress and achievement information, including the results of external, standardised tests, teacher judgements against standards and school-based assessment items and tasks

For other students:

- a) Nationally Consistent Collection of Data (NCCD) level of adjustment (if applicable)
- b) Any additional management plans, e.g. behaviour, medical
- c) Past and/or current student progress and achievement information, including the results of external, standardised tests, teacher judgements against standards and school-based assessment items and tasks

Student learning program

3. Applications must support any authorised staff member to enter details about the **student learning program** for an individual student. This must include:
 - a) Identifying targeted curriculum area(s) and strand(s) (AusVELS / Victorian Curriculum, EAL Developmental Continuum, ABLES, RE)

- b) Identifying annual, long- and/or short-term educational goals
- c) Identifying what the student can already do
- d) Identifying adjustments, supports and learning activities for program implementation
- e) Identifying the progress monitoring and reporting process that will be used
- f) Describing what progress has been made and what has been achieved

Additional Record Keeping and Communication

- 4. Applications must support any authorised staff member to make **journal notes** that can be viewed by any other authorised staff member
- 5. Applications must support any authorised staff member to **link to and/or upload relevant documents** (e.g. allied health reports, Program Support Group minutes)

Highly Desirable Functionality

- Provide access to, or support any authorised staff member to record information about:
 - Past and/or current assessments made by a relevant medical professionals or para-professionals (if applicable)
 - Life goals (student, parent/carer)
 - Major achievements
 - Student strengths and challenges
- Ability to **access or duplicate then edit** past Personalised Learning Plan(s) for the current period
- Ability to **automate the transfer of**:
 - known profile, learning, health and/or wellbeing information from **ICON applications** to the Personalised Learning Plan
 - of information from the Personalised Learning Plan to a **student reporting application**
 - of information from the Personalised Learning Plan to a **CECV Funding Application (Students with Disabilities)**

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