INDIVIDUAL LEARNING IMPROVEMENT PLAN 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.
- To directly assess individualised achievement and plan for the future direction in learning.

IMPLEMENTATION
- Educational programs are tailored toward each individual student.
- Students who are deemed ‘at risk’ will have an Individual Learning Improvement Plan. ‘At risk’ students are those that are working significantly below or above in more than one academic area.
- Each Individualised Learning Improvement Plan will focus on approximately 3 learning goals.
  - resulting from teacher data and observations, student identified needs or interests, and/or parent advice and suggestions.
  - be academic, behavioural, physical or social in nature and include areas of weakness as well as areas of strength and interest.
  - be based upon realistic short and long term projections.
- Individual Learning Improvement Plans will be:
  - developed through a consultative three-way process involving the teacher, student and parent/s and should be considered as formal learning partnerships.
  - developed in February during a scheduled meeting of all three parties, including goal setting and strategies for school/home implementation and support.
  - reevaluated in July during a scheduled meeting of all three parties. Discussion will be based on progress of the student in relation to their learning goals, and establishment of new goals, strategies and responsibilities for the second semester.
  - provided to all parties including detailed agreed strategies and responsibilities of each party.
- Students and teachers will regularly refer to the Individual Learning Improvement Plan and students will be supported to work to achieve their individual goals, or work with others with similar goals.
- Discussions relating to progress against Individual Learning Plan goals will be supported by explicit evidence from the teacher and parent/guardian, as appropriate to the short and long term goals.
- Assessment procedures relating to specific funding applications, will be lead by the Assistant Principal, in conjunction with all relevant stakeholders, ie. Parents, support staff, child, etc.

EVALUATION
Guidelines are updated annually and/or as per DEECD recommendations.

CERTIFICATION
This policy was adopted at the School Council Meeting held at Patterson Lakes Primary School, November 2012.

Signed…………………………………………………... Signed……………………………………………………
School Council President Principal

Last Updated: November 2012