Roles and Responsibilities Teachers 2025

27 February 2025

Sydney Distance Education High School

Contents

Sydney Distance Education High School
Roles and Responsibilities
Distance Education Teachers

Teachers at Sydney Distance Education High School have a special role in the provision of secondary education for their students. They develop and teach individual education programs using the NSW *Quality Teaching Model* and implement the NSW Education Standards Authority (NESA) *Australian Professional Standards for Teachers* to support challenging and creative quality learning opportunities for all students to improve learning. Teachers cater for the individual learning and wellbeing needs of their students.

Teachers use a variety of established and innovative distance education strategies and resources to engage their students in learning. They support students' independent learning with new and emerging technologies to enhance the curriculum, providing flexible blended learning for quality individualised education, enriching peer interaction and encouraging students to achieve their personal best. Most students access and return work through the school's elearning site: *elearning.sdehs.nsw.edu.au*.

Distance education teachers are accountable to their Head Teachers, Deputy Principals, the Principal and the school community for the quality of their teaching and communication to promote student learning. Teachers' professionalism, values and skills as distance educators are recognised as enhancing the learning outcomes of students who are not in a face to face educational setting. The school's executive acknowledges the challenges and special skills of this role through planning and providing ongoing opportunities for the professional performance and development of each teacher.

Teachers at Sydney Distance Education High School have the following responsibilities as outlined by the seven Australian Professional Standards for Teachers.

1.   Know students and how they learn

- Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

- Structure teaching programs using research and collegial advice about how students learn.

- Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

- Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

- Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

- Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

2.   Know the content and how to teach it

- Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

- Organise content into coherent, well-sequenced learning and teaching programs.

- Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

- Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

- Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

- Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

3.   Plan for and implement effective teaching and learning

- Set explicit, challenging and achievable learning goals for all students.

- Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

- Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

- Select and/or create and use a range of resources, including ICT, to engage students in their learning.

- Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

- Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.

4.   Create and maintain supportive and safe learning environments

- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

- Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

- Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.

- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

5.   Assess, provide feedback and report on student learning

- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

- Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

- Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

- Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

6.   Engage in professional learning

- Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

- Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

- Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

- Undertake professional learning programs designed to address identified student learning needs.

7.   Engage professionally with colleagues, parents/carers and the community

- Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

- Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.

- Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.

- Participate in professional and community networks and forums to broaden knowledge and improve practice.

Teachers at Sydney Distance Education High School also have a range of responsibilities specific to their work at this school, as follows.

1. General

- Develop and maintain knowledge of current teaching, learning and distance education practices using the Australian Professional Standards for Teachers, NESA syllabuses and curriculum, assessment and technology resources, and all school policies and procedures. APST: 2.1.2, 2.3.2, 2.6.2, 6.2.2

- Develop, adjust and issue learning materials, both print and online, and teach consistent with the Quality Teaching Model, creating interactive learning opportunities and providing blended learning using existing and emerging technologies to enhance curriculum and student learning. This includes engaging in the teaching of online modules and using online communication tools to support student learning. APST: 3.2.2, 3.3.2, 3.4.2, 3.1.2

- Evaluate, select and adjust appropriate resources to motivate and engage students' learning by distance in a way which helps them become independent learners and meets their individual learning needs. APST: 1.4.2, 1.5.2, 1.6.2, 3.2.2, 3.6.2, 4.1.2

- Be familiar with the content of the school's assessment booklets (Year 10, 11 and 12) and the school's *Assessment and Reporting Policy and Procedures*

- Work cooperatively with colleagues and the school executive to meet the learning needs of students and the school's strategic directions as set out in the current Strategic Improvement Plan. APST: 4.1.2, 6.3.2, 7.2.2

- Use Department and NESA data analysis packages to analyse student achievements and to develop learning programs to enhance student performance and outcomes. APST: 3.6.2, 5.3.2, 5.4.2

- Respond to all deadlines (Department/School/NESA/Faculty/Team) on or before due date. APST: 7.1.2, 7.2.2

- Discuss in advance with their Head Teacher any planned future variation to routine (eg Field Service Visit, Professional Learning), application for leave or variation of days. APST: 6.1.2, 6.2.2, 7.2.2

