

Sydney Distance Education High School



Student Review and Engagement Policy and Procedures

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Student Review and Engagement

Policy and Procedures

1. Distance Education Enrolment Procedures

Distance Education Enrolment Procedures states that parents/carers may seek full time enrolment in distance education for a student who is eligible to enrol in a NSW government school and meets one of the enrolment categories.

The specialist nature of some categories requires that enrolments in them are subject to periodic review to ensure that they remain eligible for distance education. Details are given in the enrolment information for those categories. If a student is deemed no longer eligible for distance education, the student's enrolment will cease and the parent/carer will be required to enrol the child at the local school or other approved education provider in order to meet the requirements of the *Education Act (1990)*. Head Teachers (HTs) Welfare monitor students enrolled under categories subject to periodic review and ensure that review time lines are met, review dates are entered on DELTA, and the Learning and Wellbeing Adviser from the local School Services team is consulted as required.

Sydney Distance Education High School (SDEHS) enrolls students under categories 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3 and 4 of *Distance Education Enrolment Procedures* and conducts reviews in accordance with the *Procedures* as follows:

- **2.5 Students with a medical condition that prevents their attendance at a regular school or other local provision: short term provision**

The enrolment period is for a minimum of 100 school days and must not exceed 400 school days. Students are reviewed by the school and additional medical documentation may be requested to assess eligibility for continued enrolment.

The HT Secondary Studies (Student Engagement & Attainment) has the responsibility to conduct reviews and follow up in consultation with the Deputy Principal and the HT Welfare for that student. Students continuing enrolment under 2.5 or who have exceeded 400 days must be referred to the HT Welfare for followup with their local Education Service team. The Deputy Principal must be informed.

- **2.6 Pregnant students/young parents for whom no appropriate local provision is available**

Enrolment can be maintained for a period of up to 200 days or, after the development of a comprehensive case management plan, extended to the completion of the next stage of learning. HT Welfare will seek advice from the relevant Learning and Wellbeing Adviser or their delegate to investigate alternative local education provision and to help the student to transition from distance education at the end of the enrolment period.

The HT Secondary Studies (Student Engagement & Attainment) has the responsibility to conduct reviews and follow up in consultation with the Deputy Principal and the HT Welfare for that student.

- **2.7 Vocationally talented students employed in the entertainment industry and students participating at elite levels in the performing arts or sport**

Students whose employment in the entertainment industry or elite participation in the performing arts or sport prevents their regular attendance at a school or other suitable local provider for more than 50 school days in a year, may be eligible for enrolment at a distance education school. Students are reviewed at least every twelve months and additional information may be requested to maintain eligibility for continued enrolment under 2.7.

The HT Secondary Studies (Student Engagement & Attainment) has the responsibility to conduct reviews and follow up in consultation with the Deputy Principal and the HT Welfare for that student.

- **2.8 Students with additional learning and support needs**

Students must be reviewed at least every 12 months to assess and monitor their individual needs and review the appropriateness of continued enrolment in distance education. SDEHS provides feedback to the relevant Department of Education Learning and Wellbeing Adviser about recommendations for continued access to distance education. In cases where the review identifies that distance education is no longer appropriate, the Learning and Wellbeing Adviser will facilitate enrolment at a suitable local setting.

- **2.9 Students with significant support needs – transition**

Students for whom an assessment indicates that they cannot attend their local government school on a regular basis may be eligible for temporary enrolment in distance education. This provision can only be accessed as part of a managed transition strategy between the local government school and the distance education school where the purpose is to return to the local school (from DE guidelines) or to facilitate their participation in further education or employment.

The following steps support this process.

Step 1: During the period of enrolment, the student will be enrolled at the distance education school but shared on ERN with the home school. The home school will receive copies of student reports while they are enrolled in distance education.

The home school will arrange a transition review with the distance education school at least three months before the return to school.

Step 2: While the student attends distance education, strong links will be maintained with the learning and support team from their home school. It is desirable that the transition period for this enrolment not exceed 200 school days (one year).

As per the SDEHS's *Student Review and Engagement Policy*, the Head Teacher Welfare and the relevant Learning and Wellbeing Adviser will review the enrolment and level of support required for each student in this category after 200 days.

Step 3: The distance education school will provide feedback to the home school and the School Services team where the student lives about recommendations for continued access to distance education support.

- ## 2.10 Students in extraordinary circumstances

During Semester 2 each school year, enrolments under category 2.10 must be reviewed. State-wide processes and templates – Appendix 23 and 24. School processes outlined below.

This review will be informed by a coordinated support meeting with the relevant School Services team referring the Director, outlining the student's progress with reference to the criteria for enrolment as stated in Distance Education Enrolment Procedures. The Director will advise the school if the distance education enrolment will be continued beyond the initial period.

Table 1 – Summary of Distance Education Enrolment Procedures

Enrolment Category	Review Action
2.5 Students with a medical condition that prevents their attendance at a regular school or other local provision: short term provision	<p>Students reviewed by HT Secondary Studies (Student Engagement & Attainment) who takes enrolment period on application into consideration.</p> <p>Follow up including additional medical documentation may be requested to assess eligibility for continued enrolment in consultation with the Deputy Principal and the HT Welfare.</p> <p>Students continuing enrolment under 2.5 or who have exceeded 400 days must be referred to the HT Welfare for followup with their local Education Service team. The Deputy Principal must be informed.</p>
2.6 Pregnant students/young parents for whom no appropriate local provision is available	<p>HT Secondary Studies (Student Engagement & Attainment) advises HT Welfare that the review period for students enrolled under 2.6 is due. HT Welfare seeks advice from the Department's local Learning and Wellbeing Adviser or their delegate to investigate alternative local education provision and to help the student to transition from distance education at the end of the enrolment period.</p>
2.7 Vocationally talented students employed in the entertainment industry and students participating at elite levels in the performing arts or sport	<p>Students reviewed by HT Secondary Studies (Student Engagement & Attainment) at least every 12 months in consultation with the Deputy Principal and HT Welfare. Follow up including additional requests for information to maintain eligibility for continued enrolment under 2.7 may be sought by HT Secondary Studies (Student Engagement & Attainment).</p>
2.8 Students with additional learning and support needs	<p>Students are reviewed at least every 12 months to assess and monitor their individual needs and review the appropriateness of continued enrolment in distance education. Feedback is provided to the Department's relevant Learning and Wellbeing Adviser about recommendations for continued access to distance education.</p>
2.9 Students with significant support needs – transition	<p>Each year HT Welfare and the Department's relevant Learning and Wellbeing Adviser review the enrolment and level of support required for the student to ensure the ongoing appropriateness in this category.</p>

Enrolment Category	Review Action
<p>2.10 Students in extraordinary circumstances</p>	<p>Term 3 Weeks 1-4 SDEHS (Head Teachers Welfare) contact local Learning and Wellbeing team, parents and appropriate professionals to determine date, time and venue for an Enrolment Review Meeting finalised by Term 4 Week 3. If the outcome of this meeting is that the student remains eligible for enrolment in 2.10 the Learning and Wellbeing team member prepares a letter for the Director from the template with recommendation for continued 2.10 enrolment for a specified time, with conditions for enrolment. The Director signs letter to parent, cc DE school and Rural and Distance Education Unit.</p> <p>The Principal/Co Principal will then forward the letter to the Head Teacher Welfare. The Head Teacher Welfare needs to put a copy on the students file and note details on the students Roll Call Card.</p> <p>If the outcome of this meeting is that the student is no longer eligible for continued enrolment under 2.10 the Learning and Wellbeing team, SDEHS and family collaborate to determine, pursue and finalise best option for student. See Appendix 25: 2.10 Student in extraordinary circumstances flowchart.</p>
<p>3 Years 9-12 curriculum access single course provision</p>	<p>Students are reviewed in accordance with SDEHS internal review processes. HT Secondary Studies follows up with home school.</p>
<p>4 Curriculum access provision for special placement settings</p>	<p>Students are reviewed in accordance with SDEHS internal review processes. HT Secondary Studies follows up with home school.</p>

2. Student Attendance

Sydney Distance Education High School Student Attendance

Distance education is governed by the same [policies](#) as apply to all NSW government schools, including policies on student attendance. Regular attendance at school is essential if students are to maximise their potential and meet the requirements of the law. Schools and parents share responsibility for promoting regular attendance.

The NSW Department of Education [School Attendance Policy](#) requires that Principals of NSW government schools ensure:

- that when frequent absences are explained as being due to illness that:
 - consultation occurs with parents regarding the health care needs of the student
 - medical certificates are sought for the absences
 - where there are ongoing concerns, approval is sought from parents to contact the student's doctor so that the school has all the relevant information regarding the student's health care needs.

Sydney Distance Education High School measures attendance by the amount of work completed. Each week, in each course, students are expected to complete a set of work. This work is submitted through elearning or returned by mail. Individualised Learning Plans and Personalised Learning Plans and Pathways for identified students are also taken into consideration.

Distance education schools keep records of student–teacher contacts and also use this information to assess satisfactory attendance. Teachers and faculties monitor the progress of individual students. Teachers review all students on a weekly basis to check they are returning work regularly and have work to go on with, as summarised in *Sydney Distance Education High School Teachers Roles and Responsibilities*. Teachers refer any issues to the Faculty Head Teacher or Year Adviser as outlined in the [Referring On Guide – A quick Guide for Teachers](#).

Students are considered to have satisfactory attendance if they have completed more than 75% of their study program, as identified in the [Student Review and Engagement Policy and Procedures](#). This is consistent with Centrelink's requirement that schools report if a student has "submitted a satisfactory number of assignments in sufficient subjects to maintain progress at 75% of a normal full-time workload". However, ABSTUDY requires students to "attend a minimum of 85% of days in a school term", which means that ABSTUDY students must complete 85% of their study program.

The [Student Attendance in Government Schools Procedures \(2015\)](#) states that parents or carers of children of compulsory school age are responsible for ensuring that their child attends school every day. Children must commence school by age 6 and then complete Year 10. After Year 10 and until they turn 17, students must be:

- in school, or registered for home schooling, or
- in approved education or training (eg TAFE, traineeship, apprenticeship) or
- in full time, paid employment (average 25 hours a week) or
- in a combination of work, education and/or training.

For students younger than 17 whose attendance is identified as being less than 50%, the Head Teacher Welfare will ensure that a broad range of strategies are put in place to support the student. These may include:

- a Years 7-10 part program ie a student does some of the required courses in a year
- a Years 11-12 Pathways program ie a student completes Stage 6 over more than 2 years
- ongoing communication from class teachers eg phone, emails
- referral to Year Advisers, Faculty Head Teachers, Head Teacher Welfare or Head Teacher Secondary Studies for follow up.

Refer also to [The Enrolment of Students in Government Schools: A Summary and Consolidation of Policy \(1997\)](#) and [Protecting and Supporting Children and Young People Policy and Procedures](#)

3. Student review processes at SDEHS

SDEHS conducts regular reviews to assess and monitor individual student learning needs and to ensure compliance with *Distance Education Enrolment Procedures* for students enrolled in categories that are subject to periodic review to maintain eligibility for enrolment.

Students and families receive Semester 1 and Semester 2 reports on student progress. Students enrolled at SDEHS are contacted at least twice a term by their Roll Call teacher and regularly by their subject teachers. This contact provides opportunities for teachers to address any problems relating to a student's coursework.

Student review process Years 7-12

3.1 Ongoing teacher and faculty monitoring

All teachers review all of their students on an ongoing (weekly) basis, checking that students are returning work regularly and have work to go on with as per Teachers' Roles and Responsibilities, and refer issues to HT if required. Measures are put in place at a faculty level to ensure that teachers identify and follow up on any students having difficulty or falling behind. Teachers refer any students with academic disengagement to HTs Secondary Studies at any point during the year. Early identification is preferred.

