

Sydney Distance Education High School



2019

Curriculum Access Provision Application Form

for

Schools in Juvenile Justice Centres (SJJC)

Years 9–12

Locked Bag 5000
POTTS POINT NSW 1335

Phone: 9383 0200
Fax: 9383 0222

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

When completing this application please refer to SDEHS Enrolment Information booklet.
Enquiries should be directed to the Head Teacher Enrolments on (02) 9383 0213



Education
Public Schools

Revised 25 June 2019

Schools in Juvenile Justice Centres Enrolments

Sydney Distance Education High School

Table of Contents

Enrolment process	3
Process for transferring enrolments between SJJCs	4
Supporting students transitioning back into the community with distance education under 2.10 Students with Extraordinary Circumstances.....	4
Curriculum Access Provision SJJC – application checklist.....	5
Appendix 1: Curriculum Access Provision SJJCs Application – SJJCs – Years 9–12: 2019	6
Who is enrolling?	6
Reason for enrolment	6
Requirements for supervisors – Settings (SJJCs only)	7
Supervisor’s information.....	7
Supervisor’s agreement	8
Curriculum Options – subject selections for enrolment.....	9
Previous schooling details.....	12
Getting to know you	13
Colour perception	14
Appendix 2: Distance Education Supplement – 4. Special Placement Setting (SJJCs)	15
Appendix 3: Request for Change of Supervisor – Settings (SJJCs only)	17

Schools in Juvenile Justice Centres Enrolments

Sydney Distance Education High School

Students enrolled in Schools in Juvenile Justice Centres (SJJs) in NSW may be considered for curriculum access provision at Sydney Distance Education High School if the SJJ cannot provide curriculum access to a Key Learning Area at an appropriate stage level through any other means.

Students visiting the Adolescent Unit of The Forensic Hospital will initially be provided for by the school in the Juvenile Justice Centre from which the student has come. Any gaps that are identified after that will be covered by SDEHS following consultation with SDEHS. In the case of a public patient who is of school age and who does not have a connection with a SJJ enrolment will be organised directly through SDEHS.

Curriculum access through distance education enables special education settings to meet the minimum requirements for the Record of School Achievement (RoSA) or the NSW Higher School Certificate (HSC).

The Principal of the SJJ can apply to SDEHS for curriculum access on behalf of the student. SDEHS can provide students in SJJs the opportunity to access Stage 5 and Stage 6 courses only. Middle School courses may be suitable for students for a variety of reasons. The SJJ Principal must certify that the SJJ cannot provide curriculum access for the student to a subject at an appropriate stage level through any arrangement other than distance education.

All SJJ distance education enrolments are accessed through SDEHS for a number of reasons including the importance of having consistent processes across NSW. In addition, this ensures continuity of education for students attending SJJs as they may move from SJJ to SJJ – that is, students can keep the same teachers and learning programs.

SDEHS teachers are able to liaise with the teacher in the SJJ to support the delivery of secondary curriculum materials.

Enrolment process

1. The SJJ Principal completes the 2019 Curriculum Access Provision Application form for Schools in Juvenile Justice Centres Years 9–12, available on the SDEHS website.
2. The SJJ Principal completes the Distance Education Supplement: 4. Special Placements Settings (Schools in Juvenile Justice Centres) Curriculum Access Provision (Appendix 2 of this document). Director sign off is not required.
3. A Personalised Learning Pathways for Aboriginal Students or Personalised Learning and Support Plan must be included, with any other relevant information.
4. This documentation is emailed by the SJJ to SDEHS (sydneyh-d.school@det.nsw.edu.au). This is then forwarded to the SDEHS Head Teacher responsible for enrolments, who will advise the Juvenile Justice School once the application is approved.
5. Following enrolment, communication from the SJJ concerning a student's work is directly with a student's teachers and the relevant Head Teachers. For general issues, communication is with the Head Teacher Secondary Studies responsible for SSPs and SJJs. Appropriate contact names are available from school reception – 02 9383 0200.