- Support and enhance the educational, emotional and wellbeing needs of students and encourage peer interaction through various school networks, field service visit programs and communication links and attending meetings as required. APST: 4.1.2, 4.2.2, 4.4.2, 7.3.2

- Maintain clear and accurate records of student progress, assessment, communication and learning using appropriate school systems and the school database (DELTA). APST: 5.2.2, 5.5.2, 7.2.2

- Maintain confidentiality of student information, including that student information should not be discussed or disclosed to anyone other than the listed supervisor, parent/carer 1 or parent /carer 2 in accordance with department policy and procedures. APST: 4.4.2, 7.1.2, 7.2.2

- Understand and comply with intellectual property expectations as outlined in the Department's Code of Conduct, including that the Department control and manages all copyright created by its staff while under the direction and control of the Department. Where staff develop material in their own time or during working hours, for their employment with the Department, copyright of that material will belong to the Department. Staff should not use Department copyright material for private purposes unless permission is granted for the use of Department copyright for such purposes. APST: 7.1.2, 7.2.2

- Comply with responsibilities and obligations relating to child protection including mandatory reporting.

  PST: 4.4.2, 7.1.2, 7.2.2

- Understand and comply with the Department's *Code of Conduct*. APST: 4.4.2, 6.2.2, 7.1.2, 7.2.2

2.   Know Your Students

It is each teacher's responsibility to:

- Be aware of the educational and welfare requirements of all their students. The following shows the items on DELTA that must be accessed when a teacher is allocated a student. Teachers must check these items on a regular basis for each of their students.

APST: 1.1.2, 1.2.2, 1.3.2, 1.4.2, 1.5.2, 1.6.2

- Call each allocated supervisor/student within the first week after the student has been allocated to them to introduce themselves and determine appropriate learning strategies to support the student. APST: 3.7.2, 4.1.2, 7.3.2

- Log on DELTA all contact with students/supervisors. APST: 5.5.2, 7.2.2

- Ensure compliance with the Disability Discrimination Act 1992 and Disability Standards for Education 2005. For example, implementing any teaching strategies communicated to teachers on 'Strategy Sheets', Personalised Learning and Support Plans (PLSPs), Personalised Learning Pathways (PLP) or during case meetings, and communicating additional information regarding learning needs to the Learning Support Team and other teachers through email, phone, the Roll Call card or student contacts. APST: 1.6.2, 7.2.2

- Notify Year Advisers of students/supervisors who are uncontactable (ie contact has been attempted over a 4 week period but has been unsuccessful). APST: 4.4.2, 7.1.2, 7.2.2

- Contact each allocated 'Home' student/supervisor a minimum of once a fortnight in addition to providing feedback on student work. This contact may include telephone calls, emails, web conferencing and other lessons (by phone, at school, on field service visits, at study days or on excursions). Regular contact must be made with all other students including Single Course students and those accessing curriculum through Centres (SSPs, SJJCs etc). APST: 3.7.2, 3.5.2, 4.1.2, 5.2.2, 5.5.2

3.   Routines

Teacher accountability regarding their support for their students is demonstrated through DELTA record cards. It is every teacher's responsibility to ensure that DELTA records are complete, accurate and up to date at all times.

Teachers will undertake the following:

Daily

- Sign on and complete Flexible Hours Timesheet (for Permanent and Temporary staff, and Casual Teachers with allocated students). Staff are to notify the school prior to an absence and complete leave forms immediately upon return to school.

- Check email, phone and Teams messages and respond in a timely fashion.

- Read and action all notices on 'SDEHS Staff Intranet' and Faculty and any other teams of which they are a member.

- Log all contact with supervisors/students on DELTA.

- Support each student to complete and submit a full Set of work in their subject each week as per the course outline. All attempts by the teacher to engage students including clear evidence of referring students on and seeking support for those students who are not engaging must be documented on DELTA.

- For students in Years 7-10, all learning interactions (phone lessons, web lessons, school lessons & completion of any weekly work) where one or more outcomes are demonstrated must be reflected in DELTA with a mark, a comment and date entered in the Assessed column.

