

2024

Enrolment Information Years 7-12

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Revised 1 December 2023



Sydney Distance Education High School



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Enrolment

The NSW Department of Education has published procedures for the enrolment of students in distance education.

The current Distance Education Procedures document is available on our school website under Enrolment Information and on the [NSW Department of Education website Distance Education Enrolment Procedures \(PDF 481KB\)](#).

Students will only be eligible to apply for enrolment at Sydney Distance Education High School if they satisfactorily meet the specified procedures.

Students with a confirmed moderate or severe intellectual disability require the specialised distance education mode of delivery provided by The Sir Eric Woodward Memorial School Distance Education Support Unit (DESU). The specialised support provided by this unit cannot be provided by other distance education schools. Applications for the Distance Education Support Unit are made through the Online Access Request Process.

Sydney Distance Education High School

Sydney Distance Education High School is a NSW government school which provides for the education of students who are not able to attend a face to face school on a regular basis.

Distance education students follow the relevant NSW Education Standards Authority (NESA) approved syllabus for students in Years 7-12. Students are able to achieve the Record of School Achievement and the Higher School Certificate.

Students must apply themselves with diligence and sustained effort to set tasks to maintain satisfactory attendance. All enrolments are subject of periodic review.

Students may be eligible to enrol at Sydney Distance Education High School if they:

- are geographically isolated
- have a **medical condition** which prevents attendance at a regular school or other local provision
- are **pregnant or young parents** for whom no appropriate local provision is available
- are **vocationally talented** with employment in the entertainment industry or participation at elite levels in the performing arts or sport
- are referred by their local Department of Education Office for alternative curriculum offerings or learning support based on documented **additional learning and support needs**
- are referred by their local Department of Education Office where an assessment indicates that the student cannot attend their local government school on a regular basis and have documented **significant support needs**. This provision can only be accessed as part of a managed transition strategy between the local government school and the distance education school.
- have an unforeseen or **unique circumstance** which prevents their attendance at school
- are in **special placement settings** and require curriculum access.

For all students, Sydney Distance Education High School:

- aims to support students in being successful in their learning no matter what their individual circumstance
- provides the flexibility for students to engage in their learning
- enables students to have direct contact with their teachers through a range of ways including email, phone, web lessons, mail and visits, as well as on our elearning website
- provides opportunities for study days, leadership programs, wellbeing programs, excursions and attendance at learning hubs that enable students to make contact with other students in the school
- offers access to excellent resources including opportunities for online learning, up to date text based and digital learning materials, videos, and the school library.

Applications for the medical, pregnant/young parent, vocationally talented and special placement setting categories are submitted directly to Sydney Distance Education High School and must include the following.

- Application to enrol in a NSW Government School
- SDEHS Enrolment Application Years 7-12
- Required support documentation
- Copy of the student's birth certificate and proof of residency

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 and parents 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 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 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 Government Schools Procedures \(2015\)](#) includes 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.

The [NSW Distance Education Enrolment Procedures](#) include the following.

Attendance is monitored in a number of ways, including records of student engagement in learning activities, student reviews, and regular contact between students and subject teachers. Distance education schools will maintain a register of interactions that take place between the student and the teacher and use these interactions to assess satisfactory attendance. 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 interactions that may indicate satisfactory attendance include, but are not limited to:

- the regular return of allocated work
- engagement in synchronous remote teaching sessions such as phone lessons and web lessons
- engagement in synchronous face-to-face teaching sessions such as study days, lessons and work at learning hubs
- asynchronous remote teaching practices such as email and authenticated online learning
- field services such as workshops, home visits and excursions.

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

For students younger than 17 whose attendance is identified as being less than 50%, 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, emails
- 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](#) and [Child Protection: Responding to and reporting students at risk of harm](#)

Supervisor's Role

The importance of the role of a supervisor cannot be over emphasised. Every student must have a home supervisor who will give support and guidance. They provide appropriate protection for the student in their learning environment and support for organisation, on task behaviour and schedules. If there are occasions when you are not able to be at home while your student is working on their distance education, please arrange for an alternative responsible adult to be there.

The student's supervisor will:

- 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.

You will receive a *Guide for Students and Supervisors* when enrolment is approved. This provides helpful strategies for you in this role.

