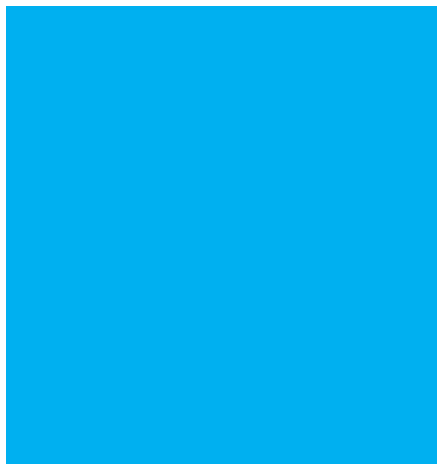




Sydney Distance Education High School

Quality individualised education



Guide for Students and Supervisors 2020

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Principal's message

Welcome to Sydney Distance Education High School. We hope you enjoy your learning with us. This is a public school where we are proud to work on the land of the Traditional Custodians, the Cadigal People of Eora Country.

Our commitment is to provide flexible learning for quality individualised education. Students may learn in many ways through online lessons, written materials, web lessons, email and phone. We also engage students through videoconferencing, student online forums, study days, open days, excursions, peer support activities and teacher visits to schools and homes.

We have a number of Learning Hubs around Sydney where you may work with teachers and other students.

The first thing we would like you to do is read through this Guide for Students and Supervisors.

Many students studying at this school have achieved excellent results in state testing including NAPLAN and the Higher School Certificate. However, the most important priority is for every student to work to achieve their personal best.

Work hard, complete work every week and enjoy your learning. Also, it is important to keep in contact with your teachers and other students. We look forward to celebrating your good results with you at the end of the year.

Our school is located in Woolloomooloo and we hope to see you here for activities we hold during the year.

Best wishes in your studies.



Mark Piddington
Principal

NSW School Term Dates

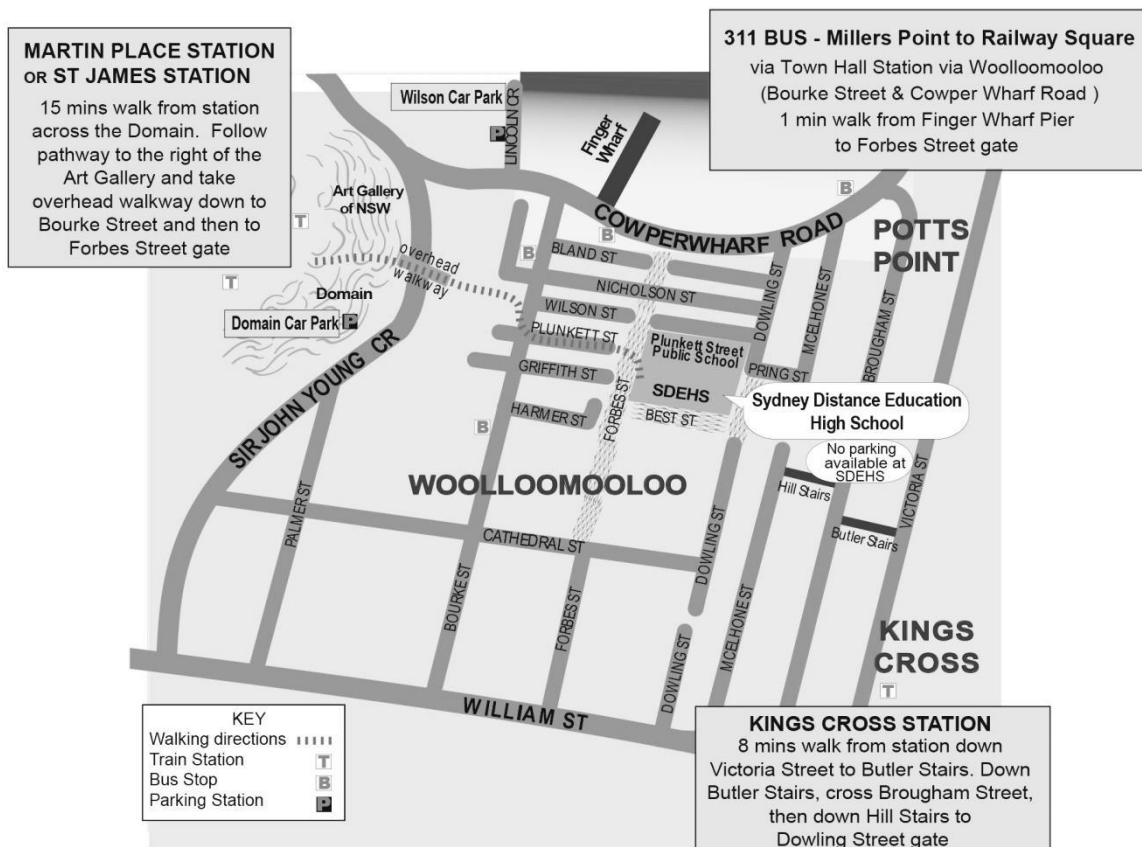
2020

Term 1	Tuesday 28 January	–	Friday 9 April
Term 2	Monday 27 April	–	Friday 3 July
Term 3	Monday 20 July	–	Friday 25 September
Term 4	Monday 12 October	–	Friday 18 December

Sydney Distance Education High School

Address	Forbes Street, Woolloomooloo NSW 2011		
Postal address	Locked Bag 5000, Potts Point NSW 1335		
Phone	(02) 9383 0200 (switchboard)	Fax	(02) 9383 0222
Website	https://sydneyh-d.schools.nsw.gov.au	Email	sydneyh-d.school@det.nsw.edu.au

Sydney Distance Education High School is located within the grounds of Plunkett Street Public School in Woolloomooloo.

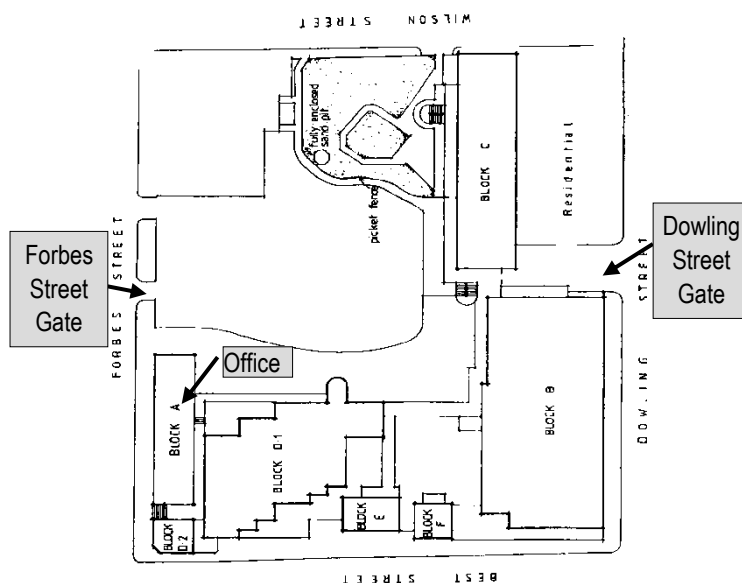


Public transport: We advise visitors to come to school from either Martin Place Station or St James Station, or on the 311 bus (Railway Square via Darlinghurst via Cowper Wharf Rd to via Town Hall to Millers Point). For a quicker bus journey you can also board the bus at stops on York Street near Wynyard Station or Town Hall Station.

For up to date details on bus and train timetables call 131 500 or visit the Transport NSW website <http://www.transportnsw.info/>

Car: There is limited street and metered parking in adjacent streets. All day car parking is available at the Domain Car Park. Walk from there across the footbridge and down Nicholson St to the school, or at the Wilson Car Park in Lincoln and Young Street (off Cowper Wharf Road). The school has one parking spot that may be used for disabled parking, when notice is given, if it not already being used by someone else for disabled parking.

