

Individual Education Plan (IEP)

Tip Sheet

An Individual Education Plan (IEP) is required for students in out of home care and for all Koorie students.

1. Outlines clear educational and social/emotional goals for the student that are age and developmentally appropriate and holistic in their approach

- Goals should be short term that lead to long term outcomes
- Goals should be realistic so they can be achieved
- It should be outlined who is available to support the child to achieve their goals (teacher; tutor; speech therapist; counselling etc)
- Social and emotional goals are also important to include where relevant and are often important to address before the student can engage with their learning

2. Is strengths-based with a focus on the student's potential to achieve positive educational outcomes

- Is developed in consultation with the student and their parent/carer/guardian (where appropriate).
- Recognises challenges and barriers to learning and provides thoughtful insight/suggestions to address them
- Acknowledges and celebrates the achievement of student progress

3. Supports cultural needs and safety

- Includes a cultural goal - A cultural goal is more about what the school can be doing better but is worth asking the student for

their input before the meeting so they are not put on the spot. Examples include: introducing an Acknowledgement at assemblies; the school purchasing an acknowledgment plaque and displaying at the front of the school; ensuring they fly the Aboriginal flag and introducing Indigenous perspectives in the curriculum; celebrating significant date such as reconciliation week and NAIDOC

- May have input from a Koorie Education Support Officer (KESO) or Lookout Koorie Cultural Advisor

4. Content of the IEP is supported and informed by other relevant plans

- The cultural support plan, behaviour support plan and safety plans should all be used to inform the IEP
- For children in Out-of-Home-Care (OoHC) their education needs analysis will inform their IEP and should be completed once the child has been in care for 3 months

5. IEP's should be reviewed and updated each term (more regularly if needed)

- IEP's need to reviewed each term to allow the student to see success and for goals to be updated to acknowledge this
- Any actions made in the previous meeting should also be addressed and ensured they have been followed through by the relevant member of the Student Support Group meeting (SSG).
- Students and families should receive a copy of the completed IEP



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