

FEBRUARY 2025

Learning Plan Procedure

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1 Purpose

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

DECYP recognises that all students are capable learners and are entitled to quality educational experiences based on flexible use of mandated curriculum frameworks. The personalised learning process plays a pivotal role in supporting learning for a diverse range of students. It is the responsibility of school staff to support and extend the learning of all students.

2 Overview

Learning Plans outline learners' current skills, strengths, aspirations, needs and priority learning goals. They convey the educational adjustments required to support learners' participation in educational programs, and guide assessment, reporting, and teaching strategies. If required, the Learning Plan process occurs continuously throughout a student's schooling, from early years to secondary education. Learning Plans are particularly important at key transition times, such as moving between years, schools, or post-school pathways.

The Learning Plan process is part of a whole school approach that ensures every student has the support needed to succeed. They are developed collaboratively with input from students, families, school staff and other relevant professionals. Learning Plans are frequently reviewed, and information is shared with all stakeholders. Families have a right to decide on their engagement in this process. Should a family choose not to participate, a Learning Plan is still required to guide and support the student's learning.

The umbrella term 'Learning Plan' encompasses various types of plans. All Learning Plans are created and reviewed using the Case Management Platform (CMP) Learning Plan Module (LPM).

3 Roles and Responsibilities

3.1. Secretary and Deputy Secretary

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 and documenting 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.

Ensure teaching and professional support staff understand that Learning Plans are part of professional teaching practice and are a requirement for a range of students.

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 DECYP's [Inclusive Language Guidelines](#), and 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. School Support and Wellbeing Team

Oversee school processes in relation to Learning Plans.

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 wellbeing needs, goals and expectations. Ensure the student's learning plan aligns to the relevant curriculum.

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 the CMP Learning Plan Module 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. Teachers

Have the primary responsibility for developing, implementing, monitoring, and updating the Learning Plan.

Collaborate with the student, families, professional support staff, either internal or external to DECYP, and other relevant support staff to identify strengths, needs and the types of educational adjustments (curriculum, instructional, environmental) that will support implementation of the Learning Plan and record these in the Learning Plan.

Collaborate with relevant support staff, for example Support Teachers, School Psychologists, Speech Pathologists, EAL Teachers or Social Workers, Aboriginal Educators and Program coordinators to develop Learning Plans where required for students in their class.

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 LPM in the CMP as outlined in the most up to date reporting requirements.

Record and maintain documentation in relation to the Learning Plan in the CMP.

Develop the Learning Plan using CMP templates.

3.7. Families and students

Participate in the collaborative development of goals and expectations for learning programs.

Appoint a nominee to collaborate with, eg. a disability advocate, or 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.

Request adjusted hours through a Learning Plan.

3.8. Data Systems and Insights (DSI)

Maintain the CMP LPM. Provide read-only/archival-only access to Student Support System (SSS).

Maintain the Student Assessment and Reporting Information System.

4 Process

4.1 Identify which students require a Learning Plan

Students who qualify for multiple Learning Plan types will only require one combined Learning Plan. The LPM provides prompts to personalise the learning plan to suit each individual's needs and identities.

4.2 Learning Plan types

- **Student identifying as Aboriginal and/or Torres Strait Islander**
 - Learning Plans for all Aboriginal and Torres Strait Islander students include a SMART literacy and numeracy goal, and an optional cultural goal.
 - These goals can be aspirational if the student is already working at their expected level.
- **Student with disability requiring educational adjustments in addition to Quality Differentiated Teaching Practice (QDTP)**
 - Students with disability requiring educational adjustments in addition to QDTP, must have their adjustments documented in a Learning Plan.
 - The student or their associate must be consulted regarding all adjustments to learning programs and environments. (Refer to the Disability Standards for

Education, 2005).