3.2 Ongoing monitoring by Student Wellbeing Team and Learning and Support Team

Ongoing monitoring of individual students may be conducted by the Student Wellbeing Team and the Learning and Support Team every two weeks. This may be followed up using a range of strategies, including Learning and Support Team referral, referral to the Transition Coordinator, School Counsellor, Boys' and Girls' Supervisors, Careers Advisers, Supervisor of Pregnant Girls, HTs Welfare, HTs Faculty and Home School Liaison Officer. Specific issues may be referred to outside support agencies including Family and Community Services and Juvenile Justice and also to the Department's School Services Team.

The Learning and Support Teachers work with students, parents and supervisors to assess learning needs and communicate these needs to subject teachers to enable them to design and implement appropriate learning programs. If specific learning needs are identified Personalised Learning and Support Plans are developed and updated annually. The document *Roles and Responsibilities: Learning and Support Teacher* outlines in more detail the activities of the Learning and Support Teachers.

3.3 Engagement review by HT Secondary Studies (Student Engagement and Attainment)

The HT Secondary Studies (Student Engagement and Attainment) conducts a regular and ongoing review of student records to identify students requiring attention or support from their teachers. This review evaluates engagement in terms of the percentage of course completion since enrolment. It identifies students requiring further teacher attention and support in order to improve engagement and achievement of learning outcomes. The data from this review is provided to Faculty HTs, HTs Secondary Studies (10-12) and HT Secondary Studies (Student Engagement & Attainment), Welfare HTs and the School Executive. The data is extracted as per the Engagement review schedule below.

Engagement review schedule

Term	Week Ending	Cohort	Focus
1	Week 3	Year 12	School Plan benchmark (Yr 12) Faculty HT: Contact & engagement Academic: WL review (HTs SS) Welfare review (HTW/YA)
	Week 6	Years 7, 8, 9, 10, 11	Faculty HT: Contact & engagement Welfare review (HTW/YA)
	Week 9	Years 10, 11, 12	Academic: Engagement & WL Review (HTs SS 10-12)
2	Week 1	All years	Faculty HT: Contact & engagement Update new students, Academic & Welfare progress
	Week 6	All years	Faculty HT: Contact & engagement Academic: Engagement & WL review (HTs SS) Welfare review (HTW/YA)
3	Week 1	All years	Faculty HT: Contact & engagement Update new students, Academic & Welfare progress WL Executive Mentoring (12) (HTs SS)
	Week 6	Years 7, 8, 9, 10, 11	Faculty HT: Contact & engagement Academic: Engagement & WL review (HTs SS 7-10) WL Executive Mentoring (11) (HTs SS 10-12) Welfare review (HTW/YA)
	Week 8	Year 12	Academic: HT SS 11-12 and HTW (check N Determinations)
4	Week 1	Year 10	Faculty HT: Contact and engagement Academic: Engagement & WL review (HT SS 10)
	Week 6	Years 7, 8, 9, 12	Faculty HT: Contact and engagement Academic: Engagement and WL review (HTs SS) Welfare review (HTW/YA)

3.4 Academic review by HT Secondary Studies (Home and Centre students)

The student engagement data and teacher referrals provide the basis for review of students by the HTs Secondary Studies (7-12). Data provided by HT Secondary Studies (Student Engagement & Attainment). Students in Years 10 and 11-12 are mentored by executive in Term 3.

Students in Years 7-12 are deemed 'not satisfactory' if they have returned less than 75% of work issued to date. Students in Years 10-12 are deemed 'not satisfactory' if they have two or more unredeemed Warning Letters. Once students have been issued Warning Letters in compliance with SDEHS Warning Letters Procedures, a decision may be made to send N Determination Warning Letters. Exemptions, Medical Certificates, periods of hospitalisation, or other strategies that may have been stipulated in the student's personalised learning plan, need to be taken into consideration.

3.5 Wellbeing review by Year Advisers and HTs Welfare

In addition, Year Advisers and HTs Welfare follow up every home student who has not satisfactorily engaged as identified in the Engagement review and any other student who has been referred for significant welfare issues and/or concerns with the patterns of study.

3.6 Follow up interventions implemented by HTs Welfare, HTs Secondary Studies (10-12)

The HTs Welfare, HTs Secondary Studies (10-12) and HT Secondary Studies (Student Engagement & Attainment) in consultation with Year Advisers plan interventions for students identified by the academic and welfare reviews as not satisfactorily engaged. HTs Secondary Studies (10 and 11-12) to contact supervisors of students placed on Engagement and Support Programs. There are slight variations in communication processes for Years 7-10, 11 and 12.

3.6.1 HT Welfare follow up

The HT Welfare coordinates the follow up of welfare related strategies and referrals for home students only. This includes referrals to the Supervisors of Girls, Boys and Pregnant Students, and to School Counsellor, Transition, Learning and Support, Careers as well as referrals to other community and Department support programs including Police Welfare Checks, Child Wellbeing Unit, Family and Community Services and the Home School Liaison Program. The HT Welfare also informs the local School Services team where appropriate. If a student is under 17, this may result in a meeting of the LWO/LWA, HT Welfare, supervisor and student to review eligibility and suitability for continued enrolment at SDEHS.

3.6.2 HT Secondary Studies (7-12) followup

The Head Teachers Secondary Studies (7-12) follow up on issues with an academic focus for home, single course and setting enrolments. This includes Letters of Serious Concern, Uncontactable Letters, changes to patterns of study and follow up phone calls for students with more than two unredeemed Warning Letters (Years 10-12).

In addition, students in Years 10, 11 and 12 who are at risk of receiving an N Determination are included in an Executive Mentoring Program which supports them in meeting course completion requirements. In Years 11-12 the above letters are sent by the HT Welfare.

In Years 10, 11 and 12 the above letters are sent to all students by the HTSS. In Years 7-9 the above letters are sent by the HTW 7-9 to home students only.

3.6.3 Faculty Head Teachers followup

HT advises teacher that student has been reviewed and needs additional support.

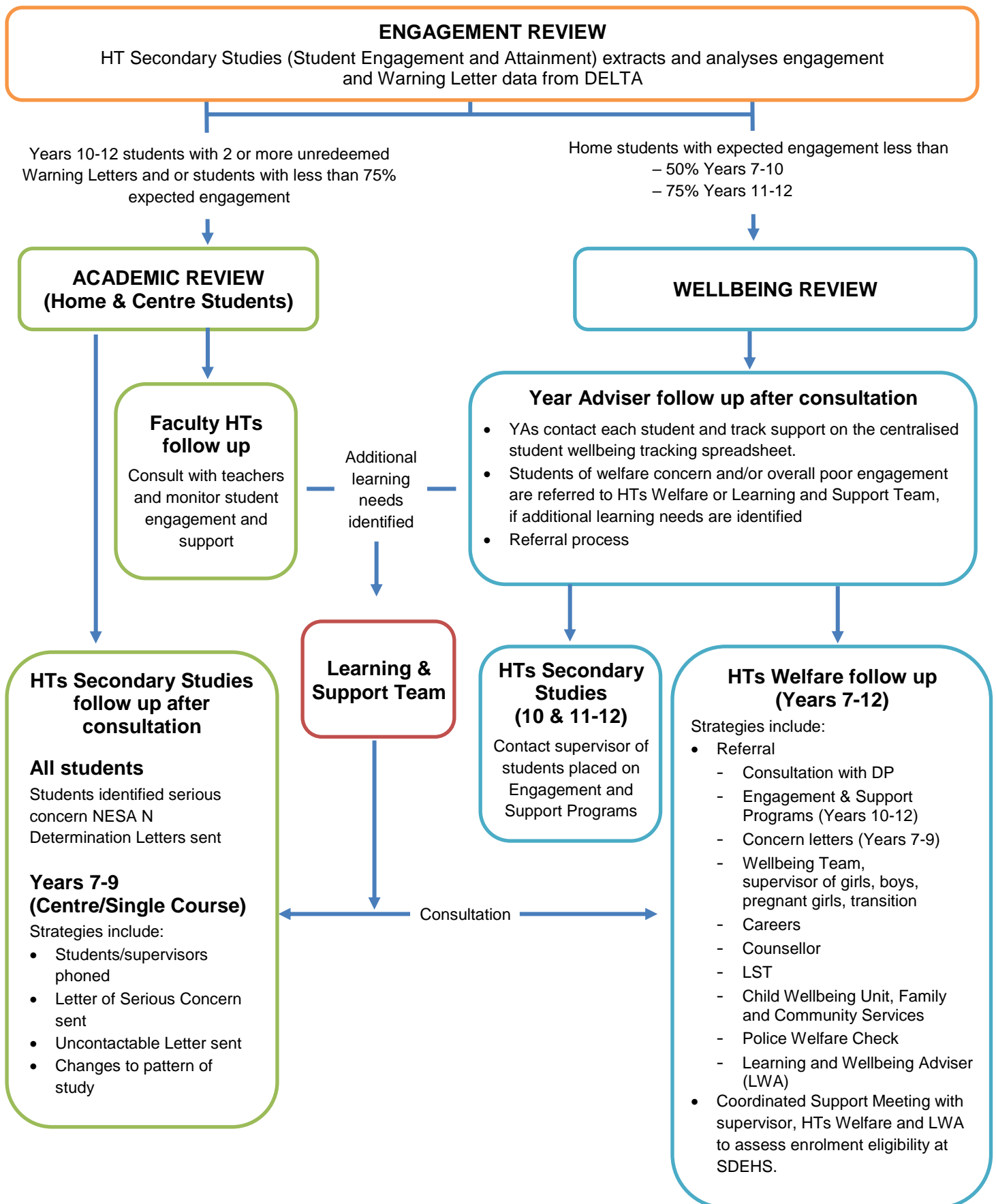


Teacher contacts student by phone or email.
Teacher will offer support to redeem Warning Letters and re-engage with course.
Phone lessons, web lessons, field service visits, school Learning Hub or other one on one lessons.
If additional learning needs are identified, referral to Learning & Support Team.



After two weeks HT will check DELTA and ensure that follow up has occurred.
If not, HT will refer to DP.

3.7 Student review processes at SDEHS



3.8 2.10 Extraordinary Circumstances review process

Procedures	Action			
	Timeline	Name	Signature	Date
Head Teachers Welfare contact local Learning and Wellbeing team, parents and appropriate professionals to determine date, time and venue for an Enrolment Review Meeting (face to face or other) finalised by Term 4 Week 3.	Term 3 Weeks 1-4			
Review meeting	Term 3 Week 5			
<p>If the outcome of this meeting is that the student remains eligible for enrolment in 2.10 Learning and Wellbeing Team member prepares a letter for the Director with recommendation for continued 2.10 enrolment for a specified time, with conditions for enrolment negotiated by the HT Welfare and Learning and Wellbeing Team member after the meeting.</p> <p>If the outcome of this meeting is that the student is no longer eligible for continued enrolment under 2.10 the Learning and Wellbeing team, SDEHS and family collaborate to determine, pursue and finalise best option for student. See Appendix 25: 2.10 Student in extraordinary circumstances flowchart.</p>	Term 3 Weeks 5-7			
The Principal/Co Principal (SDEHS) forwards the Director's signed Enrolment Review letter 5F(A) to the relevant HT Welfare who places a copy on the student file and notes this on DELTA.	Term 3 Weeks 9-10			

4. Middle School Transition processes

The progress of all Year 8 Middle School students is subject to ongoing review to determine the level of support required. Students who require the intervention of a Learning and Support Teacher or further support in the Middle School or through the provision of a Life Skills program are identified. The others are moved on to mainstream.