Process for transferring enrolments between SJJCs

1. The Principal from the SJJC where the student is currently enrolled, emails both the Principal at the SJJC where the student is placed and SDEHS (sydneyh-d.school@det.nsw.edu.au). This is then forwarded to the SDEHS Head Teacher responsible for enrolments.
2. The Principal at the new SJJC arranges for the student to be shared with SDEHS on ERN, if SJJC owns them. If the SJJC is not the student's home school, the home school needs to share with the SJJC plus SDEHS.
3. The new SJJC completes the Distance Education Supplement: 4. Special Placements Settings (Schools in Juvenile Justice Centres) Curriculum Access Provision (Appendix 2). Director sign off is not required.
4. The new SJJC completes the form: Request for Change of Supervisor – Settings (SJJCs only) (Appendix 3).

Supporting students transitioning back into the community with distance education under 2.10 Students with Extraordinary Circumstances

Students seeking to continue their education to attain the Record of School Achievement (RoSA) or the Higher School Certificate (HSC) may be eligible to enrol in distance education in category 2.10. Further detail about this category can be found in the current *Distance Education Enrolment Procedures* <https://education.nsw.gov.au/policy-library/associated-documents/de-enrolproc.pdf>.

1. The Principal of the SJJC contacts the Specialist Program Coordinator ph: 02 6334 8070. Ideally, this contact should take place as soon as it is known the student will be leaving SJJC.
2. The Specialist Program Coordinator oversees and guides the enrolment process with the School Services Team attached to the student's zoned local school.
3. If the student is found to be eligible for enrolment, the Director Educational Leadership endorses the enrolment.
4. Once SDEHS receives the letter of endorsement from the Director, the SDEHS enrolment officer provides the *Enrolment Application Form: Years 7–12* and the *Application to Enrol in a NSW Government School*. These forms should be returned to SDEHS within two weeks. The student is then enrolled and commences study.

Please send all completed applications to the Head Teacher Administration (Fulltime Enrolments).

Curriculum Access Provision

Schools in Juvenile Justice Centres

Application Checklist

Applications MUST include the following documentation.

✓ Tick if item is included

Appendix 1:

- Who is enrolling? ☐
- Reason for enrolment ☐
- Supervisor's information ☐
- Supervisor's agreement ☐
- Curriculum options – subject selection for enrolment ☐
- Previous schooling details (if appropriate) ☐
- Getting to Know You ☐
- Colour perception ☐

Appendix 2:

Distance Education Supplement: 4. Special Placement Settings (Schools in Juvenile Justice Centres)

Curriculum Access Provision ☐

Appendix 3 (if required):

Request for change of supervisor – Settings (SJJCs only) ☐

Sydney Distance Education High School
CURRICULUM ACCESS PROVISION APPLICATION
Schools in Juvenile Justice Centres (SJJs)
Years 9–12
2019

Who is enrolling?

The student seeks enrolment in: *(Please tick box)*

☐ Year 9 ☐ Year 10 ☐ Year 11 ☐ Year 12

Student's first name _____ Family name _____
(Please print clearly)

Student's date of birth _____ ☐ Male ☐ Female

Reason for enrolment

Application for enrolment at SDEHS can only be made for the following reason.

☐ 4 Curriculum Access Provision:
Students who attend **special placement setting** (SJJ – available for Stage 5 and Stage 6 only)

OFFICE USE ONLY

☐ Enrolment approved by Principal
Head Teacher Enrolments (signature) _____ Date _____

Requirements for supervisors – Settings (SJJCs only)

