

# Sydney Distance Education High School



## Application Form

### Curriculum Access Provision for Schools in Youth Justice Settings (SYJS) 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](mailto:sydneyh-d.school@det.nsw.edu.au)

Enquiries should be directed to the Head Teacher Enrolments on (02) 9383 0213



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# Curriculum Access Provision Schools in Youth Justice Settings Application Checklist

**Applications MUST include the following documentation.**

✓ Tick if item is included

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- 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 A:**

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

- Curriculum Access Provision .....

**Sydney Distance Education High School**  
**CURRICULUM ACCESS PROVISION APPLICATION**  
**Schools in Youth Justice Settings (SYJS)**  
**Years 9-12**

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**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** (SYJS – available for Stage 5 and Stage 6 only)

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**OFFICE USE ONLY**

Enrolment approved by Principal  
Head Teacher Enrolments (signature) \_\_\_\_\_ Date \_\_\_\_\_

## Requirements for supervisors – Settings (SYJS 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.

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. Elective courses contribute towards the completion of Year 10.

The subjects for Year 9 are listed below in two groups. **Core subjects** are all **compulsory**.

**Elective subjects** – **Two** elective subjects must be chosen.

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### 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)

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### 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

#### Creative and Performing Arts

- Photographic & Digital Media
- Visual Design
- Music
- Visual Arts

## 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 particular circumstances eg part program (where a student completes Year 10 over 2 years).

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### 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)

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### 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             |

