

INDIVIDUAL LEARNING

SCHOOL SPECIFIC POLICY

Rationale:

- All students have different needs, strengths, interests and concerns. Individualised learning opportunities are essential in the development of each and every child.

Aims:

- To identify and provide for the individual educational needs of every student.
- To provide a process by which students and parents can become more involved in the learning and direction of the student.

Implementation:

- Education at our school is tailored toward each individual student.
- All students identified “At Risk” at our school will have their own Individual Learning Plan (ILP).
- Students are identified as “At Risk” when they are eligible for Disability and Improvement funding, are Koorie students, are in Out Of Home Care, have significant behaviour issues, or are greater than 12 months behind the expected level in the learning areas of Reading, Writing or Maths.
- Further details of ILP for Disability and Improvement and Koorie students can be accessed via school policies (department guidelines) in these areas.
- Goals will result from multiple sources of teacher data and observations, student identified needs or interests, and/or parent advice and suggestions.
- Goals may be academic, behavioural, physical or social in nature, and include areas of need as well as areas of strength and interest.
- ILPs should target one specific area of improvement with a goal set that is realistic to be achieved in the timeframe of the plan.
- Reading will be the focus for students who are “At Risk” in multiple areas. If the student isn’t “At Risk” in Reading then the area of greatest need will be identified and becomes a priority for the child’s ILPs.
- Foundation students who score below 100 in the English Online Interview (EOI) will be deemed “At Risk”, and an ILP will need to be developed by the beginning of Term 2.
- Goals need to be measurable and written using the SMART goal format. (Specific, Measurable, Attainable, Realistic, Timely).
- ILPs will be developed through a consultative three-way process involving the teacher, student and parent/s. ILPs should be considered as formal learning partnerships.
- School and Curriculum Leadership personnel will provide support in developing plans as required.
- If parental involvement in the plan is minimal the school will provide a copy of the plan to parents and focus on the school based aspect of the plan.
- A proforma to develop Individual Learning Plans (ILP) and Behaviour Support Plans (BSP) is available via the school Sharepoint.
- ILPs will be developed by the beginning of March during a scheduled meeting of all three parties. Each party will be provided with a copy of the agreed individual learning plan.

- ILPs will also detail agreed strategies, and responsibilities of each party.
- Up to date copies of ILPs and IBPs will be placed on Sharepoint after the plan has been agreed to by all parties.
- Students and teachers will regularly refer to the ILP and students will often work to achieve their individual goals, or work with others with similar goals.
- At the end of semester 1 all parties will meet again to discuss the progress of the student in relation to their learning goals, and establish new goals, strategies and responsibilities for the second semester.
- In some cases, ILPs and BSPs may need to be evaluated and reviewed more frequently than each semester.
- Discussions relating to progress against individual learning plan goals will be supported by evidence as appropriate.
- Copies of completed ILPs and BSPs with outcomes recorded on the plan should be kept in the student's file to be passed on to subsequent teachers.

Evaluation:

This policy will be reviewed as part of the school's review cycle.

This policy was last ratified by School Council in....

December 2017