Guidelines

Wannik Individual Education Plan for Koorie Students
Wannik, Learning Together – Journey to Our Future, is the Government's education strategy for Koorie students, which requires all government schools to develop an Individual Education Plan (IEP) for every Koorie student in P-12. The development of IEPs is part of a school’s accountability process and the percentage of students with a plan is reported in the annual August Census.

Individual Education Plans will be developed in partnership with the student, their parent/guardian and, where necessary, a regional Koorie Engagement Support Officer (KESO).

Schools should note that an Individual Education Plan should:

- Cover key transition points (pre-school to school; primary to secondary, compulsory to post-compulsory), and
- Be linked to every Year 8 – 12 Koorie student’s Career Action Plan (Wannik MIPs / MIPs / Pathway Plan).
- The IEP should incorporate the MIPs plan from Year 8 – 12 as an overall planning document for both learning and career and pathway planning.

Principles

- Schools should ensure that every Koorie student has an Individual Education Plan as soon as she/he begins school in Prep. The Transition Learning and Development Statement should be used to inform the development of each Koorie child’s Individual Education Plan (IEP).
- An Individual Education Plan is to continue through each year and travel with students transferring to another Government school.

Research and data tells us that early learning support and special efforts are the only way to improve outcomes for Koorie students.

Koorie students attend more than 1000 Victorian government schools but often in such small numbers that their particular needs are easy to overlook. Encouraging attention to their particular individual needs is one of the primary reasons for the introduction of individual education plans.

The review of Koorie Education in Victoria which gave rise to the Wannik Strategy found that the gap between the school achievement of Koorie and non-Koorie young people continues to be unacceptably large. If broad-based and lasting improvements are to be made in this situation, concerted and well-focused effort will be required. This does not mean different forms of teaching; it means more intensive and focused versions of what is widely understood as good practice. A specific plan provides helpful structure for that process.
Explicit Learning Support

The planning process supports teachers in making teaching and learning explicit.

For many years now the importance of explicitness in teaching practice has been noted. The preconditions for effective learning include communicating what is to be learnt and setting out and clearly explaining how this learning might be achieved. This is important generally but especially so for students who are struggling with their schoolwork.

There are a number of well-established benefits from this process. What is to be learnt is made increasingly intelligible to students. A process for reaching that goal, which has been discussed and devised in concert with individual students, scaffolds the student’s efforts to learn. In addition, the student learns about learning processes and strategies and their possibilities. Finally, the planning process solicits the student’s involvement and agency. The idea that what students do now can impact constructively on their near and longer-term future is also encouraged.

The learning program of the student is made more effective and meaningful by referencing it to their post-school aspirations.

Engagement

If home and school trust and support each other, the prospects for success increase markedly.

The history of relationships between Koorie people and schooling in this state, as elsewhere in Australia, can be characterised with stories of low expectations, unmet promises and breakdowns in communication and trust. This ‘gap’ in relationships is almost certainly closely related to the gap in school achievement. It is just as real. Bridging these gaps is one of the hardest and most fundamental tasks in building consistently successful outcomes for Koorie students.

Working together on individual learning plans is one of the best possible ways of increasing the engagement of parents/caregivers in the reality of their children’s learning.

In the process of developing an individual learning plan, all the relevant parties—the student, his or her pastoral/class teacher and parents/caregivers — are involved. All have a direct stake in what is happening. The content of the process is authentic, fundamental and directly related to the business at hand — the student’s learning. It is a chance to work together, positively and constructively, on issues that will affect the student’s school performance.
Three Fundamental Tests of an Individual Education Plan

The three reasons below provide the three fundamental tests of the Individual Education Plan process.

1. A plan exists and is operative. A professional effort has been made to make it effective and meaningful to the student and to keep it alive, relevant and influential.

2. The plan has clear short and longer term goals related to learning, career aspirations and post-school pathways with a clear procedure for how they will be achieved. This is readily intelligible to the student and his/her family or caregivers.

3. Along with the student and his or her teacher, appropriate family members or care-givers have been involved in the development and monitoring and revision of the plan. The process has made clear how they can help the student learn at school and at home.

Content Considerations

The plan should focus on and be aligned with what is being learnt and to be learnt at school. It is a ‘learning’ plan and should focus on learning, post-school pathways and the linkages between the two rather than other matters.