The student's supervisor will

- identify restrictions to student's access to technology and/or specific curriculum content based on independent risk
- liaise with the school about the program of learning that will be provided for the student and the scheduling of the student's and supervisor's time for engaging in schoolwork and the completion of set tasks
- supervise the student during schoolwork activities
- support and encourage the student through assistance with locating materials and resources needed for lessons, development of a timetable for work, provision of a suitable workplace and basic equipment
- ensure that the student follows the course developed by the school and addresses, with diligence and sustained effort, the set tasks and experiences provided by the school
- interact with the student as required by the learning materials
- interpret and explain to the student the spirit and intention of instructions or comments included in lesson materials or in messages from the distance education teacher
- provide feedback to the distance education teacher on the student's responses to the lesson activities and on the student's performance and interest, including advice about illnesses or absences which have affected the student's ability to complete activities
- monitor the student's participation in computer-based or teleconference lessons and visits from SDEHS staff
- comply with all SDEHS policies and procedures, and ensure tests, examinations and assessment tasks are worked on the date(s) and at the time(s) specified and are submitted by the due date
- provide appropriate conditions for the student and supervise all their examinations and assessment tasks, as requested.
- sign the Supervisor's Agreement

Supervisor's information

Title (please tick) ☐ Mr ☐ Mrs ☐ Ms ☐ Dr

First name _____

Family name _____

Supervisor's email _____

Supervisor's phone _____

Contact details

Setting name _____

Setting address _____

Suburb _____ State _____ Postcode _____

Setting email _____

Setting phone (____) _____ Setting fax _____

Supervisor's agreement

The **supervisor** must provide appropriate supervision for the student in their learning environment. They must ensure that the student is not left alone at home while learning through distance education.

The **supervisor** must arrange for supervision of the student's assessment tasks and examinations and take full responsibility for precautions and safety in all practical work. All formal communication will be addressed to the supervisor.

The **supervisor** guarantees the following:

- work will be completed and submitted in all subjects on a weekly basis
- the supervisor will be contactable by phone, email or voicemail
- tests, examinations, assessment tasks and assignments will be conducted under strict supervision, ensuring that they are the unaided work of the student
- tests, examinations and assessment tasks will be worked on the date(s) and at the time(s) specified and will be submitted by the due date

The **supervisor** agrees to:

- provide their signature on paper-based work posted to SDEHS
Note: Any completed Set/Examination Paper/Assessment Task received at SDEHS without the supervisor's signature may be regarded as invalid
- help to locate necessary materials and resources
- develop a timetable that provides for the required number of hours of study each week
- provide a suitable work/study area for the student
- ensure that the student satisfactorily participates in oral and practical work as prescribed by the course
- ensure the portfolios of work, major projects and the practical components of relevant courses are completed when required
- provide advice about illness or absences which affect the student's ability to complete set activities.

IMPORTANT: Not complying with the above conditions may lead to a student not meeting course requirements or a review of the student's enrolment.

For students who do not meet the condition of enrolment relating to regular return of work and completion of assessment tasks, the school may reduce the student's program of study to a part program (Years 9–10) or pathways (Years 11–12).

I certify that the above conditions will be met.

Supervisor's signature _____ Date _____

Supervisor's agreement seen and understood by student.

Student's name _____
(First name) (Family name) (Year)

Student's signature _____ Date _____

Curriculum Options – subject selections for enrolment

Year 9 Subjects

Students **already enrolled in Year 9** may continue with the electives they are currently studying.

The subjects for Year 9 are listed below in two groups. **Core subjects** are all **compulsory**. **Elective subjects** – **Two** elective subjects may be chosen.

Core subjects – These subjects are compulsory.

Enrolment in Middle School is possible, if appropriate.

Middle School requested

☐ Yes

☐ No

- English
- Geography
- History
- Mathematics
- Science
- Personal Development/Health/Physical Education
- Think, Create, Inspire (Student Wellbeing)

Mathematics students must indicate which Mathematics pathway they wish to study. A change may be advised after enrolment.

Tick the appropriate box

☐ Stage 5.1

☐ Stage 5.2

☐ Stage 5.3
(most challenging pathway)

Elective subjects

Two of these subjects may be chosen. Tick two boxes only.

