

Student Attendance and Review Procedures

2 July 2025



Sydney Distance Education High School



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Student Attendance and Review Procedures

1. Distance Education Eligibility Review

The *Enrolment in Distance Education Procedures* states that the eligibility for distance education is assessed regularly. All enrolments are subject to a periodic review. A distance education enrolment will only continue if the principal determines the student maintains eligibility. In all circumstances, the parent or carer is responsible for satisfying the compulsory attendance requirements of the *Education Act 1990*.

Sydney Distance Education High School (SDEHS) enrolls students under categories 2.2, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3 and 4 of *Enrolment in Distance Education Procedures* and conducts reviews in accordance with the *Procedures* as follows:

- **2.2 Students who are geographically isolated**

The distance between home and the nearest government school is 48 kilometres or more.

A secondary school student for whom the distance between home and the transport pickup point is 5 kilometres or more and the nearest government high school is 16 kilometres from the transport pickup point, with a journey time that regularly exceeds 90 minutes each way to access that school (primary school students continuing in distance education as they transition to a secondary setting, do not need to meet this condition)

Adverse travel conditions such as impassable roads prevent reasonable access to an appropriate government school for at least 20 school days in a school year.

- **2.5 Students with a medical condition**

The enrolment period is for a minimum of 50 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 (Literacy and Numeracy Priorities) has the responsibility to conduct reviews and follow up in consultation with the Deputy Principal, HT Welfare and the relevant HT Learning and Support.

- **2.6 Pregnant students and/or young parents without appropriate local provision**

Enrolment is available for up to 200 days or, after the development of a comprehensive case management plan. 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 (Literacy and Numeracy Priorities) 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**

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. As this provision is targeted at elite participation, it is generally only available to students in Years 9 to 12. Students are reviewed at least every twelve months and additional information may be requested to maintain eligibility for continued enrolment.

The HT Secondary Studies (Literacy and Numeracy Priorities) 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 – short term provision**

For students for whom evidence indicates that they cannot attend their local government school regularly. 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 for the student to return to the local school or to facilitate their participation in further education or employment. The enrolment period should be planned to be completed within 200 school days (one school year). Applications must comply with the conditions set out below.

The following steps support this process.

Step 1: During the period of enrolment, the student will be enrolled at the distance education school by shared on ERN with the home school (census school).

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. The transition period for this enrolment must not exceed 200 school days (one year).

As per the SDEHS's *Student Attendance and Review Procedures*, 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 Student Support and Specialist Programs Directorate where the student lives, making recommendations about continued access to distance education support.

- **2.10 Students in extraordinary circumstances**

Students are reviewed by HT Welfare. This review will be informed by a coordinated support meeting, when required, with the relevant Learning and Wellbeing Officer and Specialist Programs advising the Director on the student's progress. The Director will advise the school if the distance education enrolment will be continued beyond the initial period.

Table 1 – Summary of Review Actions (from *Distance Education Enrolment Procedures*)

Enrolment Category	Review Action
2.2 Students who are geographically isolated	HT Welfare review in consultation with the Deputy Principal.
2.5 Students with a medical condition	Students reviewed by HT Secondary Studies (Literacy and Numeracy Priorities) who takes enrolment period on application into consideration. Follow up including additional medical documentation may be requested to assess eligibility for continued enrolment in consultation with the Deputy Principal.
2.6 Pregnant students and/or young parents without appropriate local provision	HT Secondary Studies (Literacy and Numeracy Priorities) advises HT Welfare that the review is due for students enrolled under 2.6. 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.
2.7 Vocationally talented students	Students are reviewed by HT Secondary Studies (Literacy and Numeracy Priorities) 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 (Literacy and Numeracy Priorities).
2.8 Students with additional learning and support needs	HT Welfare and the Department's relevant Learning and Wellbeing Officer review the enrolment and level of support required for students enrolled under 2.8 to ensure the ongoing appropriateness of this category before the review date.
2.9 Students with significant support needs – short-term provision	HT Welfare and the Department's relevant Learning and Wellbeing Officer review the enrolment and level of support required for students enrolled under 2.9 to ensure the ongoing appropriateness of this category before the review date.
2.10 Students in extraordinary circumstances	HT Welfare, Department's relevant Learning and Wellbeing Officer and Specialist Programs review the enrolment and level of support required for students enrolled under 2.10 to ensure the ongoing appropriateness of this category before the review date. Specialist Programs liaise with the Director Educational Leadership, who makes the final decision and informs the school.

Enrolment Category	Review Action
3 Years 9-12 curriculum access single course provision	Students are reviewed in accordance with SDEHS internal review processes. HT Administration (Single Course) follows up with home school.
4 Curriculum access provision for special placement settings	Students are reviewed in accordance with SDEHS internal review processes. HT Secondary Studies follows up with home school.

Eligibility Review

Issue	Action, where required	Applicable to
2.5 Student enrolled under provision 2.5 (the Medical Category) is reviewed	Medical Eligibility Letter	Students enrolled under provision 2.5 (Medical Category)
2.7 Student enrolled under provision 2.7 (the Vocationally Talented Category) is reviewed	VTS Eligibility Letter to School – application requirements	Students enrolled under provision 2.7 (Vocationally Talented Category)

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, parents and carers share responsibility for promoting regular attendance.

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

- when frequent absences are explained as being due to illness that:
 - consultation occurs with parents or carers 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 or carers to contact the student's doctor so that the school has all the relevant information regarding the student's health care needs
 - strategies are developed to ensure regular attendance at school.

