

## **INDIVIDUAL LEARNING PLAN [ILP] POLICY**

### **PURPOSE:**

An ILP (Individual Learning Plan) 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 (Individual Learning Plan) will access the AusVels curriculum.

### **GUIDELINES:**

An ILP (Individual Learning Plan) 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. Individual Learning Plans (ILPs) are aligned to the AusVels 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 strategies and resources that can maximise student achievement within a particular learning environment.

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

High Achieving students refer to those who are achieving at 12 months or more above expected levels requiring extension within their learning space however, it is acknowledged on some occasions these students may attend another learning space.

### **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.
- SMART (Specific Measurable Achievable Realistic Timely) Goals will be written and developed (when required) in consultation with Parents/Carers/Guardians/Students/Teachers/CET/Members of the Wellbeing Team/Professional Health workers/Classroom Support (Aides).

- ILPs (Individual Learning Plans) will be written for the following students who are:
  - In Year 1/2 who are identified to be 6 months below expected levels
  - In Year 3-9, who are identified to be 12 months below expected levels
  - For students who are 12 months or more ahead of their expected learning (extension focus)
  - Prep student who has a formal diagnosis which effect their learning capabilities
  - Aboriginal and Torres Strait Islander background
  - English as an Additional Language (EAL) background – students who have been in Australia less than two years
  - Living in 'Out of Home Care'
  - Accessing the Program for Students with Disabilities who have additional learning needs [SSG report]
  - Have been on the PSD (Program for Students with Disabilities) program however are no longer eligible for assistance
  - Identified as requiring an ILP (Individual Learning Plan) by their teacher/parents/carers
  
- All stakeholders (parent/carer, student, teacher, and other professionals) will have the opportunity to attend these meetings to contribute to the development of the ILP (Individual Learning Plan).
- A letter to attend will be sent out inviting all participants at least one week before the meeting. Confirmation will be made via student diary, telephone, email.
- When a parent / carer are unable to attend a designated meeting, the ILP (Individual Learning Plan) will be sent home for confirmed signature/s and an explanation will be given by teacher via a telephone call or email.
- A copy of minutes and the plan will be provided to all participants once the meeting has been convened. Another copy will be placed in the student's personal file as record of continued on-going support.
- Short term/long term goals will be 'signed off' once achieved via an ILP (Individual Learning Plan) meeting.

<b>TIMELINE:</b>
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**Term One:**

- Classroom teachers are to review previous year's ILP (Individual Learning Plan) reports and Transition Documents.
- Classroom teachers will provide parents/carers with the opportunity to meet and discuss learning goals.
- Where applicable, students to actively engage in agreed SMART goals.

- Classroom teachers refer to the ILP (Individual Learning Plan) on a regular basis when planning and evaluating the student's progress.
- Classroom teachers to share ILP (Individual Learning Plan) with members of CET and other relevant staff.
- A copy of the ILP (Individual Learning Plan) will be placed into student's personal file and sent electronically to Assistant Principal: Assessment and Reporting.

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

- Classroom teachers plan for and negotiate SMART goals with students and parents/carers/members of the wellbeing team.
- Parents/carers understand, agree to and sign the ILP (Individual Learning Plan) and are to implement (if required) and strategies that will support the ILP (Individual Learning Plan).

### **Term Two:**

- Teachers meet with parents of students currently on ILP (Individual Learning Plan) to review or 'sign off' learning plan.
- Students who have been identified with learning needs are placed on an ILP (Individual Learning Plan).
- Classroom teachers refer to the ILP (Individual Learning Plan) on a regular basis when planning and when evaluating the student's progress.
- Classroom teachers discuss reports and ILPs (Individual Learning Plans) with student and parents/carers during Student Learning Conference and/or Student Support Group meeting.
- Where applicable, students to actively engage in agreed SMART goals.
- Classroom teachers provide an ILP (Individual Learning Plan) report and a regular school mid-year report to parents/carers.
- Classroom teachers to share ILP (Individual Learning Plan) with members of CET and other relevant staff.
- Classroom teachers file a copy of the ILP (Individual Learning Plan) report in the student's personal file and sent electronically to:  
Assistant Principal  
Assessment and Reporting.

### **Term Three:**

- Teachers meet with parents of students currently on ILP (Individual Learning Plan) to review or 'sign off' learning plan.
- Students identified with learning needs are placed on an ILP (Individual Learning Plan).
- Classroom teachers refer to the ILP (Individual Learning Plan) on a regular basis when planning and when evaluating the student's progress.
- Classroom teachers to share ILP (Individual Learning Plan) with members of CET and other relevant staff.

- Where applicable, students to actively engage in agreed SMART goals.
- Classroom teachers file a copy of the ILP (Individual Learning Plan) report in the student's personal file and sent electronically to:  
Assistant Principal  
Assessment and Reporting.

**Term Four:**

- Teachers meet with parents of students currently on ILP (Individual Learning Plan) to review or 'sign off' learning plan.
- Where applicable, students to actively engage in agreed SMART goals.
- Students identified with learning needs are placed on an ILP.
- Classroom teachers to share ILP (Individual Learning Plan) with members of CET and other relevant staff.
- Classroom teachers file all ILPs (Individual Learning Plan) in the student's personal file and sent electronically to:  
Assistant Principal  
Assessment and Reporting.
- Classroom teachers hand over a copy of the ILP (Individual Learning Plan) 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 School Report to parent/carers.
- Families may request a follow up meeting at the end of the school year.

<b>EVALUATION:</b>
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The ILP (Individual Learning Plan) of a student is an on-going document. Any proposed changes to the ILP (Individual Learning Plan) 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 Student Management and Response Tracker.

This policy to be reviewed as part of the college's two year review cycle, individually, in teams and with the community in 2016.