Implications of this include the following:

- The Victorian Early Years Learning and Development Framework (VEYLDF) supports early childhood professionals to work together and with families to achieve common outcomes for all children. The Victorian Framework outlines five Learning and Development Outcomes, linking the learning outcomes from the Early Years Learning Framework for Australia to the VELS Levels 1 and 2.

- Using the five learning and development outcomes in the VEYLDF, the Transition Learning and Development Statement is an important source of information about a child’s learning and development prior to school. It is a valuable tool that schools should use to build a partnership with each Koorie child, their parent/guardian and, where necessary, a regional Koorie Engagement Support Officer (KESO). Information in the Statement can be used to inform the development of each Koorie child’s Individual Education Plan (IEP).

- The Victorian Essential Learning Standards (VELS) describe what is essential for Victorian students to achieve from Prep to Year 10. The plan should use the VELS structure and descriptions just as they are used elsewhere in the planning and reporting processes of the school. The domain of Personal Learning provides a ready avenue for ‘hosting’ the process of plan development and implementation.

- Because of their centrality to learning, student performance in literacy and numeracy should always be included as a part of any such plan.
Consideration could be given to the inclusion of attributes which underpin effective learning, like engagement and contribution in class, organisation and self management.

Consideration should also be given to the relationship between their learning program, and their career and post-school aspirations. Explicit linkages in this area can strengthen student engagement and highlight the personal relevance of learning.

Some plans require and include extensive information about students' backgrounds, family situations, histories, support structures, related welfare issues etc. A considered view suggests that, if it is collected, this information belongs elsewhere. This is to support the notion that the planning is about learning, is forward looking, aspirational and inspirational, and is the product of an agreement between the student, his or her family and his or her teacher/s. It also conforms with the proviso considered below regarding the overarching need for simplicity.

Evidence of performance and change should have a strong, clear and easily communicable basis. While it is highly desirable that the process of framing and reviewing plans should be positive with an emphasis on listening and sharing, it is important to have something other than general impressions or casual observation to focus on as a measure of performance and change. A range of data is readily available and should be used for this purpose. To assist with communication it may be helpful to have this data rendered graphically or visually and to include some relevant comparative data.

Administrative Considerations

The best plan in the world will not help if it is not used. A crucial component of the effectiveness of this initiative is that it should be both practicable and useful for teachers, but should be ‘owned’ by the student as they progress through secondary school. In the case of secondary school students, it must be dynamic, and reflect the student’s changing goals and aspirations, and be regularly updated.

The process will be useful for teachers in helping to think about and identify particular interventions which will help with the student’s learning. It also has the potential to build a larger platform of support from which improvement can be generated.

In terms of practicability there are several considerations.

- Simplicity of form and language. There is a temptation which is evident in some parts of the country to produce planning templates which are long and complex. This is not helpful to any of the parties to the process. In terms of the clerical task involved, the principle governing the material being used should be to keep it to the minimum while still conforming with these guidelines and ensuring that the result is useful.

Using clear, direct language avoiding jargon or other technical language is a good rule generally. In this case it will be a critical part of the communication which is central to the effectiveness of the process. The judges of the accessibility of the language are the parties, all parties, to the agreements made.
Alignment with other activity. The preparation and administration of an individual education plan is not in any way intended to be an abnormal or atypical professional activity. As noted above, the content should be derived from VELS. It is very likely that the sort of information included in the individual education plan would be available for all students in any given class. The plan development and review process is purposeful and collaborative student-parent-teacher interaction of the type which occurs in schools regularly. There are many ways in which this process can be aligned with other school activity.

Accountability. The plan should indicate the shared nature of the learning process by assigning appropriate responsibilities to the students, teacher/s and the family members/caregivers and making it clear who is responsible for what.

Review periods. Experience suggests that reviews of the plan involving all partners should occur twice yearly at a minimum.

Personal engagement with the plan and the planning process. The student must feel that the plan is their own and that they understand it, and what it means for them. The student should be given a copy of the plan, and / or it should be emailed to them once completed, so that it can be used in the future. The language should be accessible to the student, and their family and community.

The best planning is done in consultation with the student, their family and community. Although engaging with parents can sometimes be challenging, feedback indicates that plans formulated with the student’s family are much more successful at improving outcomes.

