

2025

Guide for Students and Supervisors

Revised 15 May 2025



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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 Gadigal 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 with individual lessons, 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.

Please read carefully 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 achieve their personal best.

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!

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 2025 School Term Dates

Term 1	Friday 31 January	–	Friday 11 April
	SDD for teachers	–	31 January - 5 February
	1 st day for students	–	6 February
Term 2	Monday 28 April	–	Friday 4 July
	SDD for teachers	–	28 - 29 April
	1 st day for students	–	30 April
Term 3	Monday 21 July	–	Friday 26 September
	SDD for teachers	–	21 July
	1 st day for students	–	22 July
Term 4	Monday 13 October	–	Friday 19 December
	SDD for teachers	–	13 October
	1 st day for students	–	14 October

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

Sydney Distance Education High School shares a site with Plunkett Street Public School in Woolloomooloo.

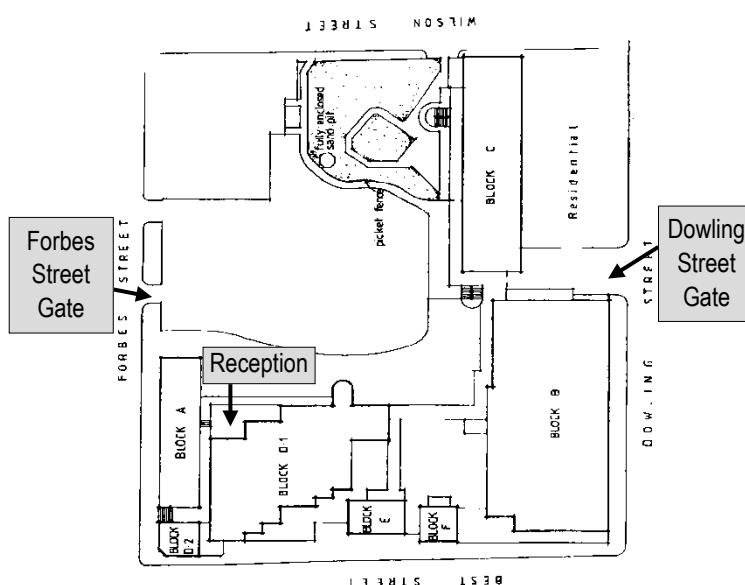


Public transport: We advise visitors to come to school from either Martin Place Station or St James Station, or on the 311 bus (Railway Square via Darlinghurst via Cowper Wharf Road to via Town Hall to Millers Point). For a quicker bus journey, you can also board the bus at stops on Park Street near Sydney 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 Street 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 is not already being used by someone else for disabled parking.

Please register at Reception on arrival



School contact information

To contact the Principal, senior executive (eg Deputy Principal or staff in the following positions), please ring the school reception on 9383 0200.

Principal
 Deputy Principal (7–9)
 Deputy Principal (10)
 Deputy Principal (11–12)
 Deputy Principal (Curriculum Delivery)
 Deputy Principal (Additional – Term 1)
 Head Teacher Administration (Fulltime Enrolments)
 Head Teacher Administration (Single Course Provision with Events & Accreditation Support)
 Head Teacher Administration (Staffing)
 Head Teacher Secondary Studies (Literacy & Numeracy Priorities)
 Head Teacher Secondary Studies (Years 7–9 with Middle School)
 Head Teacher Secondary Studies (Year 10)
 Head Teacher Secondary Studies (Years 11–12)
 Head Teacher Teaching and Learning (Assessment & Reporting)
 Head Teacher Teaching and Learning (elearning)
 Head Teacher Teaching and Learning (Learning & Support with Library)
 Head Teacher Teaching and Learning (Online Teaching)
 Head Teacher Teaching and Learning (Technology: Systems & Support)
 Head Teacher Vocational Education and Training (with Careers)
 Head Teacher Welfare (Years 7–9)
 Head Teacher Welfare (Year 10)
 Head Teacher Welfare (Years 11–12)

Faculty Head Teachers
 Creative and Performing Arts (CAPA)
 English
 History (with Aboriginal Studies)
 Mathematics
 Middle School
 PDHPE
 Science
 Social Science
 TAS (with Computing Studies)
 VET (with Careers)

Year Advisers	Years 7–10 (Stage 4 & 5)	A–D E–K L–P Q–Z
	Years 11 & 12 (Stage 6)	A–F G–O P–Z

Single Course Provision Coordinator Schools: A–Z

Library

Careers Advisers

School Counsellor

Wellbeing Team
 Aboriginal Education Coordinator
 Anti-racism Contact Officer (ARCO)
 Boys Coordinator
 Girls Coordinator
 High Performance and Gifted Education (HPGE) Coordinator
 LGBTQIA+ Coordinator
 Out of Home Care Coordinator
 Pregnant Girls & Young Parents Coordinator
 Student Leadership Group (SLG) Coordinator
 Student Support Officer
 Transition Coordinators

Learning Hub Coordinator

Getting to know you

Student Induction Team

You will meet the Student Induction Team in the first week of your enrolment. They will deliver the Launchpad Student Induction Program and guide you through everything you will need to know to make a successful move to distance learning.

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.

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.

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

Transition Coordinator

You may be contacted by a Transition Coordinator after you enrol. Transition Coordinators may visit students' homes and explain the expectations of studying by distance education, and help you with organisation strategies.

Your teachers

Your teachers will contact you following 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.

Student and supervisor support

Sydney Distance Education High School aims to provide a safe and supportive learning and social environment for all students. Our support for students and supervisors include the following.

Learning hubs

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.

We have five learning hubs across the Greater Sydney Region to help you make regular connections with your teachers.

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.

Attendance at the learning hubs is flexible. Some students attend for the whole day, while others may attend for a few hours. Some students may not be able to attend a hub for a number of reasons including capacity to attend and individual risk assessments. These students may still access all components of wellbeing, transition, learning support and access to teachers remotely.

Where possible, 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 move into distance education. Supervisors are also encouraged to attend. Bring your own device with you when you visit.

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 the school on 9383 0200 and ask to speak with the Learning Hub Coordinator.

Woolloomooloo Learning Hub – Inner City

Located at Sydney Distance Education High School in the COLA/Library at SDEHS in Forbes Street, Woolloomooloo. This is a flexible classroom space staffed by two SDEHS teachers. The hub operates between 10.30am-2.30pm each Wednesday.