Please register at Office on arrival



School contact information

Principal	Mark Piddington	9383 0200	
Relieving Principal	Lisa Keating	9383 0200	
Co Principal	David Tracy	9383 0200	
Deputy Principal (7–9)	David Grime	9383 0313	
Deputy Principal (10)	Sue Cooksley	9383 0304	
Deputy Principal (11–12)	Julie Kennedy	9383 0387	
Head Teacher Administration (Enrolments)	Heather Williams	9383 0213	
Head Teacher Administration (Single course with events & accreditation support)	Johanna Armstrong	9383 0391	
Head Teacher Administration (Staffing)	David Grime	9383 0343	
Head Teacher Secondary Studies (Student Engagement & Student Review)	Nina Thomas (Acting)	9383 0443	
Head Teacher Secondary Studies (Years 7–9 with Middle School)	Marija Gavranic	9383 0214	
Head Teacher Secondary Studies (Year 10)	Angela Zarocostas	9383 0230	
Head Teacher Secondary Studies (Years 11–12 with Habits of Mind)	Yolanda Passadore	9383 0427	
Head Teacher Teaching and Learning (Assessment & Reporting)	Bernadette Norris	9383 0411	
Head Teacher Teaching and Learning (elearning)	Victor Levi	9383 0479	
Head Teacher Teaching and Learning (Learning & Support with Library)	Christine Cato	9383 0296	
Head Teacher Teaching and Learning (Online Teaching)	Ott Uussaar (Relieving)	9383 0475/329	
Head Teacher Teaching and Learning (Technology: Systems & Support)	Ali Rodley (Relieving)	9383 0473	
Head Teacher Vocational Education and Training (with Careers)	Brett Hall	9383 0328	
Head Teacher Welfare (Years 7–9)	Sally Xexenis	9383 0221	
Head Teacher Welfare (Year 10)	Rachel Angus	9383 0234	
Head Teacher Welfare (Years 11–12)	Anna Hampouris	9383 0456	
Faculty Head Teachers			
Creative and Performing Arts (CAPA)	Duncan Gerdes	9383 0235	
English	Kristina Balcewicz	9383 0361	
History / Aboriginal Studies	Irene Sfinas (Acting)	9383 0306	
Mathematics	Jennifer Johnston	9383 0451	
Middle School	Marija Gavranic	9383 0214	
PDHPE	Allyson Hill (Relieving)	9383 0436	
Science	Mick Brooker	9383 0407	
Social Science	Maureen Murphy	9383 0350	
TAS / Computing Studies	Therese Metzl	9383 0413	
VET / Careers	Brett Hall	9383 0328	
Year Advisers			
Years 7–10 (Stage 4 & 5)	A–F	Agatha Berezowski	9383 0355
	G–M	Stephanie Quirk	9383 0237
	N –Z	Julianna Chan	9383 0286
Years 11 & 12 (Stage 6)	A–F	Jessica Fletcher	9383 0461
	G–O	Helen Flint	9383 0367
	P–Z	Rachael Corkin	9383 0240
Single Course Provision Coordinator	Schools: A–Z	Johanna Armstrong	9383 0391
Library		Katy Hookey	9383 0270
Careers Advisers		Brett Hall	9383 0328
		Julie Barel	9383 0251/449
		Anna Hampouris	9383 0456
		Debbie Hodges	9383 0426
School Counsellor			9383 0202
Wellbeing Team			
Aboriginal Education Coordinator	Judith Burke	9383 0369/418	
Engagement Support Teacher	Sally Blain	9383 0321	
LBTQI+ Coordinator	Jessica Fletcher	9383 0461	
Out of Home Care Education Coordinator/ Supervisor of Pregnant Girls/Young Parents	Kylie Gallacher	9383 0308	
Supervisor for Boys	Rede Carney	9383 0203	
Supervisor for Girls	Rebecca Cowie	9383 0460	
Transition Coordinators	Sue Minter	9383 0402	
	Robert O'Brien	9383 0336	
	Katrina Saville	9383 0433	
Hub Coordinator	Duncan Gerdes	9383 0235	

Getting to know you

Year Adviser

All students in the same year have a teacher called the Year Adviser who will take care of anything about enrolment and course changes, welfare issues and arranging school visits, including meetings for you with your teachers.

Your Year Adviser will contact you after you enrol, as we would like to get to know you.

Roll call teacher

Your roll call teacher will contact you regularly. This is the person you contact first with information such as any absences, eg when you are sick or away, as well as for late or missing work. They will take care of all your general questions about schoolwork.

You can also contact your roll call teacher to discuss your progress and for anything you need to know or need to tell us. This might include:

- change of address
- courses you are studying
- textbook needs
- attendance
- illness.

Your teachers

Your teachers will contact you in the first few weeks of your enrolment to discuss regular ways of communicating. They will support you to access your course content.

Regular communication with each of your teachers can help you with any aspect of your school work. You can email, call on the phone, have web lessons, visit teachers at the school, have teachers visit you at home and work with a teacher at one of the Learning Hubs.

Transition Coordinator

You may be contacted by the Transition Coordinator after you enrol. Transition Coordinators visit students' homes and explain the expectations of studying by distance education, help you set up and demonstrate the use of elearning, set up your school email account and help you with organisation strategies.

Student and supervisor support

Sydney Distance Education High School aims to provide a safe and supportive learning and social environment for all students.

Our student and supervisor services include:

- **SDEHS Learning Hubs**

We have six Learning Hubs across the Greater Sydney Region to help you to make regular connections with your teachers.

We encourage you to attend your local Learning Hub regularly, for all or part of the day, to receive support and assistance with your school work.

All SDEHS students are expected to visit their local Learning Hub within three weeks of enrolment. The purpose of this initial visit is to familiarise yourself with your Learning Hub and to support your transition into distance education. Supervisors are also encouraged to attend. Bring your own device with you when you visit.

This will really help you with your school work.

Please contact your Year Adviser to organise a date and time for your first Learning Hub visit.

If you have any questions about the Learning Hubs please contact:

Duncan Gerdes 9383 0235 duncan.gerdes@det.nsw.edu.au

Inner City Learning Hub – Woolloomooloo

The Inner City Learning Hub is located in the COLA/Library at SDEHS in Forbes Street, Woolloomooloo. It is a flexible classroom staffed by two SDEHS teachers. The Inner City Learning operates between 10.30am-2.30pm each Wednesday and 9am-2.30pm each Friday of the school term.

Central Coast Learning Hub – Woy Woy

The Central Coast Learning Hub is located in the Coast Community Connections complex at 93 McMasters Road, Woy Woy. It is staffed by two SDEHS teachers. The Central Coast Learning Hub operates between 9am-3pm each Monday of the school term. There are childcare facilities available at the centre.

South Western Sydney Learning Hub – Ingleburn

The South Western Learning Hub is located in the Ingleburn Community Hall, corner of Oxford and Cumberland Roads, Ingleburn. It is staffed by two SDEHS teachers. The South Western Sydney Learning Hub operates between 9am-3pm each Tuesday of school term.

Lower Blue Mountains Learning Hub – Glenbrook

The Lower Blue Mountains Learning Hub is located at 1 Ross Street, Glenbrook (opposite tennis courts). It is staffed by two SDEHS teachers. The Lower Blue Mountains Learning Hub operates between 9.30am-3pm each Thursday of school term.

Upper Central Coast Learning Hub – Tuggerah

The Upper Central Coast Learning Hub is located in the Tuggerah Community Hall at 9 Anzac Road, Tuggerah. It is staffed by two SDEHS teachers. The Upper Central Coast Learning Hub operates between 9am and 3pm each Tuesday of the school term.

Sutherland Shire Learning Hub – Miranda

The Sutherland Shire Learning Hub is located in the Endeavour Room of the Miranda Community Centre, at 95 Karimbla Road, Miranda. It is staffed by two SDEHS teachers. The Sutherland Shire Learning Hub operates between 9am-3pm each Monday of the school term.

