

Learning Plan Procedure

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1. Purpose

This procedure applies to employees of the Department of Education (DoE) and particularly assists staff, including principals, teachers, professional support staff and other personnel in developing Learning Plans for Kindergarten to Year 12 students with a range of needs in DoE learning environments.

DoE recognises that the personalised learning process plays a pivotal role in supporting learning for a diverse range of students.

Learning Plans are developed collaboratively with families and students where possible, implemented and reviewed frequently with information shared with all stakeholders.

The umbrella term 'Learning Plan' encompasses various types of plans. DoE has two recommended plan formats; an online version in the Student Support System (SSS) or a word template, which is to be uploaded to SSS. Schools select the type/s of Learning Plan to best suit the student and their context. The type of plan in use is secondary to collaborative processes and quality.

2. Overview

Learning Plans identify students' current skills, priority learning goals and document adjustments to support the students' learning. They outline students' aspirations, strengths, interests and needs, embedded in relevant curriculum. They also convey important information regarding the student's learning and wellbeing. Effective planning processes invite, capture and highlight student voice in goal setting and identifying key teaching strategies.

The Learning Plan process is part of a whole school approach that is planned and responsive to student need. The Learning Plan outlines a learner's needs, guided by evidence, inclusive of family and student voice and other professional information and monitored by the schools' learning and support team. Families have a right to decide on the degree of their engagement in this process. Should a family choose not to participate in the process, a Learning Plan is still required to guide and support the student's learning program, if the student's needs meet the criteria described in section 4.

Learning Plans convey the educational adjustments, that are required in order to meet the learner's needs and enable them to access and participate in the educational program

- In the case of English as an Additional Language (EAL) learners, Learning Plans convey the students' Phase on the English as an additional language or dialect (EAL/D) Learning Progression, Specific, Measurable, Achievable, Relevant and Timely (SMART) goals and strategies required to increase English language proficiency.
- Learning Plans for Aboriginal and Torres Strait Islander students include a SMART Literacy and numeracy goal, and an optional cultural goal.

A Learning Plan informs assessment and reporting processes and may vary depending on the needs of the student, for example when the student is not working towards the established curriculum outcomes. For more information, please refer to up to date reporting requirements by visiting the [Teaching and Learning Centre – Reporting and communicating learning progress with families](#) (staff only).

3. Roles and Responsibilities

3.1 The Secretary and Deputy Secretaries

- Ensure the relevant Acts and Standards are adhered to, including but not limited to, Disability Discrimination Act 1992, Disability Standards for Education 2005, and the Personal Information Protection Act, 2004.
- Initiate processes for the regular review and evaluation of the Procedure to ensure relevance.

3.2 Student Support Leaders and Student Support Teams

- Ensure all schools and colleges are familiar with, and implement, this procedure.

3.3 School Principals

- Principals are responsible for establishing school systems of communication and support for the Learning Plan process.
- Provide structures and systems for staff collaboration to support the Learning Plan process.
- Assign responsibility for the development of a student's learning plan.
- Make certain teaching and professional support staff understand that Learning Plans are a requirement for a range of students as part of professional teaching practice.
- Liaise with relevant stakeholders from other agencies when required.
- Ensure consultation is undertaken with families throughout the Learning Plan process and that they are encouraged and supported to participate in developing their child's Learning Plan.
- Ensure teachers have access to professional learning in the development and implementation of Learning Plans.
- Ensure Learning Plans are written using strength-based language and abide by the requirements of DoE's [Inclusive Language Guidelines](#) and abide by the policy and legislative requirements in Tasmanian schools.
- Approve a student's adjusted hours through a learning plan and ensure adjusted hours are in the learner's best interest and undertaken for no more than one school term.

3.4 Teachers

- Have the primary responsibility for developing, implementing, monitoring, and updating the Learning Plan as they know their students the best.
- Collaborate with Relevant Support staff, for example Support Teachers (for students with disability), School Psychologists, Speech Pathologists, EAL Teachers or Social Workers, Aboriginal Educators and Program coordinators etc. to develop Learning Plans where required for students in their class.
- Collaborate with the student, families, professional support staff and other personnel to

identify strengths, needs and the types of educational adjustments (curriculum, instructional, environmental) that will support implementation of the Learning Plan and record these where relevant in the Learning Plan.

