



Policy : Individual Learning Plans

written 01.06.2011

reviewed 17.07.2014

ratified 30.07.2014

We Act Safely We Aim High We Show Respect We Value Our Community

Rationale

An Individual Learning Plan (ILP) supports students to actively engage in the learning process, build necessary skills, achieve success in various aspects of the curriculum and come to understand their own learning strengths in ways that enhance their learning competence and confidence. All students who have an ILP access the regular curriculum.

Guidelines

An Individual Learning Plan (ILP) is a document that establishes a set of learning goals and objectives for an individual student. This process helps students value and actively engage in the learning process in areas that they find challenging. ILPs are aligned to the regular curriculum and support the learning process by highlighting specific goals in individual areas of need.

An ILP helps identify a particular student's strengths, challenges and interests to form a learning profile. It then matches that profile to resources and tools that can maximise student achievement within a particular learning environment.

The ILP records a student's progress as they develop skills that help them access the regular curriculum. The ILP identifies the support necessary to build capacity in areas of emerging skills, as well as capitalising on established strengths.

Implementation

General Protocols

- The Individual Learning Plan (ILP) assists teachers to develop or modify curriculum goals, which directly cater to the learning needs of individual students.
- All students who are accessing the Program for Students with Disabilities and students who have an identified Koori background, along with their parents/carers, are involved in developing the ILP with the teacher, within a Student Support Group process.
- For other students with an identified need for an ILP, parents/carers have the opportunity to contribute to the development of goals with the classroom teacher.
- ILPs must be written for students -
 - in grade two and above, who are identified to be 18 months above or below expected levels
 - with a Koori background
 - with EAL background – students who have been in Australia less than two years
 - for students who are living in Out of Home Care (refer to p3 of the *Partnering Agreement for School Attendance and Engagement of Children and Young People living in Out of Home Care*).
 - for students accessing the Program for Students with Disabilities who have additional learning needs but do not have multiple or high support needs

Timeline:

Term One -

- Classroom teachers review previous year's ILP, reports and Transition Document.

- Classroom teachers provide parents/carers with the opportunity to meet and discuss learning goals.
- Students actively engage in their goals.
- Classroom teachers refer to the ILP on a regular basis when planning and when evaluating the student's progress.

For students accessing the Program for Students with Disabilities, identified as Koori, or in Out of Home Care, and through the Student Support Group process:

- Classroom teachers plan for and negotiate goals with students and parents/carers.
- Parents/carers understand, agree to and sign the ILP.

Term Two -

- Classroom teachers refer to the ILP on a regular basis when planning and when evaluating the student's progress.
- Classroom teachers discuss reports and ILPs with student and parents/carers during Student Learning Conference and/or Student Support Group meeting.
- Classroom teachers provide an ILP report and a regular school mid-year report to parents/carers.
- Classroom teachers store a copy of the ILP report in the student's electronic file. Classroom teachers upload ILP to Insights on Compass

Term Three -

- Classroom teachers refer to the ILP on a regular basis when planning and when evaluating the student's progress.

Term Four -

- Classroom teachers store ILPs in the student's electronic file.
- Classroom teachers hand over a copy of the ILP to the next classroom teacher.
- Classroom teachers provide a Transition Document containing strategic information on the student to the following year's classroom teacher.
- Classroom teachers provide a copy of the End of Year Report to parent/carers.
- Electronically provided via Compass
- Families may request a follow up meeting at the end of the year.

Evaluation

The Individual Learning Plan of a student is an on-going document. Any proposed changes to the

ILP need to be discussed and agreed to by all relevant stakeholders. This may take place in informal conversations, phone calls, emails or letters. A record of any informal communication is to be kept on the Student Management Tool - Chronicle