



## PERSONALISED LEARNING PLAN (PLP)

Key: New information; Important; Imperative

<b>First Name:</b>		<b>Surname:</b>		<b>D.O.B.:</b>		<b>Gender:</b>	Choose an item.	<b>HR:</b>	Choose an item.	<b>Exit Year:</b>	Choose an item.
<b>Cultural/ Linguistic Implications</b>		<b>Student Travel Capability Rating</b>		<b>DDA Disability Category</b>			<b>EAP Verification Category</b>				
Choose an item.		Choose an item.		Choose an item.			N/A				
<b>Background</b>											
<b>Important Current Information</b>											
<b>Focus of learning</b>											
<b>Statement Of Aspiration</b>						<b>Strengths, Interests, Motivating/Reinforcing Activities</b>					
<b>Challenging Behaviours (If Applicable)</b>						<b>Conditions Impacting On Access To Learning And Participation</b>					
N/A											
<b>Diagnostic Data, Assessment Reports</b>											
<b>Personnel Involved</b>											
<b>Actions</b>											
<b>CURRICULUM PLANNING FOCUS (YEARS 7, 8, 9, 10)</b>											
<b>Adjustments</b>			<b>Differentiated Curriculum / Individual Learning Focus</b>								

<b>Curriculum</b> <b>Substantial Adjustments</b>	
<b>Communication</b> <b>Supplementary Adjustments</b>	
<b>Social Participation / Emotional Well-Being</b> <b>Supplementary Adjustments</b>	
<b>Health / Personal Care</b> <b>Supplementary Adjustments</b>	
<b>Safety</b> <b>Supplementary Adjustments</b>	
<b>Learning Environment Access</b> <b>Supplementary Adjustments</b>	
<input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> ICT Capability <input type="checkbox"/> Critical & Creative Thinking <input type="checkbox"/> Personal & Social Capability <input type="checkbox"/> Ethical Behaviour <input type="checkbox"/> Intercultural Understanding	
<b>General Capability</b>	<b>Current Level On Continuum</b>
<b>Personal and Social Capability</b>	
Self-Awareness	
Self-Management	
Social Awareness	
Social Management	
<b>General Capability Links</b> <i>General capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum, in co-curricular programs and in their lives outside school; assisting them to live and work successfully in the twenty-first century. (Melbourne Declaration MCEETYA, 2008)</i>	

**CURRICULUM ACCESS (YEARS 8, 9, 10)**

<i>Learning Areas</i>		<i>Current Level Of Learning</i>						<i>Differentiated Curriculum Plan / Individual Learning Goals</i>
<b>English</b>	<i>Significantly Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>At Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Significantly Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Year / Term</i>	8 / 2	8 / 4	9 / 2	9 / 4	10 / 2	10 / 4	
<b>Mathematics</b>	<i>Significantly Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>At Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Significantly Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Year / Term</i>	8 / 2	8 / 4	9 / 2	9 / 4	10 / 2	10 / 4	
<b>Science</b>	<i>Significantly Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>At Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Significantly Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Year / Term</i>	8 / 2	8 / 4	9 / 2	9 / 4	10 / 2	10 / 4	
<b>History</b>	<i>Significantly Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>At Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Significantly Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Year / Term</i>	8 / 2	8 / 4	9 / 2	9 / 4	10 / 2	10 / 4	

<i>Learning Areas</i>		<i>Current Level Of Learning</i>						<i>Differentiated Curriculum Plan / Individual Learning Goals</i>
<b>RE</b>	<i>Significantly Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>At Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Significantly Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Year / Term</i>	8 / 2	8 / 4	9 / 2	9 / 4	10 / 2	10 / 4	
<b>LOTE - French</b>	<i>Significantly Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>At Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Significantly Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Year / Term</i>	8 / 2	8 / 4	9 / 2	9 / 4	10 / 2	10 / 4	
<b>HPE</b>	<i>Significantly Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>At Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Significantly Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Year / Term</i>	8 / 2	8 / 4	9 / 2	9 / 4	10 / 2	10 / 4	
<b>Elective Areas</b>	<i>Significantly Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Above Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>At Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Significantly Below Year Level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Year / Term</i>	8 / 2	8 / 4	9 / 2	9 / 4	10 / 2	10 / 4	

