**Secondary Attendance Improvement Plan**

An Attendance Improvement Plan can be implemented to support of a student whose attendance is of concern. This should be developed with the student so they have ownership over the plan and the parents/carers and any support workers. This template can be modified to suit the needs of your student and the context of your school. It may also be useful to bring a copy of the [School is better when you’re here – secondary school students](https://edugate.eduweb.vic.gov.au/edrms/collaboration/EISB/AE/Attendance%20web%2010%20August/EDC%20-%20School%20is%20better%20when%20you're%20here%20-%20secondary%20school%20students.docx) as a resource to support your discussion.

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| **Student’s Name:** |  | | **Year/Form:** | |  | | **Date of Meeting** |  |
| **Attendees at meeting:** | | | | | | | | |
|  | | | | | | | | |
| **Objectives of meeting:** | | | | | | | | |
| E.g. to support student to improve their school attendance and to ensure she/he continues to achieve academically and feels socially connected to her/his peers. | | | | | | | | |
| **Background – attendance data** | | | | | | | | |
| E.g. Over the past month/term the student has missed x days of school  Analyse the student data and investigate relationship to such factors as day of the week, time of day, class/subject/year level, timetable, gender/cultural groups, family obligations/commitments/issues | | | | | | | | |
| **The following areas are strengths and interests of the student.** | | | | | | | | |
| Outline the students strengths and interests so that the plan can use these as a means of engaging the student | | | | | | | | |
| **The reasons the student finds it hard to get to school** | | | | | | | | |
|  | | | | | | | | |
| **The following is an assessment of the student’s work habits.** | | | | | | | | |
| **Effort:** | | **Homework:** | | | | **Class behaviour:** | | |
| **Student‘s attendance goals are:** | | | | | | | | |
| E.g.  1. To attend three days a week for the rest of term 2  2. To increase my attendance from 73% in English to 90% by the end of the term.  **Ensure the student’s goals are SMART goals – specific, measureable, achievable, timely & realistic** | | | | | | | | |
| **The student will take the following actions to achieve their goal** | | | | | | | | |
| Amongst other things, consider:   * Morning and bedtime routines * Technology in the bedroom * Participation in extra-curricular activities | | | | | | | | |
| **Staff will take the following actions to help the student achieve these goals** | | | | | | | | |
| Amongst other things, consider:   * Adjustments to curriculum e.g. concentrating on core or favorite subjects for a period of time, modifying conditions of tests, providing additional scaffolds, a temporary reduction in homework * A staged return or temporary part time attendance * Referrals to SSSO or community agencies/supports * Identifying a school-based support person * Recess & lunchtime activities/clubs that the student can be involved in * A referral to the careers counsellor | | | | | | | | |
| **The student‘s parents will take the following actions to help the student achieve these goals** | | | | | | | | |
| Amongst other things, consider:   * Morning and bedtime routines * Technology in the bedroom * Communication with the school * Accessing support from community agencies * Support with homework * A visit to the family GP for a check-up | | | | | | | | |
| **The plan will be monitored in the following way:** | | | | | | | | |
| Amongst other things, consider:   * Attendance data * Tasks completed * Participation in class * Student observations * Parent observations * School observations | | | | | | | | |
| **Implementation start date:** | | | | **Review date:** | | | | |

Other factors to consider:

* The important role relationships play in increasing connectedness/engagement
* Identify a supportive staff member who can check in with the student
* Some kind of reward system or a way of acknowledging the students efforts to improve their attendance
* Student visits to first aid as a way of avoiding class or going home
* Providing an alternative to just leaving school e.g. checking in with wellbeing or working independently in a supervised area like the library
* Participation in specialist classes like PE that the student may be avoiding
* Any student concerns around using the school toilets or change rooms
* Building social connections & ensuring the student feels safe in the yard
* Comprehensive learning assessments and additional supports or adjustments if required
* Additional family support via community services
* Referring the student to alternative programs, reengagement programs or local youth services
* Work experience or TAFE tasters if an option