Glenbrook Learning Hub – Lower Blue Mountains

Located at 1 Ross Street, Glenbrook (opposite tennis courts). It is staffed by two SDEHS teachers. The hub operates between 9am-3pm each Thursday of the school term.

Ingleburn Learning Hub – South Western Sydney

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

Miranda Learning Hub – Sutherland Shire

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

Tuggerah Learning Hub – Central Coast

Located in the Tuggerah Community Hall at 9 Anzac Road, Tuggerah. It is staffed by two SDEHS teachers. The hub operates between 9am and 3pm each Tuesday of the school term.

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 may teach some lessons to help you understand more about distance education, and to help you get organised.

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

<p>Please note that a supervisor, or other appropriate adult, MUST be present when a teacher comes for a field service visit.</p>
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Learning support

Many students require additional support if they are to successfully engage with their learning. The Learning and Support Faculty assists teachers to plan and adjust educational programs to meet the specific learning needs of students who require assistance and support to engage with their curriculum. The Learning and Support Faculty coordinates the development, implementation, monitoring and evaluation of Personalised Learning and Support Plans (PLSPs). The Faculty supports students at learning hubs, and also supervisors with strategies for their individual student's needs.

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 Faculty 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.

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 Counsellor offers phone or face to face counselling. They may hold group activities at school. If you or your supervisor wishes to contact our School Counsellor, please telephone the school and make an appointment, or use the School Counsellor Student Self Referral form on the SDEHS website.

Co-curricular and school community events

Students at Sydney Distance Education High School are able to engage in a range of co-curricular and school community events to support them and help connection with our school. These include the annual Big Day In and Harmony and Diversity Day where students participate in fun activities with other students to celebrate our accepting and diverse learning culture.

There are also a range of activities that occur at the learning hubs including Youth Week, NAIDOC Week and end of year celebrations. The school also offers a range of clubs that students can participate in including Art, Health, Music/Drama and Book clubs. The student Leadership Group (SLG) runs online and face to face once a term. The SLG also helps to organise activities at Harmony and Diversity Day.

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.

Careers and Transition

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 decisions about your future and provides a smooth transition to further education, training or employment.

In Year 10 students are enrolled in Career Education lessons and students in Years 11 and 12 are provided with career information and opportunities to prepare them for life after school.

All students are welcome to make an appointment with a member of the Careers Team and discuss options for their career aspirations and future education.

Our student support team includes Year Advisers, Transition Coordinators, Welfare Head Teachers, the School Counsellor and a Student Support Officer. If you need any assistance contact one of our team members by phoning the school reception on 9383 0200. If we can't help you then we can refer you to a community agency or organisation that might be able to provide support.

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 23 18.

Vaccinations: Year 7 and Year 10

NSW Ministry of Health information about vaccinations is published at the end of this booklet.

Learning by distance education

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

Learning through distance education happens in a number of different ways. Most courses are taught through the school's elearning website.

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

Years 7-10

In the first week of your enrolment you will complete the Launchpad Student Induction Program, before commencing your courses.

Each course consists of a number of topics. Each topic includes a number of sets. Each set is one week's worth of 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. It shows where you should be up to for each week of the course.

Years 11-12

In Years 11 and 12 you will complete a one-day Launchpad Student Induction Program, before commencing your learning. In the senior years you will receive a whole topic or unit of work at a time. 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.

Subjects in the Year 11 and Year 12 courses are described in units. *One Unit* represents approximately two hours a week of work in a course (about 60 hours a year). Most courses are of 2 *Unit* value (approximately four hours a week or about 120 hours each year).

A selection of 1 *Unit* (1U) and 2 *Unit* (2U) courses are available at SDEHS.

Your responsibilities

If you are completing the full range of courses in a particular year, it is important to spend about 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.

Return your work regularly

Complete your work in **every course, every week**. Call or email your 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.

Most students will submit/upload work through the school's elearning site elearning.sdehs.nsw.edu.au

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. A sample course outline is provided in this guide.

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, or contact your year advisor if you know your work is going to be late.

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 ways that suit you best.

elearning

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

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



All courses have an elearning component, and a number of courses are delivered fully online. All Year 9 and Year 10 courses are delivered online. Students will need to have internet access, an up-to-date web browser (eg Chrome or Edge) 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.

Group web lessons

These lessons offer an opportunity for students to receive explicit instructions, ask questions, get instant feedback and engage with other students. Some of the weekly learning outcomes can be assessed when students attend web lessons.

All students in Years 7-10 are expected to attend timetabled web lessons. The timetable is published on the elearning calendar or can be accessed on the school website (<https://sydneyh-d.schools.nsw.gov.au/sdehs-elearning.html>).

Students in Years 11-12 are expected to attend web lessons where possible, when they are arranged by their teachers. These lessons are supplementary to their elearning course work.

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.

Paper-based learning materials

Students who work with paper-based learning materials should return work and file work as advised below.

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 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 they have 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.

Mailing envelopes

Where students are working with paper-based learning materials, 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, to be used when returning work.

File your work

File your work in a separate folder or box for each course, or electronically. We recommend students store their files in a cloud based service such as OneDrive or Google Drive.



OR



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 in Years 7 and 9 will have the opportunity to participate in the national NAPLAN (National Assessment Program Literacy and Numeracy) and VALID (Validation of Assessment for Learning and Individual Development for Year 8 Science).

Years 10-12

The Assessment Booklet for your year is available on the SDEHS website and on the elearning site. This will explain in detail all the assessment requirements for each course. Please read this carefully.

Students who work with paper-based learning materials will receive paper-based assessment tasks.

All paper-based tasks must be scanned and submitted by elearning or emailed to the teacher and Head Teacher.

Reports

Semester reports are prepared for all students.

The reports are designed to:

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

Do your best with all your work which will show that you have a conscientious approach to study. Remember to return your work weekly – your report will reflect this.

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.

Leaving the school

Supervisors must inform Sydney Distance Education High School in writing when a student is leaving to attend another school or if a student has turned 17 and wants to leave school.

All books and other equipment (eg science, art) must be returned. Students who wish to leave school at the completion of Year 10 and until the age of 17, must provide substantial documentary evidence that they are:

- in school, or registered for home schooling OR
- in approved education or training OR
- in full-time, paid employment (average 25 hours/week) OR
- in a combination of these three.

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 14.11.23.docx>

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 texts 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 Course Contribution for the course or requested student assistance.