ADJUSTMENTS		
Planning	Teaching Instruction and Strategies	Assessment and Reporting
<b>Classroom Environment:</b>	<b>Communication:</b>	<b>Aligning teaching, assessment and reporting:</b>
<input type="checkbox"/> Seating position close to front, near teacher for close observations,	<input type="checkbox"/> Cue student to attend and listen prior to giving instructions	<input type="checkbox"/> Negotiated Task Adjustments: class tasks, homework and assessment
<input type="checkbox"/> Decrease visual or auditory disturbance / stimulation	<input type="checkbox"/> Pair instructions with student's name	<input type="checkbox"/> Alternative presentation mode
<input type="checkbox"/> Considerations – glare, sensory overload	<input type="checkbox"/> Stand near student when giving instructions	<input type="checkbox"/> Reduced quantity – length, number or test items
<input type="checkbox"/> Seat near positive role model / peer support for instruction	<input type="checkbox"/> Simplified, explicit, non-ambiguous instructions	<input type="checkbox"/> Reduced complexity – simplified language for directions, pictorial, reworded, highlight key words
<input type="checkbox"/> Arrange classroom for accessibility, movement, specific furniture	<input type="checkbox"/> Reduce complex multi-part instructions into single step-by-step	
<input type="checkbox"/> Access considerations, adaptive seating, equipment	<input type="checkbox"/> Check for understanding of verbal instructions – student repeat back	<input type="checkbox"/> Additional time, extensions on assignment
<input type="checkbox"/> Adjust seating arrangements / groupings	<input type="checkbox"/> Provide additional time for processing task comprehension	<input type="checkbox"/> Rest breaks, split sessions, alternate environment
<input type="checkbox"/> Use of 'Chill-out' procedure, diary pass, safe place	<input type="checkbox"/> Clarification of task understanding	<input type="checkbox"/> Provision of reader to read instructions aloud
<input type="checkbox"/> Crises intervention	<input type="checkbox"/> Provide 'wait time' for processing responses	<input type="checkbox"/> 1:1 assistance, individualised task sheets
<input type="checkbox"/> Visibility of resources, reference checklists etc.	<input type="checkbox"/> Chunking of information, breaking down tasks	<input type="checkbox"/> Scribe as appropriate
<input type="checkbox"/> Alternative arrangements – assembly, sport	<input type="checkbox"/> Combine oral and visual input – Write instructions on the board	<input type="checkbox"/> Alternative response modes – graphic representation, oral, 3D model
<input type="checkbox"/> Provision for PLP focus areas in planning	<input type="checkbox"/> Provide visuals for steps of a task where possible eg. Post Its	<input type="checkbox"/> Digital portfolios
	<input type="checkbox"/> Visual stimuli when explaining complex concepts	<input type="checkbox"/> Consultation with parents re engagement in NAPLAN
<b>Resources:</b>	<input type="checkbox"/> Adjust pace of lesson and adjust expectations	<input type="checkbox"/> QCS Special provision application
<input type="checkbox"/> Modified, alternative, simplified, less dense texts	<b>Language Support:</b>	<input type="checkbox"/> Negotiate exemption from 5 point scale for reporting if operating below the expected level
<input type="checkbox"/> Adapted or modified worksheets / handouts – enlarged, alter layout	<input type="checkbox"/> Increase ability to understand new lesson topics	
<input type="checkbox"/> Concrete hands-on materials, learning aids and support materials	<input type="checkbox"/> Activate and link new knowledge to prior understandings	<input type="checkbox"/> Other
<input type="checkbox"/> Specialised equipment (FM System), tools, resources	<input type="checkbox"/> Pre-teach curriculum specific key vocabulary and concepts	
<input type="checkbox"/> Photocopy or electronic access to notes, PowerPoint handouts	<input type="checkbox"/> Repeated presentation of keypoints	<b>Organisation Strategies:</b>
<input type="checkbox"/> Use of assistive technology, ICT's to support literacy and learning	<input type="checkbox"/> Prompting, cueing, modelling of appropriate responses	<input type="checkbox"/> Task Analysis – organise assignments
<input type="checkbox"/> Alternative and Augmentative Communication devices (AAC)		<input type="checkbox"/> Use of Term Planner in diary
<input type="checkbox"/> Scaffolding of tasks	<b>Presentation Strategies:</b>	<input type="checkbox"/> Use of electronic planners, microphone recording of homework, assessment expectations
<input type="checkbox"/> Graphic organisers / note making frameworks	<input type="checkbox"/> Limit copying from board – encourage digital note-taking	
<input type="checkbox"/> Visual prompts – schedules, checklists, pictorial reminder aids etc	<input type="checkbox"/> Explicit teaching of comprehension strategies	<input type="checkbox"/> Teacher aide support to note homework tasks in diary
<input type="checkbox"/> Term outlines, vocabulary list, glossary to be sent home to preview	<input type="checkbox"/> Explicit teaching of prompts to edit and proofread work	
<input type="checkbox"/> Use of electronic format for textbook – avoid heavy bags	<input type="checkbox"/> Multi-sensory presentation of curriculum material	
<b>Support Services:</b>	<b>Output:</b>	
<input type="checkbox"/> Collaborative planning with specialised Learning Support Staff	<input type="checkbox"/> Reduced complexity, content, workload	
<input type="checkbox"/> Close monitoring and Teacher Aide support	<input type="checkbox"/> Multiple means of engagement	
<input type="checkbox"/> Consultant Advisory Visiting Teachers	<input type="checkbox"/> Adapt written output if experiencing fatigue	
<input type="checkbox"/> Close monitoring by Pastoral and Counselling staff	<input type="checkbox"/> Small group, 1:1 instruction	
<input type="checkbox"/> Positive Behaviour Support Plan	<input type="checkbox"/> Use of students strengths, learning style, interests to engage	
<input type="checkbox"/> Incidental teaching of social skills	<input type="checkbox"/> Modelling of outcome	
<input type="checkbox"/> Regular home school communication – email contact with family	<input type="checkbox"/> Oral response accepted	
<input type="checkbox"/> Reinforcement / rewards schedule – link with home through diary	<input checked="" type="checkbox"/> Provide feedback and correction, frequent cumulative review	
<input type="checkbox"/> Homework exemption negotiated with family	<b>Management Strategies:</b>	
<input type="checkbox"/> Risk management for excursions, practical subjects	<input type="checkbox"/> Acknowledge effort, reinforce, encourage participation	
<input type="checkbox"/> Medical Alert Management Sheet	<input type="checkbox"/> Reminders / monitoring of on-task behaviours	
<input type="checkbox"/> Medication	<input type="checkbox"/> Explicit teaching of self-regulation strategies	
<input type="checkbox"/> Dietary issues, Allergies	<input type="checkbox"/> Non-verbal prompting and support gestures	
<input type="checkbox"/> Personal care requirements	<input type="checkbox"/> Planned, times breaks away from tasks	
	<input type="checkbox"/> Alert to changes in routine, Cue in readiness for transitions	