



GLEN WAVERLEY
PRIMARY SCHOOL
INTEGRITY. INITIATIVE. RESPECT.
GLOBAL EMPATHY.

Glen Waverley Primary School

Established 1960

774 High Street Road Glen Waverley, VIC 3150

(03) 9802 9938 ✉ glen.waverley.ps@education.vic.gov.au 🌐 www.glenps.vic.edu.au



IEP (Individual Education Plan) Policy

(Ratified by School Council: February 2026)

PURPOSE:

At Glen Waverley Primary School, Curriculum is designed to suit the specific learning needs of each student. The use of an Individual Education Plan (IEP) is one-way specific learning goals can be recorded to best support student learning outcomes. An IEP describes the adjustments, goals and strategies designed to meet the educational needs of an individual student to enable them to reach their potential.

GUIDELINES:

An IEP is created with the purpose to support students:

- Who will potentially not be assessed at the expected standard (Victorian Curriculum)
- Who are below the expected standard in English and/or Mathematics
- At risk of low or no growth when assessed against the Victorian Curriculum or
- Have an additional need (physical, social, and emotional)
- Students in statutory Out-of-home care (OOHC)
- Koorie students (as required by Marrung – Victorian Aboriginal Education Plan 2016 to 2026)
- students in youth justice (custody and community)
- students in re-engagement programs under contract arrangements with another school or provider
- students undertaking Flexible Learning options (FLOs). Students supported under individualised disability funding programs including the Program for Students with Disabilities (PSD) and Disability Inclusion (DI).

The student's teacher, relevant Allied Health Professionals (if any), parents/guardians, Teaching and Learning Leader, and Principal class collaborate to develop and review the IEP on a termly basis. Where relevant, the student will also participate in the generating and review of goals.

Key Principles to Guide the Development of an IEP

An IEP describes the adjustments, goals and strategies designed to meet the educational needs of an individual student to enable them to reach their potential. An IEP is essential in guiding the educational planning and monitoring of a student's unique learning needs. It is the practice and process that will have the greatest impact in supporting students. A high quality Individual Education Plan:

- outlines clear educational goals for the student
- encourages [student voice](#) to allow the student to engage and take part in their own learning



- is strengths-based with a focus on the student’s potential to achieve positive educational outcomes
- is age appropriate, holistic in its approach, supports cultural needs and safety, and is flexible and future orientated
- includes short-term goals that will lead to the achievement of long-term goals
- is developed in consultation with the student (where appropriate) and their parent/carer/guardian. A [Student Support Group \(SSG\)](#) is required for students supported under individualised disability funding programs including the PSD and Disability Inclusion and those in OOHC, and strongly encouraged for any students with additional learning needs
- should be used (along with SSG minutes and documentation demonstrating student progress against agreed IEP goals) as supporting information for students participating in a [Disability Inclusion Profile](#)
- communicates individual and shared responsibilities
- includes a record of important decisions, actions and student progress
- is supported and informed by other relevant plans such a Allied Health or specialist recommendations, a cultural plan or [behaviour support plan](#)
- is reviewed regularly in accordance with the timeline as agreed by all members of the SSG (or at least once per term)
- acknowledges and celebrates the achievement of student progress.

Teachers already undertake many activities that personalise learning experiences for students. Research has shown that when schools use a planning approach that supports personalised learning, the academic achievement of all students improves.

The plan should be a useful transition tool when the student moves into a different setting. It is created in consultation with Principal Class, Teaching and Learning Leaders, parents/guardians, and students.

Stages in an Individual Education Plan

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Understand the student	Set goals	Plan the program	Implement the program	Monitor and review

Stage 1: Understand the student

Share what you know about the student as a learner. For example:



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- What's their preferred learning style?
- How do they relate to their learning environment?

Identify the student's:

- skills
- strengths
- preferences
- abilities
- motivations

Acknowledge any changes to the student's abilities and skills as a result of a health condition.

Stage 2: Set goals

Plan for the future by considering:

- long term goals that reflect learning outcomes in social, academic and life skills development
- short term goals that are linked to the long-term goals.

