

INDIVIDUAL LEARNING PLAN

Student name:

Student age:

Year level/class:

Date of ILP:

LEARNING AREA	GOALS AS AT <DATE HERE>	LEARNING STRATEGIES	CURRENT SKILLS	RELEVANT ASSESSMENTS COMPLETED (TITLE, DATE)	CURRENT ASSESSED LEVEL AS PER VIC CURRICULUM LEVELS A-10	STRENGTHS AND BARRIERS RELATED TO ACHIEVING GOAL	RESOURCES, TIMEFRAME REQUIRED	ACHIEVEMENT AS AT <DATE HERE>
COMMUNICATION	Max will continue to expand his conversational repertoire (greetings and questions)	<ul style="list-style-type: none"> Staff to encourage Max to respond to questions appropriately. Give extra time to respond. 	<ul style="list-style-type: none"> Max responds to basic greetings 	ABLES Personal and Social Capability: Social Awareness and Management (completed Feb 2018)	Vic Curriculum Personal & Social Capability, Foundation level		End of term goal	
	Max will respond appropriately to questions from teachers and students	<ul style="list-style-type: none"> Staff to encourage Max to respond to questions appropriately. Give extra time to respond. 	<ul style="list-style-type: none"> Max can answer questions about what he has seen or experienced 					
	Max will demonstrate comprehension of what he reads and writes in class	<ul style="list-style-type: none"> Provide opportunities to demonstrate comprehension of what he is reading -from a novel, his own handwriting, reading off board, eg requiring own sentence summarizing/explaining what he has read Provide opportunities for Max to give powerpoint presentations about his preferred topics. 	<ul style="list-style-type: none"> Max has strong skills in spelling, typing and copying relevant text from other sources, but comprehension skill may be low 					



Communication Rights Australia

"For people with little or no speech but plenty to say"

www.communicationrights.org.au

www.studentswithnospeech.org.au

Phone: 1300 666 604 | ABN: 25 120 926 829

E: support@studentswithnospeech.org.au



LEARNING AREA	GOALS AS AT <DATE HERE>	LEARNING STRATEGIES	CURRENT SKILLS	RELEVANT ASSESSMENTS COMPLETED (TITLE, DATE)	CURRENT ASSESSED LEVEL AS PER VIC CURRICULUM LEVELS A-10	STRENGTHS AND BARRIERS RELATED TO ACHIEVING GOAL	RESOURCES, TIMEFRAME REQUIRED	ACHIEVEMENT AS AT <DATE HERE>
PERSONAL DEVELOPMENT	Actively work with other students in group work	<ul style="list-style-type: none"> Staff to facilitate Max joining in games and activities Provide opportunities for Max to work in groups/with a partner in class. 			Vic Curriculum Health & PE: levels 3 & 4			
	Participate in social activities at lunchtime	<ul style="list-style-type: none"> Staff to facilitate Max joining in games and activities 						
	Develop listening skills and socially appropriate behaviour	<ul style="list-style-type: none"> Prompt Max to listen and be attentive during class presentations Role play games 		ABLES Personal and Social Capability: Self Awareness and Management: Development of Resilience (completed Dec 2017)				
ENGLISH	Reading : show an understanding of chosen novel through short answer or multiple choice questions	<ul style="list-style-type: none"> With teacher support, choose a book appropriate to his comprehension level Require written summary in own words 	<ul style="list-style-type: none"> Max copies text well. Max can read what he has written showing some understanding. With prompting and scaffolding, X uses topic sentences and shows understanding 	ABLES English, Speaking and Listening (completed Dec 2017)	Vic curriculum: English: Foundation level			
	Writing: develop structured writing according to a prompt - narrative, persuasive		<ul style="list-style-type: none"> With prompting Max can self-edit and verbalise ideas for his writing 	ABLES English, Reading and Writing (completed Dec 2017)	Vic curriculum: English: Level D			

LEARNING AREA	GOALS AS AT <DATE HERE>	LEARNING STRATEGIES	CURRENT SKILLS	RELEVANT ASSESSMENTS COMPLETED (TITLE, DATE)	CURRENT ASSESSED LEVEL AS PER VIC CURRICULUM LEVELS A-10	STRENGTHS AND BARRIERS RELATED TO ACHIEVING GOAL	RESOURCES, TIMEFRAME REQUIRED	ACHIEVEMENT AS AT <DATE HERE>
MATHEMATICS	Develop skills relating to money and shopping	<ul style="list-style-type: none"> Use real life scenarios eg go to canteen Plan a class party 	<ul style="list-style-type: none"> Can demonstrate that he knows + - x Can use a calculator to assist with basic sums. 	Fitzroy Maths level 3 (assessed March 2018)	Fitzroy Maths level 4			
	Recognise and practice reading numbers, especially multiples of hundreds and thousands	<ul style="list-style-type: none"> Use concrete materials, eg number blocks 						
PHYSICAL EDUCATION	Change into sport gear independently		<ul style="list-style-type: none"> Max can change into uniform independently but often needs to be prompted to do this. Max participates in games but often needs prompting and assistance to socialise with others 	Assessed against Vic curriculum: Health & PE Levels 1&2 achievement standards	Vic curriculum, Health & PE: levels 3&4			
	Participate with class	<ul style="list-style-type: none"> X to be included in teams and group activities 	<ul style="list-style-type: none"> Max participates in games but often needs prompting and assistance to socialise with others 					

LEARNING AREA	GOALS AS AT <DATE HERE>	LEARNING STRATEGIES	CURRENT SKILLS	RELEVANT ASSESSMENTS COMPLETED (TITLE, DATE)	CURRENT ASSESSED LEVEL AS PER VIC CURRICULUM LEVELS A-10	STRENGTHS AND BARRIERS RELATED TO ACHIEVING GOAL	RESOURCES, TIMEFRAME REQUIRED	ACHIEVEMENT AS AT <DATE HERE>
	Develop social skills in a team situation	<ul style="list-style-type: none"> Provide opportunities for simple verbal exchanges with peers during games 	<ul style="list-style-type: none"> Mac participates in games but often needs prompting and assistance to socialise with others 					
FOOD TECH	Follow teacher instructions to undertake practical tasks	<ul style="list-style-type: none"> Provide opportunities to independently collect correct equipment and ingredients. Practise measuring of quantities 	<ul style="list-style-type: none"> Max requires Aide support to complete any practical work in the kitchen 					
	Demonstrate understanding of safety principles and put this into effect	<ul style="list-style-type: none"> Repeat safety steps 	<ul style="list-style-type: none"> Max requires Aide support to complete any practical work in the kitchen 					
	Describe sensory elements of a finished product – taste, smell, appearance and texture	<ul style="list-style-type: none"> Complete sensory analysis using sentence starters. 	<ul style="list-style-type: none"> Max requires Aide support to complete any practical work in the kitchen 					
<OTHER SUBJECTS>								