- Implement the Learning Plan through the teaching and learning program.
- Evaluate, report and/or comment on the student's progress against the Learning Plan SMART goals in the Student Assessment and Reporting Information System (SARIS) as outlined in the most up to date reporting requirements.
- Record and maintain documentation in relation to the Learning Plan in the SSS.
- Develop the Learning Plan using DoE's quality measures (e.g. quality LP Rubric) and recommended templates.

3.5 Professional Support Staff and other relevant support staff

- Work with teachers and other relevant school staff to support understanding of professional reports, general information and recommendations.
- Work with teachers to help identify the student's learning and wellbeing needs, goals and expectations for the student's learning aligned to the relevant curriculum in their Learning Plan.
- Work with teachers to help identify the types of adjustments (curriculum, instructional, environmental) that will support implementation of the Learning Plan and measure outcomes.
- Work with teachers as they implement the Learning Plan through the teaching and learning program.
- Work with teachers to evaluate and report the student's progress against the Learning Plan.
- Record and maintain documentation relevant to their role in SSS in relation to the student's Learning Plan.
- As needed, assist school staff to make connections with external professionals, to inform the Learning Plan.

3.6 Families and students

- Participate in the collaborative development of goals and expectations for their or their child's learning program.
- Families can:
 - Appoint a nominee to participate in the planning on their behalf.
 - Provide the school with information to assist in the understanding of their child's learning needs.
 - Maintain contact with teachers in relation to their child's progress and ways to assist learning.
 - Reject adjusted hours through a learning plan.

3.7 Education Performance and Review (EPR)

- Maintain the Student Support System.
- Maintain the Student Assessment and Reporting Information System.

4. Process

4.1 Which students require a Learning Plan?

Many students have multiple, diverse and changing needs. Learning Plans are a requirement when educational adjustments are made to the teaching and learning program to aid access and participation in education on the same basis as their same age peers and when these adjustments are more than Quality Differentiated Teaching Practice (QDTP). Families and students (wherever possible) must be consulted when establishing a Learning Plan where there is sufficient evidence to show that a student's learning needs are not met through QDTP.

In addition, some students may require a Learning Plan due to their background (eg Aboriginal and Torres Strait Islander students), current care arrangements (eg Care and Protection Orders) or the level of tailored learning provisions required to support their learning. Where a student has multiple diverse needs only one Learning Plan is required. Students requiring learning plans are those who:

- Identify as Aboriginal and/or Torres Strait Islander
- Have a disability requiring educational adjustments
- Are supported through an approved Tier 3 or 4 flexible learning option or re-engagement provision (refer to the DoE Student Engagement Procedure for more information)
- Are highly gifted and/or have been accelerated
- Are Under Care and Protection Orders:
 - Guardianship to 18yrs s42(4)(d)(i)
 - Custody and Guardianship to 12mths s42(4)
 - Guardianship for 12mths s42(4)(c)
 - Custody for 12mths s42(4)(b)
 - Extension s44
- Have English as an Additional Language or Dialect (EAL/D) and receiving a resource allocation from the EAL service.
- Require short term/transition arrangements which involves an adjustment to school attendance to attend school every day for the whole school day for a period of less than one term:
 - Attendance adjustments must be in the best interests of the learner
 - Apply for a period of less than a school term with anything longer than a term requiring an application for a part-time attendance certificate initiated by the parents/ guardian of the student. Please refer to Section 10 Adjusted Hours through the Learning Plan for more information.

4.2 Guiding Principles

- If required the Learning Plan process occurs continuously throughout a student's schooling from early years to secondary education and links to post-school options.

