


IN THE FAIR WORK COMMISSION  
AT SYDNEY

MATTER: AM2018/9

INDEPENDENT EDUCATION UNION OF AUSTRALIA  
APPLICANT

SUPPLEMENTARY STATEMENT OF MARGARET GLEESON

I, Margaret Gleeson, of  of New South Wales, say:

1. In paragraph [23] of my statement dated 22 November 2018 I talk about the increase of detail and accountability associated with children with additional needs.
2. My centre has used several iterations of Individual Education Programs (IEP) with increasing complexity over time.
3. A template IEP that has been in use since approximately 2002 is attached as MG-1 to this statement. I developed this IEP for the centre.
4. A template IEP that has been in use since term 1 2019 is annexed as MG-2 to this statement. This IEP was based on one prepared by a teacher at the Little School Preschool in 2018.
5. A further template IEP is annexed to this statement as MG-3, also based on the IEP prepared by a teacher at the Little School Preschool in 2018. This template reflects best practice as I understand it. My centre is going to start using this template from next term (22 July). We are changing templates as part of our focus on improving quality in respect of documentation of children with additional needs. This is becoming increasingly significant as more children with identified additional needs attend the service.

  
MARGARET GLEESON

24 JUNE 2019

# K.C.P.S INDIVIDUAL EDUCATION PLAN

MG-1

Child's Name: \_\_\_\_\_ DATE: \_\_\_\_\_

DOB: \_\_\_\_\_

Date of IFSP: \_\_\_\_\_

STRENGTHS:

NEEDS AND PRIORITIES:

GOALS	STRATEGIES TO ACHIEVE GOALS
EVALUATION	FOLLOW UP

REVIEW DATE: \_\_\_\_\_

PARENT'S SIGNATURE \_\_\_\_\_

Individual Family Service Plan (IFSP)  
Meeting Agenda  
Date:

Suggested Agenda:

- \*Welcome and Introductions
- \*New reports
- \*Review ----- achievements since last meeting.....
- \*Everyone is invited to share -----progress with each other

**Goals from the past six months**

**IEP Goals**

•

- \* What are the priorities for ----- family?
- \* Do we need to establish any goals for the next six months?
- \* Suggested next meeting date-?
- \* Any other comments or suggestions
- \*Any other comments, stories or suggestions.

- Thankyou.

# Meeting Sheet

Child's Name:

Child's D.O.B:

Date of IFSP:

Attendance:

Name	Role/Organisation	Phone Number
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
11)		
Apologies		

# Individual Education Program (IEP) 2019

MG-2

## UNDERSTANDING THE STUDENT

Student name:

D.O.B:

Completed by:

Date:

<p><b><u>Student's skills, strengths, preferences, abilities and motivations:</u></b></p>	<p><b>Teaching strategies – How/Who/When?</b> External Professionals sharing reports and action plans</p>
<p><b>Engagement in the Learning environment and Program:</b></p>	<p><b>Teaching strategies – How/Who/When?</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Social skills and relationships</b></p>	<p><b>Teaching strategies – How/Who/When?</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

<b>Routine</b>	<b>What are your expectations of the children at this time?</b>	<b>Comments for this child?</b>
<b>Arrival/Departure</b>		
<b>Free Play</b>		
<b>Team Times</b>  2x ½ hour sessions		
<b>Morning tea /Lunch</b> Morning tea- roving available from 9.30-11.30  Lunch 12.40 to 1.00		
<b>Toileting/Self care</b>		
<b>Transitions</b>		

## EDUCATION PLAN – **SHORT TERM GOALS**

Student Name:

Date:

	Goals	Barriers to Achieving Goal	Strategies to Achieve Goal	Actions & Time-Line	EVALUATIONS / DATA / OBSERVATIONS <small>(Indicate if objective met (M) / progress (P) made &amp; where observation / data recorded eg. portfolio pg 10)</small>
1			•		
2			•		
3			•		
4			•		
5					

## Individual Education Program (IEP) 2019

### UNDERSTANDING THE STUDENT

Student name: \_\_\_\_\_ D.O.B: \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Student's skills, strengths, preferences, abilities and motivations:	Teaching strategies – How/Who/When?
Engagement in the Learning environment and Program:	Teaching strategies – How/Who/When?
Social skills and relationships	Teaching strategies – How/Who/When?