- **School counsellor**

Any student or supervisor can make an appointment with the School Counsellor whose main job is to help students and their families. School Counsellors can help students to deal with issues, to learn new skills such as getting on better with friends or controlling their anger, and to work out ways to make it easier to learn.

Our School Counsellors offer phone or face to face counselling. They may hold group activities at school. If you or your supervisor wishes to contact a School Counsellor, please telephone the school and make an appointment.

- **Open days**

Students at Sydney Distance Education High School have the opportunity at open days to engage in various activities and listen to some great speakers. In addition to the Big Day In, Harmony Day and Diversity Day, there are Boys' Day In and Girls' Day In, where topics are covered such as health and nutrition, sport and exercise, goal setting, and resilience. Activities may include cupcake decorating, jewellery making, rock climbing, and a large variety of sport and recreation activities.

- **Achievement awards and elearning badges**

Students are awarded with aqua, bronze, silver and gold certificates and badges throughout the year for good work and commitment to their studies. When students have **ten** Achievement Awards they should send them to their Year Adviser who will issue aqua, bronze, silver or gold certificates.

When students have collected ten badges they should email a screenshot of their elearning profile page to their Year Adviser who will issue aqua, bronze, silver or gold badges.

- **Student friendship/mentoring teleconference groups** run at regular intervals throughout the year. These groups aim to develop skills to promote student social and emotional wellbeing.

- **Parent workshops** run for and by parents with the support of the school. Informal meetings are held throughout the year to give parents and supervisors a chance to exchange ideas and share experiences. Guest speakers provide information on a range of issues that affect our young people today.

- **Community support events**

Our school has identified the importance of providing opportunities for students to engage in community activities. Amnesty International is our school's focus organisation. We hold a number of events throughout the year to support this organisation including Harmony Day and social justice activities. Our school also supports the Amnesty International Youth Forum.

Details of upcoming events are published in the school's newsletter and are available on the school website. Students are invited to contribute to these forums. In this way the whole school community can celebrate their efforts and achievements.

Our student support team includes roll call teachers, year advisers, transition coordinators, Welfare Head Teachers and the School Counsellor. Contact our team if you need any assistance. If we can't help you then we can refer you to a community agency or organisation that might be able to provide support.

Careers advice

The Careers Advisers at Sydney Distance Education High School can assist you in career exploration and planning.

Our Career Education program is designed to help you make a smoother transition to further education and the workforce.

In Year 10 there are weekly lessons, and in Years 11 and 12 career information and bulletins will arrive from time to time to assist you with your career choices and decisions about courses of study and jobs.

If you visit the school, be sure to talk to a Careers Adviser as well as your other teachers. If you have any questions, send them to one of our Careers Advisers, or phone the school.

Learning by distance education

Learning is more successful when parents, supervisors, students and teachers work together as a team. So communicate with your teachers. Let them know what works for you and how you learn best. Your teachers are there to support your learning but they need feedback. That way they are able to provide you with appropriate work and the best opportunity for you to succeed.

Years 7-8

At the start of your course you will be sent a Starter Pack (your first 3 weeks of work) and a course outline for each course.

Each course consists of a number of topics. Each topic includes a number of sets. Each set is one week's worth of work.

As you complete each Starter Pack set (3 sets for each course) return the set to the school.

Learning through distance education happens in a number of different ways and will differ from course to course. Some courses will set their learning activities as paper-based materials and others will be through the school's elearning website.

Your teacher will let you know about their expectations for each week's set of work.

Remember that you must complete the weekly set of learning activities for each course.

Years 9–10

At the start of your course you will be sent a Starter Pack (your first 3 weeks of work) and a course outline for each course.

Each course consists of a number of topics. Each topic includes a number of sets. Each set is one week's worth of work.

As you complete each Starter Pack set (3 sets for each course) return the set to the school. Your next work will be online through the school's elearning site elearning.sdehs.nsw.edu.au

Your teacher will contact you to help you access the elearning course and start work there. If you are unsure of your elearning login details ask your teacher.

Remember that you must complete the weekly set of learning activities for each course.

Years 11–12

In the senior years you will receive a whole topic or unit of work at a time. **Remember that you must submit work weekly in each course.** You will receive feedback on your weekly work.

You will also receive a course outline for each course you are studying. This will give an overview of the program for that course, including information about work requirements, assessment tasks and examinations. It shows where you should be up to for each week of the course.

You should submit your weekly work according to the dates indicated in your course outline.

Communication with your teachers

Communication with your teachers occurs in a number of ways including the following:

- Sets of work
- Email
- elearning messages
- Web lessons
- Phone calls
- Learning Hub visits.

It is very important that you establish and maintain regular communication with your teachers in whatever form suits you best.

Student Attendance

NSW Education Standards Authority (NESA) Course Completion Criteria

Like all students in NSW, students enrolled at Sydney Distance Education High School must satisfy the NESA's course completion criteria.

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- **followed** the course developed or endorsed by the NESA; and
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes.

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:

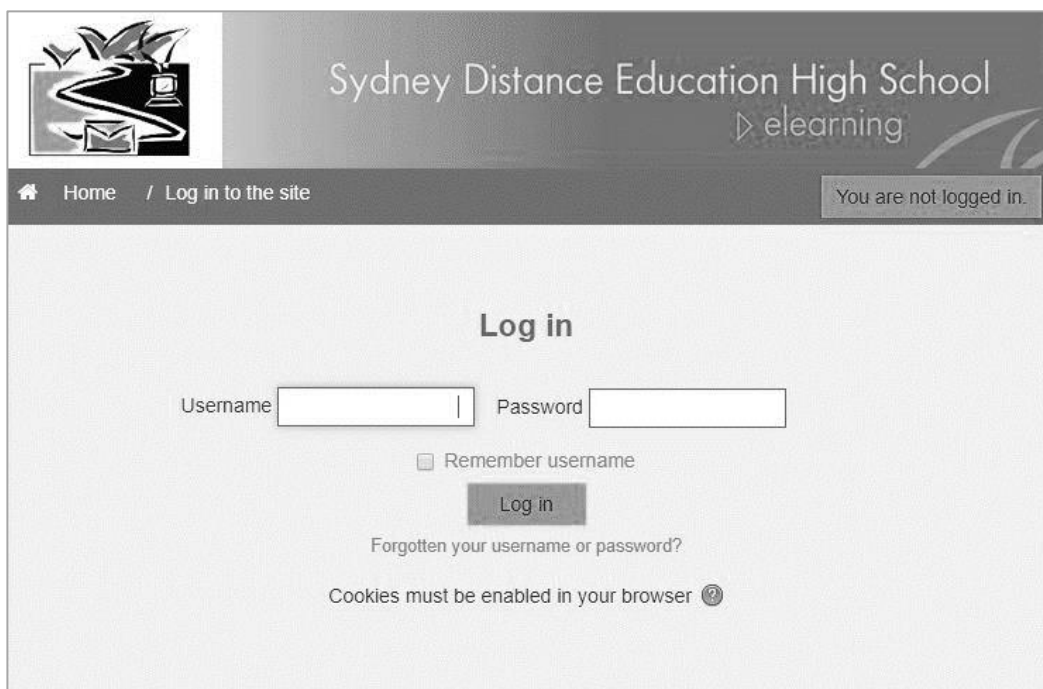
- a Years 7–10 part program ie a student does some of the required courses in a year
- a Years 11–12 Pathways program ie a student completes Stage 6 over more than 2 years
- ongoing communication from class teachers. eg phone, emails
- referral to Year Advisers, Faculty Head Teachers, Head Teacher Welfare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

elearning

Courses at Sydney Distance Education High School will require access to online learning through the school elearning website. The address of the school elearning website is

<http://elearning.sdehs.nsw.edu.au/>



The screenshot shows the login interface for the Sydney Distance Education High School elearning website. At the top left is a logo featuring a stylized bird and a computer monitor. The header text reads 'Sydney Distance Education High School' with 'elearning' below it. A navigation bar includes 'Home' and 'Log in to the site'. A status box on the right says 'You are not logged in.' The main content area is titled 'Log in' and contains two input fields for 'Username' and 'Password'. Below these is a checkbox for 'Remember username' and a 'Log in' button. Links for 'Forgotten your username or password?' and a note 'Cookies must be enabled in your browser' with a help icon are at the bottom.