- ☐ Agricultural Technology
- ☐ Commerce
- ☐ Elective History
- ☐ Food Technology
- ☐ Information & Software Technology
- ☐ Physical Activity & Sports Studies
- ☐ Textiles Technology

Industrial Technology

- ☐ Automotive
- ☐ Building & Construction
- ☐ Electronics *Optional kit*

Creative and Performing Arts

- ☐ Photographic & Digital Media
- ☐ Visual Design
- ☐ Music
- ☐ Visual Arts *Optional art kit*

Year 10 Subjects

Students progressing to Year 10 or already enrolled in Year 10 must continue with **at least one** of their Year 9 electives. This will be the compulsory 200 hour elective to meet Year 10 requirements. Students **may** continue with their other Year 9 elective if they choose.

OR

Students **may** choose one new elective. They will study this elective for 100 hours in Year 10 only.

Core subjects are all **compulsory**. **Elective subjects: Two** elective subjects must be chosen.

The Year 10 program can be modified to satisfy a student's circumstances eg part program (where a student completes Year 10 over 2 years).

Core subjects – These subjects are **compulsory**.

Enrolment in Middle School is possible, if appropriate.

Middle School requested

☐ Yes

☐ No

- English
- Geography
- History
- Mathematics
- Science
- Personal Development/Health/Physical Education
- Career Education

Mathematics students must indicate which Mathematics pathway they wish to study. A change may be advised after enrolment.

Tick the appropriate box

☐ Stage 5.1

☐ Stage 5.2

☐ Stage 5.3
(most challenging pathway)

Elective subjects

Two of these subjects may be chosen. Tick either one or two boxes.

Please indicate if the elective you have chosen is **new** or **continued** from Year 9.

New Continued

- | | | |
|--------------------------|--------------------------|------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Agricultural Technology |
| <input type="checkbox"/> | <input type="checkbox"/> | Commerce |
| <input type="checkbox"/> | <input type="checkbox"/> | Elective History |
| <input type="checkbox"/> | <input type="checkbox"/> | Food Technology |
| <input type="checkbox"/> | <input type="checkbox"/> | Information & Software Technology |
| <input type="checkbox"/> | <input type="checkbox"/> | Physical Activity & Sports Studies |
| <input type="checkbox"/> | <input type="checkbox"/> | Textiles Technology |

Industrial Technology

New Continued

- | | | |
|--------------------------|--------------------------|---------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Automotive |
| <input type="checkbox"/> | <input type="checkbox"/> | Building & Construction |
| <input type="checkbox"/> | <input type="checkbox"/> | Electronics <i>Optional kit</i> |

Creative and Performing Arts

New Continued

- | | | |
|--------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Photographic & Digital Media |
| <input type="checkbox"/> | <input type="checkbox"/> | Visual Design |
| <input type="checkbox"/> | <input type="checkbox"/> | Music |
| <input type="checkbox"/> | <input type="checkbox"/> | Visual Arts <i>Optional art kit</i> |

Year 11 and Year 12 Courses

Have you completed the NESA HSC: All My Own Work?

☐ Yes ☐ No

Year 11 students	Year 12 students
<input type="checkbox"/> Full course – select twelve (12) units from the options below. English is compulsory.	<input type="checkbox"/> Full course – select ten (10) units from the options below. English is compulsory.
<input type="checkbox"/> Pathways – select a minimum of two (2) subjects from the options below.	<input type="checkbox"/> Pathways – select a minimum of two (2) subjects from the options below.

Please note that students must be enrolled in a minimum of **two (2)** subjects at any one time to be equivalent to a full time course load.
Tick the appropriate boxes to give you the total number of units that you need.

