



Attendance Support Plan

The Attendance Support plan should be completed alongside the MACS Attendance Policy and in conjunction with any relevant plans (e.g. Student Safety Plan, Modified Timetable Arrangement Plan, Student Health Support Plan, etc).

The Attendance Support Plan helps identify and address barriers to regular school attendance and supports the student's engagement and wellbeing. The plan should be developed collaboratively by the student (where appropriate), their Parents and Carers, school staff, and external supports to ensure a coordinated approach to improving attendance.

An Attendance Support Plan is typically developed for students who are:

- experiencing school attendance concerns
- experiencing ongoing or chronic absences
- at risk of disengagement from school.

While school staff may facilitate the completion of this form, it is essential that the student's voice, preferences, and experiences are actively sought and reflected throughout (where appropriate). Staff must avoid making assumptions about the student's needs or goals without consultation. The student should be supported to take ownership of the plan where possible.

Only sections relevant to the student's context need to be completed.

Initial attendance support meeting:			
Present at meeting:			Date:
Student details			
Name:	Year level:	Type of curriculum: <i>e.g. EAL curriculum, VCE/VCE: VM</i>	Presenting condition, circumstance, or need prompting modified timetable: <i>e.g. chronic illness, mental health, family crisis, school refusal, disability-related need, return to school following attempted suicide, etc.</i>

Cultural identity/connections:	Support teams: <i>e.g. School-based staff, MACS Student Engagement Unit (SEU), Lookout, Orange Door, NDIS professionals, etc</i>	
Support Plan Details		
Start date of support plan: <i>(including modified timetable arrangement date if relevant)</i>	End date of support plan: <i>(including modified timetable arrangement date if relevant):</i>	Listed dates of review:
Name of school staff responsible for support plan:	Previous attendance arrangements:	
Student agency		
What has been making school challenging for you?		
What would make coming to school easier right now?		
What has helped you feel safe or supported at school in the past?		
What are your overall goals?		

Goals/Objectives for re-engagement

The goals and objectives below should relate to re-engagement with school. For goals or objectives focused on specific learning, assessment, or adjustments, schools should consider developing a Personalised Learning Plan (PLP).

Note: It is important to define a Plan A and Plan B. What is the primary goal, what is acceptable if the goal isn't fully met, and identifying a stretch target that encourages further progress.

Goal	What does this look like?	How will this be achieved?	Person/s responsible	By when?	Progress/Review Notes
EXAMPLE Plan A: Attend three days per week (Mon, Wed, Fri) Plan B: Attend 2 days per week (any combination)	EXAMPLE Student to attend Monday, Wednesday and Friday for half-days with flexibility for Plan B.	EXAMPLE Meet with wellbeing staff at the start of school. Student to agree to buddy who will greet them at reception by 8:40am. Wellbeing staff and teacher ensure check ins before and after class.	EXAMPLE Student Wellbeing Leader, Classroom teacher	EXAMPLE End of week 4, term 3.	EXAMPLE Week 2: student attended 2 days – Monday and Wednesday. Positive feedback from staff. Continue with current plan
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Shared commitments to support re-engagement

Actions and supports to achieve goals:

How will progress and achievement be monitored and celebrated?

What will parent/carers do to support the goals for re-engagement? Click or tap here to enter text.	What will the student do to work towards the re-engagement goals? Click or tap here to enter text.	What will the school do to support the goals for re-engagement? Click or tap here to enter text.
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Parent/Carer name/signature:	Student name/signature:	School representative name/signature:
<i>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.</i>		

School Admin	
Teacher responsible for monitoring the Attendance Support Plan:: Click or tap here to enter text.	Teacher responsible for coordinating work that will be sent home: Click or tap here to enter text.