#### 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                  |

## Year 11 and Year 12 Courses

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

Yes  No

<b>Year 11 students</b>	<b>Year 12 students</b>
<input type="checkbox"/> <b>Full course</b> – select <b>twelve (12)</b> units from the options below. English is compulsory.	<input type="checkbox"/> <b>Full course</b> – select <b>ten (10)</b> units from the options below. English is compulsory.
<input type="checkbox"/> <b>Pathways</b> – select a <b>minimum of two (2)</b> subjects from the options below.	<input type="checkbox"/> <b>Pathways</b> – select a <b>minimum of two (2)</b> 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><b>ENGLISH</b></p> <p><input type="checkbox"/> English Advanced 2U</p> <p><input type="checkbox"/> English Standard 2U</p> <p><input type="checkbox"/> English Studies 2U (Category B – ATAR possible)</p> <p><input type="checkbox"/> English Extension 1 1U</p> <p><b>HISTORY</b></p> <p><input type="checkbox"/> Ancient History 2U</p> <p><input type="checkbox"/> Modern History 2U</p> <p style="padding-left: 20px;">History Extension <i>(Year 12 only)</i> 1U</p> <p><b>Year 12 only</b></p> <p><input type="checkbox"/> History Extension 1U</p> <p><b>MATHEMATICS</b></p> <p><b>Year 11</b></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 (Only provided when Mathematics Advanced also studied at SDEHS)</p> <p><b>Year 12</b></p> <p><input type="checkbox"/> Mathematics Standard 1 2U (Year 12 only – Category B – ATAR possible)</p> <p><input type="checkbox"/> Mathematics Standard 2 2U (Year 12 only)</p> <p><input type="checkbox"/> Mathematics Advanced 2U</p> <p><input type="checkbox"/> Mathematics Extension 1 1U (Only provided when Mathematics Advanced also studied at SDEHS)</p> <p><input type="checkbox"/> Mathematics Extension 2 <i>(Year 12 only)</i> 1U</p> <p><b>SCIENCES</b></p> <p><input type="checkbox"/> Biology 2U</p> <p><input type="checkbox"/> Chemistry 2U</p> <p><input type="checkbox"/> Earth &amp; Environmental Science 2U</p> <p><input type="checkbox"/> Marine Studies <i>(Non ATAR)</i> 2U</p> <p><input type="checkbox"/> Physics 2U</p> <p><b>Year 12 only</b></p> <p><input type="checkbox"/> Marine Studies <i>(Non ATAR)</i> 2U</p>	<p><b>PD/H/PE</b></p> <p><input type="checkbox"/> Community &amp; Family Studies 2U</p> <p><input type="checkbox"/> Exploring Early Childhood 1U (Year 11 or Year 12) <i>(Non ATAR)</i></p> <p><input type="checkbox"/> PD/H/PE 2U</p> <p><input type="checkbox"/> Life Ready <i>(Year 11 only – compulsory)</i></p> <p><input type="checkbox"/> Sport Lifestyle &amp; Recreation 2U (Non ATAR)</p> <p><input type="checkbox"/> Sport Lifestyle &amp; Recreation 1U (Non ATAR)</p> <p><b>Year 12 only</b></p> <p><input type="checkbox"/> Sport Lifestyle &amp; Recreation 2U (Non ATAR)</p> <p><input type="checkbox"/> Sport Lifestyle &amp; Recreation 1U (Non ATAR)</p> <p><b>SOCIAL SCIENCES</b></p> <p><input type="checkbox"/> Business Studies 2U</p> <p><input type="checkbox"/> Economics 2U</p> <p><input type="checkbox"/> Financial Management <i>(Non ATAR)</i> 2U</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 &amp; Culture 2U</p> <p><input type="checkbox"/> Work Studies <i>(Non ATAR)</i> 2U</p> <p><input type="checkbox"/> Work Studies <i>(Non ATAR)</i> 1U</p> <p><b>Year 12 only</b></p> <p><input type="checkbox"/> Financial Management <i>(Non ATAR)</i> 2U</p> <p><input type="checkbox"/> Work Studies <i>(Non ATAR)</i> 2U</p> <p><input type="checkbox"/> Work Studies <i>(Non ATAR)</i> 1U</p> <p><b>TECHNOLOGY</b></p> <p><input type="checkbox"/> Agriculture 2U</p> <p><input type="checkbox"/> Design &amp; Technology 2U</p> <p><input type="checkbox"/> Engineering Studies 2U</p> <p><input type="checkbox"/> Food Technology 2U</p> <p><input type="checkbox"/> Textiles &amp; Design 2U</p>	<p><b>ABORIGINAL STUDIES</b></p> <p><input type="checkbox"/> Aboriginal Studies 2U</p> <p><b>COMPUTING STUDIES</b></p> <p><input type="checkbox"/> Information Processes &amp; Technology 2U</p> <p><input type="checkbox"/> Industrial Technology 2U</p> <p><input type="checkbox"/> Multimedia Technologies 2U</p> <p><b>CREATIVE AND PERFORMING ARTS</b></p> <p><input type="checkbox"/> Music 1 2U</p> <p><input type="checkbox"/> Music 2 2U</p> <p><input type="checkbox"/> Music Extension <i>(Year 12 only)</i> 1U</p> <p><input type="checkbox"/> Photography, Video &amp; Digital Imaging <i>(Non ATAR)</i> 2U</p> <p><input type="checkbox"/> Visual Arts 2U</p> <p><b>Year 12 only</b></p> <p><input type="checkbox"/> Music Extension 1U</p>
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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)
<b>English</b>	
<b>Subject 2</b> _____	
<b>Subject 3</b> _____	
<b>Subject 4</b> _____	
<b>Subject 5</b> _____	
<b>Subject 6</b> _____	
<b>Subject 7</b> _____	
<b>Subject 8</b> _____	

## 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?

- |  |  |
|--|--|
| <input type="checkbox"/> listening to the radio                  | <input type="checkbox"/> playing video or computer games |
| <input type="checkbox"/> listening to music                      | <input type="checkbox"/> hobbies _____                   |
| <input type="checkbox"/> caring for pets                         | <input type="checkbox"/> playing a sport _____           |
| <input type="checkbox"/> singing or playing a musical instrument | <input type="checkbox"/> other _____                     |

