**Primary 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 – primary 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-%20primary%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 the student in improving 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 & 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** | | | | | | |
|  | | | | | | |
| **Student’s attendance goal for the next three weeks** | | | | | | |
| **Week 1 –**  **Week 2 -**  **Week 3 -** | | | | | | |
| **The student will take the following actions to achieve their goal** | | | | | | |
| **Amongst other things consider:**   * Packing their bag the night before * Joining a lunchtime club * Other | | | | | | |
| **Staff will take the following actions to help the student achieve these goals** | | | | | | |
| **Amongst other things consider:**   * A daily reward system and a weekly rewards system (see below) * Home visits * 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 * A letter sent home at the end of the three weeks with attendance summary/congratulatory letter when attendance achieved * Referrals to SSSO or community agencies/supports * Identifying a school-based support person * Recess & lunchtime activities/clubs | | | | | | |
| **Student‘s parents will take the following actions to help the student achieve these goals** | | | | | | |
| Amongst other things, consider:   * Setting homebased rewards * 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 | | | | | | |
| **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
* 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 and ensuring the student feels safe in the yard
* Comprehensive learning assessments and additional supports or adjustments if required
* Additional family support via community services

**Primary Attendance Rewards Chart – Sample**

This program is to be used as a reward for \_\_\_\_\_\_\_\_\_\_\_\_\_\_ success in improving their attendance. Each day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is to bring the chart to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If by Friday she/he achieves 3 stickers, she/he will received a sticker the achieved box and will get a reward. If she/he achieves 9/15 days she/he will receive a super-award. Increase the goal posts as attendance improves. If the plan hasn’t been achieved, reconvene the Attendance support group meeting and consider further supports.

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| --- | --- | --- | --- | --- | --- | --- |
| **Week 1 - My goal this week is to attend 3 days** | | | | | | |
|  | Monday | Tuesday | Wednesday | Thursday | Friday | Achieved |
| Sticker |  |  |  |  |  |  |
| Positive experience at school |  |  |  |  |  |
| What did mum/dad enjoy hearing about? |  |  |  |  |  |
| **I am working towards the following goals** | | | | | | |
| **At home** | | | **At School** | | | **Achieved** |
| Weekly goal: 15 minutes on the computer at home | | | Weekly goal: e.g. 15 minutes on the computer | | |  |
| Super goal: A trip to the zoo | | | Super goal: e.g. one on one basketball time | | |
| **Week 2 - My goal this week is to attend 3 days** | | | | | | |
|  | Monday | Tuesday | Wednesday | Thursday | Friday | Achieved |
| Sticker |  |  |  |  |  |  |
| Positive experience at school |  |  |  |  |  |
| What did mum/dad enjoy hearing about? |  |  |  |  |  |
| **I am working towards the following goals** | | | | | | |
| **At home** | | | **At School** | | | **Achieved** |
| Weekly goal: | | | Weekly goal: | | |  |
| Super goal: | | | Super goal: | | |
| **Week 3 - My goal this week is to attend 3 days** | | | | | | |
|  | Monday | Tuesday | Wednesday | Thursday | Friday | Achieved |
| Sticker |  |  |  |  |  |  |
| Positive experience at school |  |  |  |  |  |
| What did mum/dad enjoy hearing about? |  |  |  |  |  |
| **I am working towards the following goals** | | | | | | |
| **At home** | | | **At School** | | | **Achieved** |
| Weekly goal: | | | Weekly goal: | | |  |
| Super goal: | | | Super goal: | | |