

# 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](#)