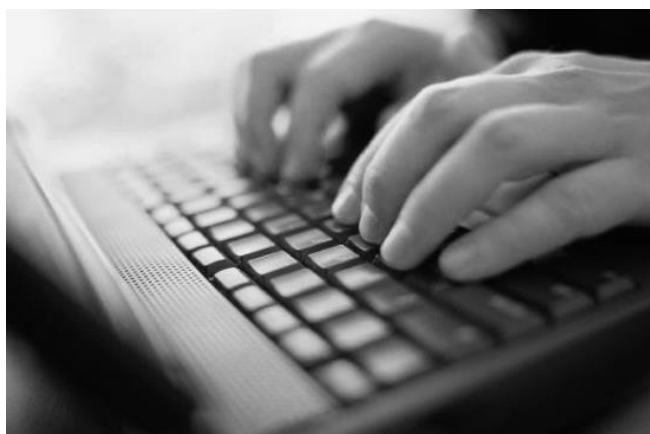
Use of computers

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

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

The school organises 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 Supporting our students > *Technical Support* > *Computer Buying Guide* 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 subject areas including a large collection of art reference books, biographies and autobiographies
- a wide range of popular and classical fiction
- subscription databases for students including World Book Online, and audiobooks and ebooks on ePlatform.

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 school library database 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.

Loan times

- You are able to borrow six library resources at a time. Loans are for 4 weeks.
- 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 must be returned at the end of the course or topic or at the end of the year, whichever comes first.

Progression to Year 11

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

Requirements for the award of the Record of School Achievement

Eligibility requirements for the Record of School Achievement (RoSA) are set out in section 94 of the *Education Act 1990* (NSW).

School attendance, curriculum requirements

In summary, to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside New South Wales
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA
- completed Year 10.

NESA ACE 4001 Manual
Last Updated: 29 March 2019

Eligibility requirements for entry into Year 11 courses

A student who is eligible for a Record of School Achievement may enter 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 Higher School Certificate 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 8003 Manual
Last updated: 24 August 2011

School expectations

1. 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 are advised to enrol in English Studies. If students choose to sit for the HSC examination then English Studies is counted towards an ATAR.

- 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 are advised not to enrol in a Mathematics course. Students are advised to consider choosing the non-ATAR course Numeracy.
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 Vocational Education and Training (VET) Courses: Business Services, Hospitality and Retail Services. These courses have an optional HSC exam. If students choose to sit the exam, their results will contribute to the ATAR.

Courses may also be selected from Content Endorsed Courses: Computing Applications, Exploring Early Childhood, Financial Management, Marine Studies, Numeracy, Photography, Video & Digital Imaging, Sport Lifestyle & Recreation, Visual Design, Work Studies.

Progression to Year 12

Eligibility requirements for the Higher School Certificate
<p>To be eligible for the award of the Higher School Certificate, students must:</p> <ol style="list-style-type: none"> a. have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE c. have completed <i>HSC: All My Own Work</i> (or its equivalent) d. have demonstrated a minimum standard of literacy and numeracy (see ACE 4060) e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate f. sit for and make a serious attempt at the requisite Higher School Certificate examinations. <p>Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the <i>HSC: All My Own Work</i> program or its equivalent.</p> <p>Note: Exemptions may apply to the minimum standard of literacy and numeracy (see ACE 4061).</p> <p style="text-align: right;"><i>NESA ACE 8004 Manual</i> Last updated: 19 August 2020</p>

School expectations

1. If you receive a NESA N Determination in a Year 11 course and you intend to study it in Year 12 you will be provisionally enrolled in the Year 12 course until the end of the N Determinations process which is usually in Week 3 Term 4. If the N determination is not redeemed by this time you will be removed from the Year 12 course.

Behaviour Codes for Students

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

SDEHS Behaviour Support and Management Plan is available on the school website

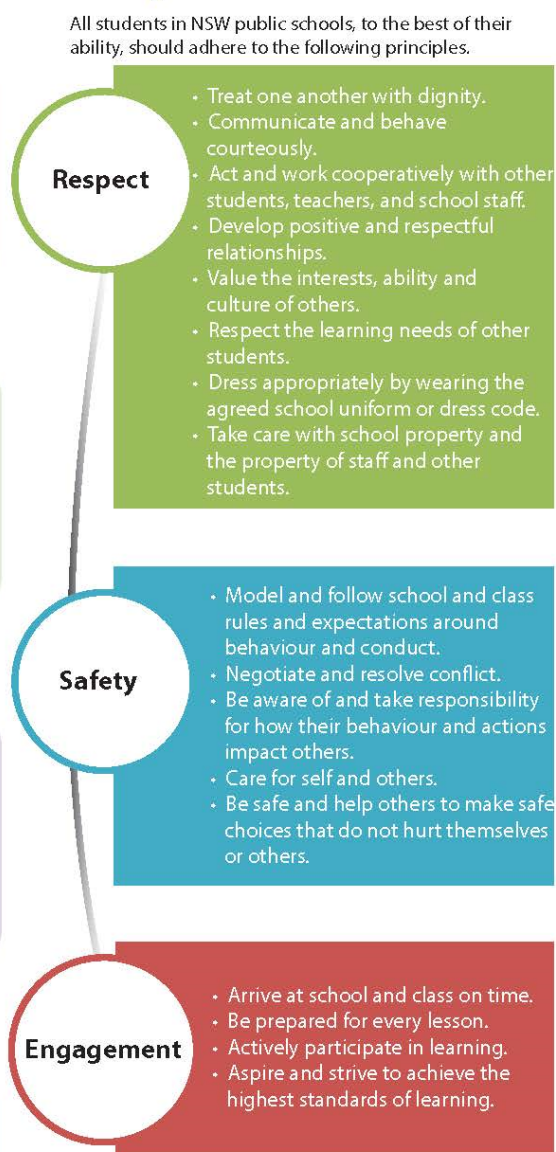
https://sydneyh-d.schools.nsw.gov.au/content/dam/doe/sws/schools/s/sydneyh-d/documents/policies/SDEHS_Behaviour_Support_and_Management_Plan.pdf

