Developing and implementing PLPs at the whole school level: A checklist

The following checklist is designed to gauge where your school is in relation to the use of PLPs to improve Indigenous student outcomes. Your answers will provide a broad picture of what's working and what might need attention.

AT OUR SCHOOL...	YES	PARTLY	NO
there is an agreed belief that Aboriginal and Torres Strait Islander students can perform at levels commensurate with the general population			
school leadership has provided clear guidance and ongoing support for the school community in developing and implementing PLPs			
the local Aboriginal and/or Torres Strait Islander community is involved in the development and implementation of PLPs			
PLPS respect and value each student's Aboriginal and Torres Strait Islander culture and knowledge			
PLP learning goals are aligned with key mainstream learning outcomes			
PLPs contain a section that identifies current learning on a pathway, along with the evidence that supports that judgement			
PLPs contain a section describing specific short-term learning goals to support the student's development and progress			
PLPs contain a section describing specific teaching strategies, the resources needed and how barriers to learning might be overcome			
PLPs contain a section describing how you will know when each student's learning goals have been achieved through specifically observable student actions			
student's progress towards their learning goals is assessed and reviewed regularly			
the PLP process is viewed as part of day-to-day teaching and learning			
along with the student and his or her teacher, appropriate family members or care-givers have been involved in the development and monitoring and revision of the plan			
the PLP process has made clear how parents and caregivers can help the student learn at school and at home			
where age-appropriate, students play an active role in the development of PLPs and their voice is clearly represented in the plans			
professional learning support is provided for teachers so they are confident in using PLPs			
time is provided for teachers to engage with students in the PLP process			
time is provided for teachers to engage with other teachers in discussing PLPs and student progress			

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