Index

- Rationale/context ............................................. Pg 3
- Procedures overview ....................................... Pg 4
- Roles and responsibilities ................................. Pg 8
- Evaluation of policy ......................................... Pg 11
- Support program for compulsory aged students .... Pg 12
Rationale/context:

There is a large amount of school-based evidence which suggests that there remains a strong link between student diligence and effort, and progress made in courses. There is therefore every advantage in encouraging students to be diligent in their studies, especially in the senior years of schooling (Years 10, 11 and 12).

A few contexts are important:

- The engagement which students feel in their studies is largely a function of the manner in which those courses are delivered. There is therefore every need to continue to develop teaching programs which are varied and stimulating, and which in every possible way cater for the interests, needs and abilities of students (importance is similarly placed on the matchup between courses and students, expressed in the course-selection program);

- Some students will need support in order to demonstrate diligence in their work. This may take the form of:
  - Learning support; or
  - Disability support; or
  - Welfare support.

It is enormously important that the various structures, networks and processes which operate within the school, are able to detect, diagnose, inform and address these areas;

- As with attendance, it is important to establish, within students, good habits of diligence and taking responsibility for one’s own work, as part of training for life, the workforce or further study; and

- There is a need especially where sanctions and consequences (heightened, in the senior years) are concerned, to comply with:
  - Clarity of work requirements in each course;
  - Principles of natural justice and due process, especially with regard to ensuring access and opportunity, providing early and adequate warning, and the right to appeal processes;
  - The requirement that parents, as well as students, are kept fully informed of student progress, as well as consequences of lack of progress; and
  - Various Board of Studies and Department of Education and Training policies, requirements and procedures relevant in these areas, especially:
    - **DET**: Suspension and expulsion of students from NSW Govt schools; and
    - **BOS**: Requirements of the NSW Higher School Certificate; and guidelines for sending of SC/Prelim/HSC warning letters.
The overall approach to students in their senior years should be one of support and encouragement for them to realise their potential, recognising that due diligence and application is an important part of this. Likewise, the importance cannot be overstated of being clear and reasonable in relation to work requirements placed on students in their courses, and of ensuring access and support, as required.

However, in the end, there should be no side-stepping of the requirement that students (especially those in the senior years) be prepared to engage with the work, and simply “do their best”. And where this fails to occur, in the face of all reasonable opportunity and support, there need to be consequences – clearly communicated, impartially and fairly applied, and consistent with DET/BOS policies and procedures.

This is, after all, no more than would be the case in the world of work and employment, and no less than that deserved by the majority of students who are serious about their studies.

**Procedures overview:**

- Written expectations regarding sustained diligence and attendance of students in senior years (Years 10, 11 and 12) will be given to students and their parents at the beginning of the year, or course. These will be in the form of:
  - student diaries (printed notes at end of day);
  - newsletters (first edition in year);
  - assessment booklets, issued to all students; and
  - subject-selection information via the dedicated website (issued to all Year 10 students during the subject selection program);

  in addition various Board of Studies booklets, issued to all students in Years 10 & 12, which stress the importance of sustained diligence.

- Similar themes are expressed at Year meetings of Years 10, 11 & 12, normally scheduled at least once per term.

- Year 10 commences in Term 4 of Year 9 and parents/caregivers and students attend an information evening outlining expectations, rights, responsibilities, monitoring and support practices.

- Written warnings will be sent, addressed to parents/caregivers, in the case of senior students failing to show sustained diligence, or “seriousness”, as follows.

  - Board of Studies warning letters, relating to the possible “N” awards in courses contributing to the School Certificate, Preliminary Record of Achievement and Higher School Certificate, in the case where either an assigned task (class or homework) has not been satisfactorily completed, or where a scheduled assessment task has been missed without acceptable reason; and
• DET warnings of unsatisfactory participation in learning by students of post-compulsory age (17 years), following ongoing patterns of non-serious behaviour: either patterns of course-warning letters, unexplained absences, or very poor Deputy Principals’ monitoring reports or semester reports. These letters warn of possible expulsion on the grounds of continued non-seriousness.

All letters will be counter-signed by the Principal/DP’s, and a central register (electronic and hardcopy) maintained. Copies of all letters will be placed in student files, and distributed to relevant welfare staff (eg Deputy, Year Adviser, Welfare Coordinator, and International Students Coordinator) for appropriate welfare counselling and support. **Note:** DET warnings of unsatisfactory participation are not sent for International Students.

• The relevant DP coordinates a monthly “probationers review” for students in Years 10 & 11 who are considered in special need of monitoring and support, incorporating an initial student/parent interview and involving monthly comments on these students’ effort, attitude to work, and progress from all their teachers; each check is followed by a formal student interview.

**Monitoring of post-compulsory diligence will take the form of:**

• monitoring of warning-letter patterns, through the central register maintained by the Principal/DP’s (and recorded on RISC, by the Welfare Coordinator);

• monitoring of unexplained absences, through:
  • fortnightly attendance printouts, distributed to all Year Advisers and Welfare Coordinator;
  • 4 weekly attendance printouts, distributed to all teaching staff, as well as to Welfare staff;
  • truancy and lateness reports;
  • monitoring of DP’s probationer’s reports; and
  • monitoring of Term attendance printouts.
- Welfare support, and other responses to diligence – monitoring will take the form of:

  - Year Adviser counselling of students with unexplained absences, as indicated by fortnightly and 4-weekly checks; also, phone-contacts with parents, as appropriate;

  - Deputy Principal interviews with student and parents/caregivers at the commencement of probationary Year 10 and Year 11 programs, also followup interviews with students, and parent contact, as appropriate, following each check;

  - Class-teacher and/or Head Teacher, subject-based support, encouragement and monitoring of class attendance and diligence in satisfactorily and promptly completing work as allocated, re-setting of deadlines for work completion, and possible referral to subject-based tutorials and catchup programs;

  - Deputy Principal and/or Year Adviser follow up of semester reports, for those students in the “improvement needed” category for progress and application, with letters sent home to parents/caregivers of students in this category, and possible referral to whole-school, after hours tutorials to assist in remediation;

  - generation of BOS course-warning letters, as appropriate, by class teachers, clearly itemising work missed or not satisfactorily completed; and generation of DET warnings of expulsion on grounds of non-seriousness, by the Principal/DP’s, for ongoing issues of non-seriousness as expressed through course-warning letter patterns, patterns of continuing unexplained absences, poor probationer-reports, or poor semester reports;

  - welfare-based communication and support for students with genuine personal and welfare needs, initiated by students themselves, parents/caregivers, teaching staff, Year Advisers, Counsellors, Welfare Coordinator, ISC Coordinator or Principal/DP’s; these issues will be the subject of “need to know” communication within the school, tabled at welfare meetings and Head Teacher meetings, or result in referrals (inside and outside the school) for specialised support and counselling; communication will be maintained with parents/caregivers, as appropriate, and notes maintained in student files;

  - checks, ongoing, made of the progress of late-enrolling students, especially International Students, and especially at end of SC/Preliminary courses; decision to be made about students to repeat courses;
- referrals for learning or ESL support, arising from student file-notes (for pre-existing, known needs), Counsellor referrals, parent/caregiver concerns, diagnosis on enrolment, teacher/faculty requests (nomination forms regularly circulated), and central analysis of assessment responses and semester reports; support may be provided from within existing school staffing and other resources, or application made for out-of-school support, including for exam special provisions;

- formal improvement programs will be negotiated with students, and their parents/caregivers, on or before receipt of the post-compulsory student’s second warning for expulsion on grounds of non-seriousness (unless special circumstances apply: eg, the first warning is of sufficient gravity to warrant a formal program); negotiation will be carried out by the Principal/DP's using the attached template; the student/caregivers will be given a copy, and a copy placed on file;

- full appeal processes (both as outlined by BOS and DET) will be made available to students and their parents/caregivers in respect to:
  - individual assessment-tasks within the school;
  - non-award of BOS certification; and
  - expulsion of non-seriousness;

  information regarding these appeal processes will be made available to students via assessment booklets issued to all relevant students, issue of BOS appeals documentation when notification of “N” is made, or accompanying expulsion letters; and

resources within the school (eg, Counsellor, Careers Adviser) will also be available to assist in lodging these appeals, or exploring other, beyond school, pathways.

- International Students will be supplied, on enrolment, with orientation materials supplied by the ISC, and consistent with the ESOS Act and National Code: covering leave, attendance requirements, diligence requirements, appeal processes, and homestay requirements. Ongoing checks will be made, via the International Studies Coordinator, of attendance and homestay arrangements in accordance with requirements.
Roles and responsibilities:

Class teacher to:
- refer students, appropriately, for Learning and ESL Support;
- tailor learning programs to individual learning needs of students in their classes;
- diagnose additional support needed (learning support/ESL, especially) and refer these needs to Learning Support Coordinator;
- schedule, and clearly communicate, appropriate and structured tasks which inform learning outcomes, together with the encouragement and expectation that students perform these tasks in timely fashion; then, issue warning letters if this does not occur;
- comment on monthly probationers’ reports;
- initiate support for students failing to meet work expectations: interviews, counselling, referral to tutorials, and negotiation of catchup programs.

Office Staff to:
- distribute copies of warning letters, as generated, to Year Advisers, Head Teachers, International Student Coordinator, and student file (or, as otherwise indicated by the distribution schedule);
- generate attendance printouts, as requested by the Principal/DP’s;
- set up and maintain International Student record cards in student files (designated SASS), and then do Term attendance printouts and reports on these students, on request.

Head Teachers to:
- oversee and coordinate program-development within their faculties, especially to include structured and effective teaching strategies and resources which inform the learning outcomes;
- oversee and monitor, within their faculties:
  - the setting of reasonable and planned work contracts for students in all courses, supported by clear communication of student expectations, together with accurate records of work satisfactorily completed;
  - assessment policies which inform report outcomes, with planned assessment intervals which are clearly promoted to students;
  - follow-up of students failing to meet work expectations: eg interviews, counselling, referring to tutorials, negotiating catchup programs, and sending of warning letters.
Roles and responsibilities Cont:

Year Advisers to:
- monitor unexplained absences, as indicated by attendance printouts, and respond appropriately (student interview, parent contact, referral to DP/HT welfare), then record responses;
- take part in followup of students with poor semester reports;
- initiate welfare based communication and support for students with genuine personal and welfare needs.

Principal/DP’s to:
- generate materials outlining expectations of post compulsory aged students, for students and parents, via diaries, newsletters, and booklets (assessment and subject selection);
- coordinate monthly “probationers’ checks” for Years 10 & 11 students and response to these checks; (including initial student/parent interviews, and followup student interviews);
- give reminders, at Year meetings, of post compulsory aged students, of diligence expectations;
- generate expulsion warnings, in the event that patterns of non-serious behaviour becomes evident, in the form of patterns of unexplained absences, poor probationers’ reports, pattern of course warning letters, or poor semester reports;
- record all diligence letters in a central register;
- coordinate the followup of students with poor semester reports;
- check progress of late enrolling students (especially, International Students) at end of SC/Preliminary courses, recommend some to repeat;
- negotiate a formal improvement program, with students/parents. upon receipt of a student’s second expulsion warning (or before this occurs);
- provide appeal advice, and support if necessary, to students/parents faced with expulsion proceedings; and
- activate/initiate Term attendance checks for International Students, and generate letters in response.
Roles and responsibilities Cont:

**International Students Coordinator to:**
- carry out orientation of all enrolling International Students, consistent with ESOS and National Code; covering areas such as leave, attendance requirements, homestay arrangements, appeal processes, and diligence requirements;
- carry out ongoing monitoring of attendance, welfare and homestay arrangements.
- Monitor attendance of International Students at remedial tutorials;
- provide individual feedback, counselling and support to students receiving progress-related warning letters; and
- monitor semester reports of International Students, and provide feedback to students and their caregivers;

**Careers Adviser to:**
- provide careers and pathways support to “at risk” post compulsory students, as referred.

**Head Teacher Welfare to:**
- record all warning letters on RISC;
- oversee followup of student unexplained absences, and refer appropriate cases to HSLO;
- oversee welfare based communication and support for students who are failing to meet work expectations, but who have genuine personal and welfare needs.

**Head Teacher Admin to:**
- respond to, and follow up, all suspected cases of partial truancy.

**Counsellor to:**
- refer, appropriately, for welfare or learning support, students who come to their attention as deserving of this support.

**Learning Support Coordinator to:**
- allocate and coordinate learning/ESL support to students according to need, using resources inside and outside the school.
Evaluation of policy:

Evaluation of student post compulsory diligence policy to arise from consideration of:

- monitoring of diligence records (attendance/warning letters patterns/semesters reports/DP’s monitoring reports);
- appeals lodged by students, and implications for process improvement;
- DET attendance and retention data.
Support Program For Post-Compulsory Aged Students

Name of Student: ______________________________ Year: ______

- I understand that I have an unsatisfactory record of unexplained absences and/or course warning letters. I further understand that I could face expulsion from school if I fail to catch up outstanding work, and keep up with future work.

- Checks will be made at ________________________________, by which time all or most work should be completed.

- I know that I also will need to explain all absences with signed parent notes or medical certificates.

- I would like copies of all past warning letters to be made for me.

- I understand what I should do if I don’t know how to do the work.

- I would like ____________________________ to be my mentor teacher.

- I would like to attend after school tutoring on ____________________, but understand that my acceptance will depend on my seriousness.

- I have been asked about any possible issues which are making it difficult to me to attend or complete all my work at present.

  Issues are: ________________________________

- I understand that the consequences of continued unsatisfactory attendance and/or work record, could be expulsion from school.

______________________________    _____________
(Signature of student)      (Date)

Present: ________________________________