- DoE's Strategic Plan 2022-2024 Learners First: Connected, Resilient, Creative and Curious Thinkers outlines the driving values that support all learners of all backgrounds and abilities in all schools. These include the values of aspiration, respect, courage, and growth.
- All students are capable learners.
- All students are entitled to quality educational experiences based on mandated curriculum frameworks for their year level of schooling. Using curriculum frameworks flexibly, to embed learning goals and plan for next steps, helps address the learning needs of all students.
- Supporting and extending the learning of all students is the responsibility of school staff.
- Students requiring educational adjustments in addition to QDTP, must have their adjustments documented in a Learning Plan.
- Students receiving an allocation from the EAL Service must have current skills, SMART goals and the strategies required to increase English Language proficiency documented in a Learning Plan.
- Students who identify as Aboriginal and/or Torres Strait Islander will have a Learning Plan which must include a SMART literacy and numeracy goal, and an optional cultural goal made with the student and family.
- The Learning Plan is constructed in a consultative manner bringing together the knowledge and experience of students, families, school personnel including professional support staff, and other relevant people.
- Effective Learning Plans are user-friendly, constructive in tone, student-centred and reflect the values and diversity of students and their families.
- Learning Plans use inclusive language [Inclusive Language Guidelines](#) and are written using a strength-based approach.
- In the case of students with disability, the student or their associate must be consulted regarding all adjustments to learning programs and environments. (Refer to the Disability Standards for Education, 2005).
- Families have a right to participate and make decisions about the nature of their involvement in the development of Learning Plans.
- School principals are responsible for assigning staff the responsibility for the construction of the plan and establishing school-wide systems to support the ongoing process. This is a school-based decision, which enables flexibility in meeting the student's needs within the given context.
- A team approach including professional support staff alongside teachers ensures a range of expert knowledge is considered when developing and reviewing the plan.
- Teachers have primary responsibility for developing, implementing, monitoring, and updating the Learning Plan as they know their students the best.

- Teachers are also responsible for assessing (a process of gathering information about the student – assessment for learning, assessment as learning and assessment of learning) and reporting learner progress against the SMART goals described in the Learning Plan.
 - The acronym SMART identifies areas of focus for setting goals. Specific, Measurable, Achievable, Relevant, Timely
- Learning Plans are particularly important at key transition times such as from year to year and school to school or from school to post-school options.

4.3 Learning Plan Process

Inclusive schools (more information can be found in [Planning for Improvement - Inclusive Practice](#)) demonstrate respect and support for student diversity through responsive actions and structures. Principals are responsible for establishing school communication and support for the Learning Plan process.

Learning Plans must be:

- in alignment with [Inclusive Language Guidelines](#)
- developed on an annual basis prior to the completion of Term 1, or at the end of the term in which a child enrolls, unless an extended timeframe is explicitly agreed by families
- developed by teachers, in consultation with families and include the student wherever possible
- inclusive of input from professional support staff, including the Support Teacher (for Students with Disability) and other support staff and professionals as appropriate
- aligned to the age-appropriate curriculum, including the Early Years Learning Framework, Australian Curriculum Framework or appropriate senior secondary curriculum or VET program
- reviewed at least twice a year, at mid-year and end of year intervals to coincide with reporting procedures
- assessed against the [Reporting and communicating learning progress with families](#) (staff only) requirements that apply to all students, please refer to the most up to date reporting requirements.
- stored within the Student Support System (SSS).

4.4 Adjusted Hours through a Learning Plan (Prep-Year 10)

A Learning Plan may stipulate an adjustment to the student's attendance at school for Prep to Year 10. This adjustment to school attendance must be for a period of less than a term. Adjusted hours may occur at a transition point for example, and the Learning Plan clearly states the time the child is away and the strategies that will be used to increase the student's hours to full time – including monitoring milestones.

If it is likely, or it becomes apparent, that more time than one term will be needed for the student to be part time then an application for a part-time attendance certificate must be applied for by the family as

soon as possible. Further information can be found in the [Attendance Policy and Procedure](#) (staff only).

For Years 11 and 12 learners must participate in an Approved Learning Program full-time. Please see the [Approved Learning Program Requirements and Guidance for Youth Engagement in Post-Year 10 Education and Training](#) for the definitions of full-time and part-time learning programs.

Goal setting and monitoring through the Learning Plan is still strongly advised.

4.5 Learning Plan Cycle Checklist

A visual summary of this process is provided below the checklist.

Establish a team approach

- ✓ Assign roles and responsibilities for the Learning Plan process.