In Terms 3 and 4 each year, the progress of all Year 9 Middle School students is reviewed to determine the level of support required to facilitate their transition into Year 10. Those students who are identified as requiring further support may be placed in Year 10 Middle School or a Year 10 Life Skills program, depending on the level of support they need. Students may undertake either of these options as a full program, ie all core subjects in Middle School or Life Skills, or as part of a program of study.

5. Processes and letters for supporting student engagement

5.1 Home students under 17 years old who are disengaged/uncontactable

Issue	Letter sent	Applicable to	Letter requested by
Student is disengaged and uncontactable despite significant intervention from teachers, Year Advisers, HT Welfare, HT Secondary Studies (Student Engagement & Attainment), HT Secondary Studies (Year 10).	1A Disengaged / Uncontactable under 17 – Letter 1	Home students under 17 years	Year Adviser
Student is disengaged despite significant intervention from teachers, Year Advisers, HTs Welfare, HT Secondary Studies (Student Engagement & Attainment), HT Secondary Studies (Year 10).	1B Disengaged / Engagement & Support Program under 17 – Letter 1 (Terms 1-2 only)	Home students under 17 years	HT Welfare
Supervisor has not responded or engaged with requests in Letter 1A or 1B. Referred to HSLO program or local School Services Team.	1D Letter advising of a review meeting with supervisor/student	Home students under 17 years	HT Welfare, HT Secondary Studies (Student Engagement & Attainment), HT Secondary Studies (Year 10)
Student review indicates that student enrolled under 2.5 <i>Students with a medical condition</i> is disengaged. Medical certificate for eligibility for continued enrolment requested.	1C Medical certificate and return of work	Home students Years 7-12	HT Secondary Studies (Student Engagement & Attainment)
Letter sent advising of review meeting with HT Welfare to be held at SDEHS or at local School Services Team office with HT Welfare and LWO/LWA to review eligibility of continued enrolment at SDEHS.	1D Letter advising of a review meeting with supervisor/student	Home students Years 7-12	HT Welfare

*LWO – Learning and Wellbeing Officer

*LWA – Learning and Wellbeing Adviser

5.2 Setting students who are disengaged/uncontactable

Issue	Letter sent	Applicable to	Letter requested by
Student disengaged first warning. Supervisor asked to contact HT Secondary Studies. Sent after a review where student is disengaged or prior to a review if it is noted that a student is disengaged for a considerable period of time.	2A Concern Letter – Settings	Settings	HTs Secondary Studies (7-12)
Student disengaged second warning. Supervisor asked to contact HT Secondary Studies and told that if matter is not resolved by 3 weeks from the date of this letter that curriculum access will be reduced or withdrawn. Can be sent after four weeks from the date of Concern Letter 2a – Settings.	2B Concern Letter 2 – Settings	Settings	HTs Secondary Studies (7-12)
Letter advising that curriculum provision has been reduced or withdrawn. Can be sent after four weeks from the date of Concern Letter 2a – Settings.	2C Serious Concern Letter 3 – Settings	Settings	HTs Secondary Studies (7-12)

5.3 Years 7-10 Home students who are disengaged in one or more subjects

Issue	Letter sent	Applicable to	Letter requested by
To advise supervisor that student is disengaged from their studies. Requesting that parents/supervisors contact Year Adviser. Matter referred to LWA for review.	3A Years 7-10 Concern Letter	Home students Years 7-10	HTs Secondary Studies (10-12) in consultation with HTW (10) HTW (7-9)
To advise supervisor that student is disengaged from their studies. Requesting that parents/supervisors contact HT Secondary Studies (Student Engagement & Attainment) or HT Secondary Studies (Year 10).	3B Years 7-10 Concern Letter 2	Home students Years 7-10	HTs Secondary Studies (10-12) in consultation with HTW (10) HTW (7-9)

*LWA – Learning and Wellbeing Adviser

5.4 Home students over 17 years who are disengaged/uncontactable

Issue	Letter sent	Applicable to	Letter requested by
Student is disengaged from learning and is uncontactable despite significant intervention from teachers, Year Advisers, HT Welfare, HT Secondary Studies (Year 10). Student required to complete Program of Improvement to be eligible for continuing enrolment at SDEHS.	4A Home students over 17	Non engagement / Program of Improvement post compulsory – Letter 1	HT Welfare
Student has not met Program of Improvement set in letter 4a. Letter advising that student no longer eligible for enrolment at SDEHS.	4B Home students over 17	Non engagement / Withdrawal post compulsory – Letter 2	HT Welfare
Supervisor advised that school is unable to contact supervisor or student and that contact details need to be updated and that student will no longer be enrolled if no contact is made.	4C Home students over 17	Uncontactable post compulsory – Letter 1	HT Welfare
Student has not met Program of Improvement set in letter 4a. Letter advising interview with DP (Stage 6) and HT Welfare (Stage 6).	4D Home students over 17	Non engagement DP interview – Letter 3	HT Welfare (Years 11-12)

*LWA – Learning and Wellbeing Adviser

5.5 Eligibility Review

Issue	Letter sent	Applicable to	Letter requested by
2.5 Student enrolled under the Medical Category provision is reviewed. This provision is designed to cover students requiring education while they are undergoing medical assessment or treatment. The principal of the distance education school requires the provision of annual certification of the continued need for distance education based on the circumstances of the student.	5A (1) Medical Eligibility Review letter 5A (2) Medical eligibility acknowledgment letter	Students enrolled under 2.5 Medical category	HT Secondary Studies (Student Engagement & Attainment) – in consultation with Deputy Principal
2.7 Student enrolled under the Vocationally Talented Category provision is reviewed. Follow up including additional requests for information to maintain eligibility for continued enrolment may be sought.	5B (1) Vocationally Talented Eligibility Review letter 5B (2) Vocationally Talented Eligibility Review letter to School 5B (3) Vocationally Talented Eligibility letter to School – application requirements	Students enrolled under 2.7 Vocationally Talented category	HT Secondary Studies (Student Engagement & Attainment) – in consultation with Deputy Principal

Issue	Letter sent	Applicable to	Letter requested by
<p>2.8 Student enrolled under the Learning and Support Category provision is reviewed. The distance education school must conduct a review of each student in this category at least every 12 months. The purpose of this review is to assess and monitor individual student needs and review the appropriateness of continued support through the distance education school.</p> <p>In cases where the review identifies that distance education is no longer appropriate, the local School Services team will support schools to manage an enrolment at a suitable local setting.</p>	1D Letter advising of a review meeting with supervisor/student	Students enrolled under 2.8 Learning & Support category	HT Welfare and Deputy Principal
<p>2.9 Student enrolled under the Transition Category provision is reviewed. Head Teachers Welfare provide feedback and recommendations to the Learning and Wellbeing Adviser from the local School Services Team, who review the enrolment and level of support required for the student to ensure ongoing appropriateness.</p>	1D Letter advising of a review meeting with supervisor/student	Students enrolled under 2.9 Learning & Support category	HT Welfare and local School Services Team
	5C Transition request info form		
	5D L&S Transition review request		
<p>2.10 Student enrolled under the Extraordinary Circumstances is reviewed. Report on student's progress is sent to the Director.</p>	5F(A) Extraordinary Circumstances Eligibility Review letter (new procedure TBA)	Students enrolled under 2.10 Extraordinary Circumstances Category	Deputy Principal in consultation with the Director
<p>2.10 Student enrolled under the Extraordinary Circumstances has been reviewed by the Director and the student's enrolment eligibility at the SDEHS has been deemed unsuitable.</p>	5F(B) Extraordinary Circumstances Eligibility Review letter (new procedure TBA)	Students enrolled under 2.10 Extraordinary Circumstances Category	Director of the local School Services Team

5.6 Concern letter requests

Issue	Form used	Letter requested by
Request for Concern letter to be sent	Concern letter request form – Years 7-9 – Year 10 – Years 11-12	HT Secondary Studies (Student Engagement & Attainment) HT Secondary Studies (Years 7-9), HT Secondary Studies (Year 10), HT Secondary Studies (Year 11-12) HT Welfare Year Adviser
Request for data to be exported from DELTA – office to setup spreadsheet with data from DELTA prior to review / concern letter process	Concern letter request form – Years 7-9 – Year 10 – Years 11-12	HT Secondary Studies (Student Engagement & Attainment), HT Secondary Studies (Year 10), HT Welfare Year Adviser

Appendix 1: Letter 1A Disengaged/Uncontactable U17 Letter 1

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
«cuhome_school» «tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «ts_pcode»

Dear «ts_title» «ts_last»

Re: «tfirst_name» «TSURNAME», Year «tscholastic_year»

I am writing about «tfirst_name»'s enrolment at Sydney Distance Education High School.

«tfirst_name» has been enrolled at the school since «denrol_date» and is currently enrolled in the following Year «tscholastic_year» courses: [Course names]

Learning materials for these courses were sent from the school on [date lesson material sent].

We have been trying to contact you by phone since [date]. It is the responsibility of the supervisor to maintain regular contact with the school. Unfortunately, using the contact numbers you provided upon enrolment, we have been unable to speak to you regarding «tfirst_name»'s continued enrolment for the 2018 school year.

To date we have [not received any / received minimal] completed work from «tfirst_name».

It is a requirement of the Education Amendment Act (2009) that students under the age of 17 must attend school. To meet the requirements of this Act, students are required to engage in their learning.

To maintain «tfirst_name»'s enrolment, as indicated in the signed agreement with our school, it will be necessary for «tfirst_name» to complete and return outstanding work and maintain contact with teachers and the school. Otherwise she may be asked to withdraw from distance education and find other educational options.

Centrelink conducts enrolment checks of students who are receiving payments each term. We are required by law to advise Centrelink of any student's unsatisfactory attendance. Attendance as a distance education student is determined by work completion. At least 75% of the work must be completed for attendance to be considered satisfactory for Centrelink. «tfirst_name» has not completed enough work for attendance. This may result in a loss of payments to a student and, in some instances, an account being issued to a student for payments which have been made. We wish to stress that a regular return of work, indicating attendance, will ensure continuity of payments.

If you wish to continue with «tfirst_name»'s enrolment in distance education, please contact [HT Welfare name, title & phone] within ten (10) working days of the date of this letter.

Yours sincerely

[DP name] - DP (7,8,9) DP (10) DP (11,12)]
Deputy Principal

Email: sydneyh-d.school@det.nsw.edu.au
Website: www.sydneyh-d.schools.nsw.edu.au



Revised 20.6.18 - T:\Executive\Concern & Warning letters\SASS use\MAIN_templates\1A_Home (U17) Disengaged-Uncontact-1.docx

Appendix 2: Letter 1B Disengaged/Engagement & Support Program U17 Letter 1

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
«cuhome_school» «tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «ts_state» «ts_pcode»

Dear «ts_title» «ts_last»

Re: «tfirst_name» «tsurname» – Year «tscholastic_year»

I am writing about «tfirst_name» «tsurname»'s enrolment at Sydney Distance Education High School.

«tfirst_name» has been enrolled at the school since «denrol_date» and is currently enrolled as a «ttype» student.

«tfirst_name»'s progress has been reviewed and is not meeting Department of Education and school requirements for continuing enrolment. A number of the NSW Education Standards Authority (NESA) Warning Letters have been sent documenting a pattern of non-satisfactory completion or non-serious attempts to meet course objectives as well as consultation by the Head Teacher Welfare, Head Teacher Secondary Studies and Deputy Principal.

In accordance with the *Distance Education Enrolment Procedures* «tfirst_name»'s eligibility for continued enrolment will be reviewed by [HT Welfare name & title] and the Learning and Wellbeing Adviser at your local School Services Office.

I remind you of the conditions for continued enrolment in distance education. Students must return work every week and also must maintain contact with their teachers and the school. Contact can be by letter, telephone, email or fax.