Behaviour code for students SDEHS



Revised 27.11.23

Behaviour code for students NSW public schools

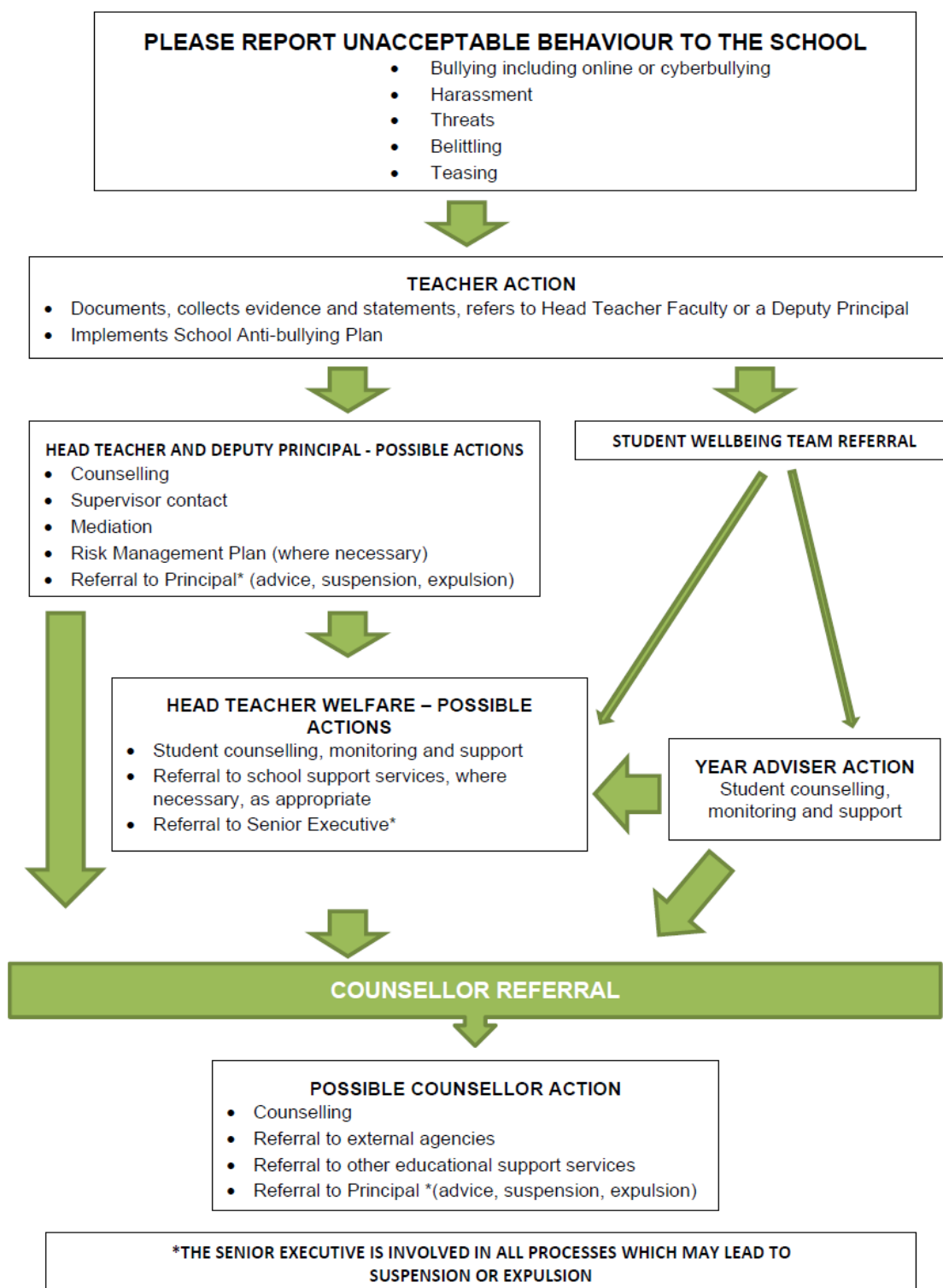


Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated. Any student who breaches the Behaviour Codes may be required, as a condition of attendance at all future school events (including attendance at Learning Hubs, Study Days, Open Days, Camps and Excursions), to be accompanied by a supervisor for the duration of the event. In some cases, students may be restricted from attending future school events.

T:\Office\DECD\TRA\Principal\School Policies\Code of Behaviour

Anti-bullying action flowchart

4.13.4 Anti-bullying action flowchart



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:

- ensure the student will attend the Launchpad Student Induction Program in the first week of their enrolment
- 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 school or learning activities
- support and encourage the student through assistance with locating materials and resources needed for lessons, development of a timetable for work and 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
- support, for Years 7-10 students, attendance at timetabled web lessons
- monitor the student's participation in elearning, web lessons, telephone lessons, learning hub visits and field service visits as appropriate
- provide appropriate conditions for the student and supervise all their examinations and assessment tasks, as requested
- 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
- organise for the student to attend a connection/transition visit to their local learning hub following enrolment, if possible
- support and encourage the student to attend their local learning hub at least once each term, if possible.

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 the student's progress in online courses. This does not provide access to course material, but allows supervisors to actively monitor the student's completion and submission of work.

Where students are learning with paper-based learning materials, here is what to do each week.

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.
--

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.



Dear Principal (Single Course Students) and Supervisors

Submitted Works for HSC Students

Thank you for being a Supervisor of a course requiring an HSC submitted work.

This Sydney Distance Education High School information relates to the school's requirements for Supervisor's Progress Reports for HSC submitted works (not HSC performances).

Please note that this information is additional to information in the annual *NESA HSC Rules and Procedures* document relating to performance exams and submitted works which is provided for all students.

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, may be required or choose to complete a practical component as part of the course.

NSW Education Standards Authority (NESA) states the following.

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 a Supervisor it is essential that Principals and Supervisors are aware of their responsibilities related to students studying at Sydney Distance Education High School.

We have included a copy of the Supervisor's Progress Report which is required by this school to support students who submit work to meet NSW Education Standards Authority (NESA) requirements for practical submissions. These reports are required for all students where practical submissions are part of course requirements. Supervisor's course expertise is not required for completion of Supervisor's Progress Reports.

There are three Supervisor's Progress Reports during the HSC year for the CAPA, English and TAS faculties and the Society and Culture course. These reports must be submitted in Week 7 of Term 4, Term 1 and Term 2.

Can Principals please check that Supervisors of single course students have received this communication. If there is a change of Supervisor please ensure the new Supervisor has this information.

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.

