

## ILP (Individual Learning Plan) Policy

*(Ratified by School Council: June 2020)*

### **PURPOSE:**

Curriculum is designed to suit the specific learning needs of each student at Glen Waverley 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.

### **GUIDELINES:**

An ILP is created by a VIT registered teacher at Glen Waverley Primary School, where one of the following three Learning conditions are met;

1. When a student is assessed as being below the expected standard (Victorian Curriculum – Learning Areas or Capabilities).
2. When a student is part of the Reading Recovery program.
3. Where a student part of the Program for Student with Disabilities (PSD)

### **Key Principles to Guide the Development of an ILP**

Individual Learning Plans describe a set of strategies to address the particular educational needs of a students in a range of situations. They can keep the student engaged in their learning and help them to be confident about themselves.

An Individual Learning Plan should be:

- holistic in its approach to the student's learning and education
- age and developmentally appropriate
- flexible and future oriented
- based on student strengths with a focus on potential.

Involve the people who are relevant to the student's success to assign individual and shared responsibilities. The plan should be developed in consultation with:

- the student
- their parents or carers
- health advice received from the student's health practitioner
- advice from any other involved professionals

Document how the student is progressing. The plan should be a useful transition tool when the student moves into a different setting.

### Stages in an Individual Learning Plan

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Understand the student	Set goals	Plan the program	Implement the program	Monitor and review

#### Stage 1: Understand the student

Share what you know about the student as a learner. For example:

- What's their preferred learning style?
- How do they relate to their learning environment?

Identify the student's

- skills
- strengths
- preferences
- abilities
- motivations

Acknowledge any changes to the student's abilities and skills as a results of a health condition.

#### Stage 2: Set goals

Plan for the future by considering:

- long term goals that reflect learning outcomes in social, academic and life skills development
- short term goals that are linked to the long term goals.

These goals:

- should be "SMART" – Specific, Measureable, Achievable, Relevant, Timebound.
- will allow the student to participate in their classroom programs
- will be based on curriculum content and experiences similar to those for same-age peers
- will be fully inclusive where possible, to maximise opportunities for students with unique learning needs to be included within classroom planning and context
- should be a priority for the student
- should build upon the strengths and skills of the student
- will differentiate between annual, long and short term goals.

### Stage 3: Plan the program

Determine what needs to be taught so the student can reach these goals. Match your teaching methods to the student's learning style and goals you've set. An ILP typically defines what needs to be taught, priorities for the content to be taught, and appropriate pedagogies. It is assumed in an ILP that the teaching may occur at home, in the classroom, during recreation and when the student is engaging in community activities.

### Stage 4: Implement the Individual Learning Plan

Organise who will be responsible for the specific tasks you've outlined in the learning plan.

### Stage 5: Monitor and Review

Assessment and the development of revised strategies for teaching and learning is a core area of expertise of teachers. 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.

## **IMPLEMENTATION:**

### *Guidelines for Teachers;*

- Student assessment data should be discussed with Teaching and Learning Leaders (TaLL) prior to the construction of an ILP. This information should be clearly communicated to a member of the Principal Class.
- Students meeting any one of the three criteria listed in the policy guidelines MUST have an ILP created for them.
- ILP goals must be "SMART" goals – Specific, Measureable, Achievable, Relevant, Timebound.
- ILP's should be created and tracked using GradeXpert. Review dates will be set when preparing the ILP.
- An ILP should last between 8 to 12 weeks before a formal review is conducted.
- Draft ILP documentation must be presented to parent/guardians in a Student Support meeting (face-to-face where possible). This meeting will be designed to;
  - Facilitate parents/guardians input into the document
  - Inform parents/guardians about ways they can support their child with Home Learning activities to achieve their ILP goals by the review date.
- A support staff member; TaLL (Specialist Leader if your level leader is unavailable), Leading Teacher, Learning Specialist, Assistant Principal or Principal, should attend this meeting with the classroom teacher.
- A signed copy of the ILP (by the teacher & a parent/guardian) needs to be retained in the student's file.
- ILP Content should be shared with all staff who might benefit from this information e.g. Targeted Student Learning Support (TSL), Specialist Teachers, Educational Support Staff, Speech Pathologist etc.

Prior to the review date;

1. Assessment data should be gathered to measure all goals.

2. Comments and ratings (5 point scale) should be recorded on the original ILP
  3. Revised goals and a new ILP is to be developed (where necessary)
  4. A meeting date with parents and support staff member needs to be set and conducted, where the information in points 1 to 3 above should be shared.
- An internal ILP (guiding teachers only, not shared at a student support meeting) can be created in limited circumstances, with consultation with the Assistant Principal or Principal.

**RELATED LEGISLATION:**

Department of Education and Early Childhood Development (DET)  
<http://www.education.vic.gov.au/Pages/sitemap.aspx>

Victorian Curriculum and assessment Authority (VCAA)

<http://www.vcaa.vic.edu.au/Pages/index.aspx>

<http://www.education.vic.gov.au/Pages/sitemap.aspx> (AusVELS)

Australian Curriculum and Assessment and Reporting Authority (ACARA)

<http://www.acara.edu.au/default.asp>

Council of International Schools (CIS)

<http://www.cois.org/>

**RELATED POLICIES:**

Curriculum Policy

Assessment & Reporting Policy

Home Learning Policy

Program for Student with Disabilities Policy

Student Engagement & Wellbeing Policy

**POLICY EVALUATION:**

Evaluation will be conducted by the Assistant Principal.

**DUE DATE FOR REVIEW:**

Due for review in June 2022.