- Aim to mark, respond to and return student weekly work within 4 working days of it being delivered to the Faculty or completed via elearning. Issue Achievement Awards and elearning badges. Record marks and feedback on DELTA.

- Contact supervisors of students who require support with their course work or for whom their level of engagement is causing concern. Discuss and develop appropriate learning strategies (eg lesson material modification and adjustment, phone lessons, Field Service Visits, web conference lessons) to help support and re-engage the student. Record details of discussion and any adjustments or modifications on the subject card, Roll Call card or as 'student contact' on DELTA.

- Discuss students causing concern with appropriate school personnel in accordance with the SDEHS *Referring on guide for Teachers* document (see Appendix 2).

- As required, set and mark assessment tasks, adhering to Department, SDEHS and faculty guidelines and processes. Record marks and feedback on DELTA, elearning and faculty spreadsheet and ensure that students are able to access any Disability Provisions that have been granted.

- Fulfil faculty and school responsibilities, including attending coordinated support meetings, scheduled Faculty and Whole School Staff meetings and other meetings as required. If staff are absent from a meeting, they must read the minutes of that meeting.

- Read Executive Meeting minutes linked through the Staff Intranet.

- Respond to requests from Head Teachers to support student learning and engagement.

Weekly

- Call new enrolments the week following completion of the Launchpad Student Induction Program.

- Monitor student submission of work and issue new work to students where required as per faculty or individual student program. Work should still be issued even if the student is not engaging. Where a student has not engaged for 3 weeks, and there is no reason given on the Roll Call card or in 'Student Contacts', contact the supervisor/student. If non-engagement continues, discuss with the Faculty Head Teacher for faculty action or referral to appropriate school personnel.

- Adjust work for individual students to cater for their learning needs and ensure compliance with disability legislation.

- Read relevant sections of the Department's Staff Noticeboard accessed through the Staff Portal.

- Read relevant sections of the NESA News emailed to all staff.

Monthly

- Contact, by phone, supervisors of students who are at risk of receiving an 'N Determination Warning Letter'. This must be done before a Warning Letter is sent.

- Send Warning Letters as required in the school's *Warning Letters Procedures* document. Evidence of a number of attempts to engage the student (eg phone calls, modification of work, emails, phone lessons) must be documented on DELTA prior to a warning letter being sent.

Each Term

- Complete Student Reviews.

- Finalise Flexible Hours Timesheet and give to Faculty Head Teacher for processing (twice per Term).

Each Semester

- Complete Student Reports.

- Familiarise themselves with WHS procedures including emergency evacuations, incident reports and site reports.

Annually

- Familiarise themselves with Department, SDEHS and faculty policies and procedures including the Strategic Improvement Plan.

- Ensure mandatory training requirements are met eg Child Protection / Anaphylaxis / e-Emergency Care.

- Develop a Performance and Development Plan (PDP), in accordance with the Department's Performance and Development Framework and meet all requirements in relation to classroom observations, professional learning and evidence to support their PDP.

- Ensure personal details are kept up to date on the school's database, including contact details, emergency contact details, travel plan, drivers licence, car registration and comprehensive insurance.

Appendix 1: SDEHS Teacher Entry on Duty Process

Teacher Entry on Duty Process

Mandatory training in anaphylaxis, emergency care and child protection annual updates is recorded on the school's DELTA database for all relevant staff. Evidence of the most recent group training eg School Development Day Programs with staff sign on sheets for the day, is attached to this register. Staff trained in other contexts provide relevant documentation eg eLearning course certificates or a signed declaration that they have received training. This register does not include a record of teachers who have completed the Department eLearning module for initial child protection training, Child Protection Awareness Training (CPAT) since this is required when making an application to teach. Staff who leave the school are not included in the register. This register is published at least annually and filed in the Principal's folder: Mandatory Training Records.