Yours sincerely,

Principal

Head Teacher Secondary Studies (Years 11-12)

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



[https://schools.nsw.gov.au/Personal/Iljiva_iljensko1_det.nsw.edu.au/Documents/Desktop/Temp/Submitted Work for HSC: Practical Submissions & Performance \(Yr12\) in Hbk.docx](https://schools.nsw.gov.au/Personal/Iljiva_iljensko1_det.nsw.edu.au/Documents/Desktop/Temp/Submitted%20Work%20for%20HSC%20Practical%20Submissions%20&%20Performance%20(Yr12)%20in%20Hbk.docx)

Sydney Distance Education High School

Submitted Works for HSC Students

Supervisor's Progress Report

Name of student: _____ Date: _____

Name of supervisor: _____

Name of SDEHS teacher: _____

Course: _____

Report number: There are 3 each HSC year. This is number _____ out of 3.

Comments on student's progress.

Comments on supporting evidence eg audio, audiovisual, draft, logbook, photographic, portfolio, Visual Arts Process Diary.

Comments on the next steps in the process (as discussed with student).

Are there any issues?

I confirm that the student has provided the SDEHS teacher with supporting evidence of progress in the following ways.

1. Supporting evidence attached *please tick* ☐ Yes ☐ No

2. Supporting evidence sent electronically
(eg email, Google drive, elearning) *please tick* ☐ Yes ☐ No

I certify that the practical work is being regularly monitored in compliance with NESA requirements.

Signed (supervisor) _____ Date _____

Signed (student) _____ Date _____

I certify that this Supervisor's Progress Report number _____ out of 3 was received by the SDEHS teacher on _____ (date)

SDEHS teacher's name _____ Signature _____ Date _____

SDEHS Head Teacher's name _____ Signature _____ Date _____

Sample Course Outline

Topic	Date	Term	Week	Type	Course Item
Common Module: Texts and Human Experiences	14/10/2024	4	1	Set P	Common Module: Texts and Human Experiences 1
	21/10/2024	4	2	Set P	Common Module: Texts and Human Experiences 2
	28/10/2024	4	3	Set P	Common Module: Texts and Human Experiences 3
	4/11/2024	4	4	Set P	Common Module: Texts and Human Experiences 4
	11/11/2024	4	5	Set P	Common Module: Texts and Human Experiences 5
	18/11/2024	4	6	Set P	Common Module: Texts and Human Experiences 6
	25/11/2024	4	7	Set P	Common Module: Texts and Human Experiences 7
	2/12/2024	4	8	Assessment task	Assessment Task 1: Multimodal Presentation
We are Australians	9/12/2024	4	9	Set P	We are Australians 1
	16/12/2024	4	10	Set P	We are Australians 2
	4/02/2025	1	2	Set P	We are Australians 3
	10/02/2025	1	3	Set P	We are Australians 4
	17/02/2025	1	4	Set P	We are Australians 5
	24/02/2025	1	5	Set P	We are Australians 6
Discovery and Investigations	3/03/2025	1	6	Set P	Discovery and Investigations 1
	10/03/2025	1	7	Set P	Discovery and Investigations 2
	17/03/2025	1	8	Set P	Discovery and Investigations 3
	24/03/2025	1	9	Set P	Discovery and Investigations 4
	31/03/2025	1	10	Assessment task	Assessment Task 2: Extended Responses
	7/04/2025	1	11	Set P	Discover and Investigations 5
The Way We Were	29/04/2025	2	1	Set P	The Way We Were 1
	5/05/2025	2	2	Set P	The Way We Were 2
	12/05/2025	2	3	Set P	The Way We Were 3
	19/05/2025	2	4	Set P	The Way We Were 4
	26/05/2025	2	5	Set P	The Way We Were 5
Part of a Family	2/06/2025	2	6	Set P	Part of a Family 1
	10/06/2025	2	7	Set P	Part of a Family 2
	16/06/2025	2	8	Set P	Part of a Family 3
	23/06/2025	2	9	Set P	Part of a Family 4
	30/06/2025	2	10	Set P	Part of a Family 5
	22/07/2025	3	1	Set P	Part of a Family 6
	28/07/2025	3	2	Set P	Revision
	4/08/2025	3	3	Assessment task	Year 12 Trial tasks
Scheduled Collection of Coursework	11/08/2025	3	4	Assessment task	Year 12 Trial tasks
	18/08/2025	3	5	Assessment task	Assessment Task 4: Assessment of Coursework
	25/08/2025	3	6	Set P	Revision
	1/09/2025	3	7	Set P	Revision
	8/09/2025	3	8	Set P	Revision
	15/09/2025	3	9	Set P	Revision
	22/09/2025	3	10	Set P	Revision



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

Information about Online Services

Sydney Distance Education High School is committed to providing a technology-rich environment for our students. Our school considers the use of information and communication technology to be fundamental in assisting teaching and learning in all areas of the school curriculum.

On page 13 of the Department of Education official *Application to Enrol in a NSW Government School* enrolment form, parent/carers are prompted to answer a question relating to online services.

If you are unsure which box you ticked on the Department's enrolment form, or if you wish to change your selection, you may tick one of the boxes.

We strongly suggest you tick the **I give permission** box and sign in the space below.

Whilst the decision of the parent/carer is fully respected, if the "I do not give permission" box is selected, there will be an impact on the student's ability to engage in a variety of learning experiences. In particular, students will not be able to:

- receive emails from their teachers or the school
- access elearning materials hosted on our school elearning site
- participate in group or individual web lessons.

Consent to use third-party software for educational use

The school uses third-party software providers offering web-based online educational resources and cloud-based storage to support our administrative functions and enhance student learning outcomes.

In most instances, students are required to register before accessing the software. Registration involves either a staff member or student entering identifying information such as name, school year and the student's school email address.

The NSW Department of Education has entered into contracts for a range of essential student education and administration software. The department has assessed the privacy impacts and data security controls as compliant with NSW privacy requirements and a list of that software is available at <https://education.nsw.gov.au/public-schools/going-to-a-public-school/privacy-information>.

In addition, Sydney Distance Education High School will use the third-party software listed in Appendix 4: List of third-party software. The use of software depends on what courses have been selected. If you require further clarification, you can contact the Deputy Principal (Curriculum Delivery) by phoning the school reception on 9383 0200.

Online services

The Department provides students with filtered access to the Internet. Students also have access to a secure learning portal. After logging into their portal, students have access to a personalised email account and online applications. These resources enable students to collaborate with peers, publish online, and securely store their data for access within, or outside of, school.

When accessing some online services, data, including your child's name and files they have saved, are stored with the online application service provider in a location outside of the Department's network. The Department has worked closely with online application providers to assess privacy impacts and data security controls.

