

# NORTHERN BAY COLLEGE

## Individual Learning Plan (ILP) Policy NBC053

### 1. PURPOSE:

Northern Bay College maintains that all students are entitled to high quality curriculum that promotes excellence and equity in education (ACARA, 2013). Individual Learning Plans (ILP's) are documents that support teachers to meet their obligation to ensure equity of access to the Australian Curriculum, for all students. ILP's detail the curriculum adjustments and additional resources that support individual student needs.

### 2. BROAD GUIDELINES:

- 2.1. An ILP will be developed for all students
  - 2.1.1. who are scored at Levels 'A' and/ or 'E' rating in any strand of English or Mathematics on their report to parents.
  - 2.1.2. who are in 'Out of Home' care.
  - 2.1.3. with learning differences that do not meet the criteria for the Program for Students with Disabilities.
- 2.2. ILPs are aligned to the regular curriculum.
- 2.3. Teacher/mentors are responsible for developing an ILP.
- 2.4. An ILP will identify a student's particular strengths, interests and challenges to form a learner profile.
- 2.5. Adjustments, resources and tools will be identified that will maximise the student's achievement.
- 2.6. The ILP document will establish a set of SMART (Specific, Measurable, Achievable, Relevant and Time framed) learning goals for the individual student.
- 2.7. The ILP will reflect adjustment to any or all of the areas of curriculum, instruction and environment
- 2.8. The ILP will record a student's progress as they develop sequential skills and knowledge that moves them along the Foundation to Year 10 levels of the Australian Curriculum.

### 3. IMPLEMENTATION:

- 3.1. Teacher/mentors use the prescribed template to record the ILP for an identified student.
- 3.2. Where possible the ILP will be developed by a Student Support Group (SSG). This group may consist of teacher/mentor, parent/guardian/carer and a paraprofessional or consultant involved in the support of the student.
- 3.3. A teacher/mentor may only need to develop an ILP for a specific area of the curriculum where the student is experiencing particular challenges.
- 3.4. Students will be given the opportunity to consult with the teacher/mentor to develop the ILP.
- 3.5. Teacher/mentors will use their knowledge and relevant data to identify an individual students' learning and support needs.
- 3.6. Teacher/mentors will plan dignified and respectful, learning programs to meet established SMART goals
- 3.7. SMART goals will be deemed to be achievable in an approximate 10 week time frame+
- 3.8. The College Improvement team will be responsible for developing the professional learning opportunities to build teacher/mentor capacity to develop and implement ILP's.

### 4. EVALUATION

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

Document #	Committee Responsible	Review Date	Public Location	Ratified by School Council:
NBC053	Leadership / Consultative	May 2017	Website Intranet NBC Public Policies	
	<b>Related document</b>			
	NBC College ILP strategies and Timeline - attached			

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### Strategies and Timelines

**Curriculum adjustments** for an ILP may be:

- Drawn from learning area content at different levels along the Foundation to year 10 sequence
- Drawn from and emphasising specific aspects of one or more of the general capabilities to adjust the learning focus in a specific learning area and/or
- Drawn from and emphasising specific aspects of one or more of the cross curriculum priorities to adjust the learning focus of a particular learning area (see ACARA, Student Diversity and the Australian Curriculum, Advice for Principals, schools and teachers, 2013)

**Instructional adjustments** for an ILP may include but not limited to:

- Access to advanced classes
- Alternative representation or teaching and learning materials, that is visual supports, multimedia, Braille
- Engagement through personal interest
- Hands on learning
- Modelling, prompting, scaffolding
- Explicit and systematic instruction
- Cross curricula learning opportunities
- Alternate opportunities to represent learning, for example, technology and augmentative communication systems

**Environmental adjustments** for an ILP may include but not limited to:

- Access to programs on other campuses
- Provision of physical access to the teaching and learning environment
- Peer assistance
- Alternate/additional equipment and furnishings
- Personal support
- Alternate environment
- Use of technology
- Changes to buildings and classrooms
- Accommodation of sensory needs

#### **Evaluation**

The Individual Learning Plan of a student is an on-going document. Any proposed changes to the ILP need to be discussed and agreed to by all relevant stakeholders. ILP's will be reviewed and amended each term. This may be undertaken in an SSG, Student Led Conference or may take place in informal conversations, phone calls, emails or letters. A record of both informal and formal communication is to be documented and filed on ESR. Minutes of SSG meetings are the responsibility of the teacher/mentor and are to be distributed to the parents and other relevant staff members.

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### **Timeline:**

#### *Term One:*

- Teacher/mentor review previous year's ILP, reports and Transition Document.
- Teacher/mentor may provide parents/carers with the opportunity to meet and discuss learning goals.
- Students will actively engage in their goals review.
- Teacher/mentors refer to the ILP when planning and implementing and when evaluating the student's progress.
- Adjustments and resources are applied to all learning opportunities

#### *Term Two:*

- Teacher/mentors refer to the ILP when planning and implementing and when evaluating the student's progress.
- Teacher/mentor consistently records progress toward goals
- Teacher/mentors review and amend previous term's ILP
- Teacher/mentors discuss reports and ILPs with student and parents/carers during Student Learning Conference and/or Student Support Group meeting.
- Teacher/mentors provide an ILP report and a regular school mid-year report to parents/carers.
- Teacher/mentors store a copy of the ILP report in the student's electronic file as well as hard copy file

#### *Term Three:*

- Teacher/mentors refer to the ILP when planning and implementing and when evaluating the student's progress.
- Teacher/mentor consistently records progress toward goals
- Teacher/mentors review and amend previous term's ILP
- Teacher/mentors discuss ILPs with student and parents/carers during Student Learning Conference and/or Student Support Group meeting.

#### *Term Four:*

- Teacher/mentors refer to the ILP when planning and implementing and when evaluating the student's progress.
- Teacher/mentors review and amend previous term's ILP
- Transition Document containing strategic information on the student is developed for preparation into following years class
- Classroom teachers hand over a copy of the ILP to the next year's teacher/mentor
- Classroom teachers provide a copy of the End of Year Report to parent/carers.
- Families may request a follow up meeting at the end of the year.
- Teacher/mentors store ILPs in the student's electronic file.