



Stella Maris Primary School

Personalised Learning Plans (PLP) Policy

Rationale

All students have different needs, learning styles, strengths and interests. Individualised learning opportunities are essential in the development of each child. A Personalised Learning Plan provides structures for those students funded through the LNSLN program or with special educational needs including gifted students. A PLP identifies a student's learning needs and ensures student success. In line with government initiatives any students who are referred by Human Services as requiring a PLP with regular PSG's will also be included as having individual needs requiring support.

Purpose

To ensure students with special needs are engaged in all aspects of the classroom curriculum. To provide a framework and guide that links our curriculum with individual learning needs.

Implementation

- A Personalised Learning Plan will be linked to the curriculum, and should reflect Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning.
- A PLP will reflect learning priorities in areas of daily living skills, social skills, behaviour, motor skills, communication, literacy and numeracy.
- The Personalised Learning Plan will be developed annually and become part of the LNSLN application process for students funded (or new students applying for funding).
- The Personalised Learning Plan will focus on long term goals, taken from our curriculum standards and priority areas of learning appropriate to the child's current level of development.
- Long term goals will be developed through several short term goals over the year, using growth points and specific areas of learning priority as direction.
- The goals will be derived from teacher observation, assessment and monitoring of each child and valuable input from parents at PSG meetings. Goals will be reviewed at PSG meetings and new goals set or existing goals revised,
- The learning activities will include age appropriate, relevant experiences that are supported by the teacher, Learning Support Officer and parent.
- Specific goals may be developed from, and work in accordance with specific intervention strategies.
- In supporting student with an PLP, it is likely that Learning Support Officers working within classrooms will be responsible for - assisting the classroom teacher in the implementation of the PLP, monitoring progress through specific observation and reporting to classroom teacher on child's progress.
- Personalised Learning Plans will be continually monitored and changed accordingly. They will be developed in consultation with teachers, parents and Individual Needs Leaders.
- Teachers will use the Personalised Learning Plan to direct school officers in supporting both themselves and the students within the classroom setting.
- Teacher observations and notes will be recorded in the Personalised Learning Plan and used to monitor progress.
- PSG meetings will be held a minimum of once each term, but it may be deemed necessary to hold meetings more often.

- The Individual Needs leader will organise and chair PSG Meetings.



This policy was ratified in September 2008
This policy will be reviewed in each Review Year
This policy was last reviewed in February 2016