

INDIVIDUAL LEARNING PLAN (ILP) POLICY

Laburnum Primary School

Purpose:

Curriculum is designed to suit the specific learning needs of each student at Laburnum Primary School. Work programs are planned to meet the needs of all learners. The use of an Individual Learning Plan (ILP) is an additional way specific learning goals can be recorded to best support student learning outcomes.

At Laburnum Primary School, teachers write ILPs for some students with specific needs. An ILP is a working document, usually devised by the teacher in consultation with parents/carers, to address a particular learning area. An ILP has a specific focus and strategies to help students achieve their learning goals. Parents are asked to support these goals at home and the ILP is signed off as completed when the goals have been achieved.

Guidelines:

An ILP is usually created when a student is assessed as being 6 months or more below the expected standard (Victorian Curriculum - Learning Areas or Capabilities). It can also be used to support students who are working well above the expected level.

Developing an ILP is an opportunity to recognise and discuss student learning concerns. The ILP should:

- outline a meaningful educational program that addresses the concern/s
- be educationally appropriate, holistic in its approach, flexible and future orientated
- establish short-term goals that will lead sequentially to the achievement of long-term goals
- clearly state individual and shared responsibilities
- be a useful transition tool between year levels
- be reviewed every five weeks at a minimum, or as regularly as needed.

ILPs are also written for students who are funded under the *Program for Students with Disabilities*, and are a focus of Student Support Group (SSG) meetings. Teachers should refer to DET SSG guidelines for these ILPs.

STAGES IN AN INDIVIDUAL LEARNING PLAN:

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 ILP their expertise in designing and delivering a teaching and learning program. Teachers are also able to identify and meaningfully consult with others (e.g. 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 ILP can be used for short-term educational goals for students with academic challenges. When setting goals for a student a teacher should, in consultation with the parents, consider these principles:

- goals should allow the student to participate in their classroom programs
- goals should be based on curriculum content and experiences similar to those for their cohort
- goals should align with the classroom program, where possible
- goals should also be a priority for the student
- goals should build upon the strengths and skills of the student
- goals should be S.M.A.R.T - Specific, Measureable, Achievable, Relevant and Time bound
- short-term goals need to be specific to a prioritised need

Stage 3: Completing and implementing an Individual Learning Plan

An ILP typically defines what needs to be taught, priorities for the content to be taught, and appropriate pedagogies (ways of teaching). It is assumed in an ILP that the learning may occur in the classroom and at home.

Stage 4: Monitoring and Evaluation

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. Other professionals may be consulted, if this has not already occurred, including school-based student services or recommendations for external assessments.

Related links and resources:

Teachers should refer to the 'Implementation for Teachers' information, available in the staff manual.

Department of Education and Training: Support for Students with Special Needs:

- <http://www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx>

Victorian Curriculum and assessment Authority (VCAA)

- <http://victoriancurriculum.vcaa.vic.edu.au/>

Australian Curriculum and Assessment and Reporting Authority (ACARA)

- <https://www.acara.edu.au/>

Laburnum Primary School *Student Engagement and Inclusion Policy*

Evaluation:

This policy will be reviewed every four years or as required.

This policy was last ratified by School Council in:

February 2018