



MARIBYRNONG PRIMARY SCHOOL

INDIVIDUAL LEARNING PLANS

What is an ILP?

For some students, an Individual Learning Plan (ILP) is developed to support their access, participation and engagement in learning and school life.



Who is involved?

The plan is developed within the school in collaboration with families, educators and professionals where appropriate. Parents will be invited to meet with the class teacher to form the ILP and can come with some ideas/goals in mind.

What to Expect

The class teacher takes the lead in writing an ILP. The ILP should be a living document that is regularly monitored, reviewed, and updated as your child grows and develops.



What should be included?

The ILP outlines agreed goals and strategies to support a student to access, participate and engage in learning and school life generally.



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ILP TIMELINE

Starting an ILP

An ILP can be written at any stage of the school year. Where a prior ILP exists, a revised or new plan should be written in **term 4** by the current teacher, and passed to the educator(s) for the following year. This will be the plan enacted at the start of a new school year.



Reviewing the ILP

Although ILPS might be reviewed and updated at any time, you should expect to have an ILP review meeting mid-year (**end term 2 during interviews, or start of term 3**) at a minimum.

Starting the School Year

A new classroom teacher will use the plan devised by the previous class teacher. This will be discussed in **Getting to Know You** interviews at the beginning of the year, and can be reviewed and amended at this meeting.



Communicating the ILPs

ILPS are written and stored in the SAS (School Administration System). Signed hard copies are stored in student files. ILPS are shared with parents either by email after the meeting, or in hard copy. All staff working with your child are able to access ILPS within SAS for their information and action.



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WHO CAN I TALK TO?

Class Teacher

ILPS are written by class teachers. They are responsible for coordinating review meetings, communicating revisions or new plans. However, teachers will collaborate with all educator stakeholders including our intervention and EALD specialists.



Team Leaders

Year group leaders (members of school executive) should have knowledge of all students who require an ILP. They can support the resourcing and adjustments for ILP goals.

DECO

The school Disability Education Co-ordinator (DECO) is responsible for auditing and ensuring all children who require an ILP have the corresponding documentation to support their learning. This also included Positive Behaviour Support Plans.



Need to know more?

You can email our DECO **anna.thorpe@ed.act.edu.au** if you would like to know more about the ILP process