All courses have an elearning component, and a number of courses are delivered wholly online. All Year 9 and Year 10 courses are delivered wholly online. Students will need to have internet access, an up-to-date web browser (eg Firefox) installed on their computer to access all features of the elearning website. Supervisors will be sent a letter when the student enrolls outlining how to log on to the elearning site. If, as a student or supervisor, you are having problems logging on or accessing any part of the elearning website it is important to contact your teacher who will be able to resolve those problems.

Student emails and DoE portal accounts

Every student enrolled at Sydney Distance Education High School is given an account by the NSW Department of Education (DoE) to access their school email accounts and to access the internet when they are in a school.

Students are required to use this email account for all correspondence with their teachers. If you have the Department's account from a previous government high school then you will be able to use it at our school.

If you do not know what your account username and password is then you can contact your teacher or call the Department's EDConnect on 1300 32 32 32.

For information on *eSafety and Internet Usage* go to <https://www.esafety.gov.au/>.



Your responsibilities

If you are completing the full range of courses in a particular year, it is important to spend 30 hours each week completing your distance education work, similar hours to those you would spend in a face to face school. If you are studying fewer courses, through a Part Program or Pathways, you can reduce the hours you spend on schoolwork.

Explain your late work

If your work is late because of sickness or for other reasons, please be sure to explain this to your teacher.

Label your work – so it is easy to identify

All mail received at Sydney Distance Education High School is opened in the mail room before it is sent to teachers. Therefore it is important to:

- write your name and class on all sheets such as sets of work, tasks, assignments, maps, equipment, drawings or letters you send to your teachers
- label all work where needed, for example to show the course, set number and exercise number.

Whenever you return recordings of your work, clearly label them for easy identification
eg Your name, Year 7, Geography fieldwork – Set 4.

Posting paper-based school work

Check that the correct cover sheet has been stapled to the front of the work you are posting.

Give your work for all courses to your supervisor to be checked and signed. The signature of your supervisor indicates he/she has checked your work and all instructions have been followed. Post your work using the envelope and 'return address' labels provided.

Photograph practical work before posting, so you have a record of it.



Tracking your work

Check off each set you complete for each of the courses on your course outline. Course outlines are provided for each of your courses at the start of the course.



Return your work regularly

Complete your work in **every course, every week**. Call or email your teacher if this is not possible. Explain why.

Mailing envelopes

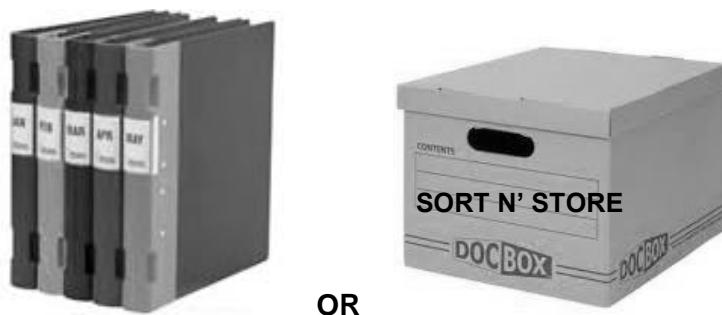
The school sends students' lessons in two types of envelopes – standard A4 and heavy-duty envelopes.

In the envelope there are also printed reply paid stickers (as shown below), to be used when returning work.

Delivery Address Locked Bag 5000 POTTS POINT NSW 1335	No stamp required if posted in Australia 
 The Principal Sydney Distance Education High School Reply Paid 75030 POTTS POINT NSW 1335	

File your work

File your work in a separate folder or box for each course, or electronically.



Senior students Years 11-12: use your course outline

Use your course outline to check that you keep up to date with your submission of work.

Assessments and examinations

Your teacher records a comment and a grade or mark for each piece of work you submit. All this information is used to prepare reports which are sent twice a year. Your report will be based on the quality and quantity of the work you do.

Years 7–9

There are no formal school examinations in Years 7–9.

Assessment is based on class work, tests and assignments. Make sure you complete your work every week. Students will have the opportunity to participate in the national NAPLAN (literacy and numeracy assessment) and ESSA (Science assessment).

Year 10

You will be sent a Year 10 Assessment booklet. This will explain in detail all the assessment requirements for each course.

Make sure you read it carefully.

Year 11 course

You will be sent a Year 11 Assessment booklet. This will explain in detail all the assessment requirements for each course.

Make sure you read it carefully.

Year 12 course

You will be sent a Year 12 Assessment Booklet. This will explain in detail the assessment requirements for each course.

Make sure you read it carefully.

Reports

Semester reports are prepared for all students.

The reports are designed to:

- inform your supervisor about your level of achievement in course outcomes
- provide written comments about your progress.

Do your best work in all exercises and assignments and show that you have a conscientious approach to study. Remember to return your work weekly – your report will reflect this.

Progression to Year 11

A student who is eligible for a Record of School Achievement may enter Year 11 courses. Students not eligible for a RoSA will receive a Transcript of Study (ToS) at the end of Year 10.

Eligibility for a RoSA

- A grade of A-E for English, Mathematics, Science, Geography and History (to indicate 'studied substantially').
- Studied the mandatory hours for PDHPE.

Eligibility requirements for entry into Year 11 courses

A student who is not eligible for a Record of School Achievement may enter Year 11 courses:

- a. if the Principal deems that the student has another credential equivalent to the Record of School Achievement; or
- b. provisionally, if the Principal believes that the student has a reasonable chance of satisfactorily completing Year 12 studies.

If a student is ineligible for the award of a Record of School Achievement at the end of Stage 5 and the Principal will not allow provisional entry to the Year 11 course(s), the student may:

- Repeat some or all Stage 5 courses
- Accumulate new Stage 5 courses.