Program of improvement

The following program of improvement has been developed after communication concerning «tfirst_name»'s progress. «tfirst_name» has been set a target to complete outstanding Sets (weeks of work) as outlined in this letter. «tfirst_name» must also complete any outstanding assessment tasks in each subject «tfirst_name» is enrolled in. This work must be received by the date(s) indicated or «tfirst_name»'s enrolment at the school will be reviewed following the final date

Email: sydneyh-d.school@det.nsw.edu.au
Website: <https://sydneyh-d.schools.nsw.gov.au>



1 of 2

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indicated below for return of work. You may then receive a letter indicating that «first_name» will no longer be enrolled in this school.

Course	Number of sets to be completed	Date to be received by
English		
Mathematics		
Science		
History		
Geography		
PDHPE		

Please contact [DP name] - DP (7,8,9) DP (10) DP (11,12)], Deputy Principal responsible for Year «tscholastic_year» urgently to discuss this matter by telephone 9383 0200.

Yours sincerely

Mark Piddington
Principal

Appendix 3: Letter 1C Medical certificate & return of work

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
«tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «TS_PCODE»

Dear «ts_title» «ts_last»

I am writing to you because of two concerns regarding «tfirst_name»
«tsurname»'s enrolment at Sydney Distance Education High School.

First, our records indicate that the expiry date of «tfirst_name»'s medical certificate has now passed. A current medical certificate is required if «tfirst_name» is to continue being enrolled at this school. Despite requests for a current certificate, none has been provided. If you have made specialist appointments for a future date, please inform us of that date.

Second, «tfirst_name»'s rate of engagement is very poor. Continued enrolment in distance education is conditional on the student's regular return of work or engagement in their learning program. At present, this is not happening.

I would like to discuss «tfirst_name»'s future at Sydney Distance Education High School with you. At this meeting a plan to assist his achieve his goals can be developed. Please contact me on 9383 0200 to make an appointment.

Yours sincerely

Mark Piddington
Principal

Email: sydneyh-d.school@det.nsw.edu.au
Website: <https://sydneyh-d.schools.nsw.gov.au>



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Appendix 4: Letter 1D Advising review meeting with supervisor/student (for categories 2.5, 2.6, 2.8, 2.9, 2.10)

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«S_title» «S_first» «Surname»
«Home_school» «No» «Street» «Street_2»
«Suburb» «State» «Pcode»

Dear «S_title» «Surname»

Re: «First» «SURNAME», Year «Scholastic_Year_»

I am writing about «First»'s enrolment at Sydney Distance Education High School.

In accordance with enrolment and review processes for students enrolled at the school, a meeting has been scheduled at «Review_location» to review «First»'s school engagement and progress, and to develop strategies to support student wellbeing and learning.

Supervisors, parents and students are invited to the meeting. If you would like to bring a support person or professional who is currently working with «First» they are very welcome. A Learning and Wellbeing Adviser / Officer from your local School Services Team will be in attendance.

Given that we have many student review meetings scheduled that day, each review will be allocated 30 minutes.

Date: «Date»
Time: «Time»
Address: «Review_location»
«Address»
Phone: «Phone1»

Please arrive 10 minutes before the meeting is due to start. Go to the Reception area on arrival.

Please contact [HT Welfare name, email or phone] to confirm your attendance

I look forward to hearing from you soon and to working together to further support your child's learning.

Yours sincerely

[HT Welfare name]
[HT Welfare's title]
[HT Welfare's phone]

[HT Welfare name]
[HT Welfare's title]
[HT Welfare's phone]

Email: sydneyh-d.school@det.nsw.edu.au
Website: <https://sydneyh-d.schools.nsw.gov.au>



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Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
«cuhome_school» «tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «ts_pcode»

Dear «ts_title» «ts_last»

Re: Concern letter 1 – «tfirst_name» «TSURNAME», Year «tscholastic_year»

I am writing about «tfirst_name»'s curriculum access provided by Sydney Distance Education High School.

«tfirst_name» is current enrolled in the following courses:

«enrolled_in».

«tfirst_name» is commended [Commendation]

OPTION 1 (some returns) OR 2 (no work) in the following courses.

Minimal work has been returned in: «minimal_work_returned»

No work has been returned in: «No_work_returned»

Optional

«tfirst_name» has also received «Optional__No_of_WLs» NSW Education Standards Authority (NESA) warning letters.

This letter is formal advice that if «tfirst_name» does not complete a minimum of 6 sets in each course she is enrolled in by «Date_to_return_work_by», her curriculum access will be reduced or withdrawn for the remainder of the year.

Continued provision of distance education is conditional on a student's weekly return of work. The success of a student's program relies on planning for agreed outcomes, good supervision, open communication, and appropriate intervention when necessary.

When it becomes evident that distance education is not meeting a student's learning or wellbeing needs, continued curriculum provision is reviewed.

Please contact the [Settings & Single Course Review - HT SS title], to discuss «tfirst_name»'s learning progress further. You are welcome to do so by telephone, email, letter or fax.

Contact details

[Settings & Single Course Review - HT SS - name & title]

[Settings & Single Course Review - HT SS - phone & email]

Yours sincerely

Mark Piddington
Principal

Email: sydneyh-d.school@det.nsw.edu.au
Website: <https://sydneyh-d.schools.nsw.gov.au>



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Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
 Locked Bag 5000 POTTS POINT NSW 1335
 Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
 «cuhome_school» «tsNo» «ts_address» «ts_address_2»
 «TS_SUBURB» «TS_STATE» «ts_pcode»

Dear «ts_title» «ts_last»

Re: Concern letter 2 – «tfirst_name» «TSURNAME», Year «tscholastic_year»

I am writing again about «tfirst_name» «tsurname»'s curriculum access provided by Sydney Distance Education High School.

«tfirst_name»'s continued unsatisfactory participation in his learning means that requirements for enrolment are still not being met. The school may now proceed to have curriculum provision reduced or withdrawn. I explained the reasons for this in my letter of concern dated «Date_previous_letters_sent»[date of Letter 1].

«tfirst_name» has been provided with curriculum since «denrol_date» and learning materials have been sent for the following courses.

«Enrolled_in»

[OPTION 1 (some returns) OR 2 (no work)] in the following courses.

Minimal work has been returned in: «Minimal_work_returned»
 No work has been returned in: «No_work_returned»

If this matter is not resolved before, «Date_to_return_work_by» curriculum access will be reduced or withdrawn for the remainder of the year. You will be notified in writing of this decision.

Continued provision of distance education is conditional on a student's weekly return of school work. The success of a student's program relies on planning for agreed outcomes, good supervision, open communication, and appropriate intervention when necessary.

When it becomes evident that distance education is not meeting the student's learning or wellbeing needs, continued provision is reviewed.

As outlined in the *Distance Education Enrolment Procedures*, our school's role, for students in Special Placement Settings, is *Curriculum Access Provision*:

The provision of curriculum access through distance education gives special placement settings the opportunity to meet the Department's mandatory requirements and the NSW Education Standards Authority (NESA) minimum requirements in Stage 5 and 6 leading toward the award of the HSC.

As a condition of continued enrolment, all students enrolled in distance education must meet standards of engagement and participation set by the distance education school to satisfy the compulsory attendance requirements of the Education Act 1990. When students are not meeting their engagement and participation obligations, a review can be undertaken at any time.

Email: sydneyh-d.school@det.nsw.edu.au
 Website: www.sydneyh-d.schools.nsw.edu.au



1 of 2

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Please contact the [Review HT title], to discuss further «tfirst_name»'s participation in learning. You are welcome to do so by telephone, email, letter or fax.

Contact details

[Review HT - name & title]

[Review HT - phone & email]

Yours sincerely

Mark Piddington
Principal

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



28 June 2016

«ts_title» «ts_first» «ts_last»
«cuhome_school»«tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «ts_pcode»

Dear «ts_title» «ts_last»

Re: Serious concern letter 3 for «tfirst_name» «TSURNAME» – Year «tscholastic_year»

This letter is to tell you that I have decided to «M__Reduce__or_withdraw» *reduce / withdraw* «tfirst_name»'s access to curriculum provided by this school. I am doing this as in keeping with the Department of Education's *Distance Education Enrolment Procedures*.

As indicated in my first two letters dated «Date_previous_letters_sent», continued provision of distance education is conditional on a student's weekly return of school work.

«tfirst_name» will no longer be provided curriculum in the following *courses*:

«Enrolled_in»

«tfirst_name» will be provided curriculum in the following *courses*:

«Enrolled_in»

Copies of all documents on which my decision is based are attached.

Yours sincerely

Mark Piddington
Principal

Enc. *Concern Letter 1*
Concern Letter 2

Email: sydneyh-d.school@det.nsw.edu.au
Website: www.sydneyh-d.schools.nsw.edu.au



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Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
«cuhome_school» «tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «ts_pcode»

Dear «ts_title» «ts_last»

Re: Concern letter – «tfirst_name» «TSURNAME», Year «tscholastic_year»

I am writing about «tfirst_name» «tsurname»'s progress at Sydney Distance Education High School. «tfirst_name» has been enrolled at the school since «denrol_date» and is currently enrolled in the following courses:

«enrolled_in»

Learning materials for these courses have been sent.

«tfirst_name» is commended [Commendation]

[OPTION 1 (some returns) OR 2 (no work)] in the following courses.

Minimal work has been returned in «Minimal_work_returned»

No work has been returned in «No_work_returned»

Optional «tfirst_name» has also received «No_of_warning_letters_sent» warning letters from the NSW Education Standards Authority (NESA).

His subject teachers are concerned at «tfirst_name»'s slow progress.

We encourage «tfirst_name» to return work every week and to inform his Roll Call or subject teachers if he needs support.

To make satisfactory progress, we expect that «tfirst_name» will return the next two sets in the courses listed above by «Date_to_return_work_by».

Please contact the Year Adviser, [Year Adviser name] to discuss «tfirst_name»'s learning progress further. You are welcome to do so by telephone, email, letter or fax.

Year Adviser contact details:
[Year Adviser name, title, phone & email]

Yours sincerely

Mark Piddington
Principal

Email: sydneyh-d.school@det.nsw.edu.au
Website: www.sydneyh-d.schools.nsw.edu.au



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Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
 Locked Bag 5000 POTTS POINT NSW 1335
 Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
 «cuhome_school»«tsNo» «ts_address» «ts_address_2»
 «TS_SUBURB» «TS_STATE» «TS_PCODE»

Dear «ts_title» «ts_last»

Re: Concern letter 2 for «tfirst_name» «TSURNAME» – Year «tscholastic_year»

I am writing about «tfirst_name»'s progress at Sydney Distance Education High School.

«tfirst_name» has been enrolled at the school since «denrol_date» and is currently enrolled in the following courses.

«enrolled_in»

Learning materials for these courses have been sent.

I commend «tfirst_name» [Commendation]

However, over the last term she has fallen behind in the following courses.

Minimal work has been returned in: «minimal_work_returned»
 No work has been returned in: «No_work_returned»

Optional – WLS «tfirst_name» has also received «No_of_warning_letters_sent» warning letters from the NSW Education Standards Authority (NESA).

As mentioned in the previous letter dated «Date_previous_letters_sent», «tfirst_name» is encouraged to return work every week and to inform his Roll Call or subject teachers if he needs support.

To show satisfactory progress and to avoid a third review, we request the following.

- 1) «tfirst_name» return the next two sets in each course listed above by «Date_to_return_work_by».
- 2) The [Review HT title] be contacted as soon as possible to discuss this matter. You are welcome to do so by telephone, email, letter or fax.

[Review HT - name & title]
 [Review HT - phone & email]

It is a requirement of the *Education Amendment Act (2009)* that students under the age of 17 must attend school. To meet the requirements of this Act, students are required to be engaged in their learning.