Gather information

- ✓ Review the student's records on the Student Support System (SSS), including any previous Learning Plans, professional reports, attendance and behavioural information
- ✓ Observe the student and collect objective data for evaluation
- ✓ Review the student's current learning program
- ✓ Conduct further assessments, if required
- ✓ Begin recording information on a new or revised Learning Plan (for examples refer to the online template in SSS or the DoE LP template).

Consult with key contributors and jointly set direction

- ✓ Establish a consultative approach with others including families, teaching staff, English as an additional language teachers, literacy and numeracy specialist teachers and professional support staff (such as speech and language pathologists and school psychologists) as required.
- ✓ Ensure the student (wherever possible) is invited to jointly set the direction of the plan
- ✓ Establish ongoing communication processes.

Develop the Learning Plan

- ✓ Based on the data collected describe the student's strengths, needs and interests including academic achievement and functional performance
- ✓ Identify SMART goals and align to the relevant curriculum
- ✓ Describe teaching strategies, supports and any educational adjustments (curriculum, instructional, environmental)
- ✓ Establish a monitoring cycle.

Implement and monitor the Learning Plan

- ✓ Ensure copies of the Learning Plan are shared with all involved and uploaded to SSS

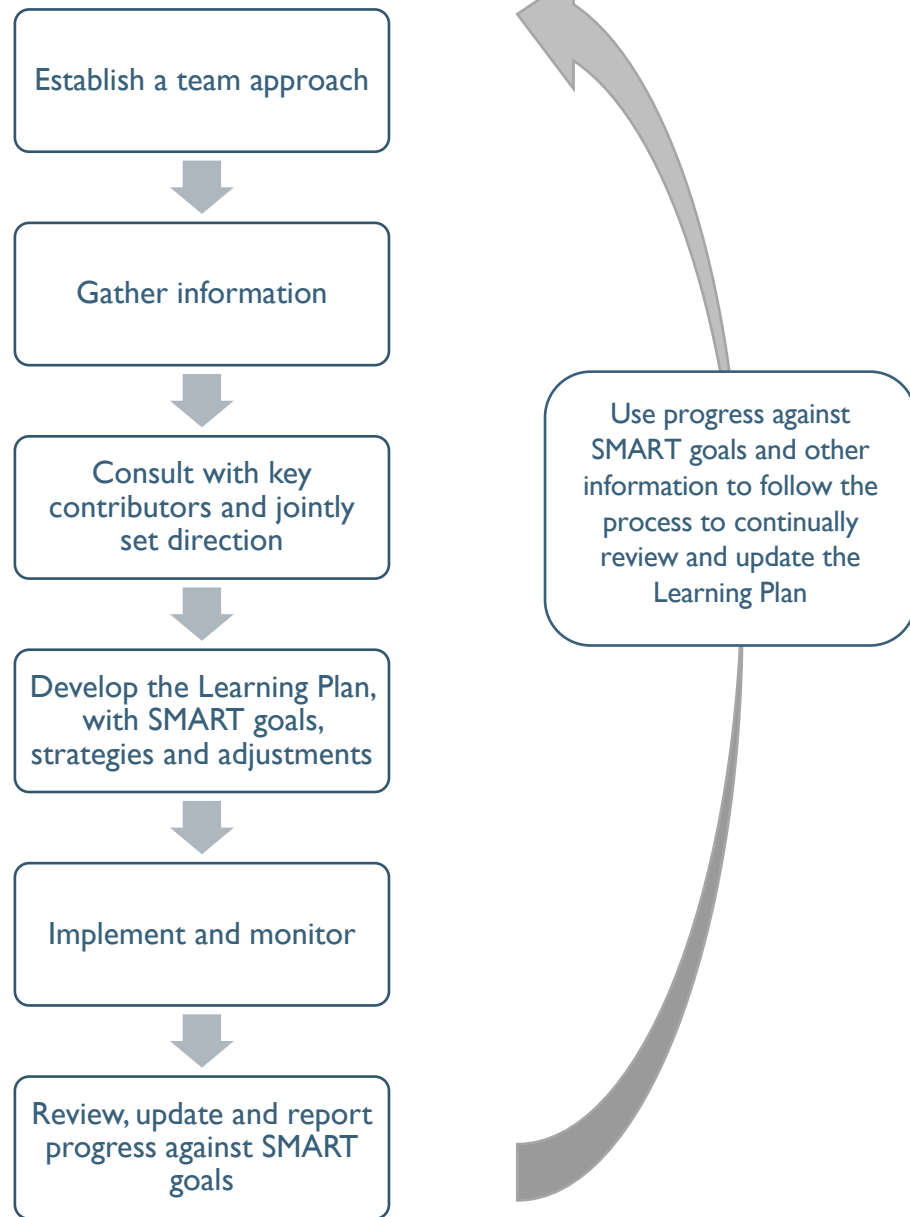
- ✓ Implement the Learning Plan through the teaching and learning program
- ✓ Regularly evaluate the student's progress and consider the involvement of other staff to support analysis and establish future SMART goals and strategies.
- ✓ Adjust SMART goals, expectations, strategies and supports as necessary.