Resolution and Appeal Procedures

Parent/carers may appeal or complain about any decision relating to enrolment and other issues at Sydney Distance Education High School in accordance with the Department's *Schools – guide for parents, carers and students*.

Further information can be accessed at "*how we handle complaints*" website [NSW Department of Education - Complaints, compliments and suggestions](#). This includes a [Complaints and compliments form \(PDF 79.65 KB\)](#).

Essential information

Please read the information on this page before completing an application.

Distance education is governed by the same policies that apply to all government schools. This includes the requirement to follow the relevant *NSW Education Standards Authority (NESA)* approved syllabus and to maintain satisfactory attendance.

Regular supervision

Regular adult supervision is essential to support effective student learning through distance education. The Principal of Sydney Distance Education High School needs to be assured that the student will be adequately supervised by a responsible adult. If the student will be studying from home, the parent/carer will ensure there is adequate supervision during school hours.

Sydney Distance Education High School will maintain a comprehensive register of interactions that take place between the student and the teacher to assess satisfactory attendance and learning engagement.

Launchpad Student Induction Program

In the first week of enrolment, students in Years 7-10, will complete the Launchpad Student Induction Program, prior to commencing course work. In Years 11 and 12 students will complete a one-day Launchpad Student Induction Program, before commencing their learning.

Curriculum

Sydney Distance Education High School has a broad curriculum including mandatory courses and electives for students in Years 7-12. Courses for Years 11 and 12 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.

Web lessons

All students in Years 7-10 are expected to attend timetabled web lessons. Students in Years 11-12 are expected to attend web lessons when they are arranged by their teachers.

Continued enrolment

Continued student enrolment at Sydney Distance Education High School is conditional on the student's regular completion of schoolwork or engagement in their individual learning plan. The success of a student's program relies on good supervision, open communication, planning for agreed outcomes and appropriate intervention when necessary.

All enrolments will be reviewed on a regular basis to ensure that the student's circumstances have not changed. When students are not meeting their obligations, a review can be undertaken at any time.

When it becomes evident that distance education is not meeting the student's learning or welfare needs, the student will be referred to the school's Learning Support Team, or the Learning and Wellbeing Coordinator of the area in which the student lives for further educational support.

If the student is deemed no longer eligible for distance education, the student's parent/carer will be required to enrol the child at their local school or other approved education provision in order to meet the requirements of the *Education Act (1990)*.

Late enrolments

Year 12 students

Year 12 students enrolling at SDEHS after Week 2 Term 1 are expected to enrol in a Pathways program unless they have 75% (or more) attendance at their previous school.

The percentage attendance and details of work already completed in each course must be verified by the student's previous school.

All students enrolled in Year 12 will be reviewed on a regular basis. If the engagement in coursework is unsatisfactory, it is expected that the student will move to a *Pathways* pattern of study.

Year 11 students

Year 11 students enrolling at SDEHS after Week 2 Term 2 are expected to enrol in a Pathways program unless they have 75% (or more) attendance at their previous school.

The percentage attendance and details of work already completed in each course must be verified by the student's previous school.

All students enrolled in Year 11 will be reviewed on a regular basis. If the engagement in coursework is unsatisfactory, it is expected that the student will move to a *Pathways* pattern of study.

Year 10 students

Year 10 students enrolling at SDEHS after Week 1 Term 3 are expected to enrol in core courses only.

As these students will be enrolling in Semester 2 of the school year, they must provide a copy of their most recent school report or grades from the previous school.

All students enrolled in Year 10 will be reviewed on a regular basis. If the engagement in coursework is unsatisfactory or a reduced workload is required, it is expected that the student will be enrolled in core courses only.

Residency and Temporary Visa status

Students eligible to enrol at Sydney Distance Education High School must be Australian citizens resident in NSW, or must hold Permanent Visas and reside in NSW.

School contributions

The costs of enrolment at Sydney Distance Education High School include a Voluntary General School Contribution, a Voluntary General Course Contribution and a Course Contribution Specific for some courses. Where appropriate, student assistance is available. Please note that, for settings requesting Curriculum Access, it is the responsibility of the setting to use student assistance funding, where appropriate.

Stay in School!

It is Government policy that all young people must complete Year 10 and after that must be in fulltime employment, training or education until 17 years of age.