Email: sydneyh-d.school@det.nsw.edu.au
 Website: www.sydneyh-d.schools.nsw.edu.au



Optional 1 – WLs: Year 10 only (delete paragraph if not required) To continue enrolment at Sydney Distance Education High School, we expect that «tfirst_name» will redeem all warning letters in the courses listed above by «tfirst_name».

Optional 2 – Review Meeting: Year 10 only (delete paragraph if not required)

In accordance with the *Distance Education Enrolment Procedures* you are required to attend a review meeting at the school. The Head Teacher Welfare will be in contact to advise you of a review meeting date and time.

In order to maintain «tfirst_name»'s enrolment as per the signed agreement with our school, it will be necessary for «tfirst_name» to complete and return outstanding work. «tfirst_name» also must maintain contact with his teachers and the school or he may be asked to withdraw from distance education and seek alternative educational options.

If you are receiving Centrelink payments you may be at risk of losing them because of unsatisfactory attendance. At least 75% of the work must be completed for Centrelink to consider attendance satisfactory. «tfirst_name» has not completed enough work for satisfactory attendance.

Yours sincerely

[DP name] - DP (7,8,9) DP (10) DP (11,12)]
Deputy Principal

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
«cuhome_school»«tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «ts_state» «ts_pcode»

Dear «ts_title» «ts_last»

Re: «tfirst_name» «tsurname» – Year «tscholastic_year»

I am writing about «tfirst_name» «tsurname»'s enrolment at Sydney Distance Education High School.

«tfirst_name» has been enrolled at the school since «denrol_date» and is currently enrolled as a «ttype» student.

«tfirst_name»'s progress has been reviewed and he is not meeting Department of Education and school requirements for continuing enrolment. A number of NSW Education Standards Authority (NESA) Warning Letters have been sent documenting a pattern of unsatisfactory completion or non-serious attempts to meet course objectives.

I remind you of the conditions for continued enrolment in distance education. Students must return work every week and also must maintain contact with their teachers and the school. Contact can be by letter, telephone, email or fax.

If a student is over the age of compulsory school attendance (17 years) and no longer meets the Department and school requirements for enrolment in distance education, they are not eligible for continued enrolment at this school.

Engagement and Support Program

The following Engagement and Support Program has been developed after communication concerning «tfirst_name»'s progress. «tfirst_name» has been set a target to complete outstanding Sets (weeks of work) as outlined in this letter. «tfirst_name» must also complete any outstanding assessment tasks for each subject he is enrolled in. This work must be received by the date(s) indicated or «tfirst_name»'s enrolment at the school will be reviewed following the final date indicated below for return of work. A consequence of this review may be that you receive a letter indicating that «tfirst_name» will no longer be enrolled in this school.

Email: sydneyh-d.school@det.nsw.edu.au
Website: <https://sydneyh-d.schools.nsw.gov.au>



1 of 2

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Course	Number of sets to be completed	Date to be received by
English		
Mathematics		
Science		
History		
Geography		
PDHPE		

Please contact, [DP name] - DP (7,8,9) DP (10) DP (11,12)], Deputy Principal responsible for Year «tscholastic_year» urgently to discuss this matter by telephone 9383 0200.

If you do not wish for «first_name» «tsurname» to remain enrolled at this school please inform the Deputy Principal.

Yours sincerely

Mark Piddington
Principal

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
«cuhome_school»«tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «TS_PCODE»

Dear «ts_title» «ts_last»

Re: «tfirst_name» «tsurname» – Year «tscholastic_year»

I wrote to you on [date of previous letter] concerning «tfirst_name» «tsurname»'s enrolment at Sydney Distance Education High School.

That letter indicated that «tfirst_name»'s progress had been reviewed and that he was not meeting Department of Education and school expectations for continuing enrolment. I confirmed that a number of Warning Letters had been sent documenting a pattern of unsatisfactory completion of work or non-serious attempts to meet course objectives.

That letter also reminded you of the conditions for continued enrolment in distance education, which includes weekly return of work and maintaining regular contact with teachers.

The letter included a formal Engagement and Support Program, outlining a target to complete outstanding Sets (weeks of work) that needed to be returned across the [no. of courses to be redeemed] courses by [date work due - improvement program]. The letter also indicated that outstanding assessment tasks must be completed.

The letter informed you that students of post compulsory school age (17 years) who do not meet the Department and school requirements for enrolment in distance education, are not eligible for continued enrolment at this school.

«tfirst_name» has not satisfactorily completed the formal Engagement and Support Program by the required date.

Since «tfirst_name» is not meeting the Department and school requirements for continuing enrolment in distance education and he is over the age of compulsory school attendance, «tfirst_name» is no longer eligible for enrolment in this school.

«tfirst_name»'s enrolment in this school will finish on [enrolment end date].

If you wish to discuss any aspect of this process please contact [HT Welfare name, title & phone] to arrange a meeting before [enrolment end date] with the Head Teacher Welfare and a Deputy Principal.

I wish «tfirst_name» the best with whatever options he may engage with in the future.

Yours sincerely

Mark Piddington
Principal

Email: sydneyh-d.school@det.nsw.edu.au
Website: <https://sydneyh-d.schools.nsw.gov.au>



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Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



28 June 2016

«ts_title» «ts_first» «ts_last»
«cuhome_school»«tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «TS_PCODE»

Dear «ts_title» «ts_last»

Re: «tfirst_name» «tsurname» – Year «tscholastic_year»

I am writing about «tfirst_name»'s enrolment at Sydney Distance Education High School.

«tfirst_name» has been enrolled at the school since «denrol_date» and is currently enrolled in the following Year «tscholastic_year» courses

English, Mathematics, Science, Geography, History, PD Health PE

We have been trying to contact you by phone since [school resumed / or blank][Date]. Unfortunately, using the contact numbers you provided upon enrolment, we have been unable to speak to you regarding «tfirst_name»'s [continued / or blank #delete if blank used#] enrolment for the 2016 school year.

I remind you of the conditions for continued enrolment in distance education. Students must return work every week and also must maintain contact with their teachers and the school. Contact can be by letter, telephone, email or fax.

If a student is over the age of compulsory school attendance (17 years) and no longer meets the Department of Education and school requirements for enrolment in distance education, they are not eligible for continued enrolment at this school.

If we do not hear from you about «tfirst_name»'s ongoing enrolment by [Date due ## 5 days presumed receipt of letter ##], «tfirst_name» will no longer be enrolled in Sydney Distance Education High School as he is older than the compulsory school leaving age which is 17 years.

Please contact [HT Welfare name, title & phone] as a matter of urgency to update your contact details and confirm your enrolment.

Yours sincerely

Mark Piddington
Principal

Email: sydneyh-d.school@det.nsw.edu.au
Website: www.sydneyh-d.schools.nsw.edu.au



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Appendix 13: Letter 4D Home student 17+ Non engaged DP interview

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
«cuhome_school» «tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «TS_PCODE»

Dear «ts_title» «ts_last»

Re: «tfirst_name» «tsurname» – Year «tscholastic_year»

I wrote to you on [date of previous letter] concerning «tfirst_name» «tsurname»'s enrolment at Sydney Distance Education High School.

That letter indicated that «tfirst_name»'s progress had been reviewed and that he was not meeting Department of Education and school expectations for continuing enrolment. I confirmed that a number of Warning Letters had been sent documenting a pattern of unsatisfactory completion of work or non-serious attempts to meet course objectives.

That letter also reminded you of the conditions for continued enrolment in distance education, which includes weekly completion of work and maintaining regular contact with teachers.

The letter included a formal Engagement and Support Program, outlining a target to complete outstanding Sets (weeks of work) that needed to be completed across all the courses «tfirst_name» is enrolled in. The letter also indicated that outstanding assessment tasks must be completed.

The letter informed you that students of post compulsory school age (17 years) who do not meet the Department and school requirements for enrolment in distance education, are not eligible for continued enrolment at this school.

«tfirst_name» did not satisfactorily complete the formal Engagement and Support Program by the required date. This term there has been another review of all Stage 6 students and «tfirst_name» has not met the minimum outcomes required, that is 75% completion rate of work in each subject.

Since «tfirst_name» is not meeting the Department and school requirements for continuing enrolment in distance education and he is over the age of compulsory school attendance, please attend an interview on [date of interview] at [time of interview] to discuss «tfirst_name»'s enrolment at this school with [name of DP 11-12], Deputy Principal for Stage 6 and Anna Hampouris, Head Teacher Welfare Stage 6. Please call [name of DP 11-12] on 9383 0387 to confirm your attendance.

Failure to attend this interview may result in your child's enrolment being cancelled.

Yours sincerely

Mark Piddington
Principal

Email: sydneyh-d.school@det.nsw.edu.au
Website: <https://sydneyh-d.schools.nsw.gov.au>



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Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
 Locked Bag 5000 POTTS POINT NSW 1335
 Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
 «cuhome_school» «tsNo» «ts_address» «ts_address_2»
 «TS_SUBURB» «TS_STATE» «ts_pcode»

Dear «ts_title» «ts_last»

Re: «tfirst_name» «TSURNAME», Year «tscholastic_year»

I am writing about «tfirst_name»'s enrolment at Sydney Distance Education High School.

«tfirst_name» is enrolled at the school under Category 2.5 – Medical. The Department of Education's *Distance Education Enrolment Procedures* require that students enrolled in distance education under this category are reviewed at least every 12 months to assess and monitor their individual needs and review the appropriateness of continued enrolment in distance education. If a student is deemed no longer eligible for distance education, the student's enrolment will cease and the parent/carer will be required to enrol the child at their local school or other approved education provider in order to meet the requirements of the Education Act (1990). In those cases, the Department of Education's relevant Learning and Wellbeing Coordinator will facilitate enrolment at a suitable local setting as outlined in the *Distance Education Enrolment Procedures* at <https://education.nsw.gov.au/public-schools/going-to-a-public-school/enrolment/distance-education-enrolment> and in the Sydney Distance Education High School *Student Review and Student Engagement Policy and Procedures* at <https://sydneyh-d.schools.nsw.gov.au/about-our-school/rules-and-policies.html>.

The last medical report for «tfirst_name» has/will expire on [Medical certificate expiry date]. I believe that she is receiving ongoing medical assessments or treatment from a medical specialist. SDEHS requires an updated certificate from the treating specialist, which specifies «tfirst_name»'s medical condition, why the condition prevents «tfirst_name» from attending school on a regular basis and also specifies the length of time the certificate covers. For «tfirst_name»'s continued enrolment at our school for 2019 please provide an updated medical certificate by [Date due (4 wks from review date or date of letter)]. If you require any further information please contact [Name of teacher], Head Teacher (Student Engagement and Attainment) on 9383 0200.

If specialist documentation cannot be provided please contact your Local Education Services Team at «tSEG_Region» on «tRegOfficeContPhone» to assist with enrolment at your local high school.

Yours sincerely

Mark Piddington
 Principal

Email: sydneyh-d.school@det.nsw.edu.au
 Website: <https://sydneyh-d.schools.nsw.gov.au>



(f) Eligibility 2.5 Medical (indivd).docx

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Appendix 15: Letter 5A (2) 2.5 Medical eligibility acknowledgement letter

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



[Date]

«ts_title» «ts_first» «ts_last»
«tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «ts_pcode»

Dear «ts_title» «ts_last»

**Re: «tfirst_name» «TSURNAME», Year «tscholastic_year»
Eligibility review acknowledgement**

Thank you for updating «tfirst_name»'s enrolment eligibility documentation. This letter confirms «tfirst_name»'s continued enrolment for **2020**.