These goals:

- should be "SMART" – Specific, Measureable, Achievable, Relevant, Timebound.
- will allow the student to participate in their classroom programs
- will be based on curriculum content and experiences similar to those for same-age peers
- will be fully inclusive where possible, to maximise opportunities for students with unique learning needs to be included within classroom planning and context
- should be a priority for the student
- should build upon the strengths and skills of the student
- will differentiate between annual, long- and short-term goals.

Stage 3: Plan the program

Determine what needs to be taught so the student can reach these goals. Match your teaching methods to the student's learning style and goals you've set. An IEP typically defines what needs to be taught, priorities for the content to be taught, and appropriate pedagogies. It is assumed in an IEP that the teaching may occur at home, in the classroom, during recreation and when the student is engaging in community activities.



Stage 4: Implement the Individual Education Plan

Organise who will be responsible for the specific tasks you've outlined in the learning plan.

Stage 5: Monitor and Review

Assessment and the development of revised strategies for teaching and learning is a core area of expertise of teachers. Monitoring and evaluation for students enables progress to be measured, the effectiveness of the program to be assessed and new goals to be developed. Where a student's progress does not seem to be occurring within the anticipated time frame goals, targets, activities, and methods will be reassessed.

IMPLEMENTATION:

Guidelines for Teachers:

- Student assessment data should be discussed with Teaching and Learning Leaders (TaLL) prior to the construction of an IEP. This information should be clearly communicated to a member of the Principal Class.
- Students meeting any one of the three criteria listed in the policy guidelines MUST have an IEP created for them.
- IEP goals must be "SMART" goals – Specific, Measureable, Achievable, Relevant, Timebound.
- IEPs should be created and tracked using the Glen Waverley Primary School IEP template. Review dates will be set when preparing the IEP.
- An IEP should last between 8 to 12 weeks before a formal review is conducted.
- Draft IEP documentation must be presented to parent/guardians in a Student Support meeting (face-to-face where possible). This meeting will be designed to:
 - Facilitate parents/guardians' input into the document
 - Inform parents/guardians about ways they can support their child with Home Learning activities to achieve their IEP goals by the review date.
- A support staff member: TaLL (Specialist Leader if your level leader is unavailable), Leading Teacher, Learning Specialist, Assistant Principal or Principal, should attend this meeting with the classroom teacher.
- A signed copy of the IEP (by the teacher & a parent/guardian) needs to be retained in the student's file.
- A signed copy of the IEP is to be uploaded to Compass and on SharePoint so that it is available to all staff who might benefit from this information e.g., Targeted Student Learning Support (TSL), Specialist Teachers, Educational Support Staff, Speech Pathologist etc.



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Prior to the review date:

1. Assessment data should be gathered to measure all goals.
 2. Comments and ratings (5-point scale) should be recorded on the original IEP
 3. Revised goals and a new IEP is to be developed (where necessary)
 4. A meeting date with parents and support staff member needs to be set and conducted, where the information in points 1 to 3 above should be shared.
- An internal IEP (guiding teachers only, not shared at a student support meeting) can be created in limited circumstances, with consultation with the Assistant Principal or Principal.

RELATED LEGISLATION:

- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005 \(Cth\)](#)

Department of Education and Early Childhood Development (DET)

[Department of Education and Training Victoria](#)

Victorian Curriculum and assessment Authority (VCAA)

[Pages - Victorian Pathways Certificate Released \(vcaa.vic.edu.au\)](#)[Home - Victorian Curriculum \(vcaa.vic.edu.au\)](#)

Australian Curriculum and Assessment and Reporting Authority (ACARA)

[ACARA](#)

Council of International Schools (CIS)

<http://www.cois.org/>

RELATED POLICIES:

Curriculum Policy

Assessment & Reporting Policy

Home Learning Policy

Program for Student with Disabilities Policy



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Student Engagement & Wellbeing Policy

POLICY EVALUATION:

Evaluation will be conducted annually by the Assistant Principal.

DUE DATE FOR REVIEW:

Due for review in February 2027.