<p>ENGLISH</p> <p><input type="checkbox"/> English Advanced 2U</p> <p><input type="checkbox"/> English Standard 2U</p> <p><input type="checkbox"/> English Studies 2U <i>(ATAR possible)</i></p> <p><input type="checkbox"/> English Extension 1 1U</p> <p>HISTORY</p> <p><input type="checkbox"/> Ancient History 2U</p> <p><input type="checkbox"/> Modern History 2U</p> <p><input type="checkbox"/> History Extension <i>(Year 12 only)</i> 1U</p> <p>MATHEMATICS</p> <p>Year 11</p> <p><input type="checkbox"/> Mathematics Standard 2U</p> <p><input type="checkbox"/> Mathematics Advanced 2U</p> <p><input type="checkbox"/> Mathematics Extension 1 1U <i>(Only provided when Mathematics also studied at SDEHS)</i></p> <p>Year 12</p> <p><input type="checkbox"/> Mathematics Standard 2 2U</p> <p><input type="checkbox"/> Mathematics Standard 1 2U <i>(ATAR possible in 2019)</i></p> <p><input type="checkbox"/> Mathematics <i>(old syllabus)</i> 2U</p> <p><input type="checkbox"/> Mathematics Extension 1 1U <i>(old syllabus)</i></p> <p><input type="checkbox"/> Mathematics Extension 2 1U <i>(old syllabus)</i></p> <p>PD/H/PE</p> <p><input type="checkbox"/> Community & Family Studies 2U</p> <p><input type="checkbox"/> Exploring Early Childhood 1U <i>(Year 11 or Year 12) (Non ATAR)</i></p> <p><input type="checkbox"/> PD/H/PE 2U <i>Optional: First Aid Certificate</i></p> <p><input type="checkbox"/> Life Ready <i>(Year 11 only – compulsory)</i></p> <p><input type="checkbox"/> Sport Lifestyle & Recreation 2U <i>(Non ATAR)</i> <i>Optional: First Aid Certificate</i></p> <p><input type="checkbox"/> Sport Lifestyle & Recreation 1U <i>(Non ATAR)</i></p>	<p>SCIENCES</p> <p><input type="checkbox"/> Biology 2U</p> <p><input type="checkbox"/> Chemistry 2U</p> <p><input type="checkbox"/> Earth & Environmental Science 2U</p> <p><input type="checkbox"/> Marine Studies <i>(Non ATAR)</i> 2U <i>[Not available to Single Course enrolments]</i></p> <p><input type="checkbox"/> Physics <i>(Year 11 only)</i> 2U</p> <p>SOCIAL SCIENCES</p> <p><input type="checkbox"/> Business Studies 2U</p> <p><input type="checkbox"/> Economics 2U</p> <p><input type="checkbox"/> Financial Management 2U <i>(Year 11 only) (NON ATAR)</i> <i>[Not available to Single Course enrolments]</i></p> <p><input type="checkbox"/> Geography 2U</p> <p><input type="checkbox"/> Legal Studies 2U</p> <p><input type="checkbox"/> Studies of Religion 2U</p> <p><input type="checkbox"/> Studies of Religion 1U</p> <p><input type="checkbox"/> Society & Culture 2U</p> <p><input type="checkbox"/> Work Studies <i>(Non ATAR)</i> 2U <i>[Not available to Single Course enrolments]</i></p> <p><input type="checkbox"/> Work Studies <i>(Non ATAR)</i> 1U <i>[Not available to Single Course enrolments]</i></p> <p>TECHNOLOGY</p> <p><input type="checkbox"/> Agriculture 2U</p> <p><input type="checkbox"/> Design & Technology 2U</p> <p><input type="checkbox"/> Engineering Studies 2U</p> <p><input type="checkbox"/> Food Technology 2U</p> <p><input type="checkbox"/> Textiles & Design 2U <i>(\$35 Year 11 only)</i></p> <p>ABORIGINAL STUDIES</p> <p><input type="checkbox"/> Aboriginal Studies 2U</p> <p>COMPUTING STUDIES</p> <p><input type="checkbox"/> Information Processes & Technology 2U</p> <p><input type="checkbox"/> Industrial Technology 2U</p> <p><input type="checkbox"/> Multimedia Technologies 2U</p>	<p>CREATIVE AND PERFORMING ARTS</p> <p><input type="checkbox"/> Music 1 2U</p> <p><input type="checkbox"/> Music 2 2U</p> <p><input type="checkbox"/> Music Extension 1U <i>(Year 12 only)</i></p> <p><input type="checkbox"/> Photography, Video & Digital Imaging <i>(Non ATAR)</i> 2U <i>[Not available to Single Course enrolments]</i></p> <p><input type="checkbox"/> Visual Arts 2U <i>Optional Senior art kit \$80</i> <i>(Contribution covers both Year 11 & Year 12)</i></p>
--	---	---

Total number of units selected:

Year 11 Course

Year 12 Course

Previous schooling details

☐ For students who have already been enrolled in a school for part of the **current year**, indicate the work covered so far in the table below.

