

Personalised Learning Plan for Student M						Date 25/11/16
Student's current class	3F	Year	3	Class Teacher	Mr G	
Gender	Female	Reading Recovery	N/A	Author of PLP	Mrs B	
Aboriginal	N/A	Behaviour Plan	N/A	Anaphylactic	N/A	
ESL& Phase	3+	GATS	N/A	Disability	N/A	
Attendance Record: 96.1%						

Where is this student now?					
Academic performance Based on most recent report		Grade	Application	NAPLAN (2016)	Band
English	Reading	Sound ?		Reading	4
	T&L	Sound?		Writing	5
	Writing	Sound?		Spelling	5
Mathematics		High		Grammar, Lang, Punc	6
				Numeracy	6

Literacy continuum –Where is this student now?												
	1st	2nd	3rd	4 th End K	5th	6 th End yr 1	7th	8 th End yr 2	9 th End yr 3	10 th End yr 4	11 th End yr 5	12 th End yr 6
Reading												
Compre												
Vocab												
Writing												
Speaking												

Social and emotional progress and achievement					
Grades based on most recent report using "You Can Do It" data					
Getting along	Persistence		Confidence	Resilience	Organisation
Comments/Notes:					

Meeting minutes – consultation with family or care giver	
Strengths	Needs Support to identify and regulate emotions especially anger
Aspirations, goals and dreams	Interests
Impact of disability on learning Can impact adversely on others	Classroom management and learning strategies See below

Objective	S.M.A.R.T Goal(s)	Actions	Evidence
What is the long term goal?	What can you work toward now?	What specific actions or steps will we (student, teacher, parent) take to achieve this goal?	What will evidence your success or achievement of goals? How will you celebrate?
To develop self-esteem and confidence that he can regulate his emotions appropriately	1.M. will notice the signals his body gives him when he is getting angry 2.M. will identify and practice using strategies	The school counsellor (Ms V) will -work with M to help him notice his body's signals when he is becoming angry le identify where he feels angry – forehead -encourage M to talk about his feelings at home and at school –are there any triggers? -introduce the <i>Belly-breathing with Elmo</i> youtube clip for viewing at home and school	M. will be successful in using strategies to control his emotions so that major incidents are avoided as measured by observation and data collected at school

<p>in any situation</p>	<p>that help him manage his anger in acceptable ways</p> <p>3. M will be able to use these strategies to make better decisions about his behaviour</p>	<p>-meet with M's parents</p> <p>The class teacher (Mr G) will</p> <ul style="list-style-type: none"> -use the <i>Student Behaviour Analysis and Prompt Sheet</i> to identify risk factor, minimise triggers and work with the L&S team to identify strategies to keep M and others safe at school -support M to use strategies discussed and shared by counsellor -Talk to M. about his feelings in relation to the catastrophe scale -encourage M. to report issues at school to his teacher - help M. identify things he can do at school to help him feel calm and in control eg go to a quiet place <ul style="list-style-type: none"> read a book tell somebody – mum, dad, teacher think about a happy time go for a run (with partner) -use calm thermometer visual and M. identified strategies to prompt for and practice remaining calm -make a quiet space available for M. at school and agree how M. can access it if needed eg use of break card -provide Circle Time opportunities that normalise talk about feelings for all – eg introduce the <i>Belly-breathing with Elmo</i> youtube clip -communicate with M's parents about his behaviour – good and bad choices -increase specific positive feedback about things M. is doing well <p>Parents will</p> <ul style="list-style-type: none"> -support the strategies used at school -Talk to M about his feelings and help him identify things he can do at home make him feel better eg go to a quiet place <ul style="list-style-type: none"> read a book tell somebody – mum, dad, teacher think about a happy time go for a run -seek assistance of psychologist to assist with managing M's challenges and share relevant strategies with school 	<p>How would M. choose to celebrate his success?</p>
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PLP team: Student: MA, **Parent(s):** Mr & Mrs A **Class Teacher:** Mr G, **Principal:** Ms H, **DP:** Mrs J **Counsellor:** Ms V, **L&ST:** Mrs B

Implementation date: 23/11/16

Review date: 07/12/16 – 9 am