Review and Update the Learning Plan

- ✓ Update the Learning Plan in line with nominated review and monitoring cycles
- ✓ Report on student learning outcomes in line with requirements from the Assessment and Reporting Procedure
- ✓ Develop a transition plan for students as required, especially at key movement times such as from year to year or school to school.

Use progress against SMART goals and other information to review and update the Learning Plan in a continuous cycle.

Visual Summary: Learning Plan process



5. Related policies

- [Student Engagement Policy](#) (staff only)
- [Attendance Policy and Procedure](#) (staff only)
- [Approved Learning Program Requirements and Guidance for Youth Engagement in Post-Year 10 Education and Training](#)

6. Related procedures

- [Acceleration of Gifted Students Procedure](#)
- [Student Engagement Procedures](#)

7. Supporting information/websites external access

- [Learning Plan \(IEP\) Template](#)
- [Student Support System \(SSS\) – Help Zone](#)
- [Educational Adjustments Disability Funding – DoE Public website](#)
- [The Alice Springs \(Mparntwe\) Education Declaration](#)
- [Aboriginal Education Services \(sharepoint.com\)](#)
- [Educational Adjustments Disability Funding \(sharepoint.com\)](#)
- [English as an Additional Language \(EAL\) Service \(sharepoint.com\)](#)
- [Gifted and Highly Able \(sharepoint.com\)](#)
- [Good teaching Guides](#)
- [Inclusive language guidelines](#)
- [Planning for Improvement – Inclusive Practice](#)
- [School Support and Wellbeing Team](#)
- [Student Engagement](#)

8. Legislation

- [Disability Discrimination Act, 1992](#)
- [Disability Standards for Education, 2005](#)
- [Personal Information Protection Act 2004](#)

9. Definitions

Aboriginal: Students who identify themselves as an Aboriginal and/or Torres Strait Islander

Adjusted Hours through the Learning Plan: A Learning Plan may stipulate an adjustment to the student's attendance at school for Prep to Year 10. This adjustment to school attendance must be for a period of less than a term. Adjusted hours may occur at a transition point for example, and the Learning Plan clearly states the time the child is away and the strategies that will be used to increase the student's hours to full time – including monitoring milestones. If it is likely, or it becomes apparent, that more time than one term will be needed for the student to be part time then an application for a part time attendance certificate must be applied for by the family as soon as possible. Goal setting and monitoring through the Learning Plan is still strongly advised.

Care and Protection Orders: Court orders that are made under State law for children who are at risk and in need of care and protection. The legislation provides for action that can be taken if a child is found to need care and protection, to ensure the child is kept safe and well cared for. There are a number of different care and protection orders. Care and protection orders can involve transfer of legal guardianship to an authorised department or individual, as well as supervisory orders in which guardianship is not affected.

Curriculum: The mandated curriculum for the student's year of schooling. For students attending Kindergarten that is the *Belonging, Being and Becoming: The Early Years Learning Framework* while for students from Prep to Year 10 the core curriculum framework is the Australian Curriculum. Teachers of students in Years 11 and 12 implement Tasmanian Assessment, Standards and Certification and VET accredited courses. All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs.