If you require any further information, please contact me on 9383 0443 or nina.thomas3@det.nsw.edu.au

Yours sincerely

Nina Thomas
Head Teacher Secondary Studies (Student Engagement and Attainment)

Email: sydneyh-d.school@det.nsw.edu.au
Website: www.sydneyh-d.schools.nsw.edu.au



5A(new) Med - T:\Executive\Concern_& Warning_letters\SASS use\MAIN_templates\5A (2) Eligibility_review_acknowledgmnt.docx

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

«ts_title» «ts_first» «ts_last»
«cuhome_school» «tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «ts_pcode»

Dear «ts_title» «ts_last»

Re: «tfirst_name» «TSURNAME», Year «tscholastic_year»

I am writing about «tfirst_name»'s enrolment at Sydney Distance Education High School.

«tfirst_name» is enrolled at the school under Category 2.7– Vocationally Talented. The Department of Education's *Distance Education Enrolment Procedures* require that students enrolled in distance education under this category are reviewed regularly for suitability for continued enrolment at the school.

Following this requirement, during Term 4 each school year, Sydney Distance Education High School reviews enrolments under category 2.7 – Vocationally Talented (entertainment/sports/arts). Students whose employment in the entertainment industry or elite participation in the performing arts or sport prevents their regular attendance at a school or other suitable local provision for more than 50 school days in a year, may be eligible for continued enrolment at SDEHS.

For continued enrolment, documented acceptable evidence of the student's participation at an elite level must be provided to the school with reference to the criteria for enrolment as outlined in the *Distance Education Enrolment Procedures*.

For sport the evidence must be supported in writing for each year of enrolment by a representative of the highest national governing body in connection with the student's sporting commitment. Where there is no national body, evidence is to be provided at an international level.

Students employed in the entertainment industry must provide a copy of their most recent contract, including contract dates.

To support «tfirst_name»'s continued enrolment at our school for 2020 please complete the attached form with the required documentation and return to the school by [return date]. If you require any further information please contact Nina Thomas, Relieving Head Teacher (Student Engagement and Attainment) on 9383 0443.

Email: sydneyh-d.school@det.nsw.edu.au
Website: <https://sydneyh-d.schools.nsw.gov.au>



If a student is deemed no longer eligible for distance education, the student's enrolment will cease and the parent/carer is required to enrol the child at their local school or other approved education provider in order to meet the requirements of the Education Act (1990).

If you are unable to provide the required documentation, please contact your Local Education Services Team at «tSEG_Region» on «tRegOfficeContPhone» to assist with enrolment at your local high school for 2020.

Yours sincerely

Mark Piddington
Principal

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



Student's name: «tfirst_name» «TSURNAME»

Year: «tscholastic_year»

Enrolment date: «denrol_date»

My child «tfirst_name» is enrolled at Sydney Distance Education High School due to participation at an elite level in

- ☐ the entertainment industry
- ☐ sport
- ☐ performing arts

This participation will continue in 2020 as follows:

Please include details of the proposed obligations / participation in 2020 for employment in the entertainment industry or elite participation in performing arts or sport. For the entertainment industry, a copy of the most recent contract including dates must be provided. For sport, there must be written support from the highest national governing body.

Supervisor's signature: _____ Date: _____

OR

That participation **will NOT** continue in 2020.

I understand that my child «tfirst_name»'s enrolment at Sydney Distance Education High School will cease and that I will need to seek enrolment for him/her elsewhere.

Other comments:

Supervisor's signature: _____ Date: _____

*Please return completed form to Nina Thomas,
Head Teacher (Student Engagement and Attainment), SDEHS*

Email: sydneyh-d.school@det.nsw.edu.au
Website: <https://sydneyh-d.schools.nsw.gov.au>



Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
 Locked Bag 5000 POTTS POINT NSW 1335
 Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



[Date]

«Principal_Name»
 «tvts_institute_name»
 «school_address»

Dear «Principal_Name»

Re: Vocationally Talented Student Eligibility for Enrolment

Department of Education guidelines for enrolment eligibility in distance education requires an annual review of all students in the Vocationally Talented Students category (2.7) to confirm their continued eligibility for distance education.

Students who are enrolled in fulltime dance programs must have information provided on their enrolment status every twelve months in order to remain enrolled at Sydney Distance Education High School.

To assist us in our review please indicate whether or not the students listed below will be continuing their fulltime enrolment with you for the duration of 2020.

Should any of the students listed below cease enrolment in your fulltime dance program please inform Sydney Distance Education High School immediately.

Once you have completed the form below please return it to us in the reply paid envelope.

Yours sincerely

Mark Piddington
 Principal

Name of School: «tvts_institute_name»	Continuing in 2020		
Name of Student	Yes	No	Signature
«tfirst_name» «tsurname»			

Email: sydneyh-d.school@det.nsw.edu.au
 Website: <https://sydneyh-d.schools.nsw.gov.au>



5B(2) VTS School - T:\Executive\Concern_& Warning_letters\SASS use\MAIN_templates\5B (2)_Eligibility School 2.7 VTS.docx

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



[Date]

«Addressee_name»
«Institute_Name»
«Street»
«Suburb» «State» «Pcde»

Re: Vocationally Talented Students (VTS) – Enrolment Application Requirements

I am writing to communicate the most recent information concerning enrolment applications for distance education. Please find enclosed, with the print version of this letter, a copy of the NSW Government Department of Education *Distance Education Enrolment Procedures* 2018 which are also available on our school website at <http://www.sydneyh-d.schools.nsw.edu/> and also at <https://education.nsw.gov.au/policy-library/associated-documents/de-enrolproc.pdf>.

For VTS applications, in addition to the five common requirements for enrolment, further information is required, as indicated in the *Procedures* document.

When the student will be participating at an elite level at an institution, the organisation must provide evidence including:

1. the organisation's name and purposes
2. how it meets requirements for child protection and other risk management procedures
3. selection procedures
4. the student's program
5. student accreditation procedures
6. the criteria used to assess the student's elite level of participation
7. the ranking of the student within the organisation (where relevant)
8. any other material that demonstrates the nature of the organisation

This school now requires that this information is included with each individual application in a single document under each of these 8 headings, which is then signed and dated by an appropriate person in your organisation.

The statement about how your organisation indicates *how it meets requirements for child protection and other risk management procedures* must include the following words.

All staff working with children in this organisation have current Working With Children Check (WWCC) numbers and all volunteers and contractors involved in this organisation meet WWCC requirements.

Email: sydneyh-d.school@det.nsw.edu.au
Website: www.sydneyh-d.schools.nsw.edu.au



If it is not possible to confirm these requirements then the student's enrolment application will not be considered.

Advice concerning child protection requirements, may be sought from the NSW Office of the Children's Guardian who apply, verify and administer the WWCC in NSW.

In addition, each application must include a copy of your current child protection and other risk management documentation including policies and procedures.

For students under the age of 17, there are Department of Education and distance education school attendance requirements which are also included with this letter.

As an institution it is your responsibility to ensure that families are able to comply with the NSW Education Act (1990) whilst participating in your programs. Evidence of enrolment in a distance education provision or registration for home schooling may provide you with the appropriate documentation to participate in your programs.

This means that an institution supporting vocationally talented students may offer places to students however, it is essential that students are not formally enrolled in the institution until the institution has documentation that the student is also enrolled in a distance education school or registered for home schooling.

This school will only consider applications for enrolment if a student is already enrolled in another school or registered for home schooling.

Where possible, institutions are encouraged to offer programs, especially for students in Years 7–9, where the programs also allow students to attend a face to face school for all or most of each school day.

Satisfactory engagement and progress in schooling provided by Sydney Distance Education High School must be maintained to remain eligible for this provision and must not be compromised by participation in the programs offered by institutions.

Thank you for your assistance.

If you require further information about general enrolment issues please contact the school on 9383 0200 and ask to speak with the Head Teacher responsible for enrolments.

If your enquiry concerns child protection requirements please ask to speak with the Deputy Principal responsible for Years 11–12.

Yours sincerely

Mark Piddington
Principal

Enc. SDEHS School Attendance Statement
Department of Education –Distance Education Enrolment Procedures (2018)

Sydney Distance Education High School

Student Attendance

Distance education is governed by the same policies as apply to all NSW government schools, including policies on student attendance. Regular attendance at school is essential if students are to maximise their potential and meet the requirements of the law. Schools and parents share responsibility for promoting regular attendance.

The NSW Department of Education School Attendance Policy requires that Principals of NSW government schools ensure:

- that when frequent absences are explained as being due to illness that:
 - consultation occurs with parents regarding the health care needs of the student
 - medical certificates are sought for the absences
 - where there are ongoing concerns, approval is sought from parents to contact the student's doctor so that the school has all the relevant information regarding the student's health care needs.

Sydney Distance Education High School measures attendance by the amount of work completed. Each week, in each course, students are expected to complete a set of work. This work is submitted through elearning or returned by mail. Individualised Learning Plans and Personalised Learning Plans and Pathways for identified students are also taken into consideration.

Distance education schools keep records of student-teacher contacts and also use this information to assess satisfactory attendance. Teachers and faculties monitor the progress of individual students. Teachers review all students on a weekly basis to check they are returning work regularly and have work to go on with, as summarised in *Sydney Distance Education High School Teachers Roles and Responsibilities*. Teachers refer any issues to the Faculty Head Teacher or Year Adviser as outlined in the Referring On Guide – A quick Guide for Teachers.

Students are considered to have satisfactory attendance if they have completed more than 75% of their study program, as identified in the Student Review and Student Engagement Policy and Procedures. This is consistent with Centrelink's requirement that schools report if a student has "submitted a satisfactory number of assignments in sufficient subjects to maintain progress at 75% of a normal full-time workload". However, ABSTUDY requires students to "attend a minimum of 85% of days in a school term", which means that ABSTUDY students must complete 85% of their study program.

The Student Attendance in Government Schools Procedures (2015) states that parents or carers of children of compulsory school age are responsible for ensuring that their child attends school every day. Children must commence school by age 6 and then complete Year 10. After Year 10 and until they turn 17, students must be:

- in school, or registered for home schooling, or
- in approved education or training (eg TAFE, traineeship, apprenticeship) or
- in full time, paid employment (average 25 hours a week) or
- in a combination of work, education and/or training.

For students younger than 17 whose attendance is identified as being less than 50%, the Head Teacher Welfare will ensure that a broad range of strategies are put in place to support the student. These may include:

- a Years 7–10 part program ie a student does some of the required courses in a year
- a Years 11–12 Pathways program ie a student completes Stage 6 over more than 2 years
- ongoing communication from class teachers eg phone, emails
- referral to Year Advisers, Faculty Head Teachers, Head Teacher Welfare or Head Teacher Secondary Studies for follow up.