NESA ACE Manual

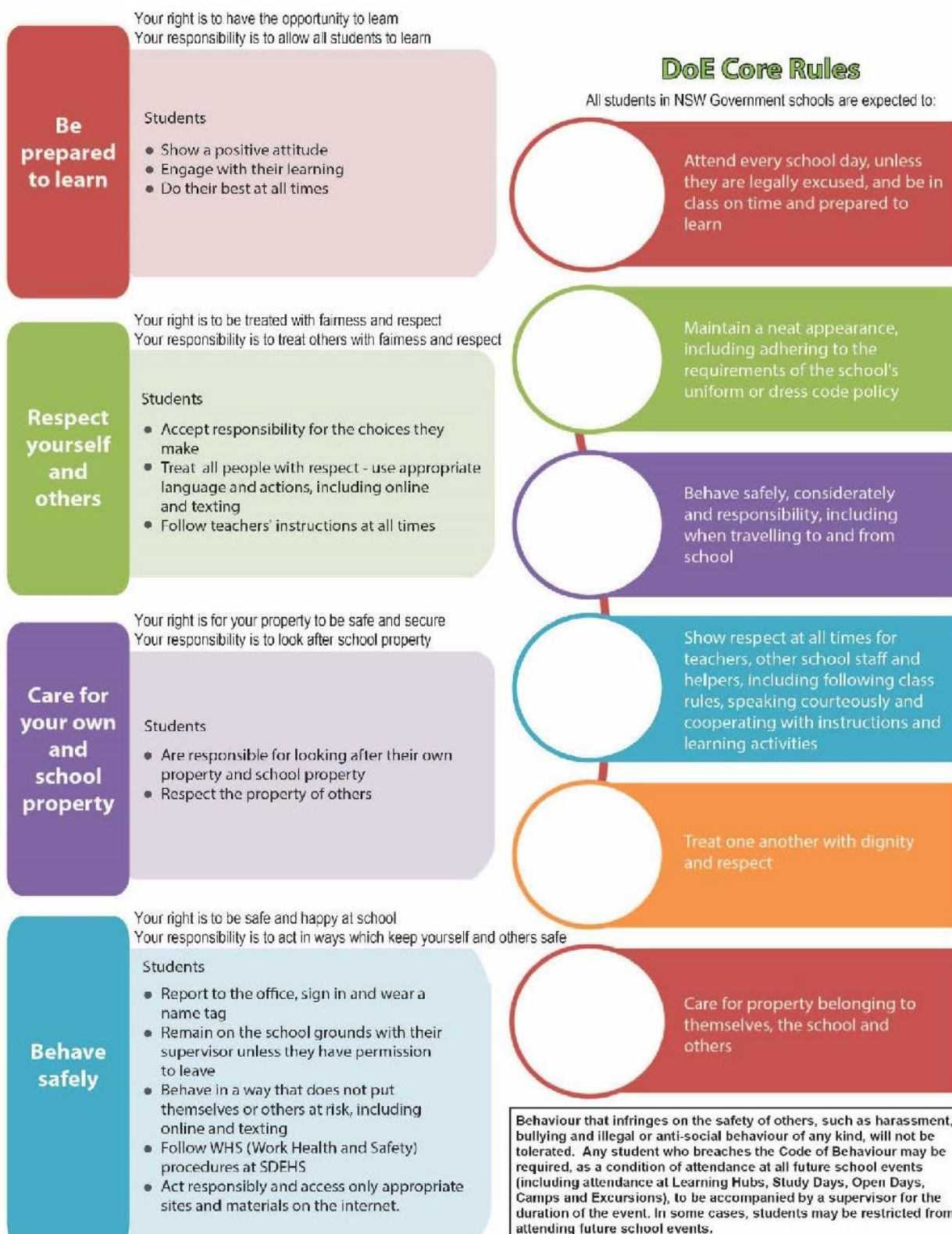
Students and supervisors should be aware that students with a RoSA may not be eligible to progress to TAFE until they are 17 years old.

School-based recommendations

1. Students and supervisors may elect for students to complete Year 10 courses over two years to meet RoSA requirements. If a student has not met RoSA requirements after two years the school will recommend an alternative pathway to engage in education.
2. Students who have been N Determined in up to two mandatory Year 10 courses (English, Mathematics, Science, Geography, History) may apply to conditionally progress to a Year 11 pattern of study. N Determined means that a student has not satisfactorily met course outcomes.
 - a. Students who have not satisfactorily met course completion criteria for Year 10 English and not received a RoSA may be permitted to progress to Year 11 but have to enrol in English Studies.
 - b. Students who have not satisfactorily met course completion criteria for Year 10 Mathematics and not received a RoSA may be permitted to progress to Year 11 but cannot enrol in a Mathematics course.
3. If a student has not met RoSA requirements the student or supervisor may apply for the student to progress to Year 11 on a non-ATAR pathway with the goal of transitioning to work or TAFE. Courses may be selected from Business Services, Hospitality, Information & Digital Technology, Retail Services, English Studies, Exploring Early Childhood, Marine Studies, Mathematics Standard 1, Photography, Video & Digital Imaging, Sport Lifestyle & Recreation, or Work Studies.

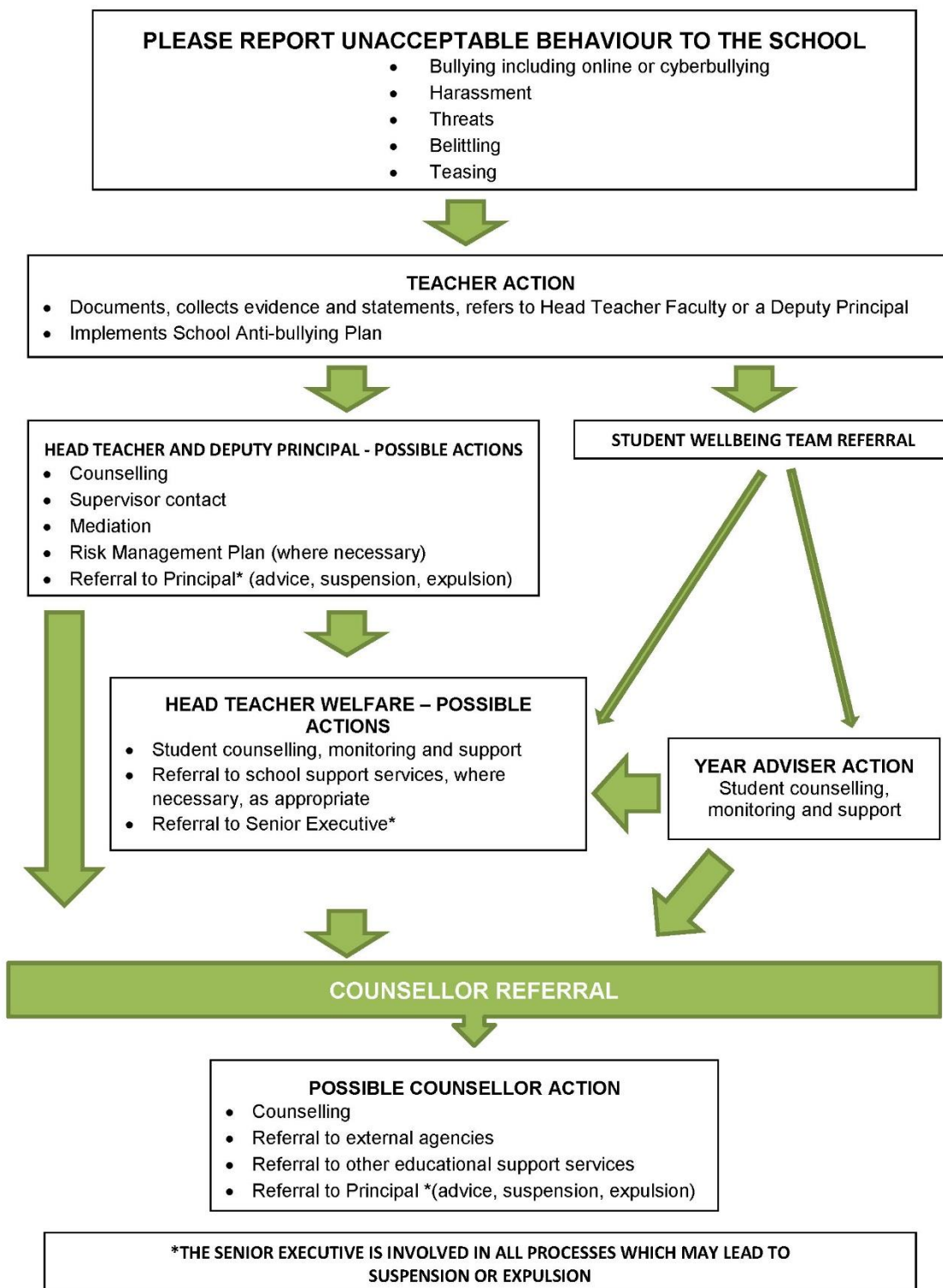
SDEHS Code of Behaviour

Students are welcome to use all student spaces including the reception area, courtyard, classrooms (eg theatrette, General Learning Space 1, practical learning spaces in the cottage, the library including Technology Space and seminar rooms, the COLA and the kitchen) where appropriate. Please note students may only be in staff work areas when invited by a teacher.



SDEHS Anti-bullying action flowchart

4.13.4 Anti-bullying action flowchart



Textbooks, kits and equipment

Materials on loan

In some courses, materials are lent by the school for your use, eg science equipment, books and other resources. Please take care of them. When you have finished using these items **be sure to return them in good order at the end of the topic studied**. All items are barcoded and issued in your name and you are responsible for their return.

Textbooks

Textbooks may be sent to you. These are on loan. In Years 7–10, your English teacher sends the literature books you'll study.

At the end of the topic, or when you leave this school, you must return all books, materials and equipment on loan.