Specific information has been prepared on pathways planning for Koorie young people, available through the DEECD website:


For more information on good planning processes, a number of general resources have also been prepared through MIPs, the MIPs Good Practice Framework and the careers teacher resources:

### Possible Elements of an Individual Education Plan

<table>
<thead>
<tr>
<th><strong>Student name:</strong></th>
<th><strong>Date of birth:</strong></th>
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<tr>
<th><strong>Year level:</strong></th>
<th><strong>Date:</strong></th>
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#### Review of progress should be based on collection and analysis of data
- formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s
- feedback from the student
- feedback from the parents/carers

All decisions regarding student learning should be based on a range of data sources. Individual Learning Plans aim to personalise the teaching and learning program, support improvement in identified areas and should be monitored and revised regularly.

#### Learning improvement goals -

- Priority areas for improvement.

Consider:
- engagement
- attendance
- behaviour

#### Learning outcomes

- List relevant learning outcomes linked to the learning improvement goals.

Consider:
- engagement
- attendance
- behaviour

#### School and classroom strategies revised pedagogy

Consider:
- revised pedagogy
- classroom learning interventions
- small group/individual support
- behaviour expectations

#### Parents/carers – expectations/support

Identify in partnership:
- expectations of parents/carers
- level of support that can be provided by parents/carers
- how the school can support parents/carers

#### Processes for collection of data

Identify:
- data collection methods
- how progress will be measured

#### Timeline for review and revision of plan

Individual Learning Plans should be measured and modified regularly.

#### Career Goals

This should include career aspirations – What do I enjoy? What am I good at? What is important to me? What do I want to do when I leave school? What do I need to do to get there? What am I interested in? What are my values? What do I believe in?

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Wannik Individual Education Plan for Koorie Students

Student’s comments:

Classroom teacher’s comments:

Parent’s carer’s comments:

Design your own Template

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Year Level:</th>
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<tbody>
<tr>
<td>Date of plan*:</td>
<td>Present:</td>
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</table>

**Learning area:**

**Specific issue:**

**Current performance:**
- What can I do now?
- What do I like?
- What do I enjoy doing?
- What am I good at?
- What is important to me?
- What am I interested in?
- What do I believe in? (values)

**Goal*:**
- What do I want to achieve generally?

**Target*:**
- More exactly, what am I going to try to achieve by when? – Next 3 months, next 6 months, next 12 months, next 2 years
- Where do I want to be in 5 years?
- Where do I want to be in 10 years?

**Procedure*:**
- To realise the goal and meet the target, what am I going to do? (The student.)
- What will we do to help? (The teacher/s and family members / caregivers)

**Details of any school program involvement:**

**Details of any out of school program involvement:**

**Results*:**
- How will I know how I’m going? What data will I be looking at and what will I be looking for? Do I think there is anyone within the school / my family / my community who might be able to give me some help?
Wannik Individual Education Plan for Koorie Students

Career Aspirations:

What job / career do I want to do when I leave school?
What post-school education / training will I need to get there?
What subjects do I need to choose in Years 11 and 12?
Do I need to do any work experience to get into the post-school education / training program I want?

Family comments:

Arrangement for next review meeting*:

Signatures

Student:

Contact teacher:

Family member/caregiver:

* COMPULSORY ELEMENT
NOTE: Some Regions have electronic templates which should be used for this purpose.
### Wannik Individual Education Plan for Koorie Students

<table>
<thead>
<tr>
<th>Name:</th>
<th>Advisory Group:</th>
<th>Date of enrolment:</th>
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<tbody>
<tr>
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<td>Teacher:</td>
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<td>Date:</td>
<td>Review date:</td>
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#### Sample Template

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Current standard</th>
<th>Goal</th>
<th>Target</th>
<th>Implementation</th>
<th>Evidence of Achievement</th>
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<tr>
<td></td>
<td>What is my current level of achievement?</td>
<td>What do I want to achieve?</td>
<td>What level or standard do I want to achieve? (quantitative and qualitative)</td>
<td>What do I plan to do to achieve these targets?</td>
<td>What evidence will demonstrate achievement of my targets?</td>
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</tbody>
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**Language and Communication:**

| 2010 | | | | | |
| 2011 | | | | | |

**Mathematics:**

| 2010 | | | | | |
| 2011 | | | | | |

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**Sample Template**

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Using technology:

<table>
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<th>Year</th>
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What will parents and the school do to help reach these targets:

_______________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________

Career Aspirations (as per above)

_______________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________

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