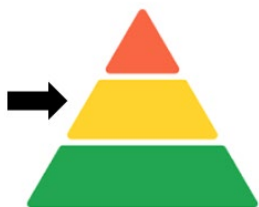# Tier 2 Interventions
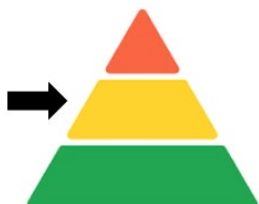
Targeted Supports for Students At-Risk

Tier 2 Interventions are targeted strategies and supports aimed to stabilise or improve school attendance for identified students with repeated or reoccurring absences from school. It is important to review and monitor attendance data and understand the context and factors that impact on school attendance to plan and implement strategies and supports targeted to the student's needs.

Tier 2 Interventions	Examples
Identify students at-risk of disengagement and non-attendance	- Identify at-risk students and report to school leadership and/or wellbeing teams as per school policies - Gather and review accurate baseline data for the identified student - Identifying patterns of avoidance-activities, times of day where student is at-risk of leaving early or not attending.
Create a School Support Team including representatives from school leadership, wellbeing and teaching staff.	- Identify key members of the School Support Team and meet regularly to discuss key concerns, develop support plans and monitor attendance - Involve students and their families in regular SSG meetings and invite the family to bring a support person if required. - Refer to allied health and other professionals and invite to contribute to School Support Team - School wellbeing, counsellor or Psychologist - School based Mental Health Practitioner - Koorie Engagement Support Officers (KESO) - Student Support Services Officers (SSSO) - Navigator - Family support services/workers - Community agencies/case managers - Youth services - HeadSpace - GP or paediatrician - Family First or Child Protection (DHHS)
Develop an ILP and plan targeted learning supports for the identified student using a strengths-based approach	- Assess learning needs and difficulties using formative and summative assessment tools - Review diagnostic assessments and communicate key recommendations to relevant staff - Plan reasonable adjustments in the classroom to focus on attendance and participation - Utilise a strengths-based approach to inform appropriate recommendations and interventions
Establish regular and consistent communication processes with the student and their family	Nominate a key staff member at school to provide regular contact and communication with the student and their family about:

	o work to complete
	o return to school plans
	o how to use support strategies at school
	o successes
	o key concerns
	• Provide daily or weekly personalised phone calls and emails with the student and their family
	• Support the family to implement consistent routines at home
	    o morning and evening routines
	    o sleep routines
	    o screen time
	    o exercise and diet

Use Student Voice and Agency to understand the student's experience of school and create opportunities for student ownership in decision making	• Student voice tools • Meetings and interviews with the student • Ask students to identify safe/unsafe spaces at school • Observe the student's patterns of behaviours around school preparation and school entry behaviours • Set individual goals with students to develop their ILP • School Refusal Assessment Scale – Revised (Kearney, 2002) • Involve student in planning and decision making about their timetable, subjects and preferences.
Identify and reduce obstacles to attendance	• Communicate student ILP, reasonable adjustments and helpful strategies with classroom teachers • Consider and address possible transport issues • Plan a structured and safe arrival at school including buffer activities, check in staff and organisational skills • Plan structured activities or safe spaces during break times. • Encourage any appointments to be scheduled outside of school hours • Consider and address competing explanations for absenteeism such as learning difficulties, caring for family members, bullying or conflict situations with peers.
Establish positive peer and adult connections	• Nominate a key staff member to build and maintain a trusting relationship and ask student to identify key support staff. • Create opportunities for the identified student to positively interact with peers and stay connected with friends at school.
Develop alternative timetables and provide options	• Develop and monitor a modified or flexible timetable – prioritise preferred subjects and withdraw student from subjects that may be especially challenging

	- Set expectations that students should be working on school-based activities during school hours and provide achievable and manageable tasks to complete at home. - Consider reasonable adjustments to the academic work load and temporarily omit assessment tasks
Monitor and review attendance regularly	- Review baseline attendance data and patterns of school avoidance behaviours to monitor changes to attendance - Reinforce attendance at school using reward systems and positive reinforcement strategies
Support transitions between year levels and to new school settings	- Plan ahead and set up handover meetings to share and distribute key information - Plan school tours, classroom visits and enjoyable activities in the new school or setting