



Modified Timetable Arrangement Plan



This form must be completed in conjunction with the MACS Modified Timetable Procedure and the MACS Attendance Support Plan (or equivalent). Before implementing any modified timetable arrangement, schools must complete this form and consult relevant educational professionals. A Risk Assessment (see Appendix 1) must be conducted to evaluate the impact on the student's wellbeing and learning. All student information must be treated as confidential and managed in accordance with MACS and school data protocols. The student's safety and wellbeing during any periods of modified attendance must remain a central consideration.

1. STUDENT AND SCHOOL DETAILS

Student Name:	Click or tap here to enter text.	Year level:	Click or tap here to enter text.
DOB:	Click or tap to enter a date.	NCCD funding:	Y/N
School	Click or tap here to enter text.	Principal	Click or tap here to enter text.
Region	Click or tap here to enter text.	School Key Contact (if other than principal):	Click or tap here to enter text.
Members of program support group (PSG):	Click or tap here to enter text.	Additional external support staff (if applicable):	Click or tap here to enter text.
Date of last PSG or planning meeting if relevant (please attach relevant actions from minutes)	Click or tap to enter a date.	Date of meeting with parents/carers	Click or tap to enter a date.

2. REASON AND EVIDENCE FOR MODIFIED TIMETABLE

Relevant documentation supporting modified timetable decision: <i>e.g., PLP, BSP, Safety Plan, Cultural plan, Attendance Support Plan, Medical report/letter</i> If not attached, please state why:	
Summary of MACS Student Engagement Unit (SEU) consultation <i>Brief note on whether the school has consulted with the MACS Student Engagement Unit, including how this occurred – e.g., via ROSAE referral or direct engagement.</i>	

Reasons for modified timetable	
Is the student engaged with external professionals? If so, who?	
Has the risk assessment been completed? (Refer to Appendix 1)	

3. OUTLINE OF MODIFIED TIMETABLE PLAN

Please state teaching time per session each day, where the provision will take place and what the adjustments will be.

	Start Time	End Time	Breaks	Where will provision be delivered?	What will be delivered/ adjustments in place?
MON					
TUES					
WED					
THURS					
FRI					
Total Number of supervised teaching hours per week: (e.g., in the classroom, additional tutoring in library, wellbeing room, etc).					

4. LEARNING PROGRAM

Note: When non-attendance has led to modifications in assessment and reporting, staff must refer to the [reporting guidance and advice](#) for detailed requirements and processes when reporting student progress and achievement.

Current learning plans/support documentation:

**Refer to relevant documentation that informs the student's learning needs and supports e.g. Attendance Support Plan, Personalised Learning Plan, Behaviour Support Plan, etc.*

Description of the learning program:

Describe how the student's learning program has been adjusted to reflect their modified attendance. Include delivery mode (e.g. onsite, offsite, blended), and any adjustments that support access and engagement (both onsite and offsite).

Tasks/Assessments for the student to undertake:

List the tasks and assessment the student is expected to complete during the Modified Timetable Arrangement below. Ensure the tasks are realistic and achievable within the student's modified timetable.

Learning Area	Tasks Description	Due Dates (if applicable)
---------------	-------------------	---------------------------

English/Literacy	e.g. Write a journal entry from the perspective of a character from a studied film or text. e.g. link to task on learning system	e.g. Friday week 3
Maths/Numeracy		
Personal and Social Capabilities		
Other		

Outcomes for the student to achieve:
Identify key learning goals the student is expected to work towards during the modified timetable arrangement, based on current capacity and support plans.

5. PROPOSED REVIEW SCHEDULE AND OUTCOME (MAXIMUM OF 10-WEEK PERIOD)			
Note: Reviews should aim for small, incremental increases in attendance and engagement, where appropriate.			
Modified Timetable Start Date	Click or tap to enter a date.	Date of Review *	Click or tap to enter a date.
Date of Review*	Click or tap to enter a date.	Date of Review*	Click or tap to enter a date.
Date of Review*	Click or tap to enter a date.	Final Review Date	Click or tap to enter a date.
Date student is projected to return full-time	Click or tap to enter a date.	Outcome of modified timetable arrangement: ☐ Student has resumed full time and their modified timetable arrangement ends; or ☐ Decision to continue modified timetable past the projected return date; or ☐ Student's attendance has declined, escalate the matter to MACS Student Engagement Unit Staff	

***Review a maximum of fortnightly**

6. SCHOOL CONTACT DETAILS			
Section	Name	School Position	Contact Tel. & Email Address
School key contact/case manager for monitoring the modified timetable arrangement	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

STUDENT AGREEMENT (where appropriate)

1. I understand and agree that my timetable will be modified between the dates specified above and that this plan will be reviewed regularly to check my progress.
2. I will attend school on the agreed days and times and follow the plan that has been set to support my learning and wellbeing.
3. I will take part in review meetings and share my thoughts and feelings about what is working well and what could be improved.
4. I understand that this arrangement is designed to help me succeed and that my voice and ideas are important in making this plan work.

SIGNED (Student)		DATE:	Click or tap to enter a date.
-------------------------	--	--------------	-------------------------------

PARENTS AND CARERS AGREEMENT

1. I understand that my child will be placed on a modified timetable arrangement between the dates specified above and is subject to arranged reviews based on progress with objectives.
2. I will attend review meetings and engage with any services provided to support my child.
3. When my child is unable to attend school at the times/days in the above plan, I will alert the school to their absence via school processes.
4. I understand that in agreeing to this arrangement, a copy of this form will be provided to MACS staff and any Student Engagement staff currently working with my child, along with any supporting plans.