Disability: As described in the Disability Discrimination Act 1992 is:

- a. total or partial loss of the person's bodily or mental functions; or
- b. total or partial loss of a part of the body; or
- c. the presence in the body of organisms causing disease or illness; or
- d. the presence in the body of organisms capable of causing disease or illness; or
- e. the malfunction, malformation or disfigurement of part of the person's body; or
- f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g. a disorder, illness or disease that affects a person's thought processes, perception or reality, emotions or judgement or that results in disturbed behaviour; and includes a disability that:
- h. presently exists; or
- i. previously existed but no longer exists; or
- j. may exist in the future (including because of a genetic predisposition to that disability); or
- k. is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

Educational Adjustments: Adjustments are supports, accommodations or adaptations that assist a student to access meaningful learning opportunities, to achieve their learning goals and show evidence of their learning. Adjustments may be relatively minor as within Quality Differentiated Teaching Practice or more tailored and extensive in nature as would be the case for students in re-engagement programs or with complex needs. Based on the extent or level, adjustments can be described as supplementary, substantial or extensive. The Disability Standards for Education (DSE, 2005) require that reasonable adjustments are provided to students with disability. For more information on reasonable adjustments refer to the DSE, 2005.

English as an Additional Language or Dialect: EAL/D students are those whose first language is a language other than English and who require additional support to assist them to develop proficiency in English. They come from diverse multilingual backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal and/or Torres Strait Islander, including traditional languages, creoles and related varieties of Aboriginal English.

Family: Family is used throughout this document in the broadest sense. This includes people who are related through kindred or marriage; de facto relationships, as well as adoption and fostering relationships; siblings and extended families, and Guardians. In this way it includes all primary and other caregivers involved in the lives of learners.

Gifted: Students who are gifted have the capacity for advanced development relative to their age peers in at least one ability domain (intellectual, physical, creative or social) to a degree that places them at least among the top 10% of their age peers. The nature of their giftedness varies. Significant adjustment to the educational program of gifted students is often necessary to develop their gifts into talents. A Learning Plan is required for any student who is formally accelerated.

Inclusive Education: Teaching inclusively is valuing, understanding and responding to students' strengths, aspirations and needs irrespective of their background. It is about maximising the student's learning potential and the learning of others around them.

Professional Support Staff: Include school psychologists, speech and language pathologists, and social workers. These staff have expertise in the assessment, diagnosis and treatment of students with a range of learning and wellbeing needs, including those with disabilities. Professional support staff collaborate with students, families and school staff, to provide recommendations on how best to support students. Professional support staff may also refer families for further professional help when required.

Quality Differentiated Teaching Practice (QDTP): Describes a teaching philosophy and approach that takes into account the varying strengths, needs and interests of all students. It is a requirement of the Australian Professional Standards for Teachers that students' learning is supported through differentiated teaching practice. This may be through active monitoring and adjustments that are not greater than those used to meet the needs of diverse learners. These adjustments are

provided through usual school processes, without drawing on additional resources. Some students may have their learning needs met through differentiated teaching practice. For identified students this should be discussed with the student, their family and recorded in SSS. The detail of the differentiated teaching practice is contained in teacher planning notes rather than a Learning Plan.

Re-engagement provisions: are directed at engaging students and can be described along a continuum ranging from 'Tier 1' to 'Tier 4'. Tier 1 refers to universal strategies directed at engaging every student in all schools. 'Tier 4' re-engagement programs are directed at a few students who have disengaged from education and require specialised support. These are further described in the DoE Student Engagement Procedures.

SMART Goals: The acronym SMART identifies areas of focus for setting goals. Specific, Measurable, Achievable, Relevant and Timely.

Student Support System (SSS): SSS is the DoE web-based data management system used to capture and store student support information. Learning Plans can be written directly into the SSS template provided. Alternatively, Learning Plans may be created using the DoE's offline template and attached within the Learning Plan in SSS. All Learning Plans must be either completed in the SSS template or uploaded to the student's record.

Support Teacher: A support teacher is an essential school-based teacher. Support teachers focus on the provision of quality programs for students with disability. They provide access to relevant curriculum and effective instruction within a positive inclusive learning environment. Schools are provided with a support teacher staffing allocation that enables them to build capacity of school staff to maximise the educational opportunities, engagement and learning outcomes for students with disability requiring educational adjustments.

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