You must stay enrolled at your current school until you have been advised in writing that your application for this school has been approved.

Guide for Students and Supervisors

The school's Guide for Students and Supervisors is on the school's website [here](#). This document includes the following.

- Principal's message
- NSW 2024 School Term Dates
- School location and map
- School contact information
- Getting to know you
 - Student Induction Team
 - Year Adviser
 - Transition Coordinator
 - Your teachers
- Student and supervisor support
 - Learning hubs
 - Field service visits
 - Learning support
 - School counsellor
 - Co-curricular and school community events
 - Achievement awards and elearning badges
 - Careers and Transition
- Learning by distance education
 - Years 7-10
 - Years 11-12
 - Communication with your teachers
 - Web lessons
 - elearning
 - Study days
- Study skills
- Assessments and examinations
 - Years 7-9
 - Years 10-12
- Reports
- Student attendance
- Your responsibilities
- Textbooks, kits and equipment
- Library information
- Progression to Year 11
- Progression to Year 12
- Behaviour Codes for Students
- Anti-bullying action flowchart
- Requirements for supervisors
- Assistance for Isolated Children (AIC)
- Premier's Volunteer Recognition Program
- Leaving the school
- Sample Course Outline
- Student's timetable
- Information about Online Services
- Student emails and DoE portal accounts
- Computer advice
- SDEHS Student Use of Digital Devices and Online Services Procedures

Category 2.2 – Applying to enrol a student who is geographically isolated

Students who meet the geographic isolation criteria will be eligible to enrol at their local distance education school and must provide evidence to the principal of the enrolling school that they meet **one** of the following conditions.

- Distance between home and nearest government school is 48 kilometres or more.
- The student does not have reasonable access to an appropriate government school for at least 20 school days in a year because of adverse travel conditions such as impassable roads.
- A secondary school student for whom the distance between home and transport pickup point is 5 kilometres or more and the nearest government high school provision is 16 kilometres from the transport pickup point. This condition does not apply to students continuing in distance education from the primary provision.
- A secondary school student with a journey time that regularly exceeds 90 minutes each way to access the nearest government high school provision.

In addition to the **common requirements for enrolment** the following may be required.

- Evidence that Transport for NSW is unable to extend transport routes.
- Supporting documentation from the local council or attesting to adverse road conditions.
- Further relevant information and supporting documentation about the student's circumstances that contribute to geographic isolation.

Category 2.5 – Applying to enrol a student with a medical condition – short term provision

Students who are undergoing a medical assessment or treatment that prevents regular attendance at their home school, **may** be eligible for enrolment at Sydney Distance Education High School while they are undergoing medical assessment or treatment. This is a short term arrangement.

The enrolment period is for a minimum of 50 school days (one term) and must not exceed 400 school days (two years).

The distance education school will review enrolments in this provision and may require updated evidence for the enrolment to continue.

To apply for enrolment, students must provide a letter from their specialist with expertise in the medical condition outlining:

- *student's condition*
- *how treatment impacts on their ability to attend* their school or other local education provision
- an assessment of the length of time it is expected that the student will be unable to attend a regular school or other local education provision.

The Principal of Sydney Distance Education High School may seek advice from the local Delivery Support Team where the student lives, to investigate alternative local provision that may be available or, to determine if further assessment is needed prior to enrolment.

The Principal of Sydney Distance Education High School may seek background information about a student's medical condition from the student's previous school.

If the student's medical condition persists beyond the maximum period of 400 school days, their continued enrolment should be sought under alternative enrolment category 2.8 in order to access the support and resources available from the local Delivery Support Team.

Independent advice may be sought by the Department to confirm that distance education is and continues to be the most appropriate provision for the student.

Category 2.6 – Applying to enrol a pregnant student or young parent

Students who are pregnant or are seeking to re-engage their education as a school-aged parent (either male or female) **may** be eligible for enrolment at Sydney Distance Education High School.

Enrolment can be maintained for a period of up to 200 days (one year) or extended to the completion of the next stage of learning after the development of a comprehensive case management plan.

Students must provide a medical certificate confirming the pregnancy and estimating the date of birth or the child's birth certificate.

The Principal of Sydney Distance Education High School may seek advice from the local Delivery Support Team where the student lives, to investigate alternative local education provisions.