Refer also to The Enrolment of Students in Government Schools: A Summary and Consolidation of Policy (1997) and Protecting and Supporting Children and Young People Policy and Procedures

PDF-1: T:\Office\DECDATA\Principal\School Policies / PDF-2: Website
Revised 8-Nov-17

T:\Office\DECDATA\Principal\School Policies\Student Attendance.docx

Appendix 19: Letter 5C 2.9 Transition request info form

SDEHS 2.9 Students with significant support needs – transition	
Review Information	
ERN	«iSRN»
Student: «tfirst_name» «TSURNAME»	DOB.: «dDOB»
Home School:	Year Level: «tscholastic_year»
LEA:	Network: «tSEG_Region»
Case manager SDEHS:	Case manager home school:
Review date: «dreview_date»	
Review meeting date:	Review location:
Parents/Caregivers: «studentfamilytftitle» «studentfamilytfname» «studentfamilytfsurname»	
Address: «tsNo» «ts_address» «ts_address_2» «TS_SUBURB» «TS_STATE» «ts_pcode» Phone: «tphone»	
Progress/feedback SDEHS:	
Diagnosis <input type="checkbox"/> Autism <input type="checkbox"/> Mental Health <input type="checkbox"/> Behaviour <input type="checkbox"/> Physical <input type="checkbox"/> Others:	
Engagement <input type="checkbox"/> Fully Engaged <input type="checkbox"/> Partial Engagement <input type="checkbox"/> Disengaged	
Interventions by SDEHS <input type="checkbox"/> Transition Teacher Visit <input type="checkbox"/> HUB Visits <input type="checkbox"/> Meet and Greet <input type="checkbox"/> School Counsellor <input type="checkbox"/> Mind Plasticity <input type="checkbox"/> Improvement Program <input type="checkbox"/> Concern Letters <input type="checkbox"/> Regional Review Meeting <input type="checkbox"/> Coordinated Support Meeting <input type="checkbox"/> L&S Team <input type="checkbox"/> Adjusted Learning Program (Middle School or Life Skills) <input type="checkbox"/> Reduced Work Load	
Exceeded 200 day enrolment period YES (6 month extension already requested) / NO	
Did this extension improve engagement? YES / NO	
Other information:	
Progress/feedback Home school:	
Has the home school remained in contact with SDEHS? YES/ NO Is the student following the transition plan at the home school? YES / NO Has the home school organised a review meeting with SDEHS? YES / NO	
Other Information:	
Supervisor's (parent) feedback:	
Is the parent happy with SDEHS? YES/ NO Is the parent happy with the transition plan in place with the Home School? YES / NO Does the parent see the student returning to the home school? YES / NO Would the parent prefer the student to remain at SDEHS?	
Other information:	

DEC area office feedback:

Recommendations	Who	By When

Present		
Name	Position	Signature

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



<<Insert DATE>>

Attention: Learning and Wellbeing Team

Re: Review of 2.9: Students with significant support needs – transition

Student's name: «tfirst_name» «tsurname»

Date of birth: «dDOB»

Dear [LWO's name]

The review and ongoing enrolment of students in the 2.9: Students with significant support needs – transition category is an ongoing collaboration with the DE School, home school and Learning and Wellbeing Team from the local Educational Services Office. It is desirable that the transition period for this enrolment not exceed 200 school days (one year).

The purpose of the ongoing collaboration is to:

- support teaching and learning and report student progress
- assess and monitor student's individual needs
- review where necessary the appropriateness of continued enrolment through a distance education school
- ensure effective use of school home area and state resources and address transition planning issues.

We have reviewed «tfirst_name»'s progress at Sydney Distance Education High School in accordance with 2.9: Students with significant support needs – transition, to support the Learning and Wellbeing Coordinator's recommendations as outlined in the *Distance Education Enrolment Procedures*.

In order to support you with your decision, we recommend that this student:

- ☐ Returns to home school – Not suitable for Distance Education – Learning and Wellbeing Team and home school to investigate an alternate setting for this student.
- ☐ Transfers to 2.8: Students with additional learning and support needs, at SDEHS (please send the relevant paperwork to Heather Williams).
- ☐ Is extended under 2.9, for a further 6 months.
- ☐ Other:

Please advise us of your decision for «tfirst_name»'s ongoing enrolment by [date]. As the Learning and Wellbeing personnel from the local School Services team in the home location is responsible for processing access to the range of student services support provisions, please notify the home school of your decision of this review.

Yours sincerely

[HT Welfare name]

[HT Welfare's title]

[HT Welfare's phone]

Email: sydneyh-d.school@det.nsw.edu.au
Website: <https://sydneyh-d.schools.nsw.gov.au>



5D (Revised 28.11.19) T:\Executive\Concern_&_Warning_letters\SASS use\MAIN_templates\New templates TBC 6.11.19\5D_2.9 L&S transition review request 28.11.19.docx

Appendix 21: Letter 5F(A) 2.10 Extraordinary Circumstance eligibility continue – letter from Director

Director's letterhead to be inserted

«ts_title» «ts_first» «ts_last»
«cuhome_school» «tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «ts_pcode»

Dear «ts_title» «ts_last»

Re: Enrolment Review – Continuation in 2.10 Enrolment
«tfirst_name» «TSURNAME», Year «tscholastic_year»

Thank you for participating in the 2.10 enrolment review meeting held on [Click here to enter a date](#). At this meeting it was determined that «tfirst_name» remains eligible for enrolment in category 2.10 Extraordinary Circumstances.

«tfirst_name» will be enrolled in the distance education category 2.10 Extraordinary Circumstances to support «tfirst_name»'s academic endeavours and progress towards the achievement of the [Select](#) certification. I approve the enrolment of «tfirst_name» in Year «tscholastic_year» only at the Sydney Distance Education High School while you are living at [Address](#).

«tfirst_name»'s eligibility for enrolment in distance education will be reviewed [Select review time](#) by the school and is based on:

- yourself in the role of supervisor, being responsible for «tfirst_name» during school work activities and school hours
- continued satisfactory engagement with learning activities provided by the distance education school
- «tfirst_name»'s and your circumstances remaining unchanged
- providing and maintaining an agreed mode of communication between yourself and Sydney Distance Education High School for the duration of the enrolment
- ongoing relevant communication and support between «tfirst_name», yourself and the distance education teaching staff
- if deemed appropriate by Sydney Distance Education High School, participation in field visits and learning hubs.
- [if student is in Year 12 and exhibits extreme behaviour which precludes entry onto school grounds, learning hubs and field visits by DE teachers, then include a bullet point detailing where the student will sit the Trial HSC and HSC Exams and supervision arrangements – otherwise delete this point]
- [Enter additional bullet points as required for further conditions, otherwise delete these points, the following are examples:]
- [Continued participation in wellbeing support, including counselling, post-school transition and/ or other programs]
- [Mode of content delivery, including paper based, tightly monitored internet use etc]
- [Other commitments made at the review meeting, including an improved return of work]
- [The provision of evidence so the Disability Confirmation can be updated]

The Sydney Distance Education High School contact is [\[HT Welfare name, title & phone\]](#).

The School Services contact is [Select title](#) [Enter name](#), who can be phoned on [02 Phone number](#).

Yours sincerely

1 of 2

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Enter name
Director, Educational Leadership

August 2019

- cc Mark Piddington, Principal, Sydney Distance Education High School
sydneyh-d.school@det.nsw.edu.au
- cc Gaye Dunshea, Specialist Program Coordinator, Rural and Distance Education
gaye.dunshea@det.nsw.edu.au
- cc Enter School Services Contact
School Services Contact email address.

Appendix 22: Letter 5F(B) 2.10 Extraordinary Circumstance eligibility transition – letter from Director

Director's letterhead to be inserted

«ts_title» «ts_first» «ts_last»
«cuhome_school» «tsNo» «ts_address» «ts_address_2»
«TS_SUBURB» «TS_STATE» «ts_pcode»

Dear «ts_title» «ts_last»

Re: Enrolment Review – Transition from 2.10 Enrolment
«tfirst_name» «TSURNAME», Year «tscholastic_year»

Thank you for participating in the 2.10 Extraordinary Circumstances enrolment review meeting held on the
[Click here to enter a date.](#)

At this meeting it was determined that «tfirst_name» is no longer eligible for enrolment in category 2.10 Extraordinary Circumstances. The NSW Department of Education will support «tfirst_name» in her transition from the current distance education enrolment.

[Select one of the four options below and delete all other options.]

[Option1]

I endorse the recommendation from the review meeting that planning for «tfirst_name» enrolment in Sydney Distance Education High School be undertaken.

[Option 2]

I endorse the recommendation from the review meeting that enrolment in a specialist setting is pursued.

[Option 3]

I endorse the recommendation from the review meeting that enrolment in category *2.10 Extraordinary Circumstances* is no longer appropriate and enrolment in category *Category* be pursued.

[Option 4]

I endorse the recommendation that enrolment cease and planning for post-school options occur.

Working together with Sydney Distance Education High School and School Services will ensure a smooth and timely transition for the benefit of «tfirst_name».

The Sydney Distance Education High School contact is [HT Welfare name, title & phone].

The School Services contact is [Select title](#) [Enter name](#), who can be phoned on [02 Phone number](#).

I wish «tfirst_name» all the best in their educational journey.

Yours sincerely

Enter name
Director, Educational Leadership

August 2019

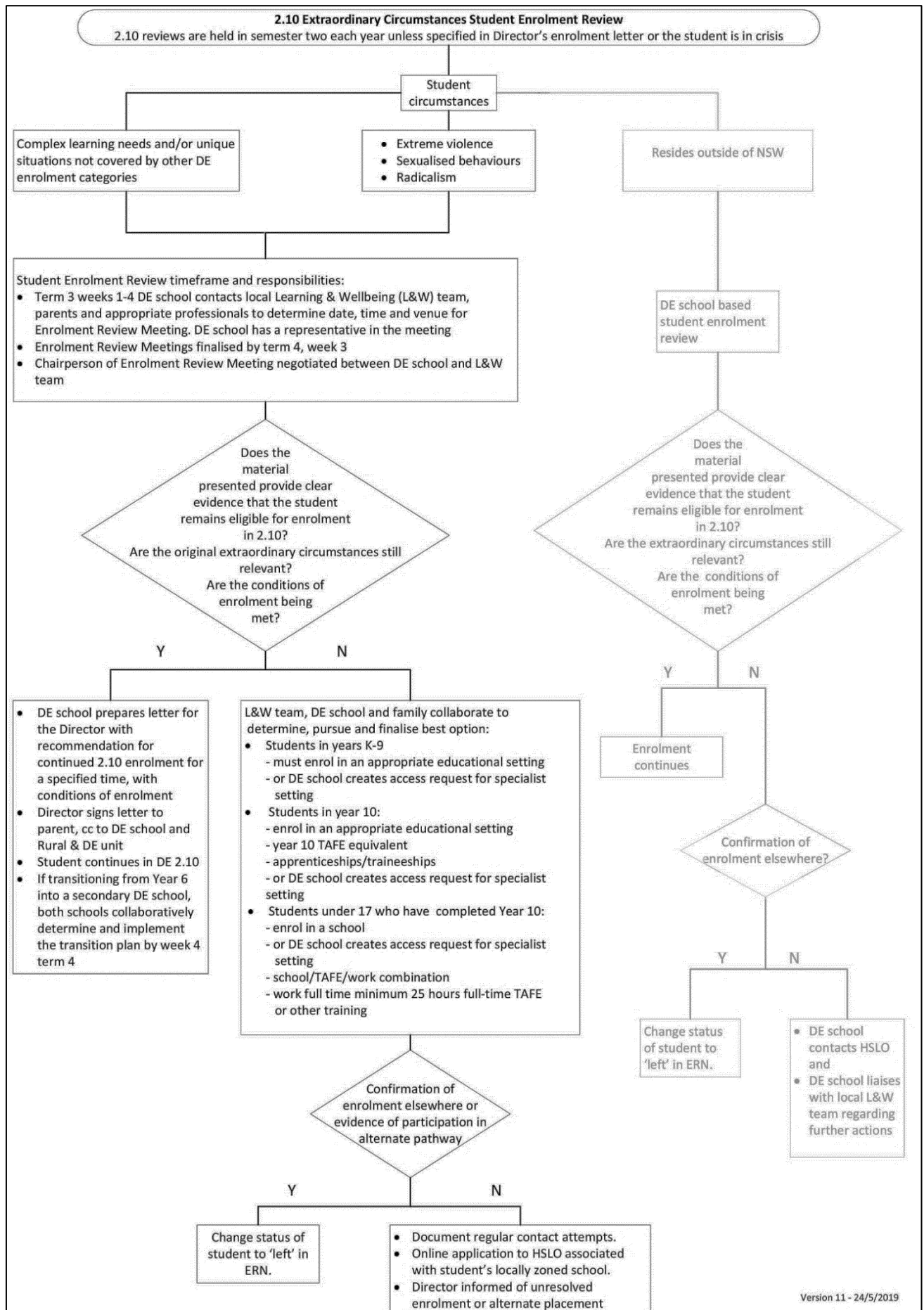
cc Mark Piddington, Principal, Sydney Distance Education High School
sydneyh-d.school@det.nsw.edu.au

1 of 2

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- cc Gaye Dunshea, Specialist Program Coordinator, Rural and Distance Education
gaye.dunshea@det.nsw.edu.au
- cc Enter School Services Contact
School Services Contact email address.