Information about student privacy for parents is available from <https://education.nsw.gov.au/going-to-a-public-school/privacy-information> or from your school.

☐ I give permission ☐ I do not give permission

for my child to have access to online services provided by the Department. This permission remains effective until I advise the school otherwise.

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/>.

Computer advice

At home

Access to a reliable computer is an important part of life as a distance education student. For home use, students are encouraged to purchase a device that best suits their needs, circumstances and budget. The buying guide below sets out some minimum standards and recommendations to consider before making a purchase.

At school

When students visit SDEHS for study days, learning hubs and lessons they are welcome to use school computers and laptops. However, students may bring their own device if desired. The use of digital devices will be subject to the SDEHS Student Use of Digital Devices and Online Services Procedures (SSUDDOSP).

The SDEHS school digital devices and online services – student agreement sets out how the digital devices can be used while at school, and most students will sign the agreement as part of the enrolment process.

Students who use their own digital devices are still subject to the Department of Education's filtered internet service and are responsible for the care and maintenance of their devices. Please be aware that SDEHS can only offer basic technical support during school visits to troubleshoot Wi-Fi connections.

Computer buying guide

Laptops are a popular choice for students due to their portability, although desktop machines are of course suitable for home use. Please avoid tablets, Chromebooks and gaming devices as they don't provide the same functionality as a full operating system.

Many suppliers offer educational discounts. It's worth asking in order to get the best possible price.

Recommended specifications for digital devices are included in this document as Appendix 3 of the SDEHS Use of Digital Devices and Online Services Procedures.

SDEHS Student Use of Digital Devices and Online Services Procedures

Purpose

These procedures guide student use of digital devices and online services at Sydney Distance Education High School. It follows NSW Department of Education's [Student use of Digital devices and online services](#) and [Students' Use of Mobile Phones in Schools](#) policies.

Our school acknowledges the educational value of digital devices and online services to support learning engagement and communication with teachers and other students. See Appendix 3 for recommended specifications for digital devices.

Our school also recognises the potential harm and disruption if digital devices and online services are used inappropriately and encourages students to use them in safe, responsible and respectful ways.

These procedures cover student use of digital devices and online services in school-related settings, including on school grounds, at school-related activities and outside school where there is a clear and close connection with the school and other students. These procedures cover the use of school-provided and personal digital devices and all online services.

Students' use of mobile phones at the learning hubs and school events

Rationale and objectives

Sydney Distance Education High School supports the restrictions of mobile phones in accordance with the NSW Department of Education Students' Use of Mobile Phones in Schools policy. Mobile phone use in schools can impact student learning and wellbeing. Restricting mobile phone use at school aims to increase focus in classrooms, remove distractions and promote positive social interaction, while reducing the potential for online bullying. We promote safe learning environments which support and enhance each child's social and emotional health through our wellbeing and learning support teams.

Our school has elected to use the following approach.

All mobile phones will be **'off and away'** when attending a learning hub or a school event such as a study day or excursion, including during recess and lunch. This means that students will have a responsibility to turn off their phones and store them safely in their school bags. Students will still be able to carry their phones while travelling to and from school. This is an approved NSW Department of Education option and will limit unnecessary distractions and complement our ongoing approach to ensure that every student maximises their learning and social growth in a safe and supportive environment.

Contacting students

Sydney Distance Education High School understands there may be emergencies when parents need to contact students or students may need to contact their parents or carers during the school day. To avoid disturbing the students' learning we encourage this to be kept to a minimum. Parents and carers can contact the school through the school office by phone on (02) 9383 0200 or [learning hub mobile phone](#). Students will also be able to contact parents or carers if they seek permission from the supervising teacher.

Inappropriate use of mobile phones

School procedures to be followed in case of a student's inappropriate use of a mobile phone at a learning hub or school event (such as a study day or excursion) are as follows.

- The supervising teacher will tell the student to stop using the phone, turn the phone off and put the phone in their bag ('off and away'). The teacher will give a maximum of two warnings.
- On the third warning the teacher will phone the student's supervisor and ask them to collect the student from the learning hub or school event (if possible).
- A teacher will phone the student and supervisor to re-negotiate a commitment that the mobile phone protocols will be adhered to by the student at future school activities.
- Where there is repeated misuse of the mobile phone teachers will liaise with a Deputy Principal regarding further consequences. For example, the student will be required to hand in their phone to a supervising teacher for safe keeping while the student is at school.

Refer to the following policies and procedures:

- [Student Wellbeing Policy](#)
- [Learning Hubs Handbook for Students and Supervisors](#)

Exemptions

Sydney Distance Education High School understands that some students may have exceptional medical, wellbeing or learning needs which will require them to access a mobile phone when attending a learning hub or school event.

If you have concerns about your child not having access to a mobile phone when attending the learning hubs or school events, you may contact the Deputy Principal of the year group by phone on (02) 9383 0200.

The parent/carer and supervisor wishing to apply for an exemption will need to send an email to the school account (E: sydneyh-d.school@det.nsw.edu.au) with the following information.

- The student's name and year.
- The health or wellbeing reason for the exemption.
- The requested adjustments to school-based practices and procedures.
- Supporting medical certificate.

Each application for an exemption will be considered by a Deputy Principal and the Learning and Support Team and the parent/carer/supervisor will be informed of the agreed outcome. Teachers of the student will be informed of the exemption.

Using mobile phones for an educational purpose during a lesson or at a school excursion

There may be situations where students are required to use their phones during a lesson or on a school excursion. In these situations, the staff member will need to monitor students' use of the phones to ensure that they are used for the designated purpose, and once the lesson/activity is completed, ensure that students comply with managing their phone in line with the school's procedures.

Responsibilities and obligations

Student use of digital devices and online services in safe, responsible and respectful ways is a shared responsibility.

For students

- Be safe, responsible and respectful users of digital devices and online services.
- Respect and follow school rules and procedures and the decisions made by staff, knowing that other schools may have different procedures.
- Communicate respectfully and collaboratively with peers, school staff and the school community and behave in the ways described in the Behaviour Code for Students.

For parents and carers

- Support implementation of school procedures, including the school's approach to resolving issues.
- Recognise the role they play in educating their children and modelling the behaviours that underpin the safe, responsible and respectful use of digital devices and online services.
- Take responsibility for their child's use of digital devices and online services at home such as use of online services with age and content restrictions.
- Communicate with school staff and the school community respectfully and collaboratively as outlined in the 2018 School Community Charter.
- Switch off their own digital devices or put them on silent when at official school functions and during meetings.
- Provide digital devices that meet school specifications. See Appendix 3.