Category 2.7 – Applying to enrol a student who is vocationally talented

(Students employed in the entertainment industry and students participating at elite levels in the performing arts or sport)

Students who are employed in the entertainment industry or who participate in the performing arts or sport at an elite level for more than 50 school days (one term) a year may be eligible for enrolment at a distance education school.

It is expected that students in this category will have exhausted all other departmental provisions before seeking enrolment in distance education. The NSW Department of Education offers selective high schools, and schools with programs that specifically cater to talented students who wish to participate in sport and the performing arts at elite levels.

Where a student has been accepted or enrolled in a specialist or selective school within the last 12 months they are not eligible to access distance education under the 2.7 Vocationally Talented Student (VTS) category.

An enrolment may be considered under the 2.10 Extraordinary Circumstances category.

As this provision is targeted at elite participation, in general this provision is only available for students in Years 9 to 12.

Exemptions from schooling for employment in the entertainment industry or participation in elite sporting events are outlined in the Exemption from School – Procedures website.

Applications will be considered from students who can provide documented evidence of:

- employment in the entertainment or sports industry (employment contract)
- participation in the performing arts at an elite level
- participation in sport at an elite level
- being required to be available to meet the demands of this employment or participation in ways that make it impossible for them to attend a school or other suitable local provision on a daily basis more than 50 school days in the year.

This evidence must be attached with the application and be certified by a Justice of the Peace.

While enrolled in distance education the student's daily timetable will integrate suitable times for the student's distance education learning through each day's program. This program must be provided with the enrolment application documentation. Adherence to this timetable may be monitored during enrolment by field service visits approved by the Principal. Satisfactory engagement and progress in the distance education program must be maintained to remain eligible for this provision.

Enrolments will be reviewed each year to confirm continuing eligibility for this provision.

Application – Step 1: Statutory Declaration

For all students, the parent or carer must provide a Statutory Declaration (certified by a Justice of the Peace) including:

- details of the employment obligations or the participation that will prevent the student from attending a regular school, with a student résumé clearly outlining participation at an elite level
- the length of time for which it is expected that the student will need to access distance learning
- an outline of arrangements that will be made for supervision of the student’s school work and regular liaison between the student and staff at the distance education school.

Application – Step 2: Acceptable evidence to attach with the application

All of this evidence must be certified by a Justice of the Peace.

1. Entertainment Industry

- employment contract and additional evidence to establish the significance of the project.

2. Performing Arts – institution (for each application)

Where the student will be participating at an elite level in the performing arts by attending a performing arts institution, the organisation must provide evidence including:

- the name and purposes of the organisation
- how it meets requirements for child protection and other risk management procedures
- selection procedures including audition criteria
- the program followed by the student
- student accreditation procedures
- the criteria used to assess the student’s elite level of participation
- the ranking of the student within the organisation (where relevant)
- any other material that demonstrates the nature of the organisation.

In addition, a parent or carer must provide evidence of the criteria used to assess the student’s elite participation in the performing arts such as:

- achievement records eg accredited examination results, certificates, photographs of awards
- professional work logs
- testimonials eg industry based professionals
- any other evidence that clearly demonstrates that the student is participating at an elite level and whose commitment is such that a regular school could not cater for these commitments through significant program adjustments including leave in excess of 50 school days per year.

Ballet:

Students **must** have achieved a **Royal Academy of Dance (RAD)** award at **Advanced level** with a **distinction** result.

Student must also show a consistent pattern of **distinction** results at **Intermediate level**.

Equivalent documentation could include the following.

- Cecchetti Intermediate.
- Australian Dance Vision Major 3.
- British Ballet Organisation (BBO) Intermediate.

3. Performing Arts – no institution

Where the student will be participating at an elite level in the performing arts in ways that do not include attendance at a performing arts institution, the parent or carer must provide evidence of the criteria used to assess the student's elite participation in performing arts such as the following:

- achievement records eg accredited examination results, certificates, photographs of awards
- professional work logs
- testimonials eg industry based professionals
- any other evidence that clearly demonstrates that the student is participating at an elite level and whose commitment is such that a regular school could not cater for these commitments through significant program adjustments including leave in excess of 50 school days per year.