Quality Area 1: Educational Program and Practice

<b>Routine</b>	<b>What are your expectations of the children at this time?</b>	<b>Comments for this child?</b>
<b>Arrival/Departure</b>		
<b>Free Play</b>		
<b>Team Times</b>		
<b>Morning tea /Lunch</b>		
<b>Toileting/Self care</b>		
<b>Transitions</b>		

## Higher Learning Support needs profile

### Child's skills, interests and behaviour without adult or peer support or interaction

**Question 1** Some children have significant additional support and supervision needs in preschool but do not yet have an NDIS Reference number or the required written diagnosis and/or developmental assessment from the relevant specialists.

Based on your observations, briefly describe how the child generally functions in the preschool.

Please provide anecdotal snapshots of the day to highlight specific times when they need additional support and guidance, beyond what would be considered age appropriate.\* (2000 characters max.)

**How many hours of support is required for this child to participate at the same level as their peers in this area? Explain:**

### Guidance and support

Quality Area 1: Educational Program and Practice

**Question 2** Children eligible for Emergency funding will require consistent verbal and physical support to remain on task.

They may also require support to ensure their safety, the safety of other children and staff; may have a severe communication delay or disorder; have poor emotional regulation and social skills; may be aggressive to their peers; engage in inappropriate play skills for their age; not be toilet trained; and have difficulties transitioning between activities and routines.

To identify the child's support needs consider how most children in the preschool participate in the daily program including specific activities and routines.

How does the child participate without adult support?

What is the difference between the child and their peers?

What adult guidance and support does the child require to enable them to engage at the same level as their peers?

What additional modifications have you made to your teaching strategies to support the child's engagement and meaningful participation?

**How many hours of support is required for this child to participate at the same level as their peers in this area? Explain:**

**Systematic adjustments**

Quality Area 1: Educational Program and Practice

**Question 3** Children eligible for Emergency funding have high learning support needs and require systematic adjustments to the physical environment. Adjustments can include a visual routine, Alternative or Augmentative Communication (AAC), specialised equipment or seating, appropriate toileting facilities e.g. nappy change, flexible or alternative learning spaces or proximity to an adult during groups or activities.

What adjustments are required to enable the child's access to, and participation in, the educational program?

How many hours of support is required for this child to participate at the same level as their peers in this area? Explain:

## EDUCATION PLAN – SHORT TERM GOALS

Student Name:

Date:

	<b>Goals</b>	<b>Barriers to Achieving Goal</b>	<b>Strategies to Achieve Goal</b>	<b>Actions &amp; Time-Line</b>	<b>EVALUATIONS / DATA / OBSERVATIONS</b> (Indicate if objective met (M) / progress (P) made & where observation / data recorded eg. portfolio pg 10)
1					
2					
3					
4					

## EDUCATION PLAN – LONG TERM GOALS

Quality Area 1: Educational Program and Practice

Student Name:

Date:

	<b>Goals</b>	<b>Barriers to Achieving Goal</b>	<b>Strategies to Achieve Goal</b>	<b>Actions &amp; Time-Line</b>	<b>EVALUATIONS / DATA / OBSERVATIONS</b> (Indicate if objective met (M) / progress (P) made & where observation / data recorded eg. portfolio pg 10)
1					
2					
3					
4					

## BEHAVIOUR SUPPORT PROFILE

Student Name:

Date:

	<b>Behaviour of concern</b>	<b>What happens in the environment?</b>	<b>Strategies to prevent behaviour</b>	<b>Replacement skills and behaviour to teach:</b>	<b>Outcomes/child reactions and follow ups</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					