1. **Rationale:**

All students have different needs, strengths, interests and concerns. Individualised Learning Plans are essential in the development of children in a class who are below and above the AUSVels Standards.

2. **Purpose:**

To identify and provide for the individual educational needs of students who need extra support and who can be extended. To provide a process by which students and parents can become more involved in the learning and direction of the student.

3. **Guidelines:**

- Goals will result from teacher data and observations, students identified needs or interests, Early Numeracy Data, On Demand Testing, Essential Numeracy Testing, Individual and Guided Reading, Writing Assessment and/or parent advice and suggestions.

- Goals may be academic, behavioural, physical or social in nature, and include areas of weakness as well as areas of strength and interest. A Behavioural Learning Plan Proforma is available.

- Individual Learning Plans will be developed before the end of Term 1 with a scheduled meeting with the parent. They will be provided with a copy of the agreed Individual Learning Plan. If a parent cannot make a meeting a phone call will suffice.
  *These Plans will be emailed to the teacher in charge of ILPs, placed into individual student files and stored on the school server.*

- Individual Learning Plans will also detail agreed strategies and responsibilities of each party.

- Students and teachers will regularly refer to the Individual Learning Plan and students will often work to achieve their individual goals, or work with others with similar goals. List on Plan that the child will be catered for in the classroom.

- At the conclusion of each meeting a time will be set to meet again to discuss the progress of the student in relation to their learning goals, and establish new goals, strategies and responsibilities for the next term. It is expected that there will be a meeting each term and or when a parent requires.

- All classes will have Individual Learning Plans for students who are below or above expected level.

- Monitor success of the child to have evidence at the next meeting.
4. **Management Plan:**

- Select 10% of children above and 10% below for I.L.P’s.
- Discuss with teams about common needs, share ideas and plans. You may need only to make minor changes to suit individual students.
- Focus on skills that are linked to AUSVels and Learning Intentions.
- Meet once per term. Can revisit the plan regularly on parent or teacher request.
- Communicate the plan with the student, and may link with Personal Goal.
- Make achievable steps.
- Parent helpers are excellent resources to help children who need to work on skills.
- Make sure the Plan is emailed to ILP Coordinator including next meeting time. The plans need to be copied onto the T-Drive. (Staff- Assessment and Reporting-Individual Learning Plans-ILPs- under the current year.)
- Individual Learning Plans are an excellent opportunity to foster the home school link.

5. **Role of Individual Learning Plan Co-ordinator**

- Email reminder to teachers mid Term1 about ILPs needing to be commenced before end of term.
- Teachers need to email ILPs to Coordinator.
- These ILPs need to be filed in individual student files.
- Teachers requiring assistance should seek advice from Level Leaders or ILP Coordinator.