



INDIVIDUAL LEARNING POLICY

RATIONALE

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

Hamilton Special Developmental School is cognisant of its obligations under the **Child Safe Standards** (Ministerial Order 870 – effective August 1, 2016) to protect students from all forms of child abuse. To this end, all necessary precautions will be taken to ensure that individual learning practices are aware of and pose no risk to child safety.

AIMS

At all times Hamilton Special Developmental School (HSDS) will adhere to the DET guidelines for student learning. This policy should be implemented in alignment with:

1. DET PROTECT Guidelines
2. <http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1>
3. VRQA Child Safe Standards
4. <http://www.vrqa.vic.gov.au/childsafe/Pages/default.html>
5. HSDS's Curriculum Framework Policy
6. HSDS's Drug Education Policy
7. HSDS's Engagement and Inclusion Policy
8. Any other current or future policy related to the learning students of our school

Hamilton Special Developmental School staff will:

1. Identify and provide for the individual educational needs of every student.
2. Provide a process by which students and parents can become more involved in the learning and direction of the student.

IMPLEMENTATION

1. Education at our school is tailored toward each individual student.
2. Generic, non-targeted lessons are usually inappropriate at our school.
3. All students at our school will have their own individual learning plan (ILP).
4. Each plan will be developed by primarily using goals from the Victorian Curriculum and individualised support goals.
5. Each plan will be developed with the planning and assessment digital program "Accelerus".
6. Goals will result from teacher data and observations, student identified needs or interests, and/or parent advice and suggestions.
7. Goals may be academic, behavioural, physical or social in nature, and include areas of weakness as well as areas of strength and interest.
8. ILPs will be developed through Student Support Group (SSG) meetings involving the teacher, student and caregivers. Individual learning plans should be considered as formal learning partnerships.
9. Where caregivers are unable to attend a meeting at the school, a telephone conference will be held in its place.
10. All SSGs will have notes taken by the teacher or chairperson to be used to develop the ILP and will be stored within "Accelerus" to be referred to as required.
11. ILPs will be developed in February during an SSG. Each party will be provided with a hard copy of the agreed Individual Learning Plan.



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12. ILPs will also detail agreed strategies, and responsibilities of each party.
13. 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.
14. It is anticipated that students will often learn from other students, and reciprocate when the opportunity arises.
15. Students will usually expand upon their learning goals and rubrics tables may be developed to display the depth of understanding that they are required to develop and demonstrate.
16. At the commencement of Semester 2 (July) 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.
17. Discussions relating to progress against ILP goals will be supported by evidence as appropriate.
18. ILPs and supporting evidence will feature in each child's multimedia digital portfolio and individual curriculum plans.

EVALUATION

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