

# Factors Promoting Increased Attendance

A commitment from the student, their family, school, and service providers to a collaborative approach will maximise the chances of success for the return to school process. Below are possible helpful and unhelpful points to consider.

## Communication Processes

Team around the learner documents (hyperlink to department) – will support a collaborative approach

- Create the support team – clarify roles and responsibilities
- Regular communication that includes contact for successes as well as challenges
- Nominate key teacher to communicate with the student about:
  - work to complete
  - return to school plans
  - how to use support strategies at school

## Positive School Climate

- Feeling of connection to school
  - Having a strong adult relationship
  - Strong peer relationship/s
  - Safe space and strategies to use
  - Academic supports where needed
- Ensure teachers are aware of the student's situation and support plans
  - Welcome student back (possibly quietly)
  - Brief history to be given to teachers, this can be developed with student
  - Acknowledge with the student you will follow the support plan
  - Remind student they have likely missed work, and you will provide extra support for them. i.e set up a learning buddy

## Learning supports

- Create an Individual Learning Plan (ILP)
- Preferred work tasks to be sent home
  - With feedback process in place
  - Ensure tasks are achievable and workload is manageable
- Use school online communication system to communicate with the student (i.e. Compass)
- Consider reasonable adjustments to the academic work load, and omit assessment tasks for the initial transition back to school period
- Collaborate with student to prioritise SOME missed work. We cannot expect all missed work to be completed.

## Organisational supports

- Clear and consistent communication systems in place with all stakeholders
- Create (and stick to as much as possible) a Return to School (RTS) plan
- Reasonable adjustments to attendance (i.e. start with favourite subject, stay for 1 period each day, etc) – remember, better to have some attendance than no attendance).
- Decide who, and what information will be communicated to relevant staff
- Plan for challenges, as these will likely occur along the way, it is okay to modify the plan as needed.

## Possible challenges to consider

Length of time out of school – longer = harder

- ❖ Not addressing the key difficulties the student was having prior to reduced attendance, as this could become an issue again. (e.g. diagnosis and associated difficulties, bullying, work load, social pressure)
- ❖ Inconsistent routines and expectations within the home (e.g. sleep routines, screen time, exercise and diet)
- ❖ Student not being part of the planning or unsure of how to use the plan will likely impact success
- ❖ Rushing the process – this could be from any stakeholder, including student, and is often unhelpful