SIGNED (Parent/Carer 1)		DATE:	Click or tap to enter a date.
SIGNED (Parent/Carer 2)		DATE:	Click or tap to enter a date.

School key contact responsible for coordinating home learning tasks	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
---	----------------------------------	----------------------------------	----------------------------------

PRINCIPAL AGREEMENT

1. I understand that the student will be placed on a modified timetable arrangement between the dates specified above and is subject to arranged reviews based on progress with objectives.
2. A school-based student care staff member/team will be organised to support the student on the modified timetable arrangement.
3. The student care staff member/team, parents/carers, and relevant members are to organise, attend and engage in regular review meetings.
4. The school care team will provide a plan for student's learning while at home during the arrangement.

SIGNED:		DATE:	Click or tap to enter a date.
----------------	--	--------------	-------------------------------

Administrative process

SCHOOL PRINCIPAL	
Email this form and any relevant supporting documentation to your regional office: - Northern Region: manager.nro@macs.vic.edu.au - Eastern Region: manager.ero@macs.vic.edu.au - Southern Region: manager.sro@macs.vic.edu.au - Western Region: manager.wro@macs.vic.edu.au	Click or tap here to enter text.
CC the following stakeholders into the above email, as applicable: - for students with an active ROSAE case, include the relevant case worker/s - for students who are in OoHC, include the MACS Student Health and Wellbeing Team email: wellbeing@macs.vic.edu.au - for Aboriginal and/or Torres Strait Islander Students, include the MACS Aboriginal and Torres Strait Islander Education CoE email: matsied@macs.vic.edu.au. - for students in the senior secondary years of education, include the MACS Pathways Team email: pathways@macs.vic.edu.au	
Date emailed to Regional Office	Date: Click or tap to enter a date.
Signed (insert Principal's name):	Click or tap here to enter text.

MACS REGIONAL OFFICE ADMIN STAFF	
Evidence for modified timetable attached (tick all those that apply):	
Medical report/letter	☐
Attendance Support plan	☐
Personalised Learning Plan	☐
Cultural Plan	☐
Behaviour Support Plan	☐
Student Support Plan	☐
Other (specify):	☐
Forward email onto relevant Senior Manager, School Leadership	Date: Click or tap to enter a date.
Add Modified Timetable Arrangement Plan to Content Manager file:	Date: Click or tap to enter a date.
Signed (insert admin staff name)	Click or tap here to enter text.

Appendix 1: Risk Assessment for Modified Timetable Arrangement

Note: This assessment is intended to identify risk considerations and mitigation strategies when considering the implementation of a Modified Timetable Arrangement Plan for a student. It is for internal school use only. Schools should contextualise and adapt the information to reflect their specific environment.

1) IDENTIFICATION OF RISK			
Describe the presenting condition, circumstance, or need prompting the modified timetable: (e.g. chronic illness, mental health, family crisis, school refusal, disability-related need)			
Has this been observed, reported or documented?		Who may be impacted by this arrangement? (e.g. student, family, staff)	
POTENTIAL RISK AREA	POTENTIAL RISKS	POSSIBLE MITIGATION STRATEGIES	
Student Safety	- Will the student be adequately supervised while off-site? - Are all duty-of-care obligations being met while the student is off-site? - Is the arrangement compliant with MACS Duty of Care Policy and MACS Supervision Policy? - Will the student be adequately supervised onsite when not in an allocated class? (e.g. in the library, wellbeing room) - Could the student be exposed to unsafe environments or influences both onsite or when not at school? - Is there a risk of disengagement or increased vulnerability? - Are there known concerns around family conflict, instability, or home environment that may impact the student's safety or wellbeing?	- Confirm supervision arrangements with parents/carers while student is off-site - Ensure Program Support Group (PSG) meetings include discussion of supervision arrangements for both on-site learning and off-site learning. - Ensure family supports have been offered. This could include supports from DFFH/The Orange Door/contracted agency/carers in case of students in OoHC. - Document agreement and expectations. - Ensure any mandated reports are made. - Schedule regular wellbeing check-ins from nominated school staff (e.g. via phone call, online).	

Educational impact	• Will the student fall behind academically due to modified instruction time? • Is there a risk of missing key assessments or curriculum content? • Could this impact their progression, future subject choices, or graduation pathways?	• Use Individual Education Plans (IEPs) or Personalised Learning Plans (PLPs). • Modify assessment and reporting in line with the reporting guidance and advice, following detailed requirements and processes for documenting student progress and achievement. • Provide catch-up support and tutoring. • Ensure, in writing, that the family are aware of any potential educational impacts so they are providing informed consent.
Mental health & wellbeing	• Could modified school attendance increase feelings of isolation or anxiety? • Is the student missing access to trusted peers? • Is the student missing access to trusted adults or wellbeing supports? • Could the arrangement worsen existing mental health conditions?	• Refer student to external referrals. • Maintain regular contact with trusted peers. • Maintain regular contact with wellbeing staff. • Provide relevant professional learning regarding trauma-informed practices, the student's condition, connectedness and belonging to relevant staff.
Equity and inclusion considerations	• Are cultural or linguistic needs being considered? • Is the student receiving equitable access to learning and support?	• Ensure reasonable adjustments are documented and reviewed. • Engage cultural liaison officers or interpreters. • Incorporate opportunities for cultural connection into the plan. • Ensure cultural safety both onsite and when not at school. This includes the online environments. • Provide professional learning in cultural inclusion and safety for staff.
Any other considerations or risk factors relevant for the student or family due to modified timetable?		

<i>Note: This Risk Assessment does not replace any safety plans or other plans in place. (For risks related to behaviour, either to themselves or other, see the behaviour risk assessment. For Medical/Health Management, refer to relevant plans.)</i>		
--	--	--