The [Education Act 1990, Section 21B and 22](#) and the [Student Attendance in NSW Public Schools Procedures](#) include 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 work (average 25 hours a week) or
- in a combination of approved education or training and paid work.

Sydney Distance Education High School primarily measures attendance by the return of course work in each course, every week. On enrolment, students are expected to complete the Launchpad Program (Student Induction), as preparation for learning at SDEHS.

Attendance is measured and monitored in a number of ways primarily in the return of course work in each course, every week, and also through records of student engagement in learning activities, student reviews, and regular contact between students and course teachers. 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*.

Examples of engagement that may indicate satisfactory attendance include, but are not limited to:

- the return of course work in each course, every week
- engagement in synchronous remote teaching sessions such as phone lessons and web lessons
- engagement in synchronous in person teaching sessions such as study days, lessons and work at learning hubs
- asynchronous remote teaching practices such as email, elearning messages and authenticated online learning
- field services such as workshops, home visits and excursions.

For students younger than 17 who are not meeting satisfactory attendance requirements, a 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
- increased communication from class teachers eg phone calls, emails, web lessons
- referral to Year Advisers, Faculty Head Teachers, a Head Teacher Welfare or Head Teacher Secondary Studies for follow up
- referral to the [Home School Liaison Program](#).

Refer also to [Enrolment of Students in NSW Government Schools](#), [Child Protection: Responding to and reporting students at risk of harm](#), [Disability Discrimination Act 1992](#) and [Disability Standards for Education 2005](#)

https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Principal/School Policies/Student Attendance_New DE Procedures.docx

3. Student review processes at SDEHS

SDEHS conducts regular reviews

- to ensure compliance with NSW Department of Education policies on student attendance
- to assess and monitor individual student learning needs
- to ensure compliance with *Distance Education Enrolment Procedures* for students enrolled in categories that are subject to periodic review to maintain eligibility for enrolment.

3.1. Ongoing monitoring

3.1.1. Teachers and Faculty Head Teachers

All teachers review their students' attendance on an ongoing basis, and follow up by:

- Making contact
- Implementing a support strategy
- Sending a warning letter
- Referring to faculty Head Teacher
- Referring on as per the *Referring on* guide

3.1.2. Student Wellbeing Team

Members of the Student Wellbeing Team review students' attendance, wellbeing and progress on an ongoing basis. This includes:

- Communicating with students and supervisors on the phone, by email and at coordinated support meetings
- Referring students for support and mentoring to the Transition Coordinator, School Counsellor, Boys' and Girls', LTBQIA+ Coordinators, Careers Advisers, Coordinator of Pregnant Girls, HTs Welfare, HTs Faculty and Home School Liaison Officer
- Liaising with outside support agencies and referring where required to the DoE Delivery and Support team.

3.1.3. Learning and Support Team

Members of the Learning and Support Team monitor student attendance and progress. This includes:

- Working with students, parents and supervisors to assess learning needs and developing identified Personalised Learning and Support Plans where required
- Communicating these needs to subject teachers to enable them to design and implement appropriate learning programs.

3.2. Scheduled monitoring

Scheduled monitoring of attendance occurs each term and involves:

3.2.1. Teachers

- Teachers complete scheduled attendance monitor in Week 3 of each term
- Teachers use the Power BI tool for a summary of all their students
- Teachers then completes review on subject card for each student by checking that:
 - All work is marked in
 - All web lessons, phone lessons and individual face to face lessons are marked against a set of work
 - All correspondence is recorded
 - Warning letters are issued when required
 - Redeemed Warning Letters are marked in
 - Power BI data and follow up actions are monitored weekly.
- Teachers then record any follow up actions in the Review record detail. For example, 'call student', 'write a warning Letter' or 'no action required'. Teachers immediately follow up with the action.

3.2.2. Head Teacher Faculty

- Head Teachers Faculty complete scheduled attendance monitoring in Week 4 of each term
- Head Teachers Faculty use the Power BI Faculty tab to ensure that all teachers have completed their reviews of all students
- Head Teachers Faculty follow up with any teachers who have not completed the review of all students
- Head Teachers Faculty meet with Deputy Principal.

3.2.3. Head Teacher Welfare/Secondary Studies/Administration

- Relevant HT Welfare/Secondary Studies/Administration reviews attendance data for each student in every course. This data shows a percentage of the completion of weekly work in each subject for the number of weeks enrolled
- Students with unsatisfactory attendance, that is, students with below 50% in Years 7-10 and below 75% in Years 11 and 12, may receive an email and may be invited to contact the school so that follow up support strategies can be put in place
- The HT checks student record cards for students with unsatisfactory attendance to ascertain if there are circumstances that need to be considered before sending a letter to the supervisor
- Additionally, in compliance with NESA regulations the HT Secondary Studies (Years 10-12) reviews Warning Letter completion (Term 3).