Course kits and equipment

You may also receive practical kits and equipment, which are on loan to you. Before you receive a kit, you will need to have paid the Subject Contribution for the course.

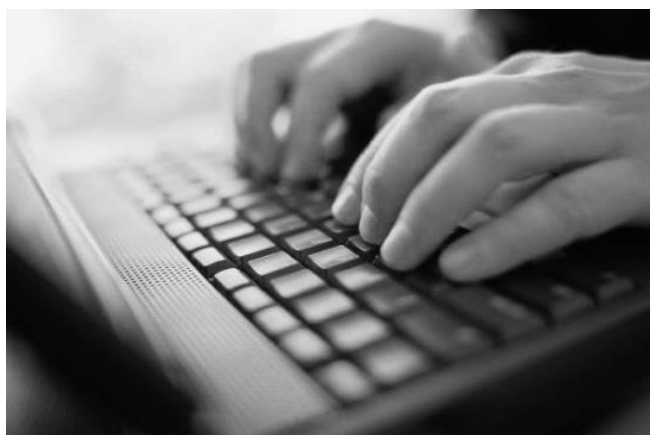
Use of computers

You are required to use a computer (Apple or Windows) that has internet access.

If you have any problems with any of these requirements, please contact your teacher.

The school organises regular workshops and study days in our computer lab to develop your Information, Communication and Technology skills.

For information on technologies your child can be using at school and at home, go to *Computers for Students* on our school website <https://sydneyh-d.schools.nsw.gov.au>



Library information

All students enrolled at Sydney Distance Education High School are entitled to use our library service. Library cards are not required. The school library contains:

- reference books for all course areas for assignments and projects including a large collection of art reference books, biographies and autobiographies
- a wide range of popular and classical fiction including adventure, fantasy, mystery and science fiction
- music CDs
- audio books on CD and MP3.

How to find resources

- Search our catalogue via the school website.
Go to <https://sydneyh-d.schools.nsw.gov.au> click on Library link to access the Oliver online catalogue.
Login into the DoE portal with your user name and password.
- You can also access the library search facility on your DoE portal home page.
- Phone 9383 0270 to discuss your borrowing needs and interests.
- Email sydneyh-d.school@det.nsw.edu.au
– type “Attention: Library” into the subject line.
- Visit the library when you come in for a study day, a school Learning Hub visit or another occasion. You can also use our computers to help with an assignment.

Loan times

- You are able to borrow six library resources at a time. Loans are for 4 weeks.
- Borrowed items can be returned in the envelopes they came in with the enclosed library address label attached.
- Your textbooks are also issued by the library upon the request of your teachers. These loans do not affect your borrowing entitlements from the library. Textbooks **need to be returned** at the end the course or topic or at the end of the year, whichever comes first.

Requirements for Supervisors

All students need adult guidance, and it is the role of the supervisor to provide such guidance to keep them on task. Sydney Distance Education High School teachers appreciate and value your contribution to the student's learning.

When you completed the enrolment application, you signed off on the Requirements for Supervisors. These requirements are summarised below.

- liaise with the school about the program of learning that will be provided for the student and the scheduling of the student's and supervisor's time for engaging in schoolwork and the completion of set tasks
- supervise the student during schoolwork activities
- support and encourage the student through assistance with locating materials and resources needed for lessons, development of a timetable for work, provision of a suitable workplace and basic equipment
- ensure that the student follows the course developed by the school and addresses, with diligence and sustained effort, the set tasks and experiences provided by the school
- interact with the student as required by the learning materials
- interpret and explain to the student the spirit and intention of instructions or comments included in lesson materials or in messages from the distance education teacher
- provide feedback to the distance education teacher on the student's responses to the lesson activities and on the student's performance and interest, including advice about illnesses or absences which have affected the student's ability to complete activities
- monitor the student's participation in web lessons, telephone lessons, Learning Hub visits and field service visits as appropriate
- comply with all Sydney Distance Education High School policies and procedures, and ensure tests, examinations and assessment tasks are worked on the date(s) and at the time(s) specified and are submitted by the due date
- provide appropriate conditions for the student and supervise all their examinations and assessment tasks, as requested
- organise for the student to attend a 'connection/transition visit' to their local Learning Hub, on enrolment
- support and encourage, wherever possible, the student to attend their local Learning Hub at least once per term, as an important part of our teaching

Supervisor's record of receipt and submission of work

Please use the course outline provided at the start of each course. It is important for you to have a record of the work completed in each course (and if posting work back to us, the dates on which the student's work was posted).

Supervisors will be provided with an elearning login to enable them to monitor student's progress in online courses.

How to deal with the student's first week's work

- Check that the sets for all courses are there and are numbered '1'.
- Check that the contents are complete.
- Remember to use the course outline to record that the set has been completed and submitted/sent.
- Ask the student to complete the work and give it to you weekly.
- Unless informed otherwise, keep any printed lesson booklets for future reference and revision. We recommend keeping a folder or box for each course.

Students should complete and return work in every course every week.
--

How to deal with the student's second and third week's work

- Check and record the contents. The set cover sheet attached to the second week's work should be numbered '2'.
- Give these to the student after they have completed the first week's work.

Follow the same procedure with the third week's work.

Subsequent weeks' work

As the completed work is submitted, you will receive more work. Your teacher may continue to send you paper-based resources with cover sheets attached or may advise you to access your work through the elearning site.

Supervisors will be provided with their own username and password for access to the elearning site, to monitor completion of online course content.

Regular submission of work

- Weekly submission of work is expected. Please inform the course teacher if this is not possible.
- Regular submission of work is essential for satisfactory progress and is a condition of continued enrolment at the school.

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



Dear Supervisor

Practical Submissions and Performances

Thank you for being a Supervisor of a course requiring a project or submitted work.

As part of the Higher School Certificate examinations students studying courses such as Design and Technology, English Extension 2, Industrial Technology Multimedia, Music (all courses), Society and Culture, Textiles and Design and Visual Arts, who may choose to submit a practical research project, are required to complete a practical component as part of the course.

NSW Education Standards Authority (NESA) states that:

If you have chosen to study a course that has a practical project, submitted work or performance as part of the HSC examination your project must be all your own work (apart from any school approved assistance), and you and your school must be able to certify to the NSW Education Standards Authority (NESA) that this is the case.

Since part of a student's project is undertaken under the supervision of the Supervisor it is essential that Principals and Supervisors are aware of their responsibilities to students studying at Sydney Distance Education High School.

We have included copies of the Supervisor's Progress Report which is required to support students meet NSW Education Standards Authority (NESA) requirements for projects and practical submissions. These reports are required for all students where practical submissions are part of course requirements.

There are four Supervisor's Progress Reports during the HSC year for the CAPA, English and TAS faculties. The Society and Culture course includes one Research Proposal and three Progress Reports for the Personal Interest Project.

We also have included NSW Education Standards Authority (NESA) document, *Certification of Projects, Submitted Works and Performances* for each course. Could you please ensure the student(s) you supervise receive this document and explain that references to "your supervising teacher" and "your Principal" refer to the SDEHS teacher and SDEHS Principal.

If you have any questions regarding this information, please call the Head Teacher Secondary Studies (Years 11-12) on 9383 0200. You could also contact the Head Teacher responsible for the course.

Head Teacher Secondary Studies (Years 11-12)

Learning support

Many students require additional support if they are to successfully engage with their learning. The Learning and Support Team assists teachers to plan educational programs to meet the specific learning needs of all students, including those who require assistance and support to engage with their curriculum. The Learning and Support Team coordinates the development, implementation, monitoring and evaluation of learning support plans and also supports supervisors to implement individual literacy and numeracy development programs.

The Learning and Support teachers are responsible for the completion of NESA Disability Provisions applications for students in Year 12 who have learning disabilities and/or physical disabilities such as vision or hearing impairments. Please contact the Learning and Support Team if the student you are supervising has a diagnosed learning disability, if you are concerned that the student may have an additional learning need, or if the student will be completing Higher School Certificate exams and may require Disability Provisions.