Appendix 23: 2.10 Students in extraordinary circumstance flowchart



Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
 Locked Bag 5000 POTTS POINT NSW 1335
 Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



2.10 Extraordinary Circumstances Student Enrolment Review Agenda

Date	Date	Time	Time	Venue	Venue
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Attendees

Parent/Carer	Full name
Student	Full name
DE School Representative	Full name
Learning and Wellbeing Team Member	Full name
Zoned School Representative	Full name
Psychologist / School Counsellor	Full name
OOHC	Full name
Agencies	Full names and agencies
Other participants	Full names and titles

Apologies

Apologies	Full names
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Student Enrolment Review

Student Name	Student's full name	Date of Birth	Date	School Year	Year
Zoned School	School Name				

Agenda Items

1. Evidence of current circumstances
2. Student's eligibility for 2.10
3. Extraordinary circumstances summary
4. Educational options (*optional*)
5. Transition plan (*as required*)
6. Review / future planning

DE School Instructions:

Agenda:

- Before the meeting: send page one (Agenda) to all participants.

Minutes:

- Include page one (Agenda) in the minutes and complete all sections.
- Distribute completed minutes to meeting participants, including those who apologised.

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011
Locked Bag 5000 POTTS POINT NSW 1335
Telephone: (02) 9383 0200 Facsimile: (02) 9383 0222



2.10 Extraordinary Circumstances Student Enrolment Review Minutes

Agenda Item 1. Evidence of the Student's name current circumstances, e.g. statutory declaration, letter from health professional/practitioner, bail conditions:

List evidence

Agenda Item 2. Does the student remain eligible for 2.10 enrolment? ([Refer to the Director's enrolment letter](#))

Condition: Name of supervisor being the supervisor responsible for Student's first name during school work activities and school hours.

Discussion (*if there is a different supervisor and the student remains eligible, then a statutory declaration is required from the new supervisor*).

Notes

Decisions / Actions	Who	When
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date

Condition: Student's first name continues to engage at a satisfactory level with the learning activities provided by the distance education school.

Discussion (*include participation data*).

Notes

Decisions / Actions	Who	When
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date

Condition: Student's first name and the supervisor's residential address(es) remain unchanged.

Discussion (*if changed address in NSW and remains eligible for 2.10 – then new address is to be incorporated into the Director's Continuation of 2.10 Enrolment letter*).

Notes

Decisions / Actions	Who	When
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date

Condition: the supervisor provides and maintains an agreed mode of communication with Select Distance Education School for the duration of the enrolment.

Discussion
Notes

Decisions / Actions	Who	When
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date

Condition: there is ongoing relevant communication and support between Student's first name, supervisor's name and the distance education teaching staff.

Discussion (*if no, determine plan to remediate*).
Notes

Decisions / Actions	Who	When
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date

Condition: If deemed appropriate by Select Distance Education School, participation in field visits and learning hubs is productive.

Discussion (*if accessing field visits and learning hubs, include participation information. If not accessing field visits and learning hubs, discuss risk plan and action, e.g. no access or referral to distance education school to re-examine access*).
Notes

Decisions / Actions	Who	When
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date

Additional conditions set by the Director, as required.

Condition: Include any additional conditions as listed in the Director's Enrolment letter.

Discussion
Notes

Decisions / Actions	Who	When
List decisions / actions	Name	Due date

Condition: Include any additional conditions as listed in the Director's Enrolment letter.

Discussion
Notes

Decisions / Actions	Who	When
List decisions / actions	Name	Due date

If there are additional conditions set by the Director, please copy and paste the conditions box above.

Agenda Item 3. Extraordinary Circumstances Eligibility

1. Student remains eligible for enrolment in 2.10 Extraordinary Circumstances:
☐Yes ☐No
2. The conditions of enrolment are being met:
☐Yes ☐No

If **yes to both**, distance education school prepares letter (see template) for the Director with recommendation for continued 2.10 enrolment for a specified time, with conditions of enrolment. *MOVE TO Agenda Item 6.*

If **no** to both, complete Agenda Items 4-Educational Options, 5-Transition Plan & 6-Best Educational Option.

If **yes** to extraordinary circumstances and **no** to conditions being met, then either:

* A remediation plan is devised and agreed upon.

* No remediation plan is agreed upon then go to Agenda Item 4-Educational Options.

Agenda Item 4. Educational Options

Discussion:

Discussion of most appropriate educational option with planned support (see 2.10 Review Flowchart):

Notes

Decisions / Actions	Who	When
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date
List decisions / actions	Name	Due date

Agenda Item 5: Transition Plan

Transition Plan

Transition plan required? ☐Yes ☐No

Notes

Who	When
Name	Due date
Name	Due date

Agenda Item 6. Review / Future Planning

Disability Confirmation	Current: <input type="checkbox"/> Yes <input type="checkbox"/> No	Update Required: <input type="checkbox"/> Yes <input type="checkbox"/> No	Responsible: Name	When: Due Date	Notes: Notes
Risk Management Plan	Current: <input type="checkbox"/> Yes <input type="checkbox"/> No	Update Required: <input type="checkbox"/> Yes <input type="checkbox"/> No	Responsible: Name	When: Due Date	Notes: Notes
Individual Learning Plan	Current: <input type="checkbox"/> Yes <input type="checkbox"/> No	Update Required: <input type="checkbox"/> Yes <input type="checkbox"/> No	Responsible: Name	When: Due Date	Notes: Notes
Personalised Learning Pathways	Current: <input type="checkbox"/> Yes <input type="checkbox"/> No	Update Required: <input type="checkbox"/> Yes <input type="checkbox"/> No	Responsible: Name	When: Due Date	Notes: Notes
Health Care Plan	Current: <input type="checkbox"/> Yes <input type="checkbox"/> No	Update Required: <input type="checkbox"/> Yes <input type="checkbox"/> No	Responsible: Name	When: Due Date	Notes: Notes

Signatures

By signing below, I confirm that I support the recommended actions from this meeting:

Parent/Carer	
Student	
DE School Representatives	
Learning and Wellbeing Team Member	
Zoned School Representative	
Psychologist / School Counsellor	
OOHC	
Agencies	
Other participants	

T:\Office\DECDATA\Principal\School Policies\Student Review and Engagement policy 11.2.20.docx

Concern Letter Request – Year

10

Request date

DELTA EXPORT required for <input type="checkbox"/> HSLO (see student details below) <input type="checkbox"/> Transition (see student details below) <input type="checkbox"/> Regional Review for Year _____ <input type="checkbox"/> 2.10 Ext Circ for Year _____		Year group export from DELTA & spreadsheet required for concern letters for Year _____ <input type="checkbox"/> Home <input type="checkbox"/> Single Course <input type="checkbox"/> Centre/Setting		SASS to provide copy to HT/DP <input type="checkbox"/>		Office only DELTA entry (SASS) <input type="checkbox"/>																												
Concern Letter No.		<input type="checkbox"/> Uncontactable <input type="checkbox"/> Disengaged		Date of previous letter(s)																														
Student's name						Year																												
Supervisor's name						Student ID																												
Location		<input type="checkbox"/> Home <input type="checkbox"/> Setting name																																
Date enrolled		DOB		Student's gender Male / Female																														
Date 1st unsuccessful contact attempted				Date lesson material sent																														
No. of Warning letters sent																																		
Subjects: (delete inapplicable subjects)	No. subjects																																	
	enrolled in	English, Mathematics, Science, Geography, History, PD Health PE																																
	minimal work returned	English, Mathematics, Science, Geography, History, PD Health PE																																
	no work returned	<input type="checkbox"/> Since enrolment <input type="checkbox"/> Term 1 <input type="checkbox"/> Term 2 <input type="checkbox"/> Term 3 <input type="checkbox"/> Term 4 English, Mathematics, Science, Geography, History, PD Health PE																																
Commendation: (delete para if no commendation)		<input type="checkbox"/> Delete paragraph <input type="checkbox"/> Commendation subject(s) English, Mathematics, Science, Geography, History, PD Health PE,																																
Date to return work by (3 weeks from date letter is sent)																																		
For Centres only Curriculum access		<input type="checkbox"/> reduce <input type="checkbox"/> withdraw (student's access to curriculum) Discontinue English, Mathematics, Science, Geography, History, PD Health PE Continue English, Mathematics, Science, Geography, History, PD Health PE																																
4a Improvement program		<table border="1"> <thead> <tr> <th>Subject</th> <th>Sets to be completed</th> <th>Date to be received</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>						Subject	Sets to be completed	Date to be received																								
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Extraordinary Circumstances to Director		Director's name: _____ Office: _____ Address: _____ Recommend: <input type="checkbox"/> continue <input type="checkbox"/> cease Engaged: <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory Review date: _____ <table border="1"> <thead> <tr> <th>Subject</th> <th>Sets sent</th> <th>Sets returned</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>						Subject	Sets sent	Sets returned																								
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Requested by:		HT Welfare <input type="checkbox"/> R Angus HTSS <input type="checkbox"/> A Zarocostas		Year Adviser – Stg 4 & 5 A-E <input type="checkbox"/> Name: _____ F-M <input type="checkbox"/> Name: _____ N-Z <input type="checkbox"/> Name: _____																														

Revised 19 Dec 2019

T:\Staff Information\Forms\Concern letter requests\Concern Letter Request form-Yr-10.docx

Concern Letter Request – Year 11 or 12

Request date

DELTA
EXPORT
required
for

- ☐ HSLO (see student details below)
☐ Transition (see student details below)
☐ Regional Review for Year
☐ 2.10 Ext Circ for Year

Year group export from
DELTA & spreadsheet
required for concern
letters

- for Year
☐ Home
☐ Single Course
☐ Centre/Setting

SASS to
provide copy
to HT/DP

Office only
DELTA entry
(SASS)

Concern Letter No.

- ☐ Uncontactable
☐ Disengaged

Date of previous letter(s)

Student's name

Year

Supervisor's name

Student ID

Location

- ☐ Home ☐ Setting name

Date enrolled

DOB

Student's gender Male / Female

Date 1st unsuccessful contact attempted

Date lesson material sent

No. of Warning letters sent

Subjects:
(delete
inapplicable
subjects)

No.
subjects

enrolled in

minimal
work
returned

no work
returned

- ☐ Since enrolment ☐ Term 1 ☐ Term 2 ☐ Term 3 ☐ Term 4

Commendation:

(delete para if no commendation)

- ☐ Delete paragraph ☐ Commendation subject(s)

Date to return work by

(3 weeks from date letter is sent)

For Centres only
Curriculum access

- ☐ reduce ☐ withdraw (student's access to curriculum)

Discontinue

Continue

4a Improvement program

Subject

Sets to be completed

Date to be received

Program
type:

- ☐ Fulltime
☐ Pathways
☐ Part program

Deputy
Principal

- ☐ DP 7-9
☐ DP 10
☐ DP 11-12

4b Non engage / withdraw

No. of subjects

Date work due

Date enrol ends

Extraordinary
Circumstances to
Director

Director's name:

Office:

Address:

Recommend: ☐ continue ☐ cease Engaged: ☐ Satisfactory ☐ Not Satisfactory

Review date:

Subject

Sets sent

Sets returned

Requested by:

HT Welfare

- ☐ A Hampouris

HT SS (11-12)

- ☐ Y Passadore

Year Adviser – Stg 6

A-G ☐ Name:

H-O ☐ Name:

P-Z ☐ Name:

Revised 19 Dec 2019

T:\Staff Information\Forms\Concern letter requests\Concern Letter Request form-Yr-11-&-12.docx