3.3. Follow up strategies

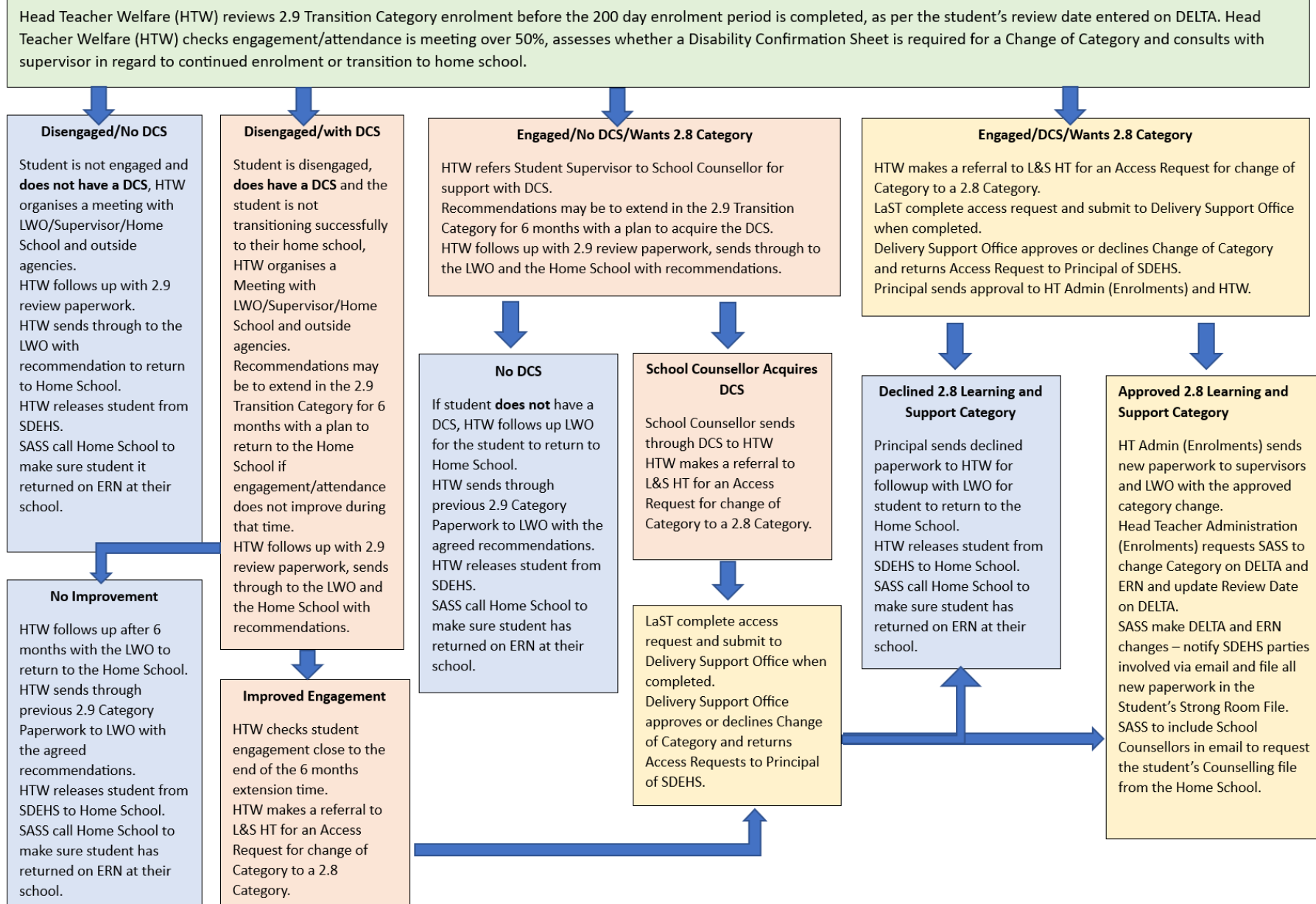
Following the scheduled monitoring, attendance review support strategies may include:

- Referral to a member of the Student Wellbeing, Careers or Learning and Support Team, or other community and Department support programs for Home students
- A request for the supervisor and student to attend a Coordinated Support Meeting
- Changes to patterns of study
- Consultation with the Supervisor for Single Course and Centre students.





Attendance review schedule

Term	Week Ending	Cohort	Focus
1	Week 3	Years 7-12	Teacher – Scheduled Monitoring
	Week 4	Years 7-12	Head Teacher Faculty – Scheduled Monitoring
	Week 6	Years 7-12	HT Welfare – Home students HT Secondary Studies – Centre students HT Administration Single Course – Single course students
2	Week 3	Years 7-12	Teacher – Scheduled Monitoring
	Week 4	Years 7-12	Head Teacher Faculty – Scheduled Monitoring
	Week 6	Years 7-12	HT Welfare – Home students HT Secondary Studies – Centre students HT Administration Single Course – Single course students
3	Week 3	Years 7-10	Teacher – Scheduled Monitoring
	Week 4	Years 7-10	Head Teacher Faculty – Scheduled Monitoring
	Week 6	Years 7-10	HT Welfare – Home students HT Secondary Studies – Centre students HT Administration Single Course – Single course students
4	Week 3	Years 7, 8, 9, 12	Teacher – Scheduled Monitoring
	Week 4	Years 7, 8, 9, 12	Head Teacher Faculty – Scheduled Monitoring
	Week 6	Years 7, 8, 9, 12	HT Welfare – Home students HT Secondary Studies – Centre students HT Administration Single Course – Single course students

SDEHS Category Change from a 2.9 to 2.8 Process Flow Chart



Colour Code:

	Start of 2.9 Transition Category Review Process
	Return to Home School
	Extension Period in 2.9 Category or DCS
	Access Request and Approval for 2.8 Learning and Support Category

Acronyms

HTW	Head Teacher Welfare
L&S HT	Learning and Support Head Teacher
HT Admin	Head Teacher Administration (Enrolments)
DCS	Disability Confirmation Sheet
SDEHS	Sydney Distance Education High School
DELTA	SDEHS student database
LWO	Learning and Wellbeing Officer – Delivery Support Office
2.9 Category	2.9 Transition Category of Enrolment
2.8 Category	2.8 Learning and Support Category (Mental Health/Autism/Physical) of Enrolment
ERN	Enrolment and Registration Number system (Student)
LaST	Learning and Support Teachers
SASS	School Administration Support Staff
Home School	Shared 2.9 Enrolment School – Student should be completing a transition plan submitted on original Access Request to SDEHS

https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Principal/School Policies/Student Attendance and Review_Appendix/Change of Category 2.9 to 2.8 Processes.docx

Student attendance review processes at SDEHS

Teachers/Faculty HT monitoring & support

Teachers and Faculty HT monitor completion of work each week and put support strategies in place for students where required including sending Warning Letters for students 10-12. **Scheduled teacher monitoring occurs in Week 3 of each term.**

Student attendance data reviewed

The appropriate HT reviews student attendance data through Power BI and identify students with engagement less than 50% Years 7-10 and less than 75% Years 11-12.