- **Highly Gifted or Accelerated Learners**
 - Learning Plans for highly gifted or accelerated learners include goals that address both their areas of strength and areas where they need support.
 - Highly gifted learners are those students requiring significant adjustments to their learning, to ensure they are challenged, engaged and supported.
 - Students who have been granted early entry to kindergarten or prep are accelerated learners.
 - Students will benefit from having a goal that aligns with their personal passions.
- **Student under Care and Protection Order**
- **Student with Adjustment of Hours of less than one term**
- **Student supported through the EAL service**
 - In the case of English as an Additional Language (EAL) learners, Learning Plans monitor and track students' progress on the English as an Additional Language or Dialect (EAL/D) Learning Progression.
 - Learning Plans for EAL learners include teaching strategies and one goal per English mode (listening, speaking, reading and viewing, and writing).
- **Student participating in T4 Engagement**
- **Early Childhood Inclusion Services (ECIS) Individual Family Support**
- **Early Childhood Inclusion Services (ECIS) transition to School**

4.3 Learning Plan Process

Inclusive schools demonstrate respect and support for student diversity through responsive actions and structures. 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, as appropriate
- aligned to the age-appropriate curriculum, including the Early Years Learning Framework, Australian Curriculum 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 CMP LPM.

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. This must be designed in agreement with parents and carers and documented in the Learning Plan. 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 less than full-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 the [Attendance Procedure](#).

Year 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

Establish a team approach

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

Gather information

- ✓ Review the student's records on CMP, including any previous Learning Plans, (archived in SSS), 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 draft information on the draft Learning Plan within the CMP LPM.

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, inclusive practice coaches 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 key outcomes (overarching long term goals) and SMART goals and align these to the relevant curriculum area.

- ✓ Describe teaching strategies, supports and any educational adjustments (curriculum, instructional, environmental), including frequency and intensity of these supports.
- ✓ Establish a monitoring cycle to review and assess Learning Plans.

