

INDIVIDUAL EDUCATION PLAN: (IEP)

An Individual Education Plan (IEP) is required for highly gifted students needing specific provisions beyond that which is currently offered within the classroom. These students will be working at significantly higher levels than their age peers.

The Individual Education Plan provides a summary of ability, performance and on-going provisions. Additional documentation and any other relevant information should be attached to the IEP.

Students, Parents/Caregivers, Teachers and relevant professionals, where appropriate, will be involved in the consultation and preparation of this document.

It is recommended that an IEP is negotiated and updated **at least** once a year and a copy included in The Pupil Record Folder (ED043).

Name of Student	Date of Birth	
School		
Year IEP started		
	Review Date	
	Review Date	
	Review Date	
	Review Date	
	Review Date	
	Review Date	

PARTICIPANTS

IEP Coordinator, Parent/Caregiver/Guardian, Home group/ClassTeacher

Name	Position	Date
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I give my permission for the above named to have copies or access to copies of this document for their information.

Signed Date/...../.....
 Parent/Caregiver/Guardian

Signed Date/...../.....
 Principal or Nominee

Academic

- Areas of Strength and Specific Abilities.

- Areas for Growth

Behavioural

- In class (interpersonal skills, level of cooperation, leadership etc.....)

- Level of motivation towards learning and assessment tasks

- Management of School Work (time management, study skills, organisation etc.)

Special Interests and Extra-Curricular Involvement

CURRICULUM DIFFERENTIATION PLAN FOR _____ For the period _____

CURRICULUM AREA	GOALS	STRATEGIES			
		In - class Provision(s)	School Wide Provision(s)	Community Option(s)	Other Provision(s)

Review/s, Future Directions: _____

CURRICULUM DIFFERENTIATION PLAN FOR _____ For the period _____

CURRICULUM AREA	GOALS	STRATEGIES			
		In - class Provision(s)	School Wide Provision(s)	Community Option(s)	Other Provision(s)

Review/s, Future Directions: _____

POSSIBLE DIFFERENTIATION STRATEGIES

In - class Provision	School Wide Provisions	Community Options	Other Provisions
<ul style="list-style-type: none"> • Clustering - ability/interest groups • Higher Order Thinking Skills eg Blooms, Scamper, Thinker's Keys • Negotiated Contracts/Independent Learning • Compacting • LAP program • Subject acceleration • Pre-test and self paced Learning • Electives • Co-operative learning • Open-ended tasks • Thematic/Integrated Studies - Cross faculty/learning areas- • Exploration of actual global problems • Leadership opportunities • Information/research skills development 	<ul style="list-style-type: none"> • Peer Mentoring • Clustering - ability/interest groups • Competitions (T.O.M, Future Problem Solving) • Resource Based Learning • Composite classes • LAP Program • International Baccalaureate Program • Electives • Flexible timetabling • Clubs (eg Chess, Debating) • Cross faculty/learning areas-thematic/integrated studies • year level acceleration 	<ul style="list-style-type: none"> • Clubs • Outreach Centres eg Zoo, Botanical Gardens, Art Gallery • Competitions • Access to High School Uni-program • Gifted and Talented Association student workshops • Mentoring 	<ul style="list-style-type: none"> • Open Learning University • Open Access College courses • Mentoring using Internet, E-mail etc

Individual Contract for: _____ **Date:** _____

Identified Learning Needs	Strategies to Meet Learning Needs
Content	Instructional (Open – ended task...., indepth research.....,Moral Dilemmas....)
Process	Management (mentorshipSmall group work Subject acceleration)
Product	Other (excursion ... Social skills ...)