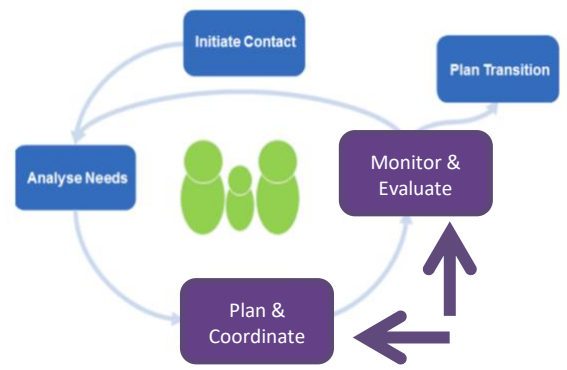


Individual Learning Plan

Student Name	
DOB	
Year Level	
Classroom Teacher	



STRENGTHS OF THE LEARNER

LONG TERM GOALS (VISION)

1.	
2.	
3.	

PLANNING MEETING 1 DATE:

SHORT TERM GOALS

Short Term Goal 1		Date to be achieved by
Baseline Data		00/00/0000
Strategies to achieve goal	Key Success Indicator(s)	Team Members to support learner
•	•	•

Short Term Goal 2		Date to be achieved by
Baseline Data		00/00/0000
Strategies to achieve goal	Key Success Indicator(s)	Team Members to support learner
•	•	•

Short Term Goal 3		Date to be achieved by
Baseline Data		00/00/0000
Strategies to achieve goal	Key Success Indicator(s)	Team Members to support learner
•	•	•

*Add additional Goals as required

REVIEW MEETING 1 DATE:

REPORT AND FEEDBACK ON ACHIEVEMENT OF GOALS:

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PLANNING MEETING 2 DATE:

SHORT TERM GOALS

Short Term Goal 1		Date to be achieved by
Baseline Data		00/00/0000
Strategies to achieve goal	Key Success Indicator(s)	Team Members to support learner
•	•	•

Short Term Goal 2		Date to be achieved by
Baseline Data		00/00/0000
Strategies to achieve goal	Key Success Indicator(s)	Team Members to support learner
•	•	•

Short Term Goal 3		Date to be achieved by
Baseline Data		00/00/0000
Strategies to achieve goal	Key Success Indicator(s)	Team Members to support learner
•	•	•

*Add additional Goals as required

REVIEW MEETING 2 DATE:

REPORT AND FEEDBACK ON ACHIEVEMENT OF GOALS:

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REFERENCE GUIDE

Strengths of the Learner	Refer to the comprehensive Analyse Needs phase to support the identification of the learner's strengths.
Long term goal (s) (vision)	The vision should be developed collaboratively and be clear and simple and summarised into 1-2 sentences. The learner and family should be given the opportunity to present their views on what they think it should look like. Refer to the comprehensive Analyse Needs phase to support the development of the vision.
Short Term Goals	<p>The team should develop a number of goals that when achieved will be successful in meeting the prioritised needs of the learner. The learner should be integral in the development of these goals.</p> <p>Teams are encouraged to use the SMARTAR approach to goal development:</p> <p>Specific Measurable Attainable Relevant Timed Agreed Reviewed</p>
Strategies	<p>Strategies should incorporate the strengths of the learner and family and be consistent with their culture and values. The learner should be integral in the development of these strategies. The actions should be agreed upon as a team and focus on person centred, family sensitive practice. The confirmed actions and strategies should be documented in the plan.</p> <ol style="list-style-type: none"> 1. Brainstorm different strategies for achieving each goal 2. Discuss previous strategies – what has worked in the past? 3. Choose the strategies that will be used to support the achievement of the goals
Key Success Indicators	<p>Key success indicators are a set of criterion that outline what success would look like when the goal is achieved. The indicators should be:</p> <ul style="list-style-type: none"> • developed by the team • derived from the SMARTAR goal development • measureable • reviewed frequently <p>The learner should have a clear understanding of what these success indicators would look like from his/her perspective.</p>
Team members	For each strategy a number of specific actions should be outlined. Responsibility for undertaking each of the action steps to support the learner should be assigned to the appropriate people at the meeting.