Call the school reception on 9383 0200 to speak with a Learning and Support teacher.

Leaving the school

As supervisor, you must inform Sydney Distance Education High School in writing when a student is leaving to attend another school or when the enrolment is to be cancelled. All books and other equipment (eg science, art) **must be returned without delay**. Completed lesson booklets, unless teachers inform you otherwise, should be kept as part of the student's work record which may be useful to future teachers and/or employers. Any unused lesson booklets may be returned.

Field service visits

Field service visits are an important part of the educational program of Sydney Distance Education High School. A teacher can visit you to help you with your work.

Field service visits provide valuable teaching and socialisation opportunities for the students and an opportunity for you to get to know your teacher better.

Sometimes a teacher will deliver the first lessons to explain distance education methods of learning, and to help you get organised.

You may also be given practical lessons in science, technical courses, visual arts, music etc.

Please note that a supervisor, or other appropriate adult, MUST be present when a teacher comes for a field service visit.
--

Study days

Study days may also be organised by individual course teachers to provide additional opportunities for face-to-face learning for students. These are held at the school.

School and Learning Hub visits

Regular visits to one of the Learning Hubs will enable you to meet other students and provide opportunities for supervisors and staff to exchange ideas. The school conducts study days, student workshops and individual lessons at the Learning Hubs.

On these days students and supervisors will:

- get to know their teachers and other students
- receive one on one support to help complete their school work
- have individual and group lessons designed to suit their needs
- experience on-going enrichment programs in a range of courses
- participate in practical lessons, eg in science, visual arts, music and technical courses
- report on students' progress and needs
- gain feedback on their progress.

Study skills

Be organised

- With your supervisor, work out a timetable that suits you. See the sample at the back of this booklet.
- Check your timetable daily.
- Begin work on your timetabled courses.
- Open up the work at the right place.
- Collect everything you'll need for your work, eg textbooks, equipment.
- Follow the instructions for the work.
- As you do your work, check headings, underline key ideas, and make summaries.
- Finally, before you submit your work, read over your work and ask:
 - Can I improve these answers?
 - Is it clearly written?
 - Have I checked my spelling?

Don't forget to look up study skills on the Enhanced Learning Educational Services (ELES) website www.studyskillshandbook.com.au.

Seek help

If you need assistance with your work:

- Ring or email the school and ask your course teacher.
- Ring or email your roll call teacher.
- Ask your supervisor.
- Ask another student.

Read your teacher's comments

Your teacher comments on your work:

- To widen your interest, knowledge and increase your enjoyment of learning.
- To show which parts of the lessons you understood or did not understand.
- To suggest ways to improve your work.

When you receive feedback from your teacher:

- Read it through.
- Read over your teacher's comments and explanations.
- Carry out any instructions.

Listen effectively

You may receive recordings with two different types of messages, either:

- a personal message from your teacher,
OR
- recorded lesson material.

To improve your listening skills, keep these basic guidelines in mind:

- Work in a quiet room without distraction.
- Focus on the opening sentence.
- Check what you're being asked to do.
- Listen to the whole recording.
- Make notes or jot down ideas or answer exercises on a worksheet (if one was sent to you).
- At the end of the message/lesson think about what you've heard.
- Try to recall the main points and list them on paper. Attach these to your lesson notes.

In addition, here are some **useful hints**:

- If your mind wanders, take a short break. Do something different for one or two minutes, then listen again.
- If at any time you find you've missed a point or don't understand it, stop the recording, and play that part again.

Revise regularly

Your first revision occurs when you read over your teacher's comments. You should also look over your own answers again to see if you can improve them.

Further revisions (eg second, third, fourth) are necessary to help you prepare for tasks, tests and examinations.

When revising, use active and varied learning methods.

- Read work through, concentrating on the headings.
- Say some parts aloud.
- Make notes, lists and summaries.
- Practise the skills needed for the course being studied, eg sketching, mapping, pronouncing words, writing.
- In some courses it may be useful to draw up lists of comparisons or think about advantages and disadvantages of different decisions and actions.
- Set yourself problems and try to solve them.

Assistance for Isolated Children (AIC)

AIC allowances are matched to the circumstances of each student. A distance education allowance may be available for students who undertake a state or territory approved distance education program.

Information on the AIC Scheme and payment rates are available on the Centrelink website under *Assistance for Isolated Children Scheme*

<http://www.humanservices.gov.au/customer/services/centrelink/assistance-for-isolated-children>.

For more information, contact Centrelink, telephone 13 2318.

Student Representative Council

The SDEHS Student Representative Council (SRC) is a student leadership group that meets each term at SDEHS. Home students are invited to participate in the SRC meetings and become involved in activities organised by the SRC. The SDEHS SRC has organised a number of events at the Big Day In and Social Justice Days as well as other events such as student vs teachers sports games, a video with a school in Nepal and participation in SRC meetings and conferences with other high schools. It's a great opportunity for students to meet together, initiate student leadership and to contribute ideas to the SDEHS school learning community.

For more information, ring the school reception on 9383 0200 and ask to speak with the SRC Coordinator.

Premier's Volunteer Recognition Program

At Sydney Distance Education High School, the Premier's Volunteer Recognition Program recognises the contribution volunteers make towards strengthening our communities. Students are acknowledged under the program, with each nominee receiving a certificate recognising their individual efforts either from the Principal at Sydney Distance Education High School or the local Member of Parliament if the student gains the required hours of volunteering.

Nominations under the Premier's Volunteer Recognition Program are open throughout the year, closing in September each year. For more information refer to the Volunteering website <https://www.volunteering.com.au/premiers-volunteer-recognition-program-greater-recognition-volunteers/>

Student categories for the Premier's Volunteer Recognition Program

The Premier's Volunteer Recognition Program for students at Sydney Distance Education High School is a wonderful opportunity to recognise and celebrate young people who have given their time and energy for the benefit of others.

The three student categories are:

- students up to Year 9 who have completed a minimum of 13 hours of volunteering in 3 months
- students in Year 10 who have completed a minimum of 26 hours of volunteering in 6 months
- students in Years 11 and 12 who have completed a minimum of 52 hours volunteering in 12 months.

up2now

At Sydney Distance Education High School, we combine our Premier's Volunteer Recognition Program with the up2now website. The up2now website allows students to create an online portfolio of their Results, Awards and Achievements. Students can add a personal description, upload supporting evidence (documents, images and websites), and organise what they have done.

What is volunteering?

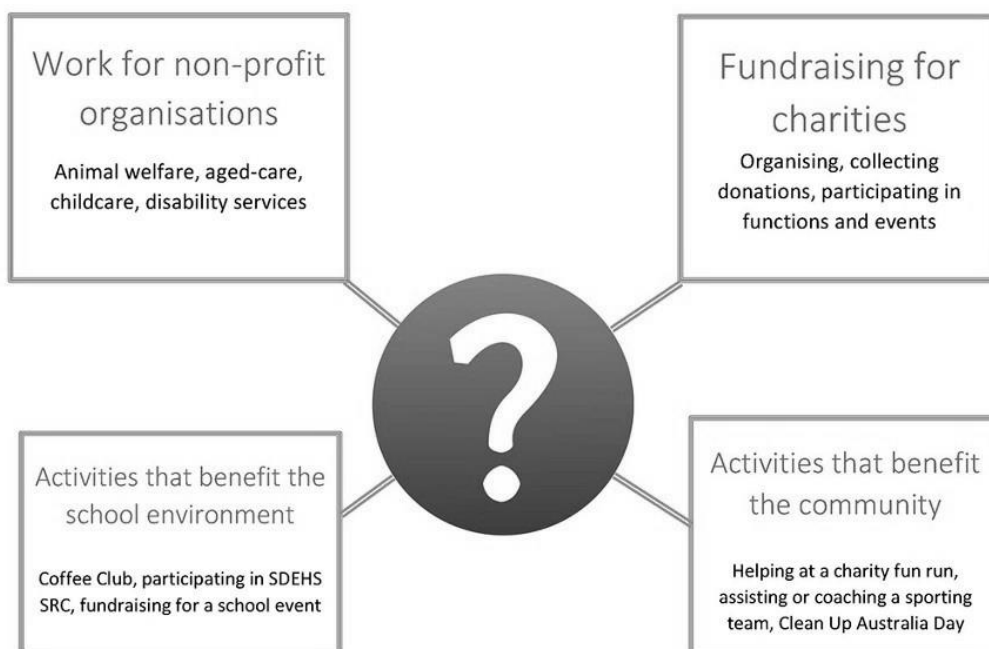
Volunteering is time willingly given for the common good and without financial gain.

