



# Individual Learning Plan Policy

## Purpose

Curriculum is designed to suit the specific learning needs of each student at Bonbeach Primary School. The use of an individual Learning Plan (ILP) is one way specific learning goals can be recorded to best support student learning outcomes.

## Policy

An Individual Learning Plan (ILP) is a document that establishes a set of learning goals and objectives for an individual student. Individual Learning Plans (ILPs) are aligned to the Victorian F-10 curriculum and support the learning process by highlighting specific goals in individual areas of need.

An Individual Learning Plan helps to 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.

### Students who will receive an ILP:

- students who are 12 or more months behind the expected level of achievement against the Victorian F-10 Curriculum (receiving a D or E on their semester report)
- students who are greater than 12 months above the expected level of achievement against the Victorian F-10 Curriculum (receiving an A on their semester report)
- students in court ordered Out of Home Care
- students on the Program for Students with Disabilities (PSD)
- students of Aboriginal or Torres Strait Islander background
- students who have been identified as requiring an Individual Learning Plan by their teachers/parents/carers

### Stages of developing Individual Learning Plans:

| Stage 1                         | Stage 2  | Stage 3  | Stage 4                   | Stage 5   |
|---------------------------------|--|--|---------------------------|---|
| Identifying the student's needs | Determining adjustments that need to be made to the curriculum | Writing and implementing an Individual Learning Plan | Monitoring and evaluation | Reviewing ILP and updating or signing off and discontinuing |

### **Stage 1: Identifying the Student's needs**

Teachers bring to an Individual Learning Plan their expertise in designing and delivering a teaching and learning program. Teachers are also able to identify and meaningfully consult with others (eg. parent/guardian/carer, consultants) when profiling a student's strengths, skills, learning preferences and abilities, and identifying the most appropriate learning style.

### **Stage 2: Determining adjustments that need to be made to the curriculum**

An Individual Learning Plan can be used for short-term educational goals for students with academic challenges. When setting goals for a student, a teacher will, in consultation with the parents, consider these principles:

- goals allow the student to participate in their classroom programs
- goals are based on curriculum content and experiences similar to those for their cohort
- goals align with the classroom program, where possible
- goals are a priority for the student
- goals build upon the strengths and skills of the student

### **Stage 3: Completing and implementing an Individual Learning Plan**

An Individual Learning Plan typically defines what needs to be taught, priorities of the content to be taught, and implementation strategies to assist the student to work towards achieving the goals. It is assumed in an Individual Learning Plan that the learning may occur in the classroom and at home.

### **Stage 4: Monitoring and Evaluation**

Monitoring and evaluation for students enables progress to be measured, the effectiveness of the program to be assessed and new goals to be developed. Where a student's progress does not seem to be occurring within the anticipated time frame, goals, targets, activities and methods will be reassessed. Other professionals may be consulted, if this has not already occurred, including school-based student support services or recommendations for external assessments.

### **Stage 5: Reviewing ILP and updating or signing off and discontinuing**

After the monitoring and evaluation stage, if it is determined that an Individual Learning Plan is still required, the current Individual Learning Plan will be updated to reflect the student's current learning needs, goals and implementation strategies.

### **When developing an ILP, staff will:**

- use student assessment data to determine a student's areas of support or extension
- set realistic, short term goals in specific areas relevant to the student's learning needs
- consider and record the implementation strategies and reasonable adjustments to support the student to achieve their goals
- any recommendations from para professionals will be considered
- copies of Individual Learning Plans will be saved to the staff server and a hard copy placed in the student's class file

## **Review**

- students requiring an Individual Learning Plan will be determined during Term 1 of the new school year
- the first Individual Learning Plan for the new school year will be developed by the class teacher towards the end of Term 1 and an opportunity will be provided to parents to meet with the class teacher to discuss the Individual Learning Plan. During this meeting, parents will be provided with a copy of the Individual Learning Plan
- Individual Learning Plans will be reviewed at the end of each term and new goals created
- Teachers will determine if a student requires an Individual Learning Plan on a termly basis
- an opportunity for parents to discuss their child's progress and Individual Learning Plan will be provided towards the end of each school term

## **Related Policies and Resources**

- [Assessment Policy](#)
- [Inclusion and Diversity Policy](#)
- [Victorian Curriculum Policy](#)
- [Student Engagement and Wellbeing Policy](#)

## **Review Period**

This policy was last updated on May 2019 and is scheduled for review in May 2022.

In the event that there are changes to the curriculum, this policy will be reviewed to align with the curriculum.