4. Sport – institution (for each application)

Where the student will be participating at an elite level in sport by attending a sporting institution, the organisation must provide evidence including:

- the name and purposes of the organisation
- how it meets requirements for child protection and other risk management procedures
- selection procedures
- the program followed by the student
- student accreditation procedures
- the criteria used to assess the student's elite level of participation
- the ranking of the student within the organisation (where relevant)
- any other material that demonstrates the nature of the organisation.

In addition, a parent or carer must provide evidence of the criteria used to assess the student's elite participation in sport such as the following:

- achievement records eg accredited and certified results, certificates, photographs of awards
- professional work logs
- testimonials eg industry based professionals.

The evidence must be supported in writing by a representative of the highest **national governing body** in connection with the student's sporting commitment.

This evidence must be supported in writing for each year of enrolment.

5. Sport – no institution

Where the student will be participating at an elite level in sport that does not include attendance at a sporting institution, the parent or carer must provide evidence of the criteria used to assess the student's elite participation in sport such as the following:

- letters of offer, employment contract or selection into an elite sporting team, squad or program with evidence of the student's acceptance of the place
- achievement records eg accredited and certified results, certificates, photographs of awards
- professional work logs
- testimonials eg industry based professionals.

The evidence must be supported in writing by a representative of the highest **national governing body** in connection with the student's sporting commitment.

This evidence must be supported in writing for each year of enrolment.

Application – Step 3: Principal endorsement

The Principal of the student's current school must use the Statutory Declaration and associated evidence to provide a statement of support on the enrolment application. The statement must clearly articulate:

- a) any program adjustments that have been made to cater for the talented nature of the student
- b) that the student is operating at an elite level and their commitment is such that a regular school could not cater for these commitments through program adjustments including leave of 50 school days per year.

Application – Step 4: Submit documents

Submit completed documents to Principal of Sydney Distance Education High School.

Category 2.8 – Applying to enrol a student with additional learning and support needs

Students with additional learning and support needs **may** be eligible for enrolment in distance education if it is determined that they cannot attend school on a regular basis or there is no local provision to meet their learning needs.

It is expected that students in this category will have exhausted all other departmental provisions before seeking enrolment in distance education.

An application for enrolment in this category must start at the student's current (or local government) school. The school may develop an online document called an Access Request. The local Delivery Support Team is responsible for processing access to the range of student services support provisions. The Learning and Wellbeing personnel in the local Delivery Support Team will provide advice and support on access to a range of support provisions and enrolment options for students with a disability and learning support needs.

In consultation with the parent/carer, an Access Request will be initiated by the Learning Support Team at the government school where the student is enrolled. The Learning and Wellbeing Coordinator, or their delegate from the area where the student lives, will assist schools and parents or carers in determining the individual support needs of the student and determine if enrolment in distance education is an appropriate learning pathway for the student.

Any student wanting to apply for enrolment in distance education must do so through their local government high school. This student will be assessed in order to provide the most relevant education provision from the range of services available in public schools. This will require the exchange of detailed information from the student's previous school to assess the appropriateness of support through distance education, or enrolment in a local school before distance education. Before a request can be assessed "Appendix A" must be completed by the Principal and attached to the Access Request.

There will need to be documentation supplied by a mental health professional to support an application in this category. The student must have a disability confirmation.

Category 2.9 – Applying to enrol a student as transition for a student with significant support needs – short term provision

A student, for whom an assessment indicates that they cannot attend their local government school on a regular basis, **may** be eligible for temporary enrolment at Sydney Distance Education High School. This provision can only be accessed as part of a managed transition strategy between the local government school and the distance education school where the purpose is for the student to return to the local school or to facilitate participation in further education or employment.

An application for enrolment in this category must start at the student's current (or local government) school. The school may develop an online document called an Access Request. The local school's Delivery Support Team is responsible for processing access to the range of student services support provisions. The Learning and Wellbeing personnel in the local Delivery Support Team are available to provide advice and support to schools to help them meet their student's needs.

The Learning Support Team and the Learning and Wellbeing Coordinator from the area in which the student lives will, each semester, review the enrolment and level of support required for the student to ensure their ongoing enrolment in this category.