What do you think you might do when you leave school? \_\_\_\_\_

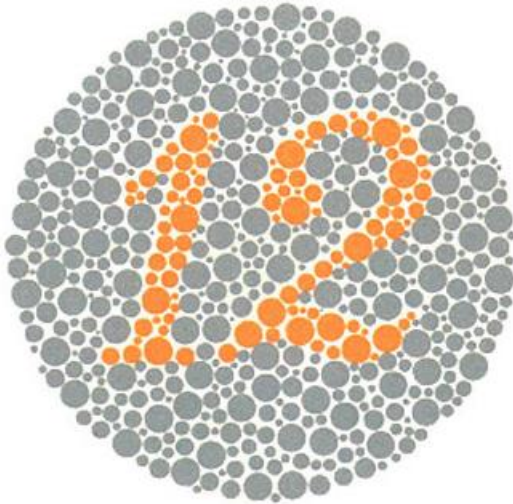
## Colour perception

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

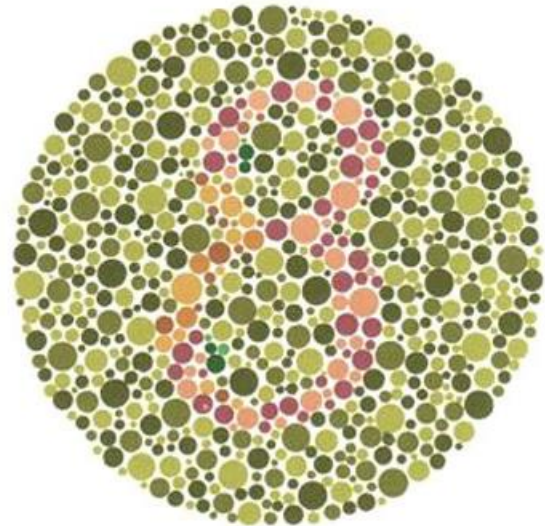
Any possible identified colour perception issues will be communicated to the student's Year Adviser.

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

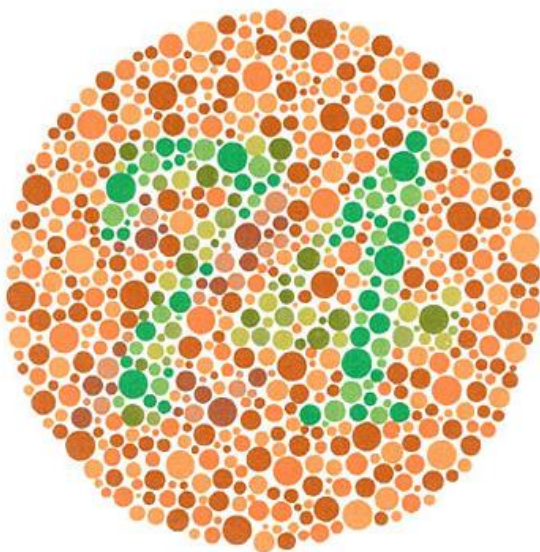
*In each circle, what number do you see?*



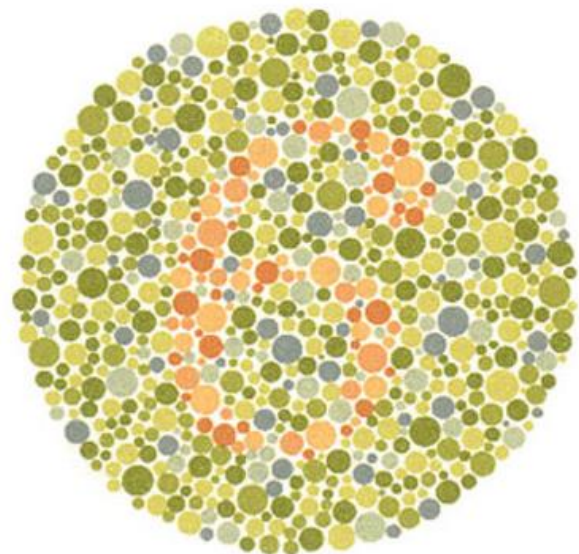
I see the number



I see the number



I see the number



I see the number

## Distance Education Supplement

### 4. Special Placement Settings (Schools in Youth Justice Settings)

### Curriculum Access Provision

**Distance education can only be used as part of a documented Personalised Learning and Support Plan for a student in this setting.**

*(Please print clearly)*

**Setting name** \_\_\_\_\_ **Contact person** \_\_\_\_\_

**Phone** \_\_\_\_\_ **Fax** \_\_\_\_\_ **Email** \_\_\_\_\_

**Student name** \_\_\_\_\_ **Year** \_\_\_\_\_

#### ***Principal of SYJS***

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 SYJS 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 Curriculum Access Provision Application Form for Schools in Youth Justice Settings Years 9-12
- 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 \_\_\_\_\_