☐ Photocopies of any reports for the **current academic year**.

☐ Photocopy of the student's most recent *NESA Confirmation of Entry* (if available).

Topics or units already covered this year	Textbooks used (titles and authors)
English	
Subject 2 _____	
Subject 3 _____	
Subject 4 _____	
Subject 5 _____	
Subject 6 _____	
Subject 7 _____	
Subject 8 _____	

Getting to know you

Your teachers would like to get to know you. This makes it easier for us to guide and help you. Please help by completing this page to tell us about yourself.

Whenever you see a box like this, ☐ place a tick in the box if your answer is YES ☒.

If you'd like to add more, write on your own paper and attach it to these sheets.

Tell us about yourself

My name is _____

I am in Year _____

I have _____ brother(s) and _____ sister(s)

Which school subjects do you like best? List them all in order of preference.

1. _____ 3. _____

2. _____ 4. _____

Have you been involved in a Peer Support Program? ☐ _____

If yes, where and when? _____

Have you done Peer Support Leadership Training? ☐ _____

If yes, where and when? _____

What do you like to read? (*Examples may be novels, science-fiction, mystery stories, poetry, magazines.*)

Which newspapers, comics and magazines do you read? _____

What are your favourite TV programs? _____

What else do you like to do?

☐ listening to the radio

☐ playing video or computer games

☐ listening to music

☐ hobbies _____

☐ caring for pets

☐ playing a sport _____

☐ singing or playing a musical instrument

☐ other _____

What do you think you might do when you leave school? _____

Photo

Compulsory passport size
photo required for
identification
purposes ONLY
(not published)

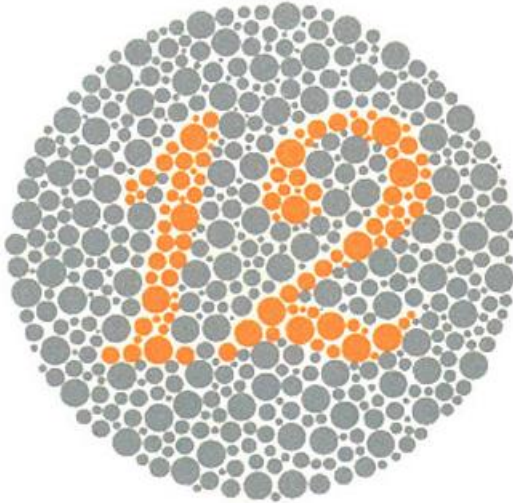
Colour perception

This colour perception activity helps us to learn how students see different colours.

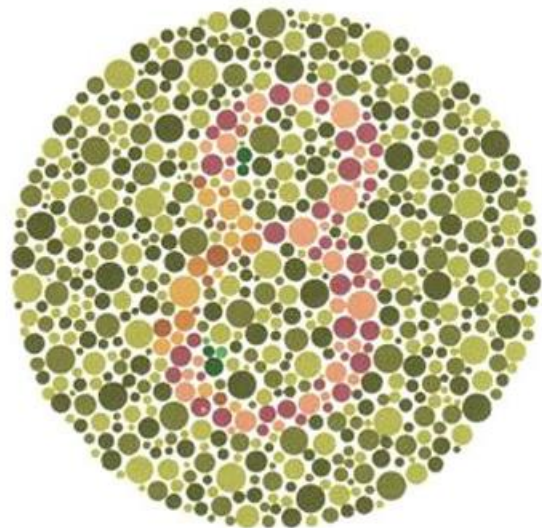
Any possible identified colour perception issues will be communicated to the student's Year Adviser.

