# Student Absence Learning Plan

Student Absence Learning Plans will support the education and engagement of students who are absent from school for an extended period. To achieve the best results, schools should collaborate with the student and parent/carer when creating the plan.

A Student Absence Learning Plan **should** be developed for students who will have an extended absence from school.

A Student Absence Learning Plan **must** be

* students suspended for more than 3 days (for more information, see <https://www.education.vic.gov.au/parents/behaviour/Pages/suspended-school.aspx>)
* students subject to an expulsion appeal process (for more information, see <https://www.education.vic.gov.au/parents/behaviour/Pages/expelled-school.aspx>)

Depending on the circumstances of the student’s absence, it may be appropriate to only focus on one or two core subjects. If the student participating is in a special event or an activity (e.g. a cultural ceremony, travel overseas), consider if this experience could form the basis of task that can be shared with the student’s teacher and peers.

It may also be useful to develop a Return to School Plan for students who have been absent from school for an extended period. See: <https://www.education.vic.gov.au/Documents/school/teachers/management/returntoschoolplan.doc>

Attach or link to tasks and/or assignments provided by the student’s teacher(s) to complete while the student is absent.

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| **Student name** |  | | **Date of last day of school** |  |
| **Year level** |  | | **Date of return to school** |  |
| **Reason for absence** | | | | |
| **Activities for the student to undertake while away from school:** | | | | |
| **Outcomes for the student to achieve:** | | | | |
| **Resources the student may find useful:** | | | | |
| **Agreed role of parents/carers in supporting the absence learning program:** | | | | |
| **School contact person:**  **Contact phone/email:**  **Signature:**  **Role:** | | **Signature of student (where appropriate)**  **Signature of parent/carer** | | |