New permanent teacher appointed to school
Entry on duty

Casual / temporary teacher
First annual entry on duty

Head Teacher checks with Office or HT Admin (Staffing) for eCPC for approval to teach before offering work (includes WWCC)

Teacher has required Department approval to teach → **No**

Teacher arrives at school

Head Teacher to inform teacher before first day of taking up duty that they are required to provide the following.
- Department approval to teach
- Mandatory training evidence e.g. screengrab Q+
- Confirmation teacher is not on a Return to Work Plan or, if yes, Plan discussed with Principal
- Bank account details
- Tax file number

Teacher goes to reception, provides appointment notice and completes entry on duty forms
- Staff Details
- Authority to Publish
- Car details (insurance/rego)
- Receive copy of WHS Local Induction (School)

No ← New permanent teacher provides evidence of mandatory training

Casual / temporary teacher has required evidence confirming all required mandatory training → **No** → Teacher cannot be employed until all required evidence is provided

New permanent teacher must complete all required mandatory training upon entry on duty

New teacher is eligible to teach at SDEHS → SAM adds Casual teacher to SAP Payroll → Head Teacher provides new teacher or casual with Roles and Responsibilities of Teacher
- Know Your Students
- Referring On

Information is entered by SASS on school's database

Copy of certificates are filed by SASS in teacher's file in office strongroom

PDF: StaffShare\Staff Documents\School Policies and Procedures\Teacher Entry on duty Process   https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Principal/School Policies/Teacher Entry on Duty Process 20.02.25.docx

PDF1: SharePoint\School Policies\R&R   PDF2: School website   **11 of 13**   https://schoolsnsw.sharepoint.com/sites/SDEHSSeniorExecutive/Shared Documents/Snr Exec
Documents/Principal/Staff/Roles and Responsibilites/Teacher R&R/2025_Teacher_R&R_27.02.25.docx

Appendix 2: SDEHS Referring On – a quick guide for teachers

Sydney Distance Education High School

REFERRING ON
A Quick Guide for Teachers

1. **For CENTRE students,** request that the Centre sends an email to Head Teacher Secondary Studies (Stage 5 or Stage 6)

2. **For SINGLE COURSE students**, refer to the Faculty Head Teacher (who will refer on to Head Teacher with responsibility for Single Course as required)

3. **For HOME students**, see below

	Issue	Refer to	cc
MANDATORY	Disclosure of **Child Protection** issue: Physical, sexual, or psychological abuse Significant risk of harm to self or others Alcohol or drug abuse Has left home/is homeless Educational neglect by parent/carer	**SAME DAY** Principal's delegate ie Head Teacher Welfare (HTW) – Years 7-9; Year 10; Years 11-12 Where no executive / senior executive staff member is available, complete the Mandatory Reporter Guide (MRG) accessed on school intranet and, if MRG advice is to report to the Child Wellbeing Unit (CWU), then ring CWU on phone 9269 9400, and inform HTW asap **CONFIDENTIAL – DO NOT NOTE ON DELTA**	Head Teacher Welfare
NUTS & BOLTS	Change of address/supervisor/telephone number	Complete admin request form on SharePoint Record on Roll Call card Create student contact on DELTA	Year Adviser
	Student requires organisational support	Transition Coordinator	Year Adviser
	Student wants to attend Learning Hub	Refer student to SDEHS website for information	Learning Hub Coordinators
	Student is leaving/enrolling in another school	Year Adviser	
TECHNOLOGY	Student cannot log on to Department email or elearning	Educational Management Utility (EMU) on Department Portal Faculty Technology support representative	
	Supervisor cannot log on to elearning	Faculty Technology support representative elearning Faculty	
CURRICULUM	Student is working/wants to go to work/TAFE	Year Adviser / Careers Team	
	Student wants Pathways Program (Years 11-12)	Year Adviser / Head Teacher Welfare Stage 6	
	Student wants to drop/change courses	Year Adviser / Careers Team	
	Partial disengagement – one or 2 courses	Faculty Head Teacher	
	Student is having a lot of difficulty with particular course	Faculty Head Teacher	
	Student has a disability or learning difficulty not already noted	Learning and Support Faculty (referral form)	
	Languages – studied through NSW School of Languages	Head Teacher Secondary Studies (Year 10)	
	Requires disability provisions for HSC/Preliminary exams and assessments eg reader, writer, computer use, more time	Head Teacher Learning and Support	
	Student behaviour concern in a web lesson	Follow Web Lesson Behaviour Policy (Web Lesson Procedures PDF) and refer to Faculty Head Teacher	
WELFARE	Student is now pregnant (after enrolling here under another category)	Supervisor of Pregnant Girls / Young Parents	Year Adviser
	Student is going away/hospitalised/very sick/death in family (unable to complete work)	Year Adviser – for Approved Leave or Exemption from Attendance where required	Head Teacher Welfare
	Student is uncontactable	Try ALL phone numbers including emergency contact Also try DIFFERENT times of day After 3 attempts with no success, refer to Year Adviser	
	Student is disengaged in all courses	Year Adviser	Head Teacher Welfare
	Student requires personal support	Year Adviser Head Teacher Welfare	HTW refer to School Counsellor (referral form)
	Parent discloses personal problem/needs support	Head Teacher Welfare	School Counsellor (referral form)
OTHER	Aboriginal student requests support	Aboriginal Student Coordinator	Year Adviser
	Student with LGTBQI+ specific support requested	Year Adviser	LGBTQI+ Coordinator
	No School / No Hub review requested by parent	Stage Deputy Principal	Head Teacher Welfare

