



Individual Learning Plan Policy

2022 - 2023

Honesty – Excellence – Respect – Belonging

Individual Learning Plan Policy

Purpose

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 with differentiated learning plans.

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 or excel in. 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.

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 -
 - F-6, who are identified to be 12 months above or below an expected level

<http://www.education.vic.gov.au/school/teachers/support/pages/lspmod32curric2.aspx>

- with a Koori background

<http://www.education.vic.gov.au/childhood/providers/needs/Pages/default.aspx>

- who are living in Out of Home Care

<http://www.education.vic.gov.au/school/principals/participation/Pages/oohc.aspx>

- accessing the Program for Students with Disabilities who have additional learning

For students above or below an expected level:

- 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 all students who require an ILP for above or below an expected level, ILPs are reviewed (and amended as necessary) and sent home to parents week 6 of each term.

- This is a review of the students current ILPs indicating progress towards goals. If a goal/s has been achieved, this can be noted on the template and a new goal added. Progress towards goals and new goals (if needed) can be added to the current ILP.
- Goals can be based on academic needs, social/emotional needs and behavioural needs. The timeline for each goal will be dependent on the nature of each goal and individual student.

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: ^[1]_[SEP]

- Classroom teachers plan for and negotiate goals with students and parents/carers. ^[1]_[SEP]
- Parents/carers understand, agree to and sign the ILP. ^[1]_[SEP]
- Classroom teachers refer to the ILP on a regular basis when planning and when ^[1]_[SEP]evaluating the student's progress. ^[1]_[SEP]
- Classroom teachers discuss reports and ILPs with student and parents/carers during ^[1]_[SEP]Student Learning Conference and/or Student Support Group meeting. ^[1]_[SEP]
- Classroom teachers provide an ILP report and a regular school mid-year report to ^[1]_[SEP]parents/carers. ^[1]_[SEP]
- Classroom teachers have a copy of the ILP for reference, students a given a copy to refer to at school and a copy is sent home to parents/carers. An electronic copy is also stored on an online portal. ^[1]_[SEP]
- Classroom teachers refer to the ILP on a regular basis when planning and when evaluating the student's progress.

The Individual Learning Plan of a student is an on-going document. Any proposed changes to the ^[1]_[SEP]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 formal/informal communication is to be kept on the school server.