The results of any professional assessment, eg by an ophthalmologist, may then be provided to the Year Adviser so teachers can be informed.

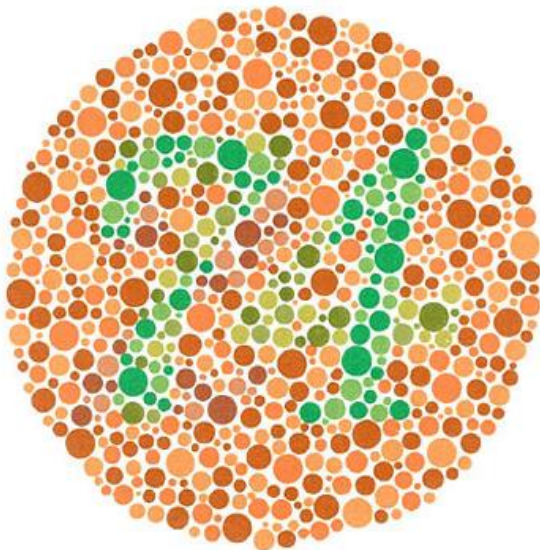
In each circle, what number do you see?



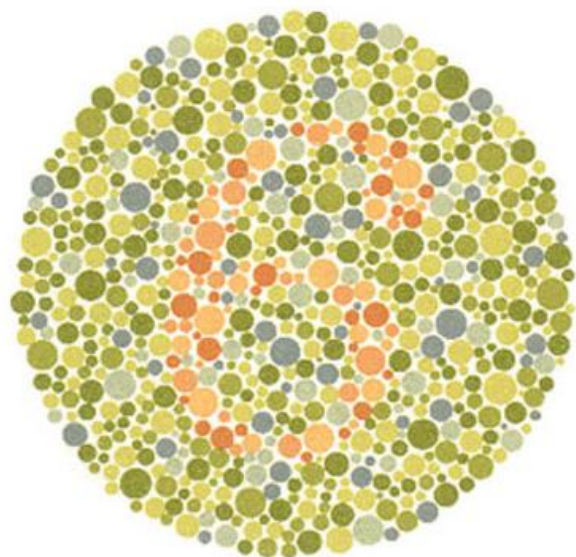
I see the number



I see the number



I see the number



I see the number

Distance Education Supplement

4. Special Placement Settings (Schools in Juvenile Justice Centres)

Curriculum Access Provision

Distance education can only be used as part of a documented personalised learning plan and support plan for a student in this setting.

(Please print clearly)

Setting name _____ **Contact person** _____

Phone _____ **Fax** _____ **Email** _____

Student name _____ **Year** _____

Principal of SJJC

As Principal, I certify that:

- the setting is unable to provide curriculum access for the student in a key learning area at an appropriate stage level through any other means than distance education
- I have provided additional documentation deemed necessary to develop an appropriate learning program for the student
- as far as practical the setting will manage the transition to another education setting or detention centre
- I understand the SJJC manages student NESA entries

Also, I certify that:

1. the student meets all eligibility conditions of the selected course
2. a member of the teaching staff has been nominated to supervise the study arrangements of the student, including assignments, formal examinations and assessment tasks
3. time will be allocated for the student to study courses, including daily study/work periods and times when distance education teachers can contact supervisors, including access to video conferencing where appropriate
4. procedures will be in place to ensure that the student will regularly return work and complete all tasks including assignments, formal examinations and assessment tasks
5. the student is informed that they are required to return work each week or to meet alternative minimum standards set by the distance education school

I confirm that

- ☐ the student has been “shared” on ERN

Documentation required

- ☐ SDEHS 2019 Curriculum Access Provision Application Form for Schools in Juvenile Justice Centres Years 9–12
- ☐ a ghosted copy of Department of Education enrolment form (including a copy of the student’s Health Care Plan, if appropriate)
- ☐ the student’s Personalised Learning and Support Plan (if available)
- ☐ the student’s Personalised Learning Pathways for Aboriginal Students (if appropriate)
- ☐ additional documentation deemed necessary to develop an appropriate learning program for the student, if readily available
- ☐ a Risk Assessment

I have reviewed the documentation for this application for distance education.