Refer to Internal Contacts (SDEHS Intranet)

Ref: 1, Wellbeing Policy | 2. Teacher R&R | 3. SDEHS Website

https://schoolsnsw.sharepoint.com/sites/SASSTeamSDEHS/DECDATA/Principal/School Policies/Referring on guide for teachers.docx

Revised 26.02.25

Appendix 3: Student Attendance

Sydney Distance Education High School
Student Attendance

Distance education is governed by the same policies as apply to all NSW government schools, including policies on student attendance. Regular attendance at school is essential if students are to maximise their potential and meet the requirements of the law. Schools, parents and carers share responsibility for promoting regular attendance.

The NSW Department of Education School Attendance Policy requires that Principals of NSW government schools ensure:

- when frequent absences are explained as being due to illness that:
  - consultation occurs with parents or carers regarding the health care needs of the student
  - medical certificates are sought for the absences
  - where there are ongoing concerns, approval is sought from parents or carers to contact the student's doctor so that the school has all the relevant information regarding the student's health care needs
  - strategies are developed to ensure regular attendance at school.

The *Education Act 1990, Section 21B and 22* and the *Student Attendance in NSW Public Schools Procedures* include that parents or carers of children of compulsory school age are responsible for ensuring that their child attends school every day. Children must commence school by age 6 and then complete Year 10. After Year 10 and until they turn 17, students must be:

- in school, or registered for home schooling or
- in approved education or training (eg TAFE, traineeship, apprenticeship) or
- in full time, paid work (average 25 hours a week) or
- in a combination of approved education or training and paid work.

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

Attendance is measured and monitored in a number of ways primarily in the return of course work in each course, every week, and also through records of student engagement in learning activities, student reviews, and regular contact between students and course teachers. All students enrolled in distance education must meet standards of engagement and participation set by the distance education school to satisfy the compulsory attendance requirements of the *Education Act 1990*.

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

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

For students younger than 17 who are not meeting satisfactory attendance requirements, a Head Teacher Welfare will ensure that a broad range of strategies are put in place to support the student. These may include:

- a Years 7–10 part program ie a student does some of the required courses in a year
- a Years 11–12 Pathways program ie a student completes Stage 6 over more than 2 years
- increased communication from class teachers eg phone calls, emails, web lessons
- referral to Year Advisers, Faculty Head Teachers, a Head Teacher Welfare or Head Teacher Secondary Studies for follow up
- referral to the Home School Liaison Program.

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

PDF1: SharePoint\School Policies\R&R PDF2: School website
Documents/Principal/Staff/Roles and Responsibilites/Teacher R&R/2025_Teacher_R&R_27.02.25.docx

13 of 13

https://schoolsnsw.sharepoint.com/sites/SDEHSSeniorExecutive/Shared Documents/Snr Exec