For the Principal and teachers

- Deliver learning experiences that encourage safe, responsible and respectful use of digital devices and online services. This includes:
 - establishing agreed classroom expectations for using digital devices and online services, in line with these procedures and departmental policy
 - reading and abiding by the Terms of Service for any online services they use in teaching
 - educating students about online privacy, intellectual property, copyright, digital literacy and other online safety related issues.
- Model appropriate use of digital devices and online services in line with departmental policy.
- Respond to and report any inappropriate use of digital devices and online services as required by school procedures, departmental policy and any statutory and regulatory requirements. This includes:
 - reporting the creation, possession or distribution of indecent or offensive material to the Incident Support and Report hotline as required by the Incident Notification and Response Policy and Procedures and consider any mandatory reporting requirements
 - working with the department and the Office of the eSafety Commissioner (if necessary) to resolve cases of serious online bullying and image-based abuse
 - following the school's behaviour management plan when responding to any incident of inappropriate student behaviour relating to the use of digital devices or online services.
- If feasible, and particularly as issues emerge, support parents and carers to understand strategies that promote their children's safe, responsible and respectful use of digital devices and online services.
- Participate in professional development related to appropriate use of digital devices and online services.

For non-teaching staff, volunteers and contractors

- Be aware of the department's policy and these procedures, and act in line with the conduct described.
- Report any inappropriate use of digital devices and online services to the Principal, school executive or teaching staff they are working with.

Communicating this procedure to the school community

- Students, parents and carers will be advised through the school newsletter. These procedures can be accessed electronically on the school's website and in hard copy at the school's administration office.

Complaints

- If a student, parent or carer has a complaint about these procedures, they can send the school an email on sydneyh-d.school@det.nsw.edu.au which will then be forwarded to the senior executive.
- If the issue cannot be resolved, please refer to the department's Making a complaint about NSW public schools - guide for parents & carers.

Review

The Principal or delegated staff will review these procedures annually.

Appendix 1:

Key terms

Digital citizenship refers to the skills and knowledge a person needs to effectively use digital technologies in a positive way so they can participate in society, communicate with others, and create and consume digital content.

Digital devices are electronic devices that can receive, store, process and share digital information and connect to applications (apps), websites and other online services. They include desktop computers, laptops, tablets, smart watches, and smart phones.

Digital literacy is the set of social, emotional and technological skills and competencies that people need in order to use digital devices and online services, and to expand their opportunities for education, employment and social participation, including entertainment.

Educational purpose is any use approved by school staff that supports student learning, wellbeing and educational outcomes.

General capabilities are the broad collection of knowledge, skills, behaviours and dispositions described within the Australian curriculum and NSW syllabuses.

Image-based abuse occurs when intimate, nude or sexual images are distributed, or threatened to be distributed, without the consent of those pictured. This includes real, altered and drawn pictures and videos. This is a crime in NSW.

Online bullying involves using technology such as the internet or mobile devices to bully someone. Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability, or sexual orientation.

Online safety is the safe, responsible and respectful use of digital media, devices, other technology and online services.

Online services are any software, website or application that can gather, process or communicate information. This includes digital classrooms (elearning), web lessons, chat and messaging, online games, virtual reality, social media and other online spaces.

Reasonable adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students.

School-related settings include school grounds, school-related activities and places outside school where there is a clear and close connection between the school and the conduct of students. This connection may exist in situations where: there is discussion about school taking place outside of school hours; a student is wearing their school uniform but is not on school premises; a relationship between parties commenced at school; students are online in digital classrooms; and where online contact has flow on consequences at school and duty of care requires the school to respond once an incident is reported.

School staff refers to school personnel who have some level of responsibility for implementing policy and the school digital devices and online service procedure. This includes principals, senior staff, teachers, non-teaching staff, school administrative staff, volunteers and contracted staff engaged by schools.

Appendix 2:

What is safe, responsible and respectful student behaviour?

Note: A signed student agreement covering these points is completed on enrolment.

Be SAFE

- ☐ Protect your personal information, including your name, address, school, email address, telephone number, pictures of you and other personal details.
- ☐ Only use your own usernames and passwords, and never share them with others.
- ☐ Ask a teacher or other responsible adult for help if anyone online asks for your personal information, wants to meet you or offers you money or gifts.
- ☐ Let a teacher or other responsible adult know immediately if you find anything online that is suspicious, harmful or inappropriate, or makes you uncomfortable.
- ☐ Never hack, disable or bypass any hardware or software security, including any virus protection, spam and filter settings.

Be RESPONSIBLE

- ☐ Follow all school rules and instructions from school staff, including when using digital devices and online services. This includes restrictions of mobile phones at school in accordance with the NSW Department of Education *Students' Use of Mobile Phones in Schools* policy. At SDEHS all mobile phones will be **'off and away'** when attending a learning hub or a school event such as a study day or excursion, including during recess and lunch.
- ☐ Take care with the digital devices you use:
 - Understand that you and your parents and carers are responsible for any repairs or IT support your personal devices might need
 - Take care with the school-owned devices you share with others, so that other people can use them after you.
- ☐ Use online services in responsible and age-appropriate ways:
 - Only use online services in the ways agreed to with your teacher
 - Only access appropriate content and websites, including when using the school's filtered network and personal, unfiltered networks
 - Do not use online services to buy or sell things online, to gamble or to do anything that breaks the law.
- ☐ Understand that everything done on the school's network is monitored and can be used in investigations or court proceedings, or for other legal reasons.

Be RESPECTFUL

- ☐ Respect and protect the privacy, safety and wellbeing of others.
- ☐ Do not share anyone else's personal information.
- ☐ Get permission before you take a photo or video of someone, including from the person and teachers.
- ☐ Do not harass or bully other students, school staff or anyone, this includes cyberbullying using a digital device or online service.
- ☐ Do not send or share messages or content that could cause harm, including things that might be:
 - inappropriate, offensive or abusive
 - upsetting or embarrassing to another person or group
 - considered bullying
 - private or confidential
 - a virus or other harmful software.

Appendix 3:

Recommended specifications for digital devices

Sydney Distance Education High School recommends that students use a laptop or desktop computer to engage with our online learning platforms. Students may use their mobile phone (offsite) to scan or take pictures of their classwork.