SINGLE COURSE students

CENTRE students

HOME students

HTs Secondary Studies

- Identify students of concern using attendance data and checking record cards.

Strategies include:

- Student/Supervisor phoned (Centres)
- Concern letter sent
- Uncontactable letter sent
- Change of pattern of study

Principal

Sends an email to ALL Supervisors of students receiving a letter

Year Advisers

- Identify students of concern using attendance data and checking record cards.
- YAs advise the HT Welfare of students requiring follow up support.
- YAs may contact supervisor or refer to another member of the student wellbeing or learning and support teams.

HTs Welfare follow up (Years 7-12)

- Determine which students will receive letter
- Follow up
 - Consultation with DP
 - Interviews
 - Student Wellbeing Team member referral
 - Careers
 - Counsellor
 - Learning & Support Team
 - Child Wellbeing Unit, Family & Community Services
 - Police Welfare Check
 - Learning & Wellbeing Adviser (LWA)
- Coordinated Support Meeting with supervisor, HTs Welfare & LWA to assess enrolment eligibility at SDEHS
- Concern letter sent

HT Admin (Single Course)

- Identify students of concern using attendance data and checking record cards.
- Strategies include
 - Concern letter sent
 - School Supervisor/Principal of Home school for students causing concern contacts subject teacher or Head Teacher Admin (Single Course)
 - Oversees intervention required
 - Possible withdrawal.

Review process checklist for 2.10 Extraordinary Circumstances

Procedures	Timeline
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 under provision 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 provision 2.10, the Learning and Wellbeing team, SDEHS and family collaborate to determine, pursue and finalise best option for student.</p>	Term 3 Weeks 5-7
The Principal/Co Principal (SDEHS) forwards the Director's signed Enrolment Review Letter to the relevant HT Welfare who places a copy on the student file and makes a note on DELTA.	Term 3 Weeks 9-10

4. Processes and letters for supporting student attendance

Settings students who are disengaged/uncontactable

Issue	Letter sent	Applicable to	Letter prepared by
Student disengaged first warning. Supervisor asked to contact HT Secondary Studies. Sent when a review finds that student is disengaged, or prior to a review if it is noted that a student is disengaged for a considerable time	Concern Letter 1 – Settings (Years 10-12)	Settings	HTs Secondary Studies (Years 10 -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 the Letter curriculum access will be reduced or withdrawn. Can be sent four weeks after the date of Concern Letter 1 – Settings	Concern Letter 2 – Settings (Years 10-12)	Settings	HTs Secondary Studies (Years 10 -12)
Student disengaged first warning. Supervisor asked to contact HT Secondary Studies. Sent when a review finds that student is disengaged, or prior to a review if it is noted that a student is disengaged for a considerable time	Concern Letter 1 – Settings (Years 7-9)	Settings	HTs Secondary Studies (Years 7 -9)
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 the Letter curriculum access will be reduced or withdrawn. Can be sent four weeks after the date of Concern Letter 1 – Settings	Concern Letter 2 – Settings (Years 7-9)	Settings	HTs Secondary Studies (Years 7 -9)

Single Course students who are disengaged

Issue	Letter sent	Applicable to	Letter prepared by
Student disengaged Concern Letter 1. Supervisor asked to contact relevant course teacher. Sent when a review finds that student is disengaged, or prior to a review if it is noted that a student is disengaged for a considerable time	Concern Letter 1 – Single Course	Single Course	HT Administration (Single Course 7-12)
Student disengaged Concern Letter 2. Supervisor asked to contact HT Administration Single Course to develop support strategies. Letter will include outstanding sets of work that need to be completed. Can be sent four weeks after the date of Concern Letter 1	Concern Letter 2 – Single Course	Single Course	HT Administration (Single Course 7-12)
Student disengaged Concern Letter 3. Letter advises that Principal needs to meet with parent/student and advise HT Administration Single Course of strategies and outcome.	Concern Letter 3 – Single Course	Single Course	HT Administration (Single Course 7-12)

Years 7-9 Home students who are disengaged in one or more subjects

Issue	Letter sent	Applicable to	Letter prepared by
Supervisor advised that student is disengaged from their studies. Parents/supervisors asked to contact HT Welfare	Concern Letter 1 – Home (Years 7- 9)	Home students Years 7-9	HT Welfare (7-9)
Supervisor advised that student is still disengaged from their studies. Parents/supervisors asked to contact HT Welfare	Concern Letter 2 – Home (Years 7- 9)	Home students Years 7-9	HT Welfare (7-9)

Years 10-12 Home students under 17 years old who are disengaged/uncontactable

Issue	Letter sent	Applicable to	Letter prepared by
Student is disengaged and uncontactable despite significant intervention from teachers, Year Advisers, HT Welfare, HT Secondary Studies (Student Engagement & Attainment), HT Secondary Studies	Disengaged / Uncontactable under 17 – individual	Home students under 17 years	Year Adviser Approved by HT Welfare (posted)
Student is disengaged despite significant intervention from teachers, Year Advisers, HTs Welfare, HT Secondary Studies (Student Engagement & Attainment), HT Secondary Studies	Concern Letter Home Under 17	Home students Years 10-12 under 17 years	HTs Welfare, (Years 10-12)

Years 10-12 Home students over 17 years old who are disengaged/uncontactable

Issue	Letter sent	Applicable to	Letter prepared by
Student is disengaged from learning and is uncontactable despite significant intervention from teachers, Year Advisers, HT Welfare, HT Secondary Studies. Student required to complete Program of Improvement to be eligible for continuing enrolment at SDEHS	Concern Letter 1 – Home (Years 10-12) over 17	Non engagement / Program of Improvement post compulsory – Letter 1	HTs Welfare (Years 10-12)
Student has not met Program of Improvement set in Concern Letter 1. Letter advising interview with DP (Stage 6) and HT Welfare (Stage 6). At this meeting the Deputy Principal outlines the next step should the student not engage.	Concern Letter 2A – Home (Years 11-12)	Non engagement DP interview – Letter 2A	HT Welfare (Years 11-12)
Student has not met Program of Improvement set in Concern Letter 1. Letter advising that student no longer eligible for enrolment at SDEHS. This letter is only to be sent after Principal consultation and supervisor has been given the opportunity to attend a Coordinated Support Meeting organised by the Deputy Principal.	Disenrolment Letter (2B) – Home (Years 10-12) over 17	Non engagement / Withdrawal post compulsory – Letter 2B	HTs Welfare (Years 10-12)

*LWA – Learning and Wellbeing Adviser

Appendix 1: Concern Letter 1 Settings (Years 10-12)

Concern letter 1: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

[student first name]'s progress as a student accessing curriculum provision through SDEHS has been reviewed and [student first name] is not meeting Department of Education and school requirements. NSW Education Standards Authority (NESA) Warning Letters may have been sent and contact has been made. However, there is a pattern of non-satisfactory completion or non-serious attempts to meet course outcomes.

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

To support engagement and completion of coursework requirements, [student first name] will need to complete and submit a number of sets for each course by [date].

The table below shows the number of sets of work that have currently been completed. You can also see the additional number of sets that still need to be completed in each course to meet satisfactory progress.

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

https://schools.nsw.sharepoint.com/sites/SASSTeamsSDEHS/DECDATA/Principal/School Policies/Student Attendance and Review_Appendix/Appendix 1_Concern Letter 1_Yr10-12_Settings.docx

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

Please contact the relevant course teacher listed above who can support you and [student first name] to catch up with the required schoolwork.

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

If you require further information, please contact [HT name] Head Teacher Secondary Studies (Year [xx]) on [9383 0xxx].

Yours sincerely,

[Principal's name]

Principal

Appendix 2: Concern Letter 2 Settings (Years 10-12)

Concern letter 2: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

I wrote to you on [date] concerning [student first name]'s enrolment at Sydney Distance Education High School.

The letter indicated that [student first name]'s progress had been reviewed and that [student first name] was not meeting Department of Education and school expectations for continuing enrolment. A number of Warning Letters may have been sent documenting a pattern of unsatisfactory completion of work or non-serious attempts to meet course outcomes.

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

The table below shows the number of sets of work that have currently been completed. You can also see the additional number of sets that still need to be completed in each course to meet satisfactory progress.

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

https://schools.nsw.gov.au/sites/SASSTeamsSDEHS/DECDATA/Principal/School Policies/Student Attendance and Review_Appendix/Appendix 2_Yr10-12_Settings.docx

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

Please contact the relevant course teacher listed above who can support you and [student first name] to catch up with the required schoolwork.

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

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.

Please contact [HT name] Head Teacher Secondary Studies (Year [xx]) on [9383 0xxx], to discuss further [student first name]'s participation in learning.

Yours sincerely,

[Principal's name]

Principal

Appendix 3: Concern Letter 1 Settings (Years 7-9)

Concern letter 1: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

The following information is about [student first name]'s progress in relation to [student first name]'s curriculum access at Sydney Distance Education High School.

To make satisfactory progress, students must return work every week in each course and also maintain regular contact with their teachers and the school. These expectations are conditions for continued enrolment in distance education. The school regularly reviews the progress of all students. [student first name]'s progress has been reviewed and it is clear that satisfactory progress has not been made.

To support engagement and completion of coursework requirements, [student first name] will need to complete and submit a number of sets for each course by [date]. A set is a week of work for a course.

The table below shows the number of sets of work that have currently been completed. You can also see the additional number of sets that still need to be completed in each course to meet satisfactory progress.

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

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Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

You are strongly encouraged to contact class teachers for the specific courses requiring attention. Contact details for [student first name]'s teachers are listed above.

Curriculum access may be reduced or withdrawn if it becomes evident that distance education is not meeting a student's learning or wellbeing needs. Please contact [HT name] Head Teacher Secondary Studies (Years 7-9) on [9383 0xxx] to discuss further [student first name]'s participation in learning.

Yours sincerely,

[Principal's name]

Principal

Appendix 4: Concern Letter 2 Settings (Years 7-9)

Concern letter 2: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

I am writing again about [student first name]'s progress in relation to continued curriculum access at Sydney Distance Education High School.

The table below shows the number of sets of work that have currently been completed. You can also see the additional number of sets that still need to be completed in each course to meet satisfactory progress.

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

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As previously communicated, continued provision of curriculum access in distance education requires the regular return of work. Curriculum access may be reduced or withdrawn if it becomes evident that distance education is not meeting a student's learning or wellbeing needs.

Please contact [HTSS Name] Head Teacher Secondary Studies (Years 7-9) on [9383 0xxx] to discuss [student first name]'s continued unsatisfactory participation in learning.

Yours sincerely,

[Principal's name]

Principal

Appendix 5: Concern Letter 1 Single Course (Years 7-12)

Concern letter 1: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

[student first name]'s progress as a student accessing curriculum provision through SDEHS has been reviewed and [student first name] is not meeting Department of Education and school requirements. NSW Education Standards Authority (NESA) Warning Letters may have been sent and contact has been made. However, there is a pattern of non-satisfactory completion or non-serious attempts to meet course outcomes.

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

To support engagement and completion of coursework requirements, [student first name] will need to complete and submit a number of sets for each course by [date].

The table below shows the number of sets of work that have currently been completed. You can also see the additional number of sets that still need to be completed in each course to meet satisfactory progress.

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

Please contact the relevant course teacher listed above who can support [student first name] to catch up with the required schoolwork.

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

If you require further information, please contact [HT name] Head Teacher Enrolments (Single Course) on [9383 0xxx].

Yours sincerely,

[Principal's name]

Principal

[https://schools.nsw.gov.au/SharePoint/Sites/SAS/TeamSDEHS/DECDATA/Principal/School Policies/Student Attendance and Review_Appendix/Appendix 5_Concern Letter 1_Single Course.docx](https://schools.nsw.gov.au/SharePoint/Sites/SAS/TeamSDEHS/DECDATA/Principal/School%20Policies/Student%20Attendance%20and%20Review/Appendix/Appendix%205_Concern%20Letter%201_Single%20Course.docx)

Appendix 6: Concern Letter 2 Single Course (Years 7-12)

Concern letter 2: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

I wrote to you on [date] concerning [student first name]'s enrolment at Sydney Distance Education High School.

The letter indicated that [student first name]'s progress had been reviewed and that [student first name] 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 outcomes.

The 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 list of courses with the number of outstanding sets (weeks of work) that needed to be completed.

If this matter is not resolved before [date], we will need to meet to develop support strategies for [student first name]. You will be notified in writing of this decision.

As outlined in the *Distance Education Enrolment Procedures*, our school's role, for Single Course students, is Curriculum Access Provision.

The provision of curriculum access through distance education gives Single Course students 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.

Please contact [HT name] Head Teacher Enrolments (Single Course) on [9383 0xxx], to discuss further [student first name]'s participation in learning.

Yours sincerely,

[Principal's name]

Principal

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Appendix 7: Concern Letter 3 Single Course (Years 7-12)

Concern letter 3: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

I wrote to you on [date] and [fill in date] concerning [student first name]'s enrolment at Sydney Distance Education High School.

The letters indicated that [student first name]'s progress had been reviewed and that [student first name] is 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 outcomes.

The letter included a list of courses with the number of outstanding sets (weeks of work) that needed to be completed.

As outlined in the Distance Education Enrolment Procedures, our school's role, for Single Course students, is Curriculum Access Provision.

The provision of curriculum access through distance education gives Single Course students 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.

[student first name]'s progress has been reviewed again and it is clear that satisfactory progress has not been made.

In accordance with the enrolment and review processes for students enrolled at this school, please organise a meeting with the parent/guardian and student to discuss strategies in [student first name]'s school engagement.

Alternatively, you may withdraw [student first name] as [student first name] has not met 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.

If I receive no response, the student may be withdrawn from our school or possibly face N determination.

Please contact, by [date], [HT teacher name] Head Teacher Enrolments (Single Course) on [9383 0xxx], after you have discussed further [student first name]'s participation in their learning, with the outcome of how you wish to proceed.

We look forward to hearing from you soon.

Yours sincerely,

[Principal's name]

Principal

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Appendix 8: Concern Letter 1 Home (Years 7-9)

Concern letter 1: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear Mrs Seaman,

The following information is about [student name]'s progress at Sydney Distance Education High School.

To make satisfactory progress, all students must return work each week in each course and also maintain regular contact with their teachers and the school. These expectations are conditions for continued enrolment in distance education. The school regularly reviews the progress of all students. [student name]'s progress has been reviewed and it is clear that satisfactory progress has not been made.

To support engagement and completion of coursework requirements, [student name] will need to complete and submit a number of sets for each course by [date]. A set is a week of work for a course.

The table below shows the number of sets of work that have currently been completed. You can also see the additional number of sets that still need to be completed in each course to meet satisfactory progress.

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Principal/School Policies/Student Attendance and Review_Appendix/Appendix 8_Concern Letter 1_Y7-9_Home.docx

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

You are strongly encouraged to contact class teachers for the specific courses requiring attention. Contact details for [student name]'s teachers are listed above.

In addition to class teachers, there are a range of other people who are available to support [student name] to meet set completion expectations including:

- o learning hub teachers
- o student wellbeing team members

There may be health or other circumstances that make work completion difficult for some students. Please contact [HT name] Head Teacher Secondary Studies (Year 7 - 9) on 9383 [0xxx] so that supports can be put in place.

We look forward to working with you to support engagement and completion of coursework.

Yours sincerely,

[Principal's name]

Principal

Appendix 9: Concern Letter 2 Home (Years 7-9)

Concern letter 2: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

The following information is about [student first name]'s progress at Sydney Distance Education High School.

The school regularly reviews the progress of all students. You are reminded that to make satisfactory progress, all students must return work each week in each subject and maintain regular contact with their teachers and the school. These expectations are conditions for continued enrolment in distance education.

[student first name]'s progress has been reviewed again and it is clear that satisfactory progress has not been made.

In accordance with the enrolment and review processes for students enrolled at this school, a meeting has been scheduled on [date] at [time] to review [student first name]'s school engagement and progress, and to develop strategies to support [student first name]'s wellbeing and learning.

The meeting will be held on TEAMS and information on how to access the meeting will be emailed to you.

I understand there may be health or other circumstances that make it difficult for you to meet at this time. If so, please contact [HT name] Head Teacher Welfare (Years 7-9) on [9383 0xxx] to arrange for an alternative time.

We look forward to hearing from you soon and to working with you to support engagement and completion of coursework.

Yours sincerely,

[Principal's name]

Principal

https://schools.nsw.gov.au/sites/SAS/TeamSDEHS/DECDATA/Principal/SchoolPolicies/StudentAttendanceandReview_Appendix/Appendix9_ConcernLetter2_Y7-9_Home.docx

Appendix 10: Disengage and Uncontactable Letter (individual) Under 17

Sydney Distance Education High School

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



[Date]

«S_title» «S_first» «S_last»
«home_school» «sNo» «S_address» «S_address_2»
«S_SUBURB» «S_STATE» «S_pcode»

Dear «S_title» «S_last»

Re: «first_name» «SURNAME», Year «scholastic_year»

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

«first_name» has been enrolled at the school since «enrol_date» and is currently enrolled in the following Year «scholastic_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 a responsibility of the supervisor to maintain regular contact with the school. Unfortunately, using the contact numbers you provided at enrolment, we have not been able to speak to you regarding «first_name»'s continued enrolment for the 2020 school year.

To date we have [not received any / received minimal] completed work from «first_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 «first_name»'s enrolment, as indicated in the signed agreement with our school, it will be necessary for «first_name» to complete and return outstanding work and maintain contact with teachers and the school. Otherwise «first_name» 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. «first_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 «first_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: <https://sydneyh-d.schools.nsw.gov.au>



Revised 24.11.22 - T:\Executive\Concerns\Warning_Letters\SASS user\MAIN_templates\Appendix 10_Disengage&Uncontactable_Home (under 17)_Individual.docx

Appendix 11: Concern Letter 1 Home (Years 10-12) Over 17

Concern letter 1: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

[Student name]'s progress has been reviewed and [Student name] is not meeting Department of Education, NSW Education Standards Authority (NESA) and school requirements for continuing enrolment. Warning letters may have been sent and contact by teachers has been made. However, there is a pattern of non-satisfactory completion or non-serious attempts to meet course outcomes.

I remind you of the conditions for continued enrolment in distance education. Students must return work every week and maintain contact with their teachers and the school.

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 will not be eligible for continued enrolment at this school if the work is not completed.

I understand there may be health or other circumstances that [Student name] is experiencing, making work completion difficult. To support school engagement and completion of coursework [Student name] must complete a number of sets for each course [Student name] is enrolled in. A set is a week of work. This work must be submitted by [date]. [Student name]'s teachers, the learning hub teachers and student wellbeing team members are available to support them in meeting the Department of Education, NESA and school requirements.

The table below indicates the number of sets that [Student name] has completed, so that you can identify the number of sets that still need to be completed in each course. [Student name] must also complete any outstanding assessment tasks for each course [Student name] is enrolled in. This work must be received by the date indicated or [Student 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 [Student name] will no longer be enrolled at this school.

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

Please contact [DP name Deputy] Principal (Year [xx]) on [9383 0xxx] to discuss this matter.

If you do not wish for [Student name] to remain enrolled at this school please inform the Deputy Principal.

Yours sincerely,

[Principal's name]

Principal

Appendix 12: Concern Letter 1 Home (Years 10-12) Under 17

Concern letter 1: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

[student first name]'s progress has been reviewed and [student first name] is not meeting Department of Education, NSW Education Standards Authority (NESA) and school requirements for continuing enrolment. Warning letters may have been sent and contact by teachers has been made. However, there is a pattern of non-satisfactory completion or non-serious attempts to meet course outcomes.

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.

I understand there may be health or other circumstances that [student first name] is experiencing, making work completion difficult. To support school engagement and completion of coursework [student first name] must complete a number of sets for each course [student first name] is enrolled in. A set is a week of work for a course. This work must be submitted by [date]. [student first name]'s teachers, the learning hub teachers and student wellbeing team members are available to support [student first name] in meeting the Department of Education, NESA and school requirements.

The table below indicates the number of sets that [student first name] has completed, so that you can identify the number of sets that still need to be completed in each course.

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

Course	Weeks enrolled	Sets completed	Return rate	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[teacher name] [teacher email] [teacher number]

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 will not be eligible for continued enrolment at this school if the work is not completed.

Please contact [DP name] Deputy Principal (Year 10) on [9383 0xxx] to discuss this matter.

Yours sincerely,

[Principal's name]

Principal

Appendix 13: Concern Letter 2A Home (Years 10-12)

Concern letter 2A: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

I wrote to you on [date] concerning [student first name]'s enrolment at Sydney Distance Education High School.

The letter indicated that [student first name]'s progress had been reviewed and that [student first name] 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 outcomes.

The 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.

[student first name] was asked to complete outstanding sets (weeks of work) that needed to be completed across all the courses [student first 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.

[student first name] did not satisfactorily complete the work requested by the required date.

Since [student first name] is not meeting the Department and school requirements for continuing enrolment in distance education, please attend an interview on [date] at [time] to discuss [student first name]'s enrolment at this school. Please contact [DP name] Deputy Principal (Years 11-12) on [9383 0xxx] to confirm your attendance.

Yours sincerely,

[Principal's name]

Principal

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Appendix 14: Disenrolment Letter 2B Home (Years 10-12)

Concern letter 2B: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

I wrote to you on [date] concerning [student first name]'s enrolment at Sydney Distance Education High School.

The letter indicated that [student first name]'s progress had been reviewed and that [student first name] was not meeting Department of Education, NSW Education Standards Authority (NESA) 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 outcomes.

The 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 list of courses with the number of outstanding sets (weeks of work) that needed to 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.

[student first name]'s progress has been reviewed again and it is clear that satisfactory progress has not been made.

Since [student first name] is not meeting the Department and school requirements for continuing enrolment in distance education and is over the age of compulsory school attendance, [student first name] is no longer eligible for enrolment at this school.

[student first name]'s enrolment at this school will finish on [date].

As part of this process, you are invited to attend a meeting with [DP name] Deputy Principal Stage 6 and [HT name] Head Teacher Welfare (Year [xx]). You will have the opportunity to discuss any aspect of this process during the meeting.

If you would like to attend a meeting before [finish date] please contact [DP name] Deputy Principal Stage 6 by ringing the school reception on 9383 0200.

I wish [student first name] the best with whatever options they may engage with in the future.

Yours sincerely,

[Principal's name]

Principal

Appendix 15: N Determination End of Course Letter (Years 10-12)

Concern letter: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

[Student name]'s progress has been reviewed and [Student name] is not meeting NSW Education Standards Authority (NESA) and school requirements for continuing enrolment. Warning Letters have been sent and contact by teachers has been made, however there is a pattern of non-satisfactory completion or non-serious attempts to meet course outcomes.

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.

[Student name] has been identified from our review process as a Serious Concern. [Student name] has received [number of warning letters] warning letters from Sydney Distance Education High School which will affect meeting NESA requirements in those courses.

All students must apply themselves to their studies conscientiously in order to achieve an acceptable rate of course coverage and meet NESA requirements. Students with outstanding coursework or warning letters are expected to take prompt action to fulfil Department of Education, NESA, and school expectations. To meet these requirements, please work with your class teacher to redeem any outstanding warning letters.

Course	Weeks enrolled	Sets completed	Return rate	Unredeemed Warning Letters	Additional sets to complete by [date]	Teacher
[course code] [course name]	[number]	[number]	%	[number]	[number]	[teacher name] [teacher email] [teacher number]

To continue enrolment at Sydney Distance Education High School, we expect that [Student name] will redeem all warning letters in the courses listed by [date] or the non-completion of course requirements NESA procedure will be followed.

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 may not be eligible for continued enrolment at this school if the work is not completed.

Yours sincerely

[Principal's name]

Principal

https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Principal/School Policies/Student Attendance and Review_Appendix/Appendix 15_N Determination Letter.docx

Appendix 16: Medical Eligibility Letter

Concern letter 2: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

I am writing about [Student name]'s enrolment at Sydney Distance Education High School.

[Student 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 no longer eligible for distance education, the student's enrolment will stop 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 support enrolment at a suitable local setting as outlined in the [Distance Education Enrolment Procedures](#) and in the [Sydney Distance Education High School Student Review and Engagement Policy and Procedures](#).

The last medical report for [Student name] has expired or is due to expire shortly. I understand that [Student name] is receiving ongoing medical assessments or treatment from a medical specialist. Our school requires an updated certificate from the treating specialist which specifies [Student name]'s medical condition, why the condition prevents [Student name] from attending school on a regular basis and which also specifies the length of time the certificate covers. For [Student name]'s continued enrolment at our school for [School year/period] please provide an updated medical certificate by [date]. If you require any further information please contact [HT name] Head Teacher Secondary Studies (Literacy & Numeracy Priorities) on [9383 0xxx].

If specialist documentation cannot be provided please contact your Local Delivery Support Team at [Office location] Office on [Office phone number] to assist with enrolment at your local high school. Alternatively, you may wish to enrol [Student name] with another approved education provider.

Yours sincerely,

[Principal's name]

Principal

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Appendix 17: VTS Eligibility Letter to School – application requirements

Concern letter 3: [Student first name and SURNAME] Year [xx] (Student ID) – Important letter sent on behalf of the Principal

Dear [Supervisor: title and surname],

I am writing about [student name]'s enrolment at Sydney Distance Education High School.

[student 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.

For [student name]'s continued enrolment at our school for [school period] please complete the attached form with the required documentation by [date]. If you require any further information please contact [HT name] Head Teacher Secondary Studies (Literacy & Numeracy Priorities) on [9383 0xxx].

If a student is deemed no longer eligible for distance education, the student's enrolment will stop 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 Delivery Support Team at [Office location] Office on [phone number] to help with enrolment at your local high school. Alternatively, you may wish to enrol [student name] with another approved education provider.

Yours sincerely,

[Principal's name]

Principal

https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Principal/School Policies/Student Attendance and Review_Appendix/Appendix 17_VTS Application Requirements Letter.docx

Sydney Distance Education High School

Forbes Street WOOLLOOMOOLOO NSW 2011

Locked Bag 5000 POTTS POINT NSW 1335

Telephone: (02) 9383 0200



Student's name: «first_name» «SURNAME»

Year: «scholastic_year»

Enrolment date: «enrol_date»

My child «first_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 2023/2024 as follows:

Please include details of the proposed obligations / participation in 2023/2024 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 2023/2024.

I understand that my child «first_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 Sue Cooksley,
Head Teacher Secondary Studies (Literacy & Numeracy Priorities), SDEHS*

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