In consultation with the parent/carer, an Access Request will be initiated by the Learning Support Team at the government school where the student is enrolled. The Learning and Wellbeing Coordinator, or their delegate from the area where the student lives, will assist schools and parents or carers in determining the individual support needs of the student and determine if enrolment in distance education is an appropriate learning pathway for the student.

Any student wanting to apply for enrolment in distance education must do so through their local government high school. This student will be assessed in order to provide the most relevant education provision from the range of services available in public schools. Before a request can be assessed "Appendix A" must be completed by the Principal and attached to the Access Request.

In cases where mental health problems experienced by the student are a key reason for the application under category 2.9, the local school should work with the student's clinician, either an external mental health professional or a member of the school counselling service, to contribute to a plan for support at school and/ or the transition management plan. This should be submitted with the Online Access Request form.

A plan from the home school to manage the transition, drawing on resources available from them and the distance education school, must be attached to the Access Request as a condition of enrolment. Delivery Support Team will be able to provide advice to their local school on elements that should be included in the transition plan.

During the period of enrolment, the student will be enrolled at the distance education school but shared on ERN with the home school. The home school will receive copies of student reports while they are enrolled in distance education.

The home school will arrange a transition review with the distance education school at least three months before the return to school.

It is desirable that the transition period for this category does not exceed 200 school days.

Category 2.10 – Applying to enrol a student in extraordinary circumstances

This category is designed to meet unforeseen and extraordinary circumstances which prevent the student attending school.

Enrolments in this category will be assessed and supported by the Rural and Distance Education Specialist Program Coordinator who will liaise with the local Director, local Delivery Support Team and other relevant agencies to determine if an enrolment in this category should proceed.

An enrolment will only proceed where:

- the student's educational and/or wellbeing needs cannot be met by a regular school with access to school, local and state resources
- the distance education school is the most appropriate option
- suitable supervision of the student's learning during school hours can be established
- a risk assessment/management plan has been developed that takes into account the specific circumstances of the isolated learning and attests to the safety and suitability of the home or other location in which learning will take place.

A statutory declaration may be required to attest to the facts of the extraordinary circumstances and/or the willingness to comply with the conditions of supervision and enrolment in this category.

Enrolments in this category should clearly indicate the length of time the student can remain in distance education, a review date and the specific conditions required to maintain eligibility for enrolment.

The Director may seek advice from the Principal of the student's current school and/or an officer from their local Delivery Support Team.

Enrolments under the Extraordinary Circumstances Provision will be reviewed during Semester 2 each school year by the referring Director Educational Leadership using a report from Sydney Distance Education High School outlining the student's progress. The Director will then advise Sydney Distance Education High School if the student's enrolment under this category is to continue.

Category 4 – Applying for curriculum access for a student in a special educational setting

Students in special education settings in the Department of Education **may** be considered for curriculum access provision by Sydney Distance Education High School where the setting is unable to provide curriculum access to a Key Learning Area at an appropriate stage level through any other means.

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

Distance education must be included as part of a documented personalised learning and support plan or transition plan for students in these settings.

The Principal of the Special Placement Setting can apply for curriculum access to Sydney Distance Education High School on behalf of the student.

Sydney Distance Education High School will provide students in special placement settings the opportunity to access Stage 5 and Stage 6 courses only.

The Principal of the Special Placement setting must certify that they cannot provide curriculum access for the student to a course at an appropriate stage level through any arrangement other than distance education. Distance education can only be used as part of a documented personalised learning plan or transition plan for the student. In addition, the Principal of the Special Placement setting must provide details of any other state or school resources allocated to the support of the student to assist in transition planning.

This application must be endorsed by the Director Educational Leadership responsible for that setting.

Making your way to Sydney Distance Education High School

We advise visitors to come to school either from Martin Place or St James Station, or on the 311 bus (Millers Point via Cowper Wharf Road to Railway Square).



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 Rd to via Town Hall to Millers Point). For a quicker bus journey you can also board the bus at stops on York Street near Wynyard Station or Town Hall Station.

For up to date details on bus and train timetables call 131 500 or visit the [Transport NSW](https://www.transport.nsw.gov.au/) website

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 Secure Parking in Lincoln and Young Street (off Cowper Wharf Road – open from 9.30 am). The school has one parking spot that may be used for disabled parking, when notice is given, and not already being used on that day for disabled parking.