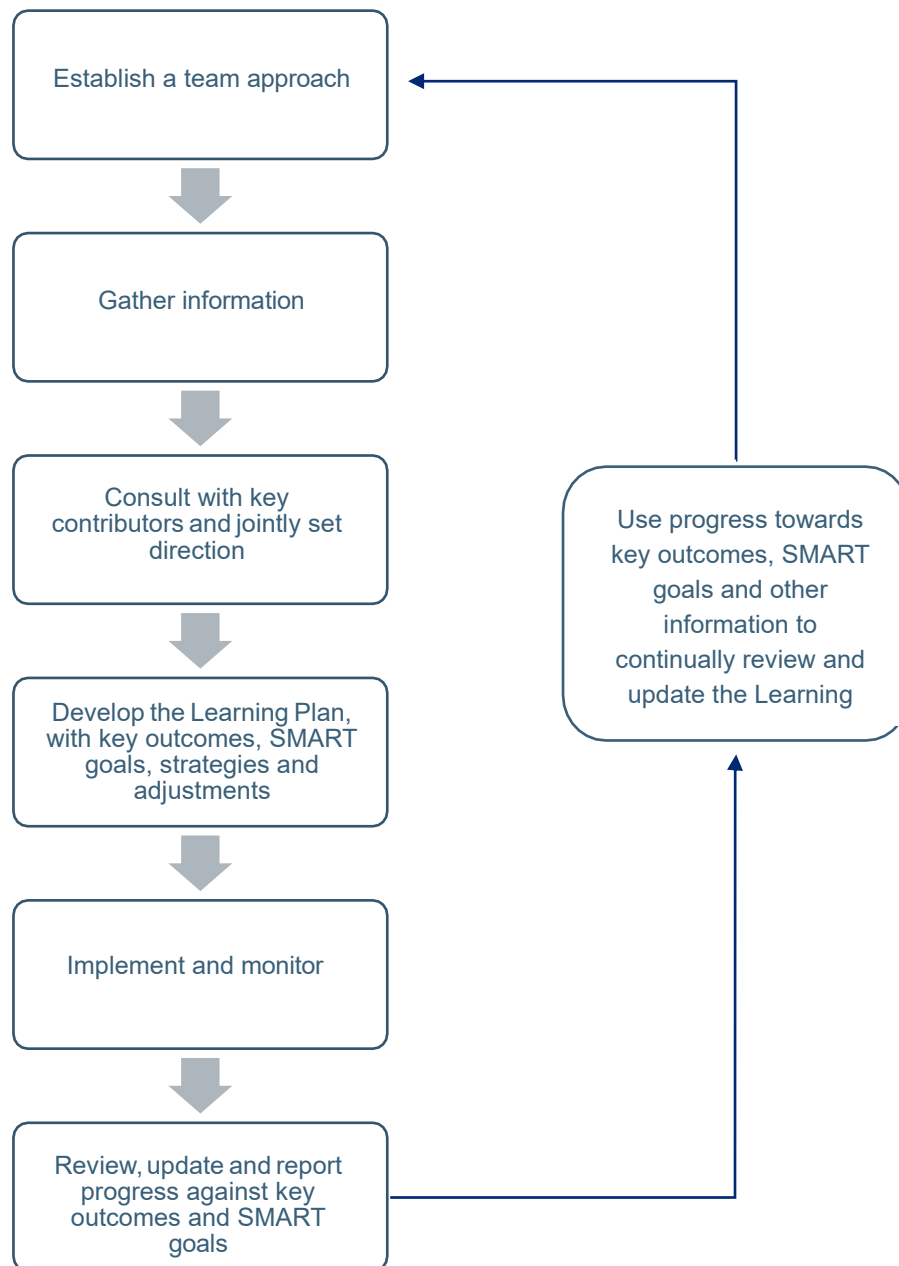
Implement and monitor the Learning Plan

- ✓ Ensure copies of the Learning Plan are shared with all involved and stored within the LPM of the CMP.
- ✓ 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 where and when required.
- ✓ 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

- [Approved Learning Program Requirements and Guidance for Youth Engagement in Post-Year 10 Education and Training](#)
- [Attendance Policy](#)
- [School Support and Wellbeing Teams Policy](#)
- [Student Engagement Policy](#)

6 Related procedures

- [Acceleration of Gifted Students Procedure](#)
- [Attendance Procedure](#)
- [School Support and Wellbeing Teams Procedure](#)
- [Student Engagement Procedures](#)

7 Supporting information/tools

- [Educational adjustments funding for students with disability](#)
- [Students with Disability Hub](#)
- [Top Tips for Quality Learning Plans](#)
- [The Alice Springs \(Mparntwe\) Education Declaration](#)
- [Aboriginal Education Services DECYP Intranet](#)
- [English as an Additional Language \(EAL\) Service DECYP Intranet](#)
- [Gifted and Highly Able DECYP Intranet](#)
- [Learning Plan Advice for Accelerated and Highly Gifted Students](#)
- [Inclusive Language Guidelines](#)
- [Planning for Improvement – Inclusive Practice DECYP Intranet](#)

8 Legislation

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

9 Definitions

Aboriginal and/or Torres Strait Islander

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

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.

Case Management Platform

The Case Management Platform (CMP) is an information-management system to access, manage and interpret information about learners. It is in a staged development and implementation process aiming to replace the current Student Support System (SSS) as part of the Student System Renewal Initiative.

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 Version 9.0.

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. 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)

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:

- Humanitarian entrant students
- Students on temporary resident visas (TRP)
- Overseas and Australian-born students whose first language is a language other than English
- Aboriginal and/or Torres Strait Islander students whose first language is an Aboriginal and/or Torres Strait Islander language

Schools have a 10-week window to apply for EAL/D support for new enrolments.

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. 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.

Inclusive education

Inclusive education is valuing, understanding and responding to students' strengths, aspirations and needs.

Key outcomes

A key outcome in a Learning Plan is an overarching objective of where we want our learners to be at the end of a longer timeframe (eg. term/year). Key outcomes are determined in consultation with child/young person/families and with reference to the curriculum. The key outcome is closely linked to “what we currently see” as the starting point for new learning. Example categories for key outcomes include:

- Improved academic performance in a specific area
- Social skills
- Fine or gross motor skills
- Skills for self-advocacy and self-determination
- Speech, language, and communication skills.

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)

QDTP is a level of adjustment recognised in the Nationally Consistent Collection of Data (NCCD) and the Tasmanian Educational Disability Funding Model. QDTP refers to educational adjustments made to enable students with disabilities to access learning on the same basis as their peers without requiring additional resources. It is a requirement of the Australian Professional Standards for Teachers that students’ learning is supported through differentiated teaching practice.

SMART Goals

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

Student Support System (SSS)

SSS is one of the web-based data management systems used to capture and store student support information. It is being replaced by CMP in a staged process.

Support Teacher

Support Teachers implement the successful coordination of service delivery for students requiring educational adjustments to their learning programs, evidenced through Learning Plans. They provide advice and guidance to classroom teachers to make appropriate educational adjustments to support the learning of students with disability.

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