I request curriculum access for the student whose name appears on the document.

Principal’s name _____

Principal’s signature _____ Date _____

Request for Change of Supervisor Settings (SJJs only)

(Please print clearly)

Student's first name _____ **Family name** _____

Requirements for new supervisors

The student's supervisor will

- identify restrictions to student's access to technology and/or specific curriculum content
- liaise with the school about the program of learning that will be provided for the student and the scheduling of the student's and supervisor's time for engaging in schoolwork and the completion of set tasks
- supervise the student during schoolwork activities
- support and encourage the student through assistance with locating materials and resources needed for lessons, development of a timetable for work, provision of a suitable workplace and basic equipment
- ensure that the student follows the course developed by the school and addresses, with diligence and sustained effort, the set tasks and experiences provided by the school
- interact with the student as required by the learning materials
- interpret and explain to the student the spirit and intention of instructions or comments included in lesson materials or in messages from the distance education teacher
- provide feedback to the distance education teacher on the student's responses to the lesson activities and on the student's performance and interest, including advice about illnesses or absences which have affected the student's ability to complete activities
- monitor the student's participation in computer-based or teleconference lessons and visits from SDEHS staff
- comply with all SDEHS policies and procedures, and ensure tests, examinations and assessment tasks are worked on the date(s) and at the time(s) specified and are submitted by the due date
- provide appropriate conditions for the student and supervise all their examinations and assessment tasks, as requested.
- sign the Supervisor's Agreement

New supervisor's information

Title *(please tick)* ☐ Mr ☐ Mrs ☐ Ms ☐ Dr

First name _____

Family name _____

Supervisor's relationship to student _____

Contact details

Work phone (_____) _____

Mobile phone _____

Email _____

Preferred contact phone number during school hours

(PLEASE COMPLETE AND SIGN THE NEXT PAGE)

Supervisor's agreement

The **supervisor** must provide appropriate supervision for the student in their learning environment. They must ensure that the student is not left alone at home while learning through distance education.

The **supervisor** must arrange for supervision of the student's assessment tasks and examinations and take full responsibility for precautions and safety in all practical work. All formal communication will be addressed to the supervisor.

The **supervisor** guarantees the following:

- work will be completed and submitted in all subjects on a weekly basis
- the supervisor will be contactable by phone, email or voicemail
- tests, examinations, assessment tasks and assignments will be conducted under strict supervision, ensuring that they are the unaided work of the student
- tests, examinations and assessment tasks will be worked on the date(s) and at the time(s) specified and will be submitted by the due date

The **supervisor** agrees to:

- provide their signature on paper-based work posted to SDEHS
Note: Any completed Set/Examination Paper/Assessment Task received at SDEHS without the supervisor's signature may be regarded as invalid
- help to locate necessary materials and resources
- develop a timetable that provides for the required number of hours of study each week
- provide a suitable work/study area for the student
- ensure that the student satisfactorily participates in oral and practical work as prescribed by the course
- ensure the portfolios of work, major projects and the practical components of relevant courses are completed when required
- provide advice about illness or absences which affect the student's ability to complete set activities.

IMPORTANT: Not complying with the above conditions may lead to a student not meeting course requirements or a review of the student's enrolment.

For students who do not meet the condition of enrolment relating to regular return of work and completion of assessment tasks, the school may reduce the student's program of study to a part program (Years 9–10) or pathways (Years 11–12).

I certify that the above conditions will be met.

Supervisor's signature _____ Date _____

Supervisor's agreement seen and understood by student.

Student's name _____
(First name) (Family name) (Year)

Student's signature _____ Date _____