Operating System	<ul style="list-style-type: none">• Microsoft Windows 10, or later• Apple Mac OSX 10.10 or later
Wireless	<ul style="list-style-type: none">• If you intend to bring your device to school, it must have 5GHz 802.11n wireless support. This may be advertised as “Dual Band Wireless”, “802.11abgn”, “802.11agn”, “802.11ac” or “gigabit wireless”
Form Factor	<ul style="list-style-type: none">• Choose a desktop or laptop computer, not a tablet• Devices should have a separate keyboard, not an on-screen touch keypad• Screen size should be at least 10 inches• Consider the size and weight of the device if you intend to travel with it frequently
RAM	<ul style="list-style-type: none">• Minimum 4GB RAM• If Adobe Creative Cloud software such as Photoshop is required for your subjects, then 8GB RAM or more is recommended
Battery Life	<ul style="list-style-type: none">• For laptops, a battery life of at least 4 hours is recommended
Extras	<ul style="list-style-type: none">• Audio headset with microphone• Webcam – either built in or external• At least one USB port
Software	<ul style="list-style-type: none">• Microsoft Office 365 (free to students)• Access the Microsoft office page on our school website

Appendix 4:

List of third-party software

Software and use	Course(s)	Student information captured	Data stored	Information shared
Canva for Education Online graphic design for multimedia content https://www.canva.com/education/	All courses	First name, family name, email address, images, presentations, videos or audio recordings	Offshore	This service uses the following third-party products to provide file upload and storage functionality: Google Drive, Office 365, and other cloud storage and file sharing platforms
Canvas/Instructure Canvas is used to host online courses and learning materials https://www.instructure.com/en-au/canvas	All courses	First name, family name, email address, attendance, video or audio recording, classwork, school name, academic assessment and results	Australia	This service uses the following optional third-party products (supported integrations): YouTube; Turnitin; H5P; Google Drive; Office 365
H5P Interactive digital resources used with Canvas and Moodle. https://h5p.com/	All courses	Email address, academic assessment and results	Offshore	Integrates with Canvas and Moodle Amazon Web Services
Moodle/Androgogic Moodle is used to host online courses and learning materials. Hosted by Androgogic https://androgogic.com/	All courses	First name, family name, email address, attendance, video or audio recording, classwork, school name, academic assessment and results	Australia	This service uses the following optional third-party products (supported integrations) eg Turnitin, Youtube
Turnitin Checking of student submissions https://www.turnitin.com/	Stage 6 courses	First name, family name, email address	USA	Information shared with Moodle and Canvas
Typing.com Typing tutor https://www.typing.com	All courses	First name*, family name*, email address*, class name, school name, country, responses *denotes optional	USA	Amazon Web Services (AWS)
OnGuard Safety Work Health and Safety training resources https://www.onguardsafety.com.au/	TAS Courses	Student first name only	Australia	Information shared with host servers
Telstra Integrated Messaging Text messages to mobile phones	All courses	Student and supervisor mobile phone numbers	Australia	Phone numbers on host servers

Software and use	Course(s)	Student information captured	Data stored	Information shared
Snipe-IT Asset tracking for students with SDEHS laptops https://snipeitapp.com/	All courses	First name, family name, email address, computer login data	Australia	Amazon Web Services (AWS)
Makecode for Micro:bit Designing and creating games https://arcade.makecode.com/	Computing courses	First name, family name, email address, school details	USA	Microsoft
Grok Learning Online platform for learning programming and computational thinking skills https://groklearning.com/	Computing courses	First name, family name, email address, school details	Australia	No data is shared
Unity 3D gaming engine to teach coding	Computing courses	Creative work (code, images, text)	USA	Unknown
BandLab for Education Music making and collaboration platform https://blog.bandlab.com/	Music courses	Username, email address	Singapore	No data is shared
Flat.io Collaborative music creation platform https://flat.io/	Music courses	First name, family name, email address	USA, UK, Canada	No data is shared
Soundtrap Creative audio recording platform https://www.soundtrap.com/edu/	Music courses	First name, family name, email address, audio recordings	Offshore	This service uses the following optional third-party products (supported integrations) eg Google Drive; Office 365
Fusion Computer-aided engineering and printed circuit board design https://www.autodesk.com/education	Computing courses	First name, family name, email address	USA	No data is shared
Tinkercad 3D design, electronics, and coding application	Computing courses	First name, family name, email address, school details	USA	No data is shared

Vaccination for students who are home schooled or enrolled in distance education

NSW Health works in partnership with education authorities to offer the vaccines recommended under the National Immunisation Program for adolescents in a school vaccination program.

Year 7 and 10 students who are home schooled or enrolled in distance education are eligible for the following free age-appropriate vaccines

YEARS	VACCINE	NUMBER OF DOSES
Year 7	Human papillomavirus (HPV) vaccine	Single dose
	Diphtheria-Tetanus-Pertussis (whooping cough) vaccine	Single dose
Year 10	Meningococcal ACWY vaccine	Single dose

Vaccines and why they are important

Year 7 vaccines

Human papillomavirus (HPV) vaccine

- This vaccine is important as it protects against HPV-related cancers and illnesses that can affect everyone.
- The vaccine is given to the Year 7 age group to maximise protection against infection before they are exposed to the virus

Diphtheria, tetanus, and pertussis (whooping cough), (dTpa) vaccine

- This vaccine protects against 3 illnesses: diphtheria, tetanus and pertussis, also known as whooping cough. Students usually have a dose of diphtheria, tetanus and pertussis vaccine prior to starting school at 4-5 years of age.
- The Year 7 dTpa vaccine dose is an adolescent booster. It is very important to boost protection as immunity wanes over time.

Year 10 vaccines

Meningococcal ACWY vaccine

This vaccine is important as it protects against 4 types of meningococcal bacteria, which cause serious disease that can quickly become life-threatening.

Where to get vaccinated

Adolescents can access free vaccine from their GP, pharmacist immuniser, Aboriginal medical service, or community health centre. It is important when making the appointment that parents/ guardians:

- inform the receptionist of the reason for their visit, and
- allow at least three working days for the vaccine to be ordered and delivered to the clinic.

More information about the NSW School Vaccination Program is available by visiting the NSW Health website or by contacting your local public health unit:

- Information on NSW School Vaccination Program:
<https://www.health.nsw.gov.au/immunisation/Pages/schoolvaccination.aspx>
- Contact your local public health unit on **1300 066 055**

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