What's in it for our students?

Research shows participation in volunteering generally leads to:

- increased happiness
- a sense of satisfaction and purpose
- improved self-esteem
- better health
- a stronger network of relationships (friends and support groups)
- skill development (both practical and personal).

What types of activities can students at Sydney Distance Education High School do for volunteering?



For further information, please contact the Volunteering Coordinator at Sydney Distance Education High School.

Sample Course Outline Years 7–10

Standard Course Outline					English Yr 10
Topic	Date	Term	Week	Type	Item
Starter Package	29/01/2020	1	1	Set P	Starter Pack 1
	3/02/2020	1	2	Set P	Starter Pack 2
	10/02/2020	1	3	Set P	Starter Pack 3
	17/02/2020	1	4	Set P	Starter Pack 4
Text Types	24/02/2020	1	5	Set E	Text Types 1 - Visual Texts
Film Study	2/03/2020	1	6	Set E	Film Study 1 - Film Techniques
	9/03/2020	1	7	Set E	Film Study 2 - Whale Rider
	16/03/2020	1	8	Set E	Film Study 3 - Moana
	23/03/2020	1	9	Set E	Film Study 4 - Comparisons
	30/03/2020	1	10	Set E	Film Study 5 - Extended Response
Assessment	6/04/2020	1	11	Assessment	Assessment Task 1 - Viewing and Representing
Multimodal	28/04/2020	2	1	Set E	Multimodal 1 - Modes of Communication
Texts	4/05/2020	2	2	Set E	Multimodal 2 - Digital Texts
	11/05/2020	2	3	Set E	Multimodal 3 - Multimodal Texts
	18/05/2020	2	4	Set E	Multimodal 4 - Multimodal Presentations
Study of	25/05/2020	2	5	Set E	Romeo and Juliet 1 - Tragedy
Shakespeare	1/06/2020	2	6	Set E	Romeo and Juliet 2 - Act I
	9/06/2020	2	7	Set E	Romeo and Juliet 3 - Act II
	15/06/2020	2	8	Set E	Romeo and Juliet 4 - Act III
	22/06/2020	2	9	Set E	Romeo and Juliet 5 - Acts IV-V
Text Types	29/06/2020	2	10	Set E	Text Types 2 - The Speech
Assessment	21/07/2020	3	1	Assessment	Assessment Task 2 - Multimodal Presentation
Close Study of	27/07/2020	3	2	Set E	Close Study of Fiction 1 - Tomorrow When the War Began
Fiction	3/08/2020	3	3	Set E	Close Study of Fiction 2 - Narrative
	10/08/2020	3	4	Set E	Close Study of Fiction 3 - Characterisation
	17/08/2020	3	5	Set E	Close Study of Fiction 4 - Themes
	24/08/2020	3	6	Set E	Close Study of Fiction 5 - Creative Writing
Text Types	31/08/2020	3	7	Set E	Text Types 3 - Short Stories
Area of Study	7/09/2020	3	8	Set E	Area of Study 1 - Introduction to Drama
	14/09/2020	3	9	Set E	Area of Study 2 - Observation and Response
Assessment	21/09/2020	3	10	Assessment	Assessment Task 3 - Imaginative Response
Area of Study	12/10/2020	4	1	Set E	Area of Study 3 - Consequences of Conflict
	19/10/2020	4	2	Set E	Area of Study 4 - Social Conflict
	26/10/2020	4	3	Set E	Area of Study 5 - Extended Response
	2/11/2020	4	4	Set E	Non-fiction 1 - Focus Destination
Non-fiction	9/11/2020	4	5	Set E	Non-fiction 2 - Travel Texts
	16/11/2020	4	6	Set E	Non-fiction 3 - Feature Articles
	23/11/2020	4	7	Set E	Non-fiction 4 - Travel Articles
	30/11/2020	4	8	Set E	Non-fiction 5 - Travel Brochures
Revision	7/12/2020	4	9	Set E	Revision
	14/12/2020	4	10	Set E	Revision

Sample Course Outline Years 11–12

Standard Course Outline

Biology Yr 11

Topic	Date	Term	Week	Type	Item
	30/01/2019	1	1	Set P	Working Scientifically and Depth Studies
	4/02/2019	1	2	Set P	Working Scientifically and Depth Studies
Cells as the Basis of Life	11/02/2019	1	3	Set P	Cells as the Basis of Life - □Set 1: Cellular Structures
	18/02/2019	1	4	Set P	Cells as the Basis of Life - □Set 2: Cells and Membranes
	25/02/2019	1	5	Set P	Cells as the Basis of Life - Set 3: Transport across cell membranes
	4/03/2019	1	6	Set P	Cells as the Basis of Life - Set 4: Chemistry of Living cells
	11/03/2019	1	7	Set P	Cells as the Basis of Life - Set 5: Enzymes
	18/03/2019	1	8	Assessment	Assessment Task 1 – Research/Practical Investigation
	25/03/2019	1	9	Set P	Cells as the Basis of Life - Depth Study 1: Module 1 (Not in
	1/04/2019	1	10	Study Day	Study Day 1
Organisation of Living Things	8/04/2019	1	11	Set P	Organisation of Living Things - Set 1: Organisation of Cells
	30/04/2019	2	1	Set P	Organisation of Living Things - Set 2: Plant Structure and Function
	6/05/2019	2	2	Set P	Organisation of Living Things - Set 3: Animal Structure and function
	13/05/2019	2	3	Set P	Organisation of Living Things - Set 4: Gas Exchange in Organisms
	20/05/2019	2	4	Set P	Organisation of Living Things - Set 5: Nutrients Exchange in
	27/05/2019	2	5	Assessment	Assessment Task 2 - Depth Study 2: Module 1 / 2
Biological Diversity	3/06/2019	2	6	Set P	Biological Diversity - □Set 1: Selection Pressures
	11/06/2019	2	7	Set P	Biological Diversity - □Set 2: Natural Selection
	17/06/2019	2	8	Set P	Biological Diversity - □Set 3: Evidence for Evolution
	24/06/2019	2	9	Set P	Biological Diversity - □Set 4: Examples of Evolution
	1/07/2019	2	10	Set P	Biological Diversity - □Set 5: Diverse forms of Life
Ecosystem Dynamics	23/07/2019	3	1	Set P	Ecosystem Dynamics - □Set 1: Interactions in Ecosystems
	29/07/2019	3	2	Set P	Ecosystem Dynamics - □Set 2: Population Changes
	5/08/2019	3	3	Study Day	Study Day Excursion
	12/08/2019	3	4	Set P	Ecosystem Dynamics - □Set 3: Past Ecosystems
	19/08/2019	3	5	Set P	Ecosystem Dynamics - □Set 4: Evolving Ecosystems
	26/08/2019	3	6	Set P	Ecosystem Dynamics - □Set 5: Future Ecosystems
	2/09/2019	3	7	Assessment	Year 11 Exams
	9/09/2019	3	8	Assessment	Year 11 Exams continued
	16/09/2019	3	9	Set P	Depth Study Module 3/4
	23/09/2019	3	10	Set P	Revision
	14/10/2019	4	1	Set P	Revision/Completing any sets not done



Please use to plan your work schedule - keep as a reference

Student's timetable

WEEK 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday

WEEK 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday